



EDAD 5332

**ADMINISTRATION AND ORGANIZATION OF PUBLIC
SCHOOLS**

Fall 2017

College of Education

Department of Educational Leadership

Instructor: Dr. Mack T. Hines III
TEC 319 B
P.O. Box 2119-SHSU
Huntsville, Texas 77341
936-294-4349
mth003@shsu.edu

Office hours: Online

Day and time the class meets: Online

PART I

A. COURSE DESCRIPTION

This introductory course deals with the basic activities of educational management, theories and concepts, organization, and governance of the public schools. Credit 3.

PART II

B. TEXTBOOKS

Text/Readings:

Texas Public School Organization and Administration

James A Vornberg & Wesley Dwayne Hickey

Year Published: 2016

Edition: 15th Edition

TK20 Students are required to purchase a TK20 account (tk20.shsu.edu). Certain assignments will be uploaded to TK20 during your courses and the internship. Logon with the normal student login, and a prompt will appear to purchase the account.

PART III

IDEA Objectives:

Course Format:

The following objectives will be used by the students to evaluate the effectiveness of this course. It is important to know these objectives as we begin the course so that formative evaluation can occur throughout the course of study.

Essential Objectives:

1. Gaining factual knowledge (terminology, classification, methods, and trends). Focus is building a knowledge base.
2. Learning fundamental principles, generalizations, or theories. Focus is to connect facts and understand relationships.

Important Objectives:

1. Learning to analyze and critically evaluate ideas, arguments, and points of view. Focus is on higher level thinking skills.

Course Content:

The purpose of this course is consistent with the mission of Sam Houston State University, the College of Education and Applied Science and the Educational Leadership Program.

1. Sam Houston State University Mission: "...enable its students to become informed, thoughtful and productive citizens."
2. College of Education and Applied Science Mission: "...provides students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society."
3. Educational Leadership Program Mission: "To prepare educational leaders for real world challenges and opportunities."

PART IV

Directions for Scope and Sequence: First, you will read the assigned chapter for each week. You will then write and post a one paragraph response on the SHSU online discussion board section for review by your colleagues. You will then respond to at least another student's posting. You will complete both requirements by 11:59 CST for the Friday of that week. I have provided a sample back and forth post for your review.

Week of	Topic	Posting Due (Your posting should appear by this date)
	August 23-September 1, 2017 Order Books Review Course Documents Seek Clarifications Make Class Introductions	
8/28	Class Introductions	9/1 11:59 P.M. CST
9/4	Chapter 4 Educational Leadership Is No Accident	9/8 11:59 p.m. CST
9/11	Chapter 9 Campus Leadership in Texas	9/15 11:59 p.m. CST

9/18	Chapter 6 Leading and Managing the Change Process	9/22 11:59 p.m. CST
9/25	Chapter 13 School District Public Relations and Communications	9/29 11:59 p.m. CST
10/2	School Vision and Leadership (I will send handouts for this week)	10/6 11:59 p.m. CST
10/9	Thoughts and Reflections (What are You Thinking At This Point?)	10/13 11:59 p.m. CST
10/16	Chapter 12 The Principal and Human Resources, Budgeting, and Facilities	10/20 11:59 p.m. CST
10/23	Chapter 19 Students of Diversity	10/27 11:59 p.m. CST
10/30	Chapter 3 Racial and Ethnic Groups in Texas	11/3 11:59 p.m. CST
11/6	Chapter 11 Systemic Approach to Educational Accountability	11/10 11:59 p.m. CST
11/13	Chapter 20 Leveling the Playing Field for Disadvantaged Students	11/17 11:59 p.m. CST
11/20	Thanksgiving Week No Posts	
11/27	Preparation for Final Exam	
12/4	Final Exam	

Scope & Sequence

Professor's Response to Student Participation

Because of the online structure of this class, I will not “teach” you in the traditional sense. However, I can interact with you in ways to further strengthen your understanding of the chapter.

To that end, I will use the following response styles to maintain weekly interaction with you:

1. Upfront Initiation-During some weeks, I will provide the first post for a chapter.
 - A. *(It is optional for you to respond to my post. But it is required for you to respond to another student's post.)
2. Whole Class Response-At the end of the week, I will provide a summary response to all postings. I will sometimes incorporate pieces of your posts into my response.
3. Personal Response-I will provide an individualized response to each of your posts.
4. Exemplar Response-I will provide relevant research based or practical examples for your review.

Part V

EVALUATION

Assignments	Date Due	Points
1.Class Participation	Weekly	30% of Final Grade
2. Develop a Vision of Leadership.	11/3/17	15% of Final Grade
3. Develop a long-term professional development plan for a school.	11/10/17	15% of Final Grade
4. Critique the communication processes used in a public school.	11/17/17	15% of Final Grade
5. Describe policy and procedures for hiring and dismissing teachers	11/28/17	15% of Final Grade
5.End of Course Assessment	Anytime between December 4-6, 2017	10% of Final Grade
TOTAL POINTS		100%
A = 90-100 B = 80-89 pts. C = 70-79 pts. F = Below 70 pts.		

***You lose 2 points a day when you turn assignments in after the due date.**

Assignment 1 (30%)

Class Participation Grade

A. Number of Posts-10 (10 Points Per Post)

9/4, 9/11, 9/18, 9/25, 10/2, 10/16, 10/23, 10/30, 11/6, 11/13

B. Completing the following actions for each post week:

- Making a post of your own
- Responding to another student's post.

C. Points for Post

- You will earn 10 points for each week that you make a post and respond to another student's post.
- You will earn 5 points for each week that you are late with making a post and responding to another student's post.
- You will earn 0 points for week that you do not make a post and respond to another student's post.

*You are required to make your posts by each Friday to receive full credit for the week.

*A post is late if made on the Saturday or Sunday of that particular week.

* You will not receive credit for catch up posts-which is a post that is made after the required week.

- At the end of the semester, your total number of points will be multiplied by .30 to determine your class participation grades and points for this course.

John Doe Example

- John Doe made 7 posts for the semester.
- 4 of the 7 posts were made by the deadline.
- 3 of 7 posts were late.

- John Doe did not complete 4 postings.

John Doe's Participation Grade

4 X 10=40 Points

3 X 5=15 Points

43X 0=0 Points

55 Points

55 X .30=16.5 Points

Therefore, John Doe earned 16.5% of the allotted 30% for his class participation grade for this class.

Embedded Activities

(I have provided examples for you. You do not need to follow the examples in the same exact way. But you do need to cover the same content featured in the examples.)

Standard Description

COURSES/ACTIVITIES	TE _x ES COMPETENCIES	ELCC STANDARDS SUB-ELEMENTS
EDAD 5332 (ASE 532) Administration & Organization of Public Schools		
1.Develop a Vision of Leadership. Describe how you, as a school leader, will lead, guide, and communicate a vision and related policies.	1.1 Create Campus Culture that Promotes Learning 1.6 Involve Stakeholders 1.8 Align Resources to Implement the Vision	1.1 Develop the Vision 1.2 Articulate the Vision 1.4 Steward for the Vision
2. Develop a long-term professional development plan for a school. Include time	6.1 Collaboratively Develop Prof. Dev. Plan	2.4 Design Prof. Dev. Growth Plans

lines, how to make time available, funding, and expected outcomes.		
3. Critique the communication processes used in a public school. What tools are used to communicate with teachers and parents?	2.1 Communicate w/Families 2.3 Implement Communication System 2.5 Develop Community Relations	4.1 Collaborate w/ Site-based Committee 4.3 Mobilize Community Resources
4. Review and describe the policy and procedures for hiring and dismissing teachers.	6.4 Recruit, Select, Evaluate Personnel-Legal	3.1 Manage the Organization 3.3 Manage Resources

Layman's Description

Vision-15%

You must create a vision for learning. The vision must be based on your personal Leadership Framework. You will submit a paper that must include

Your personal Leadership Framework. (See BlackBoard).

- A plan for communicating the vision to students, teachers, staff, parents, community members, and central office administrators. (Interview a principal)
- How will you manage the resources to guide, support, adapt, and sustain the vision? (Interview a principal)
- General Reflection on personal learning.

Professional Development—15%

Interview a principal to determine How he or she determines what professional development teacher(s) need?

- How are these activities funded?
- How is time made available for the activities?

- What is his or her in designing and/or delivering the PD?
- How will the expected outcome of the professional development be evaluated?

Communication-15%

Develop a communication plan for a school where you are the principal or campus leader designated to be communications officer. Interview a principal to help you with any part of this assignment.

- What communication issues have you observed (positive or negative) in schools or organizations where you have worked?
- What tools will you use to communicate with teachers, with staff, with parents, and with the community?
- What information will you communicate?
- What information will you not communicate or will you let the district communicate?

Hiring and Dismissal Policy and Procedures-15%

Interview a site principal and/or district human resources director to learn about the district policy and procedures for the following.

- Reviewing teacher applications for employment
- Interviewing potential teacher candidates
- Hiring procedures including certification checking
- Induction
- Working with teachers who need to improve
- Dismissal policy and procedures
- Due Process Describe these policies and procedures, and reflect on what learning took place in completing this activity.

Field activities should be saved electronically and put into electronic folders. You will have to upload all activities during your internship. Keep them saved. In the event, a professor does not assign the field activities for a course, you should do them anyway because you will have to before you finish your internship, and you do not want to have to do the activities at that time.

PART VI

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: Dean of Student's Office

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until

you register with the Counseling Center. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.pdf

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Additional Information:

Please visit <http://www.shsu.edu/syllabus/> for Sam Houston State University syllabus information regarding:

- Academic Dishonesty
- Student Absences on Religious Holy Days Policy • Students with Disabilities Policy
- Visitors in the Classroom

