



DIVISION OF EDUCATION – Virtual Campus

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

COURSE NUMBER AND TITLE: EDAD 5326 Effective School Organization and Improvement

COURSE DESCRIPTION: Investigation of the research pertaining to effective schools and examination of the patterns of organization and instruction in these schools which will lead to continuous improvement. Emphasis on visionary thinking and excellence.

TERM AND DATES: Summer Term May 27 – August 9, 2008

INSTRUCTOR: Barbara Allen Carr, Ed. D.

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Plainview, TX 79072

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REQUIRED TEXT MATERIALS:

Lezotte, L. & McKee, K. (2002). *Assembly required: A continuous school improvement system*. Okemos, MI: Effective Schools Products, Ltd.

American Psychological Association. (2001). *Publication manual of the American Psychological Association (5th Ed.)*. Washington, DC: Author.

State Board for Educator Certification. (n.d.). *Texas examinations of educator standards: Preparation manual 068 principal*. Austin, TX: Author. [Available: <http://texes.ets.org/>]

1. Access to the internet on a regular basis is a requirement for this course; we will use Blackboard as the learning system. All class discussions take place via the Discussion board. All class materials are distributed online (lecture notes). All assignments are located online (assignments). All assignments will be collected via the digital dropbox or the discussion board.
2. Access to WBU Learning Resources www.wbu.edu/lrc

COURSE OUTLINE: This course is designed to introduce the concept of effective schools in comparison to the proficiencies of highly successful administrators. Excellence in student achievement and correlates for effective schools are examined. ***Visionary thinking is required.***

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| I. Essential Attributes and Critical Components of Sustainable School Reform | X. Data-Display Tools |
| II. The Effective Schools Framework | XI. Getting Ready for Continuous Improvement |
| III. Systems Theory | XII. Clarifying School Mission, Core Beliefs, and Core Values |
| IV. Continuous Improvement Theory | XIII. Assuring Instructional Focus |
| V. Teams | XIV. Study |
| VI. Time | XV. Reflect |
| VII. Technology | XVI. Plan |
| VIII. Data-Gathering Tools | XVII. Do |
| IX. Data-Analysis Tools | XVIII. Putting it All Together |

COURSE REQUIREMENTS: ***Professionalism is a key component to being an effective educator, and this semester is an opportunity to demonstrate professionalism. Professionalism will be expected at all times, but most especially with your interactions online. Because the university classroom is a place designed for the free exchange of ideas, we will frequently encounter the opinions of others which may seem novel and, occasionally, outlandish. We must show respect for one another in all circumstances. I will show respect for you by not belittling or ignoring you. You will show respect for me by giving attention to assignments. We will show respect for one another***

by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my classes. This component will be evaluated based upon the Education Code of Conduct, my perspective, and your actions. Additionally, because it is so important for educators to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse (based on APA style) will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction.

1. Students will complete all readings and assignments **promptly**. This course is designed to be completed during an 11-week term with assignments due each week. Under **NO CIRCUMSTANCES** will I accept the entire semester's work during the last week or during the last day of class (any late work will receive point deductions). Assignments may become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance.
2. Weekly online **discussion board interactions** will allow dialogue among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. **Students will, as a general rule, post an original response to the question, statement, or assignment and respond to two (2) others unless otherwise instructed.** Posting and responses must be completed at the appointed time to ensure interaction with other students and **will not be accepted late**. In addition, the discussion board will serve as the repository for posting shared materials that students may use as sources for citations for the Effective Schools Exercise. Sharing information will facilitate the learning experience for all and support the notion of "working smarter not harder" as a means of time and resource management.
3. Students will construct/complete **visual support materials** to assist in comprehending the concepts of this course (Graphic Organizers, Advance Organizers, and Data Set Analyses).
 - a. Students will construct a **compare/contrast chart** using the correlates of effective schools and the competencies for successful principals from the test framework for principals (068) (digital dropbox)
 - b. Students will create a **timeline** and **summary** of NCLB (Discussion Board)
 - c. Students will **characterize the notion of the ideal principal** by creating a visual representation (i.e., cartoon, PowerPoint, clipart, bubble map, or other format appropriate to the assignment) (discussion board)
4. Students will **summarize** the reading assignments from **Assembly required: A continuous school improvement system** by creating **reflective reading responses**. The responses may be created using any of the following formats: an outline, a PowerPoint, a reading log, or an organizing diagram. Students will submit these responses to the **discussion board** for grading, responses from other students, and comments.
5. The learners will analyze the work(s) of researchers regarding a specific topic (Leadership, Instruction, Accountability, Facilities Management, Budget Management, or Safety). Students will **review a minimum of 4 journal articles** (each article from a different journal) by providing a **highlighted** copy of the articles (include bulleted notes for PDF documents), constructing a 2 page summary of findings representative of the results, and including a reference list using APA format (Access Online Materials at WBU Learning Resources www.wbu.edu/lrc). (discussion board)
6. The students will submit a **book review** of the work of an important researcher who is currently striving to improve learning opportunities or student achievement for all students or a meta-analysis of the current findings on a specific topic and share information in a PowerPoint presentation (12 slides maximum) to the class via the **discussion board**.
7. Students will select one relevant **set of data** to share and explain to the remainder of the class. Students will provide a copy of the information and a 2 page (maximum) **analysis** of the data

incorporating a visual format, bulleted lists, and/or illustrations with textual information for explanation via the discussion board. This is in lieu of a midterm exam.

8. Students will engage in an online group to conceptualize a mission statement and construct a backward mapping sample of a core curriculum area. The final results will be posted on the discussion board.
9. Students will individually formulate an Effective Schools Exercise, a written response to a scenario, of a school that is low-performing. Using the effective schools research from this course and other sources as needed, students will attempt to bring resolution to the existing problem set as described (**Maximum of 15 pages**). All citations must follow APA format and a reference list is required. This information will be submitted to the digital dropbox. Students will then construct a **one-page visual organizer** to summarize the solution to post on the discussion board to share the results of the work with other students. This is in lieu of a final exam.
10. Students will reflectively create an annotated book list of selected books for future study. The list should include a minimum of 5 choices, a brief explanation of the selection, and the reason(s) the student believes this choice will fuel improvement of personal practice. Using **PowerPoint** as the format, students will submit the book list to the discussion board to share with the class.

STUDENT LEARNING OUTCOMES:

1. Students will exhibit continuing growth in the development of their educational professionalism by timely completion of assignments, thoughtful reflection upon and openness to new ideas, and respectful interactions with the professor and other students.
2. Students will employ a hands-on, minds-on approach to thoughtful construction of materials for staff development purposes suitable for future use in the districts where students are employed. This activity will demonstrate a growing proficiency in instructional leadership related to staff development.
3. Students will review content material such as related research of best practices, data sets of research findings, and examples of highly effective school organizations.
4. Students will develop and utilize developmentally appropriate investigation experiences and skills using both online and textual sources and share information through visual or other appropriate support materials.
5. Students will prepare reflective summaries and create a collection of materials to utilize in future endeavors in education.
6. Students will demonstrate proficiency using technology as demonstrated by artifacts from the course and successful manipulation of the Blackboard System of instruction to include email, digital dropbox, and discussion board.
7. Students will apply the correlates of effective schools and the competencies for the principalship to personal and hypothetical situations.

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES & Possible Sources for Portfolio Development:

1. **Visual support materials (outcomes 1, 2, 4, 6, 7)**
2. **Journal Review (outcomes 3, 4, 5, 6)**
3. **Book Review (outcomes 3, 4, 5, 6)**
4. **Data Analysis (outcomes 3, 4, 6, 7)**
5. **Group: Conceptualization of Mission Statement & Backward Mapping of Core Area (outcomes 1, 3, 4, 6)**
6. **Effective Schools Exercise (outcomes 1, 3, 4, 5, 6, 7)**
7. **Reflective Personal Reading List (outcomes 1, 3, 4, 5, 6, 7)**

ATTENDANCE POLICY:

1. Campus Attendance Policy: Students enrolled at Wayland Baptist University should make every effort to attend all class meetings. The University expects students to make class attendance a priority. All absences must be explained to the instructor who will decide whether omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean or with the Virtual Campus Administrator. Any student who misses 25% or more of the regularly

scheduled class meetings will receive a grade of F for that course. Student grade appeals should be addressed, in writing, to the campus dean.

2. **Instructor's Additional Policies:** Additional attendance policies for each course, as defined by the instructor in the course syllabus, are part of Wayland's attendance policy. Attendance for this online course will be documented by the student's participation in class discussion boards and submission of assignments. **Attendance will be determined by the student's last participation in course activity—not the last log in.**

METHODS OF INSTRUCTION: The delivery system for the course will consist of internet supported instruction utilizing Blackboard interactions. In an effort to accommodate the specific needs of students, instructional methods may include, but will not be limited to, the following: lectures, presentations, demonstrations, practice, and research. Independent study, research, and reading are essential elements of this course in promoting skills of analysis and synthesis critical to completion of a graduate course of study.

EVALUATION:

EVALUATION: University Grading System (see Catalog)			<p>A grade of "CR" indicates that credit in semester hours was granted but no grade or grade points were recorded.</p> <p>*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to the grade of E. An incomplete notation cannot remain on the student's permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.</p>
A	90-100	Cr for Credit	
B	80-89	NCR No Credit	
C	70-70	I Incomplete*	
D	60-69	W for withdrawal	
F	below 60	WP Withdrawal	
		Passing	
		WF Withdrawal	
		Failing	
		IP In Progress	
		X No grade given	

COURSE GRADING CRITERIA: All assignments are due as noted on course outline. All assigned work must be word-processed. Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days; late work for discussion board entries will not be accepted at all.

GRADING RUBRIC:

Assignment	Possible	Earned
Discussion Boards	10	
Compare/Contrast Chart	10	
Ideal Principal	5	
Timeline/Summary NCLB	5	
Journal Review	5	
Data Set Analysis (in lieu of midterm)	10	
Group: Conceptualization of Mission Statement & Backward Mapping	5	
Book Review	10	
Effective Schools Exercise (culminating activity in lieu of final exam)	30	
Reflective Reading List	10	
TOTAL	100	

ACADEMIC HONESTY: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work). Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

DISABLED PERSONS: It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

MEETING DATES AND ASSIGNMENTS Tentative Course Outline***I reserve the right to amend the tentative course outline as needed during the course. Course Calendar follows:

EDAD5326 - Virtual Campus- Summer 2008			
SESSION DATE (Mon-Sun)	PREPARATION	READING ASSIGNMENTS TEXT IN BLACK EXTRA MATERIAL PROVIDED, WEBSITES BOOKS AND JOURNALS (LRC, ONLINE)	ASSIGNMENTS - All assignments are due by midnight Sunday night to accommodate those who must complete the work during the weekend (except final assignment which is due Thursday at midnight).
Note: I designed this course with heavy emphasis on reading and learning at the beginning so that you have the additional resources you need for your Effective Schools Exercise (in lieu of a final exam) in a timely way! Try not to get behind in the reading so that you can complete your assignments in a timely, less stressful atmosphere!			
1 May 27- Jun 1 <i>This first session is Tu-Sun</i>	Basic Instructions Read Syllabus Technology Standards NETS Standards Reading LogCh1-3 (sample)	Correlates of Effective Schools, pp. 203-209 Competencies for Principal Certification [available: end of syllabus or http://texes.ets.org/] Ch 1-3	Discussion Board #1- Getting Acquainted (Reflective Reading Response) Compare & Contrast Chart dropbox
2 Jun 2-8	Characteristics-Ideal Principal NCLB-Payne Preview: Book Review	NCLB information Ch 4-5 Select Book for Review Read - Book for review (due Session 9)	DB #2- Continuous Improvement Theory & Teams (Reflective Reading Response) Ideal Principal Activity (DB) NCLB Timeline & Summary (DB)
3 Jun 9-15	Glickman Article & Analysis (Sample) Prongs of Effective Schools: Leadership, Instruction, Budget, Facilities, Accountability, Safety	Ch 6-7 Read - Book for review 4 articles/different journals	DB #3- Time & Technology (Reflective Reading Response; also refer to technology standards from Session 1) Journal Review (DB)
4 Jun 16-22	Read Journal Reviews of other Students (on DB) Preview: Reading List Assignment due Session 11 Preview: Effective Schools Assignment due Session 10	Ch 8-10 Read - Book for review	DB #4- Data Tools (Reflective Reading Response)
5 Jun 23-29	Data Analysis Making Sense of Research Dream Deferred & ppt	Ch 11-12 Book for review Source for data: http://www.tea.state.tx.us/data.html	DB #5- Continuous Improvement & Mission, Beliefs, and Values (Reflective Reading Response) Data Set w/Analysis due – midterm
6 Jun 30- Jul 6	Read Data Analyses(on DB) Group: Conceptualization of Mission Statement and Backward Mapping Characteristics/Successful Schools	Ch 13 Book for review	DB#6- Assuring Instructional Focus (Reflective Reading Response) Create Mission Statement & Backward Map w/group
7 Jul 7-13	Continuous Improvement Cycle: p. 36, p.109 (use this model to begin your ES exercise)	Ch 14-15 Book for review	DB#7- Study & Reflect (Reflective Reading Response)
8 Jul 14-20	Habits of Mind Effective Schools Exercise Preparation	Ch 16-17 Book for review	DB#8- Plan & Do (Reflective Reading Response) Book Review due next session

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9 Jul 21-27	Perspectives of Principals (2 articles) Effective Schools Ex Preparation Book Review Due & Read the Book Reviews of others	Ch 18	DB #9- Putting it All Together (Reflective Reading Response)
10 Jul 28-Aug 3	Effective Schools Exercise due		DB #10- What did I learn in this course? (Reflective Reading Response)
SESSION/DATE (MON-THUR)	PREPARATION	READING	ALL ASSIGNMENTS DUE THURSDAY AT MIDNIGHT
11 AUG 4-8	VIEW ES EXERCISE VISUAL ORGANIZERS OF OTHERS (ON DB)	FINISH PREPARING READING LIST	DUE: REFLECTIVE READING LIST FINAL ASSIGNMENT DUE BY MIDNIGHT THURSDAY—CELEBRATE!

TEST FRAMEWORK FOR PRINCIPAL (FIELD 068)

Domain I—School Community Leadership (approximately 33% of the test)

Domain II—Instructional Leadership (approximately 44% of the test)

Domain III—Administrative Leadership (approximately 22% of the test)

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP*

Competency 001 - The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to:

- 1.1 • create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- 1.2 • ensure that parents and other members of the community are an integral part of the campus culture.
- 1.3 • implement strategies to ensure the development of collegial relationships and effective collaboration.
- 1.4 • respond appropriately to diverse needs in shaping the campus culture.
- 1.5 • use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- 1.6 • use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- 1.7 • facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- 1.8 • align financial, human, and material resources to support implementation of a campus vision.
- 1.9 • establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- 1.10 • support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- 1.11 • acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

* "School Community" includes students, staff, parents/caregivers, and community members.

Competency 002 - The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The principal knows how to:

- 2.1 • communicate effectively with families and other community members in varied educational contexts.
- 2.2 • apply skills for building consensus and managing conflict.
- 2.3 • implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.

- 2.4 • develop and implement strategies for effective internal and external communications.
- 2.5 • develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
- 2.6 • provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- 2.7 • establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
- 2.8 • communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- 2.9 • respond to pertinent political, social, and economic issues in the internal and external environment.

Competency 003 - The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- 3.1 • model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- 3.2 • implement policies and procedures that promote professional educator compliance with *The Code of Ethics and Standard Practices for Texas Educators*.
- 3.3 • apply knowledge of ethical issues affecting education.
- 3.4 • apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- 3.5 • apply laws, policies, and procedures in a fair and reasonable manner.
- 3.6 • articulate the importance of education in a free democratic society.
- 3.7 • serve as an advocate for all children.
- 3.8 • promote the continuous and appropriate development of all students.
- 3.9 • promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

DOMAIN II—INSTRUCTIONAL LEADERSHIP

Competency 004 - The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:

- 4.1 • facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- 4.2 • facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- 4.3 • facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- 4.4 • facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- 4.5 • facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- 4.6 • facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- 4.7 • promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Competency 005 - The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- 5.1 • facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- 5.2 • facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- 5.3 • create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- 5.4 • ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.

- 5.5 • use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- 5.6 • facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- 5.7 • facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- 5.8 • facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
- 5.9 • analyze instructional needs and allocate resources effectively and equitably.
- 5.10 • analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- 5.11 • ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

Competency 006 - The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

The principal knows how to:

- 6.1 • work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- 6.2 • facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- 6.3 • allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- 6.4 • implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- 6.5 • use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- 6.6 • diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- 6.7 • engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Competency 007 - The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

The principal knows how to:

- 7.1 • implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- 7.2 • implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
- 7.3 • frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- 7.4 • use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
- 7.5 • encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
- 7.6 • apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

DOMAIN III—ADMINISTRATIVE LEADERSHIP

Competency 008 - The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

The principal knows how to:

- 8.1 • apply procedures for effective budget planning and management.
- 8.2 • work collaboratively with stakeholders to develop campus budgets.
- 8.3 • acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
- 8.4 • apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
- 8.5 • use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.

- 8.6 • develop and implement plans for using technology and information systems to enhance school management.

Competency 009 - The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:

- 9.1 • implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- 9.2 • apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- 9.3 • develop and implement procedures for crisis planning and for responding to crises.
- 9.4 • apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).