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EDAD 6860

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EDAD 6860 – The Principalship FALL 2015

Mondays 5:00-7:40 308 Education Building

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Thursday 12:00-3:00 PM

Course Description:

The Principalship course serves as one of the culminating courses that reinforces and expands theories, skills and practices for effective leaders. The aim of the course is to provide candidates with relevant examples and simulations of a leader's role in various levels of administrative practice. The coursework will be delivered through a combination of lecture and demonstrations, professional standards identification, group presentations, case studies, and field based experiences.

College Mission: The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit's purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of practice and theory.

Conceptual Framework

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Course Objectives:

1. Students will develop a knowledge and understanding of the Louisiana Standards for School Principals (LA) and the standards of the Educational Leadership Constituent Council (ELCC).
2. Students will develop an understanding of the role of vision in the principalship and articulate their visions in their administrative portfolios. (LA 1; ELCC 1)
3. Students will become familiar with guidelines for action that can engender positive change in principals and a corresponding positive change in their schools.
4. Students will gain knowledge of specific behaviors that will enable them to become accomplished educational leaders and foster a school climate of high achievement.
5. Students will expand their awareness of strategies that facilitate successful performance in the principalship.
6. Students will become familiar with the various management functions associated with the principalship.
7. Students will actively participate in case studies to gain an appreciation of the kinds of situations that school administrators face and to sharpen their decision-making skills. Issues in these activities will be aligned with the Louisiana Standards for School Principals and the ELCC standards.
8. Students will become knowledgeable of the theory and practice of ethical decision making.
9. Students will engage in self-reflection in order to formulate personal belief and mission statements that will serve as the foundations for their decisions and actions in the principalship.
10. Students will give and receive feedback from colleagues on work products prepared for class, and thus begin to explore techniques associated with supervision.
11. Students will engage colleagues in discussion about the aforementioned topics, and thus utilize effective communication and group practices. If feasible, students will also collaborate with colleagues in researching and presenting a topic relevant to becoming an effective principal.
12. Students will successfully complete the following program assessments:
 - Clinical Field Survey: Must be completed by you AND your mentor principal. This will be a pre- and post- assessment. The pre-assessment must be completed

both people by October 21st. The post-assessment will be completed during your internship semester.

- Pass the School Leaders Licensure Assessment exam. You cannot graduate from the UNO educational leadership program until you pass this exam. Register at: www.ets.org

Required Texts

Ubben, G.C., Hughes, L.W., & Norris, C.J. (2010). *The principal: Creative leadership for excellence in schools* (7th edition). Boston: Allyn & Bacon. ISBN-13: 978-0137158379

Whitaker, T. (2003). *What great principals do differently; Fifteen things that matter most*, Larchmont, NY: Eye on Education. ISBN-13: 978-1930556478

Course Requirements:

Livertext work (10%)

Introduction to Each Standard (10%)

Provide a description, in your own words, of each Louisiana Leadership Standard and the knowledge, skills and dispositions that help to define this standard. Include information on how this state standard connects to your philosophy of and/or philosophy of leadership and can be implemented in your school context. Identify at least one author and the professional literature, research or theory that relates to this standard. Be explicit in connecting how that research/writing supports this standard.

Required Field Experiences (10%)

FE#1 Special Education Function: In preparation for our class on Special Education, you will conduct a 45 minute observation of a special education function in your school. This might include: observation of an inclusion classroom, observation in a self-contained classroom, observation of a pull-out classroom, observation of an SAT team meeting, a disciplinary hearing for a student with an IEP, or an observation of an IEP meeting.

FE#2 Human Resources Function: In preparation for our class on Staffing and Deployment, you will observe/participate in a Human Resources function in your district. This might include: interviewing prospective teachers, attending a teacher-recruitment event, observing a staff meeting in the district HR office, or observing in a school with a very different staffing arrangement from your own school.

FE#3 Business Management Function: In preparation for our class on Finance and Budgeting, you will observe or interview your school-based business manager. The following functions should be discussed or observed: student activity accounts, charitable

donations, money collection procedures, ordering supplies, computer programs, grant management, and the school's annual budget cycle.

FE#4 Lead a Learning Walk: Sometime **prior to 10/26**, students will lead a small group of faculty on a learning walk at their school. With permission of the school leader, the student will develop a classroom observation sheet that collects data on teaching and learning in the classroom. In particular, the sheet should collect data on any recent professional development emphases in your school. You will lead a group of at least three other educators through at least 3 classrooms, completing the classroom observation form in each one. At the conclusion of the walkthroughs, you will facilitate a discussion of school performance on the traits for which you collected data. Include a summary of all thisw in a 3 pg. reflection to be submitted by the date indicated on the course calendar.

Written Reflections (20%)

Students are required to submit a 2 pg. written reflection at four points during the semester. These reflections pertain to topics covered in the previously assigned reading material. Reflections are a discussion of the concepts, ideas, questions, personal thoughts, or any combination thereof that relate to the readings or class sessions. As a suggestion, the student might select several quotations or key concepts from the assigned reading and write a brief reflection or reaction to them. The reflection should state how the selected concept or idea could influence your behavior as a school administrator. Each reflection might end with "As an educational leader, I learned".

Principal Interview (10%)

In an effort to get more than a "hallway-conversation" with your mentor, you are to conduct an interview with this individual and turn in a write-up of your findings. The objective of this interview is to get to know your mentor as a person and to get some understanding of their pathway into leadership and their outlook on leadership. I would like you to develop 8-10 interview questions of a substantive nature (in addition to biographical questions), and include them in a list at the end of your write-up. It is recommended that you combine this interview with a discussion of the "Clinical Field Evaluation" that your mentor has filled out for you.

In submitting this assignment, students are to write a 3-5 page narrative summary of the interview which includes some of the important details of the discussion as well as your responses to specific areas and the interview as a whole. Also list the interview questions at the end of the paper on a single sheet.

"Great Principals..." Group Presentation (15%)

To emphasize connecting theory to practice in our class, we will spend time focusing on the practical suggestions in Todd Whitaker's book *What Great Principals Do Differently*. The work of our groups will be to relate the text to our semester's worth of discussion and readings and examine each chapter's applications for real-world school leadership. Your group will deliver a series of in-class role-play presentations that demonstrate the major concepts of your chapters and a commentary/presentation that

connects your chapter to leadership theory and practice.

Staff Development Activity (10%)

Each student in class will individually research and present a draft professional development activity for use with their “staff”. This should be a 10-15 minute presentation that summarizes key points from a reading that supports your topic, engages attendees in active learning, and presents a meeting agenda/lesson plan for utilizing this reading in a 1 hour staff development session. Presentations will be assessed according to the standards of the National Staff Development Council (<http://www.learningforward.org/standards/standards.cfm>).

Online Participation (15%)

For each of our online course meetings, we will follow the same schedule. Your original post (~500 words) to that week’s reading/video is due by midnight on the Sunday at the beginning of that week. Your three substantive responses to the posts of classmates is due by midnight the following Sunday.

Clinical field Evaluation (10%)

Both you and your mentor will complete one copy of the *Clinical field Evaluation* which is a checklist that allows for evaluating your development across the Louisiana Leadership Standards. These will be important pieces of data which will help you select activities during your internship semester. Turn in one copy of the evaluation filled out by yourself, and another filled out by your mentor. This assignment should be connected to the *Principal Interview* assignment so that your mentor has received and completed their evaluation of you prior to the interview, and the interview session becomes a time to talk about your development as a leader as well as to ask the interview questions you’ve prepared as part of that assignment.

EVALUATION:

1. Livetext Work (Intros. to Standards and Field Experiences)	10%
2. Four Written Reflections	20%
3. Principal Interview	10%
4. <i>Great Principals...</i> Group Presentation	15%
5. Staff Development Activity	10%
6. Online Participation	15%
7. Clinical field Evaluation	10%
8. Class Attendance & Participation	10%

GRADING SCALE:

A = 90-100 B = 89-80 C = 79-70 D = 69 – 60

FIELD EXPERIENCES FOR EDAD 6860: THE PRINCIPALSHIP:

Field experiences included in this course support candidates to engage in the following professional roles/responsibilities in the conceptual framework of the college:

- Establishing and supporting vision

- Supporting effective teaching and learning and a collaborative culture
- Managing the school environment
- Improving school and system practice
- Implementing professional development
- Building school and community relations
- Aligning practice with legal and ethical standards

Two types of field experiences are included in the Educational Leader Program: (1) required field activities which are assigned at specific points in time in alignment with coursework, and (2) elective field experiences which are selected by the participant based on the current needs of your school. Field experiences are organized into three levels: observing, participating, and leading (see Field Experience List). For this course, the total hours expected for field experiences is 150 hours. You should complete field experiences from all 3 levels.

Candidates are required to enter both the location and number of field experience hours completed to meet the requirements of this course into Live Text (e-portfolio) along with an appropriate reflection for that field experience. This requirement must be completed to earn any credit aligned with field experience assignments. Candidates will also be required to document completion of a required number of field experience hours at various points in the program of study. The only documentation that will satisfy this requirement will be the data in the Live Text portfolio. Thus, it is critical that candidates record all field experience information. The quality of the experience is essential to your development as a leader. Work with your mentor/supervising administrator (principal/district level supervisor) to select field experiences that would support your leadership development and assist the school improvement process.

CLASSROOM PARTICIPATION and ATTENDANCE:

Students are expected to attend all classes regularly and punctually. A student who is not present in class is marked absent. Student grades will be based partially on participation and attendance. Students are expected to attend and participate in all class meetings through exam week, according to the university schedule in the UNO Bulletin for this semester's classes.

Please notify me about absences by e-mail or phone **prior to any absence**. You must submit a note from your principal if you miss a class to attend a work-related function. If you do not submit this note, your absence will not be excused. Students receive one excused absence per semester, and absences beyond that (excused or otherwise) result in a grade deduction of 3%. Contact the instructor if you have an extreme situation.

Directions for Completing Course Assignments

All work should be submitted by the **due date**. A letter grade will be deducted for late assignments unless you have received permission from the instructor. ***Assignments will***

not be accepted if submitted two weeks after the deadline unless other arrangements have been made. A grade of “Incomplete” will not be given unless you have made arrangements with the instructor prior to the last week of class. Incomplete grades start at a “B.” Papers will be graded based on adherence to the directions given, the content and quality of your writing, use of references to the literature, and adherence to APA guidelines. All papers should be double-spaced with 12-point font and one inch margins.

Academic Integrity

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information at http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm

Students with Disabilities:

The Office of Disability Services (ODS), in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled.

ODS is considered the University's designated office for determining eligibility for services, reviewing and maintaining documentation, and recommending appropriate accommodations. Students, however, do not have to register with ODS in order to advocate for disability related accommodations. For those instructors who have students with disabilities who choose not to register for services with ODS, and who request academic accommodations, ODS is available as a resource to verify eligibility and recommend appropriate accommodations. To request academic accommodations due to a disability, please contact the ODS Office (x6222) or the Accommodative Testing and Adaptive Technology Center (x7284).”

EDAD 6860: The Principalship

Fall 2012 Class Schedule

Date	Topic	Assignment(s) Due
Week #1 8/24	Introductions, Syllabus, Pass out Clinical Field Evaluations (2 copies), Discuss Wolcott.	
Week #2 8/31	Ubben chpt. 1: "The Principal" Beabout: Sample PD session	Reflection #1
Aug. 9/7	LABOR DAY- NO CLASS	
Week #3 9/14	Ubben chpt. 2: "The Learning Community" Vision for the school PD:	Reflection #2
Week #4 9/21	Ubben chpt. 3: "Decision Processing" School Policies and Procedures PD:	Bring from School: Review your student and/or staff handbooks
Week #5 9/28	Ubben chpt. 8: "Special Students" Also read Faircloth (2004) (Moodle) Special Education Panel Platform for Ethical Leadership PD:	FE#1: Special Ed. Observation Reflection #3: Faircloth
Week #6 10/5	Ubben Chpt. 10&11: "Staffing & Deployment" PD:	From School: Bring in staff list FE#2: Observe an HR function
Week #7 10/12	Online week: Instructional Leadership- Horng & Loeb (2010)	From school: Bring in master schedule
Week #8 10/19	Ubben Chpt. 11&12: "Deployment & Scheduling" Bushman (2006) (Moodle) David (2008) (Moodle) Learning Walks overview PD:	FE#3: Observation/ interview with school business manager.
Week #9 10/26	Ubben Chpt. 13: Accounting/ Budgeting LAUGH Handbook PD:	
Week#10 11/2	Field Trip and Principal Panel (Site TBD)	
Week#11 11/9	Whittaker: Group 1 (Chpts. 2-5) Whittaker: Group 2 (Chpts. 6-9)	Turn in 2 Clinical Field Evaluation Surveys;

	Whittaker: Group 3 (Chpts. 10-13) Whittaker: Group 4 (Chpts. 14-17) Re-visit Wolcott PD:	Turn in Principal interview
Week#12	<ul style="list-style-type: none"> • Ubben Chpt. 14: Technology Applications for School Management • Debrief of Learning Walks PD:	FE #4: Lead a Learning Walk at school Reflection #4: Learning Walk writeup
11/23	No Class – Brian at UCEA Conference	
Week#13 Dec. 30	<ul style="list-style-type: none"> • Writing your Leadership Framework • A look ahead 	
Week#14 Dec. 7	NO CLASS- Livetext Field Experience Logs due	

EDAD 6860: The Principalship **SREB Recommended Internship Experiences**

Good examples of intern activities that align w/EDAD 6860

Observation:

- Observe the bookkeeper's procedures for check reconciliation, accounting and cash flow. (ELCC 3/LA 3; CSF 11).
- Shadow principal for the day, record and correlate principal's activities to the Louisiana Standards for School Principals; summarize and reflect on the principal's activities based on a standard set of questions (ELCC 1-6/La 1-7)

Participate:

- Participate in an interview of a school or district administrator based on the Louisiana Standards for School Principals (ELCC 1-6/LA 1-7)
- Participate with teachers in their analysis of student work using a protocol such as Standards in Practice from the Education Trust, the Collaborative Assessment Conference, or the Tuning Protocol developed by the Coalition of Essential Schools. Develop conclusions with the faculty about how instruction should change in response to what is learned through the analysis of student work. A variation would be to use a protocol that examines teacher assignments such as Phil Schlechty's protocol, Working on the Work. (ELCC2/LA 2; CSF 3).
- Participate in scheduling a special activity at the school. (ELCC 3/LA 3; CSF 10).
- Participate by interviewing school leaders and compiling a list of exemplary instructional leaders observed over time who also have proven to be especially competent in leading colleagues. (ELCC 6/ LA 4; CSF 13)

Lead:

- Lead an instructional committee that is part of a structured audit or re-examination and potential re-crafting of a school's vision or mission, perhaps in preparation for renewal of accreditation by a regional accreditation agency (SACS, etc.) or review by the state department of education. (ELCC 1/LA 1; CSF 1).
- Lead and join a new administrator professional organization and participate regularly in its activities. (ELCC 2 & 6; CSF 9, 13).
- Lead a district principal's meeting and/or a state leadership conference and make a presentation on effective change practices. (ELCC 6/LA 4; CSF 8).
- Lead the school leadership team in conducting and analyzing purchases to determine alignment with student needs. (ELCC 3/LA 3; CSF 11).
- Lead a district principal's meeting and/or a state leadership conference and make a presentation on effective change practices. (ELCC 6/LA 7, CSF 8).
- Lead the school's preparation for a technical assistance visit by a comprehensive school reform group such as High Schools That Work. Work with the school coordinator to assemble the needed documentation and develop the schedule (ELCC 6/LA 7; CSF 1, 13)
- Lead a faculty study team in analyzing root causes of poor achievement in core areas such as literacy and numeracy, formulating and implementing a set of actions and assessing the results. (ELCC 2,3/LA 2,3, CSF 1,5).
- Lead a faculty study team that is examining the effectiveness of lower level courses in advancing student achievement; based on results, develop and implement a plan of action for teaching these students at higher standards (ELCC 5, 6/LA4,7; CSF 6) Lead the development of a school web site or listserv discussion group devoted to sharing best practices among the faculty or communicating with the community.(ELCC6;LA 7;CSF6)
- Lead an articulation project with a feeder school in which the expectations that students were held to in lower grades are shared with upper grade teachers so that teachers can hold students to more rigorous expectations as they advance from grade to grade (ELCC 6/LA 7;CSF 6)

Required Internship activities to be completed by the end of your **certification program**.

(Note: Internship activities are aligned to LA, ELCC, and ISLLC standards.)

- Shadow the principal for the day, record and correlate principal's activities to the ELCC Standards and LA Standards for School Principals; summarize and reflect on the principal's activities (LA 1-7; ELCC 1-6; ISLLC 1-6)
- Observe and interview staff development professionals to learn effective staff development strategies to train teachers; record your findings (LA 2 & 5; ELCC 2; ISLLC 2)
- Engage in strategic planning process to help teachers work toward the school vision for curriculum, instruction and assessment and student achievement. (LA 1, 2; ELCC 1,2; ISLLC 1, 2)
- Participate in Learning Walks and/or observations to assess teaching quality and discuss findings with teachers. (LA 2; ELCC 2; ISLLC 2)
- Work with the person who plans the curriculum on the campus level and outline steps for improvement of one area of the curriculum (LA 2 & 4; ELCC 2; ISLLC 2)
- Research and present to SIP committee or other group some educational data, issue or trend that supports school improvement and student learning(LA 2, 4, 5 ELCC 2,
- Describe candidate's involvement with development, application or monitoring of technology for instructional purposes (LA 2; 3; ELCC 2; 3; ISLLC 2; 3)
- Observe the bookkeepers procedures for check reconciliation, accounting and cash flow and review budget reports compiled by the bookkeeper.(LA 3; ELCC 3; ISLLC 3)
- Participate by reconciling tickets and gate receipts after an athletic or other activity or by handling monies from a school-wide sale activity (LA3; ELCC 3; ISLLC 3)
- Outline the basic tasks of the principal/supervisor involving finance for campus activities and expenses (LA 3; ELCC 3; ISLLC 3)
- Participate in scheduling a special activity at the school.(LA 3; ELCC 3; ISLLC 3)
- Work with your principal to identify a school related concern, seek and analyze problem factors, seek creative solutions and resolve at least one school related problem. (LA 3; ELCC 3; ISLLC 3)
- Provide evidence of collaboratively assisting your mentor with staffing patterns, school organizational structure or facility design to support desired student outcomes.(LA 3; ELCC 3; ISLLC 3)
- Describe school information systems used in your school and district (LA 3; ELCC 3; ISLLC 3)
- Conduct a safety audit or review emergency disaster plans and update as needed. (LA 3;) ELCC 3; ISLLC 3
- Determine the special programs administered by the principal/supervisor on the local campus or parish office in addition to the regular program. Outline the basic intent of each special program.(LA 3; ELCC 3; ISLLC 3
- Monitor support services (transportation, food service, health service, maintenance and after school programs) and provide feedback to principal. (LA 3; ELCC 3; ISLLC 3
- Monitor co-curricular and extra-curricular activities and provide feedback to principal. (LA 3 ELCC 3; ISLLC 3)
- Plan, develop and conduct professional development sessions that follow up on what participants learned during the Learning Walks or on topics related the School Improvement Plan (LA 2, 4& 5; ELCC 2, 3; ISLLC 2, 3)
- Document at least one meeting with a community agency which addresses student and family conditions. (LA 6; ELCC 4; ISLLC 4)
- Conduct an activity with at least one community agency/ business partner. (LA6;ELCC4;ISLLC4)
- Provide evidence of candidate's effort to recognize and celebrate school successes publicly. (LA 6; ELCC 4; ISLLC 3)
- Provide evidence of situations in which candidate applied laws, policies, regulations, and procedures fairly, consistently, wisely and compassionately. (LA 7;ELCC 5; ISLLC 5))
- Provide evidence of observation or participation in an IEP conference, a suspension or an expulsion hearing and indicate what candidate learned about respecting the rights and dignity of others. (LA 7; ELCC 5; ISLLC 5)
- Provide evidence that candidate assisted in developing a caring school environment in collaboration with faculty and staff. (LA 1;7; ELCC 1;5; ISLLC 1;5)