

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

EDLR 6610: The Principalship (3 Semester Credit Hours)

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Course Description

This course examines the roles and responsibilities of the school principal under competency-based school leadership context. Leadership candidates will examine significant aspects of the knowledge, dispositions, skills, and daily work of the school principal as platforms for building an understanding the performance expectations and indicators of what it is to lead, manage, and institutionalize an effective school focused on success for all students.

Required textbook

Sergiovanni, T. J. (2005). *The Principalship: A Reflective Perspective* (6th Ed.). Boston: Pearson. ISBN 0-205-57858-6

Technology Support Required: LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives

The candidate will:

1. Identify and articulate current and emerging educational leadership standards and practices applicable to real-time school settings.
2. Research and understand what effective school principals *do and don't do*, through direct observations and reflective practices.
3. Develop knowledge and effective skills to supervise, discipline, and manage all categories teachers and students to ensure success for all.
4. Observe, participate, and lead one or more projects, aligned to the Georgia PSC Leadership Standards that promote the concept *Leadership for Teaching and Learning*.
5. Write a reflective but critical report and portfolio that narrates the leadership knowledge, skills, values, dispositions acquired during the course.

College of Education Conceptual Framework

Understanding for teaching, teaching for understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

Prepared Dimensions (PD)

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desired to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and non-verbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Able Dimensions (AD)

A2: Create learning environment that encourages positive social interaction, active engagement in learning, and curriculum goals.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A5: Ability to teach and work in authentic settings with diverse populations of learners.

Responsive Dimensions (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners.

R3: Understanding of how students differ in their approaches to learning and demonstrate

meeting their educational needs in fair, caring, non-discriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.

R5: Fostering relationships with schools colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Program-specific Standards Addressed

The course addresses the following standards:

GA PSC/ISLLC Leadership Standard(s)
PSC/ISLLC Standards 1-6.

Board of Regents Principles (QA - Quality Assurance, C - Collaboration, R - Responsiveness):

QA1. The University System will ensure the success of teacher and leader candidates on certification examinations for all demographic groups.

C3. Educational leadership programs will be the shared responsibility of colleges of education, arts and sciences, business, other academic units (as appropriate), and school partners.

C4. University Systems institutions that prepare educational leaders will collaborate with area school systems to work on seven goals (increase student achievement, nominate, prepare, mentor BELs, etc).

R1. All universities that prepare teachers and educational leaders will implement aggressive recruitment policies that numbers, to raise the caliber, to expand the diversity of candidates, and balance supply and demand.

Technology Competencies

1. Demonstrate ability to operate a computer system in order to successfully utilize software.
2. Demonstrate knowledge of uses of computers for problem solving, data collection, information management, communications, presentations, and decision-making.
3. Demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities.

Course Content and Schedule

The content for this course is focused on the following premise:

- The school principal as the strategic planner who sets the visionary tone, empowers, and promotes the values and collective operational principles that continuously ensure success for all students.
- The school principal as the chief architect of teaching and learning through the promotion and provision of standards-based-best-practices and instructional programs in a safe and secure climate and culture of life-long learning.
- The school principal as the collaborative and ethically effective manager and utilizer of resources to support teaching and learning in ways that promote success for all students.
- The school principal as the ethical, moral, and exemplary touch-bearer for the school and its community.

- The school principal as the one who understands, responds to, and influences wider agendas, policies, and cultural contexts on education that promote success for all students.
(NPBEA-ISLLC 2008, GA PSC, GA BoR, SREB, NCATE/ELCC, leadership standards).

Schedule of Classes

Period	Topic	Strand	Reference	Assignment/Due Date
Class 1	Understanding the rationale for new school leadership standards for practice	<ul style="list-style-type: none"> • Background to emerging standards for school leadership • Understanding contemporary standards for school leadership 	Chapter 2 (text) Other directed references	1. In-class assignment #1: Analysis of and reflections on new school leadership standards. Due: Class period
	The Principalship in contemporary times (Part I)	<ul style="list-style-type: none"> • Dimensions to school leadership in contemporary time. 	Directed Reference.	2. Major assignment #1. See assignment handout. Due: Next class period.
Class 2	The Principalship in contemporary times (Part I).	<ul style="list-style-type: none"> • What effective school principals really do? 	Other directed references	1. Major Assignment 1 due
	Understanding what constitute and effective schools	<ul style="list-style-type: none"> • Case study of an effective school. 	Directed references.	2. In-Class Assignment #3 Case Study Analysis: (a). “Frances ... and Orchard ... ES”. Appendix 6.1: Pages 149-155. (b). “A Prima on School Culture” Appendix 6.2: Pages 156-157. Due: Class Period Due: Class period 3. See main assignment #2. See assignment handout. Due: Class 4.
Class 3	The beginning: Establishing moral platform for school leadership.	<ul style="list-style-type: none"> • School As a Moral Learning Community (Discussion) • Stages of Leadership. • Moving leadership into community of leaders. • Developing and articulating the shared vision, mission, and goals. 	Chapters 5 & 6 (text) Other directed references	1. Main Assignment #2 due
	Building the case for strategic school leadership: Pat I			2. In-Class Assignment #4: Identify and explain Characteristics of a well thought out educational vision for your school. 3. Major Assignment #3 – Part I: See assignment handout. Due: Class 5.
Class 4	Building the case for strategic school leadership: Pat II	<ul style="list-style-type: none"> • Leading the development of strategic action plans for a successful school. 	Chapters 7 & 8 (text) Other directed references	In-Class Assignment #4: See Appendix 11.1 Page 226 (text) Due: Class Period
		<ul style="list-style-type: none"> • IRIS Module on School Improvement: “Effective 	Other directed references	

		<p><i>School Practices; Promoting Collaboration and monitoring Students' Achievement</i>".</p> <ul style="list-style-type: none"> IRIS Module on School Improvement: <i>Collaborating with Families</i> 		
Day 5	Leading and supervising a successful school – Instructional Leadership: Part	<ul style="list-style-type: none"> Understanding instructional leadership IRIS Module on School Improvement: <i>Accessing General Ed. Curriculum: Including considerations for Students with Disabilities.</i> 	Chapters 9, 10, & 11 (text) Other related references Chapters 12, 13, & 14 (text)	<ol style="list-style-type: none"> Field assignment – Part I due. In class Assignment #5: Activities on IRIS Module. Field Assignment: Part II See assignment handout. Due Class 7.
Class 6	Leadership for Change	Working with the other leadership standards.	A reflective revisit of the leadership standards (ISLLC, GA PSC, NCATE, etc)	In-Class Assignment 6: See Appendix 13.1 page 311.
		Leading a change process	Chapter 15 (text)	
Class 7	Bringing It All Together – A Reflective Narrative	<p>The principal as an education advocate.</p> <p>IRIS Module: Fostering Transitions for Students with disabilities from HS to Post-school Settings.</p>		<ol style="list-style-type: none"> Field Assignment #3 Part II due. In-class Assignment Analysis of real situation cases. <p>Prepare presentation on field assignment.</p>
Class 8				Presentation of Field assignment.

Course Major Assignments

In addition to the six in-class assignments, student will also complete three additional major assignments during the duration of the course. Details of the assignments are as provided in the syllabus and/or in separate hand-out that forms an integral part of the syllabus. The due dates for each assignment as indicated in the syllabus are the **ABSOLUTE DROP DEAD DATES**, without exception, to receive a grade.

No more than three students may work as a group whenever any assignment is done as group. Unless otherwise directed by the instructor, prior approval must be sought and given by the instructor before forming a group to complete an assignment. Each member in a group must demonstrate visible contribution to respective group assignment(s) to earn the group grade. For assignments requiring presentations, pre-determined time limits will be imposed on presentations.

APA STYLE

All written work for the College of Education follows the American Psychological Association (APA) style manual, fifth edition (2001). Your cover page, running head, in-text citations, reference list, grammar and mechanics must reflect this style manual. General assistance with APA style is available through the Augusta State University Writing Center and online at <http://owl.english.purdue.edu/owl/resource/560/01/>

CLINICAL LAB SESSIONS will be held twice during the eight-week session. These are voluntary, and you may 'come and go' at any time during that time. The purpose of the lab sessions is to allow individuals or project group members to review/clarify any course assignments, seek feedback on project plans, seek help with drafts of issues paper, appropriate graduate writing skills, etc. There will be no penalty for non-attendance at these sessions.

SCORING OF ASSIGNMENTS

Criteria for evaluating student work will include, but not be limited to the following:

I. Assignment will be graded based on the parameters outlined in the rubric included in the major assignment handout.

II. Assignment points:

5 In-class Assignments @ 15 pts each	= 75 pts.
3 Major Assignments @ 25 pts each part	= 75 pts
Field Assignment Part I & II @ 50 points each part	= 100 pts
Field Assignment Presentation Assignment 3	= 30 pts
Class Participation	= <u>20</u>
TOTAL	= 300 pts

GRADING

> 270 points = 90%>	A
240-269 points = 80% – 89.99%	B
210 -239points = 70% – 79.99%	C
180-209 points = 60% – 69.99%	D
<180 points = 59.99%<	F

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment due before class begins on the due date. Example: Class begins at 4:30 p.m. on the 30th, and you cannot attend; you must have the assignment in my possession by 4:29:59 p.m. on the 30th to receive a grade other than zero.

ATTENDANCE

Augusta State University requires class attendance. Roll is taken at each class. You are responsible for signing-in and indicating your arrival time. If you leave class early, you are to sign-out and note the time as well. In our case, since we meet just eight times, a candidate can not miss time that equals more than TWO classes. On the third absence, the candidate will receive a grade of "F" for the course. There are no excused absences in this course.

ACADEMIC HONESTY

Candidates are expected to read and strictly adhere to the entire Academic Honesty policy found in the *2009–2010 Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.
(p.43)

PIPELINE ACCOUNTS

Candidates are encouraged to check their Pipeline accounts daily. Candidates are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for candidates who do not have access from a home computer.

CANDIDATES WITH DISABILITIES

Candidates with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the second week of class to discuss academic accommodations. If the candidate does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Please let me know promptly about problems or concerns with assignments or requirements of the course.

CELL PHONE & PAGER POLICY

Candidates are asked to mute or turn off cell phones and/or pagers during class time. Violations will be addressed on an individual basis.

DEPARTMENT OF EDUCATION LEADERSHIP, COUNSELING, AND SPECIAL EDUCATION WEBSITE

Candidates are invited to visit the departmental website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

REFERENCES

Marzano, R. J., Water, T., and McNulty, B. A. (2005). *School Leadership that works: From research to results*. Alexandria, VA: ASCD

Glickman, C. D. (2002). *Leadership for learning*. Alexandria, VA: ASCD

Canter, L., and Canter, M. (2001). *Parents on your side: Guide to creating positive relationships with parents*. 2nd ed. Los Angeles, CA: Canter & Associates, Inc.

Pence, J. B. (2006). *Excellence by design leadership*. Texas: Flycaster & Co.

Brown, G., and Irby, B. (2001). *The principal portfolio*. Thousand Oaks, CA: Corwin Pres.

Browne-Ferrigno, T. (2004). Becoming a principal: Role conception, initial socialization, role-identity transformation, purposeful engagement. *Educational Administration Quarterly*, 39 (4) 468-503.

Journals

Educational Administration Quarterly

Educational Administration and Policy

Educational Evaluation and Policy Analysis

Educational Leadership Review

Principal Leadership

Websites

American Association of School Administrators @ www.aasa.org

Council of Chief State School Officers @ www.ccsso.org

National Association of Elementary School Principals @ www.naesp.org

National Association of Secondary School Principals @ www.nassp.org

National Council for Accreditation of Teacher Education @ www.ncate.org

National Staff Development Council @ www.nsd.org