

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

**EDLR 6610: The Principalship ( 3 Semester Credit Hours)**

**Professor: Dr. Olajide Agunloye**

[oagunloy@aug.edu](mailto:oagunloy@aug.edu)

706-667-4495

**Course Description**

This course examines the roles and responsibilities of the school principal in a performance-based school leadership context. Candidates will examine significant aspects of the knowledge, dispositions, skills, and daily work of the school principal as platforms for building an understanding of the performance expectations and indicators of what it is to lead, manage, and institutionalize an effective school-community focused on success for all students. Candidates will be introduced to the ISLLC 2008 and GA Leadership PSC 505-3-.58 standards, as the basis for understanding the roles and responsibilities of the school principal.

**Textbooks/Required Readings/Recommended Readings**

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

**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.
3. Identify and explain why principals should embrace and champion the concept *Leadership for Teaching and Learning*.
4. Examine, analyze, and synthesize school-level performance and other related data, (including school improvement plan) as a reflective tool for understanding the knowledge, skills, and practices for effective principalship.
5. Develop knowledge and skills of student activities, supervision, discipline, safe schools,

- and special needs students.
6. Develop and articulate a school-based program, project, or activity that addresses one of the leadership standards.
  7. 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.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire 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 nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

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

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

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

Element: Responsive (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 the commitment for meeting their educational needs in fair, caring, nondiscriminatory, 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 of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

## **COURSE GOALS AND OBJECTIVES**

The Educational Leadership program's goals and objectives are focused on the knowledge, skills, and dispositions candidates need to lead educational enterprises centered on teaching and learning. To that end, course content includes three dimensions: (1) **Awareness**, defined as acquiring concepts, information, definitions, and procedures; (2) **Understanding**, defined as interpreting knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context; and (3) **Capability**, defined as applying knowledge and skills to specific problems of practice (ELCC).

## **COMPETENCIES**

Course assignments are aligned to support candidate awareness, understanding, and capability for these standards:

PSC i (ISLLC 1), PSCii (ISLLC 2), PSCiii (ISLLC 3), PSCiv (ISLLC 4), PSC v (ISLLC 5), PSC vi (ISLLC 6).

## **COURSE CONTENT**

The content for this course is focused on:

- 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 instructional program 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 principal as the collaborative change agent.
- The school principal as 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, NCPEA, NCATE/ELCC, standards).

## **SPECIFIC GA PSC STANDARDS**

PSC 1-6.

**COURSE 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.

**COURSE OUTLINE**

Period	Topic	Strand	Reference	Assignment/Due Date
Class 1	The Principalship Today.	<ul style="list-style-type: none"> <li>What a principal really does: A single day snapshot.</li> <li>What a principal really does: A longer-range perspective.</li> </ul>	Chapter 2 (text) Other directed references	<u>In-Class Assignment 1</u> 1. Introductory In-class Case Study: "A Day in the Life of a Principal" Appendix 2.3: Pages 69-75 (Text)  Due: Class period
	Understanding the New Standards for Educational Leadership Practice	<ul style="list-style-type: none"> <li>The standards and elements.</li> <li>What each of the standards mean and the implications for school leadership.</li> </ul>	Directed Reference.	2. Personal reflections on the implications of each of the standards and elements to the principalship today.  Due: Next class period.
	The New Look of the Principalship - Part I.	<ul style="list-style-type: none"> <li>Contemporary and emerging leadership standards and practices - Part I (Discussion)</li> </ul>	Chapter 2: (text)	Assignment 1 due
Class 2	The New Look of the Principalship - Part II.	<ul style="list-style-type: none"> <li>Contemporary and emerging leadership standards and practices - Part II (Discussion)</li> </ul>	Chapters 3 & 4 (text) Other directed references	<u>In-Class Assignment 2</u> In-Class Case study Analysis.  Due: Class period
	Building the Case for Strategic Management in Education – Part I	<ul style="list-style-type: none"> <li>Introduction to Strategic Management in Education (Discussion).</li> <li>Collecting the Prerequisite Data for Strategic Management - Part I: Policies, rules, procedures, and cultural contexts of the school.</li> </ul>	Other directed references	<u>Major Assignment 1 – Part I</u> See details in assignment handout.  Due: Next class.

Class 3	Building the Case for Strategic Management in Education – Part II	<ul style="list-style-type: none"> <li>Collecting the Prerequisite Data for Strategic Management - Part II:</li> <li>School-level performance and other related data, (including school improvement plan)</li> </ul>	Other directed references.	Major Assignment 1 Part I due.  <u>In-Class Assignment 3</u> In-Class Case Study Analysis:
	Moral Leadership and the Culture of School as a Learning Community.	<ul style="list-style-type: none"> <li>School As a Moral Learning Community (Discussion)</li> <li>IRIS Module on School Improvement: <i>“Accountability: High-stakes testing for students with disabilities”</i>.</li> </ul>	Chapters 5 & 6 (text)  Other directed references	<ol style="list-style-type: none"> <li>“Frances ... and Orchard ... ES”. Appendix 6.1: Pages 149-155.</li> <li>“A Prima on School Culture” Appendix 6.2: Pages 156-157.</li> </ol> Due: Class Period  <u>Major Assignment 1 – Part II</u> See details in assignment handout. Due: Next class.
<b>Period</b>	<b>Topic</b>	<b>Strand</b>	<b>Reference</b>	<b>Assignment/Due Date</b>
Class 4	Leading Community of Leaders and Learners	Stages of Leadership.  Leading in a community of leaders.  Moving leadership into community of leaders.	Chapters 7 & 8 (text) Other directed references	Major Assignment 1 - Part II due.  <u>In-Class Assignment 4:</u> See Appendix 11.1 Page 226 (text) Due: Class Period
	Building the Case for Strategic Management in Education – Part III	Observing and reflecting on the duties, responsibilities, and dispositions of a school principal in action.  IRIS Module on School Improvement: <i>“Effective School Practices; Promoting Collaboration and monitoring Students’ Achievement”</i> .	Other directed references	<u>Major Assignment 1 – Part III</u> Observing and reflecting on a principal’s duties and responsibilities in action. See details in assignment handout.
Class 5	Building the Profile of and Leading a Successful School – Part I	Profile of the successful school and the school principal.	Chapters 9, 10, & 11 (text) Other related references.	Major Assignment 1 – Part III due.  <u>In-Class Assignment 5:</u> Identify and explain Characteristics of a well thought out educational vision for your school.
		IRIS Module on School Improvement: <i>Collaborating with Families</i>	Relevant directed references	<u>Major Assignment 1 – Part IV</u> Based on Assignment 1 - Parts I-III, develop and
	Developing and articulating the shared vision, mission, goals, strategic and action plans for a successful school.			

				articulate the vision, mission, goals, strategic and action plans focused on making your school a successful school. See assignment handout for details.
Class 6	Building the Profile of and Leading a Successful School – Part II	Leading and supervising a successful school – Instructional Leadership IRIS Module on School Improvement: <i>Accessing General Ed. Curriculum: Including considerations for Students with Disabilities.</i>	Chapters 12, 13, & 14 (text)	Major Assignment 1 – Part IV due.  <u>In-Class Assignment 6:</u> See Appendix 13.1 page 311.  <u>Major Assignment 2</u> Choose any one of the leadership standards 2-6. Develop and articulate a school-based program, project, or activity that addresses and demonstrates your competency of the principalship skills required by the standard.
		Working with the other leadership standards.	A reflective revisit of the leadership standards (ISLLC, GA PSC, NCATE, etc)	
Class 7	Leadership for Change	Leading a change process	Chapter 15 (text)	Major Assignment 2 due.  <u>In-class Assignment</u> Analysis of real situation cases. <u>Major Assignment 3</u> Critical Reflective Principalship Report & Portfolio.  See details in Major Assignment 3 handout.
		The principal as an education advocate.  IRIS Module: Fostering Transitions for Students with disabilities from HS to Post-school Settings.		
Class 8	Bringing It All Together – A Reflective Narrative	Reflective Leadership Report & Portfolio	Report and Portfolio Presentation.	Presentation of Critical Reflective Principalship Report & Portfolio.

### FIELD EXPERIENCE (**understanding** and **capability**)

#### 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 (RUBRICS)

**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:

6 In-class Assignments @ 15 pts each	= 90 pts.
Major Assignment 1 (Parts I-IV) @ 25 pts each part	= 100 pts
Major Assignment 2	= 40 pts
Major Assignment 3	= 50 pts
Class Participation	= <u>20</u>
<b>TOTAL</b>	<b>= 300 pts</b>

### GRADING

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

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 on page 39–40 of the *2007–08 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."

### **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*. 2<sup>nd</sup> 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](http://www.aasa.org)  
Council of Chief State School Officers @ [www.ccsso.org](http://www.ccsso.org)  
National Association of Elementary School Principals @ [www.naesp.org](http://www.naesp.org)  
National Association of Secondary School Principals @ [www.nassp.org](http://www.nassp.org)  
National Council for Accreditation of Teacher Education @ [www.ncate.org](http://www.ncate.org)  
National Staff Development Council @ [www.nsd.org](http://www.nsd.org)