

Syllabus
EDUCATION 6080
"Leadership & The School Principal"
SUMMER 2008

“Virtually all superintendents (99%) believe that behind every great school there’s a great principal” (Public Agenda, 2001, p21). Many parents believe that the principal determines school quality, thinking “As goes the principal, so goes the school.”

Susan Villani
Mentoring and Induction Programs That Support New Principals

“The quality of a school hinges on the principal - and the degree to which he or she engages parents and community in a shared vision of success for all, creates a culture of respect and high expectations, and promotes delivery of high-quality curriculum, instruction, and assessment.”
NSBA 2000

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Course Description:

This course is designed to provide an overview of the roles and responsibilities of the school principal. An emphasis of educational leadership, instructional leadership and introduction to the practical and human areas of the principalship is studied along with current issues facing school principals and schools. This course also helps students with a general introduction to the knowledge, dispositions and skills required of successful public school leaders.

Course Objectives:

1. Participants will understand various leadership theories and the essential role of the principal to provide instructional leadership.
2. Participants will understand the principal’s role in creating a school vision, along with supportive goals and implementation.
3. Participants will understand the importance of the principal as an instructional leader. This will include gaining knowledge and the application skills related to instructional

leadership, curriculum, assessment of student learning, school accountability, and human resources management.

4. Participants will study and describe various roles of the principal relating to site based decision-making, collaboration, public relations, communication and conflict resolution, school finance, and facilities management.
5. Students will develop knowledge and understanding of the purposes of schools in a democratic society, political processes relating to public education, relationships with charter and private schools, legal and ethical issues, and examine appropriate skills to address these areas.
6. Participants will develop knowledge and skills about student activities, student supervision, discipline, safe schools and the principal's responsibilities with special needs students.
7. Students will participate in writing activities, cooperative learning activities, collegial sharing through reading and group activities.

Text/Readings:

Ubben, G. C., Hughes, L. W., & Norrie, C. J.; (2007). *The principal: Creative leadership excellence in schools*. Boston, MA., Pearson Education.

Ebmeier, H., (2003). How supervision influences teacher efficacy and commitment: an investigation of a path model. *Journal of Supervision*, 18, 110-141.

Available through the Association of Curriculum and Development, <http://www.ascd.org>. for \$3.00.

No Child Left Behind Act of 2001: <http://www.usoe.k12.ut.us>

NCATE Standards: http://www.ncate.org/standard/m_stds.htm

Requirements and Grading:

Complete assigned reading from the text and other readings as assigned. Class attendance will also be considered in awarding final grades. Other requirements as listed below:

Attendance	50 points
Principal Interview	50 points
Philosophy/Vision of Educational Leadership/Presentation	100 points
School Problem Scenario One	25 points
School Problem Scenario Two	25 points
Class Presentation	50 points
Final Exam	100 points
TOTAL	400 points

Principal Interview:

Students will work together to design an interview to be conducted with a practicing principal. Questions for this interview are to be created by students as a group and a two to three page summary of the interview is required.

Philosophy/Vision of Educational Leadership:

This assignment should be a statement of the student's philosophy and/or vision of educational leadership. This is a personal and professional expression of what the individual student believes about effective educational leadership, based on theories and standards of leadership and will be presented to the class. The length of this presentation should be about 15 minutes. Appropriate references and citations should be used according to APA style. Approximate length should be four to six pages.

School Problem Scenarios

Two scenarios related to problems or challenges that principals face will be presented and students are asked to provide solutions as to how these problems may be solved. Reference to readings, theories and school polices should be considered when responding to these scenarios. Responses should be approximately two to three pages.

Class Presentation

Students will be organized into groups to prepare and present an assigned topic to the class. Topics will be chosen from the listed topics on the course syllabus. The text may be used as reference, but additional information, literature, and perspectives beyond the text should be included in the presentation to enrich the available information on the presented topic. Each team member should participate and the presentation should be 30-40 minutes.

Topic and Reading Schedule:

Monday, June 9	Course Introduction Course Objectives and Requirements Overview of Principalship The School: Social Systems Theories Reference: Chapter 1
Tuesday, June 10	Leadership Theories The School and Community Public Relations and Marketing Reference: Chapters 1, 2 and 15

Wednesday, June 11	Decision Processing and Decision Making School Culture and Climate Reference Chapter 3 and 5
Thursday, June 12	District and School Budgets Fiscal Accounting and Budgeting Managing School Plant Reference: Chapters 13 <u>Scenario One Due</u>
Friday, June 13	Legal Rights and Responsibilities Special Students and Special Services Reference: Chapters 16 and 8
Monday, June 16	Purposes of Public Schools Instructional Leadership, Curriculum Leadership Student Achievement Reference: Chapters 6 & 7
Tuesday, June 17	Effective Schools Research School Improvement School Accountability, NCLB & U-PASS Reference: Chapters 4 <u>Scenario Two Due</u>
Wednesday, June 18	Human Resources, Staffing and Professional Development Reference: Chapters 9,10, and 11 <u>Vision Presentations</u>
Thursday, June 19	Quality Teachers and Teaching Providing Support for Teachers (Induction, Mentoring and Motivation) Professional Learning Reference: Ebmeir Article
Friday, June 20	<u>Vision Presentations and Leadership Paper Due</u> Final Exam

SCHOOL PROBLEM SCENARIO ONE

SCHOOL: Title I elementary school with 700 students. The school just missed making AYP (Adequate Yearly Progress) last year. From the analysis of the data from last year's CRTs, it was the 4th grade scores in both literacy and math that caused the school to fail to make AYP.

E-mail 3:30 p.m. - Friday

Mrs. Larson (5th grade teacher) sends you an e-mail saying that she wants to take a six-week leave of absence (during March & April), beginning next Wednesday, to help in her husband's business of preparing income tax returns. She acknowledges in her e-mail that she realizes that this is a critical time for instruction in preparation for the CRTs, but informs you that the family business needs her help, and that if you don't grant her the time off, she will immediately quit.

Parent Visit 8:25 a.m. - Monday

Seven angry mothers enter the school office at 8:25 a.m. on Monday, just minutes before school is to start. There is also an assembly scheduled to begin at 8:45 a.m. that morning that includes a special presentation by the city mayor to a student who was instrumental in saving the life of a fellow student. The school superintendent and president of the Board of Education have also been invited to participate in the assembly.

"Principal _____, our children told us this weekend that you were going to fire Mrs. Larson, because you are not willing to support her. Mrs. Larson is the best teacher in the school, and our students have been upset all weekend. It would be devastating for our children if Mrs. Larson leaves this school. Not to mention that fact that Mrs. Larson is also the director of the 5th & 6th grade school music program scheduled next Friday. Without Mrs. Larson we don't know how the program can go on. I was so frustrated over this news that I called Mrs. Lindberg, the board president, on Sunday morning to complain about this situation. What are you going to do about it?"

Assignment:

What will you do as the principal? Explain the rationale for your plan of action.

SCHOOL PROBLEM SCENARIO TWO

You have been appointed by the Board of Education to be the new principal of either an elementary, middle-level, or high school. You quickly discover the following after reviewing the past three year data of the school:

Elementary School: The reading scores at your school are near the bottom in comparison to other elementary schools in the district with the same social-economic, ethnic, and mobility factors as your school.

Middle-level School: The math scores at your school are near the bottom in comparison to other middle-level schools in the district with the same social-economic, ethnic, and mobility factors as your school.

High School: There is a twenty percent ethnic minority population in your school, but there are very few, if any, ethnic students being enrolled in your advanced placement courses. There is a very high drop-out rate at the school.

You (the elementary, middle-level or high school principal) are approached by the chair of the School-Community Council. He/She wants the School-Community Council to be of assistance in helping improve the school.

Assignment:

Describe some of the actions you would take to improve the results of the school. Explain how you would use the School-Community Council?