COURSE SYLLABUS

Course/Title   ASE 671 Role of the Principal in
                     School Administration

College   College of Education

Department   Educational Leadership and Counseling

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                     My Web Page: www.shsu.edu/~edu_fcl/ or Access SHSU web page; click
                     on Departments; click on Educational Leadership & Counseling;
                     department chair web page; click on educational leadership; click on
                     Faculty and Staff; click on Lunenburg, Dr. Fred C. This will get you to my
                     generic web page. To the right is a link Lunenburg Web Page. Click on it,
                     and you will find a more detailed web page with several additional links.

Course Description All key topics related to the principalship are covered, including
                     community, culture, and learning; vision; curriculum development and
                     implementation; teaching and learning; professional development; student
                     services; organizational structures; decision making; change; budgeting and
                     facilities management; school safety and violence; human resources
                     management; community relations; ethics; political and policy context; and
                     legal issues.
                     Prerequisite: ASE 532.

Learning Activities Class divides into cooperative learning groups (CLGs), which meet each
                     session, identify key points in the readings, videotapes, and lectures and
                     raise points for group discussion. Groups will routinely present findings to
                     the entire class. Case studies, simulations, role playing, and field trips may
                     also be used.

Required Material   Texts:

                     Lunenburg, F.C., & Irby, B.J. (2006). *The principalship: Vision to action.*
                     Belmont, CA: Thomson/Wadsworth.

                     Vornberg, J.A. (ed.) (2002). *Texas public school organization and
                     administration* (8th ed.) Dubuque, IA: Kendall/Hunt. ISBN 0-7872-4636-0.

IDEA Objectives based on *IDEA Student Ratings of Instruction*

E = Essential:

2. Learning fundamental principals, generalizations, or theories
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

I = Important:

3. Learning to apply course material (to improve thinking, problem solving, and decisions)

Standards   Course standards are based on Standards for the Principal Certificate, Texas Administrative Code, Title 19, Part 7, Chapter 241, Rule 241.15

1. Learner-Centered Values and Ethics of Leadership.
A principal is an educational leader who promotes the success of all students by acting with integrity and fairness, and in an ethical manner.

2. Learner-Centered Leadership and Campus Culture.
A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

3. Learner-Centered Human Resources Leadership and Management.
A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

4. Learner-Centered Communication and Community Relations.
A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

5. Learner-Centered Organizational Leadership and Management.
A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

6. Learner-Centered Curriculum Planning and Development.
A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.

7. Learner-Centered Instructional Leadership and Management.
A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth.

Source: 241.15 adopted to be effective March 14, 1999, 24 TexReg 1616.

Performance and Assessment: The students' performance of the standards as set forth in the table following must be at an 80% level or better to assure successful completion of the course.

Measurement Code:

CLG	=	Cooperative Learning Groups
CS	=	Case Study
D	=	Discussions
FPE	=	Final Performance Event
L	=	Lecture (mini)
R	=	Reading
RR	=	Reflection on reading
RP	=	Research project
SV	=	School visit
S	=	Speaker
SP	=	Student presentation
T	=	Test
VT	=	Videotape

Course Matrix: Texas and NCATE Standards

Topic	Standards TX Prin.=TP NCATE=N	Learner Outcomes	Field-Based Activities	Measurement
1. Community, Culture, & Learning	TP 1.4, 4.5 N 6.2, 7.4	Have knowledge of the evolving role of the principal; professional learning communities, developing a culture for learning, and the principal as instructional leader	Complete 3 field-based activities for chapter 1 in writing.	D, L, R, RR, VT, CLG
2. Creating a Vision for Learning	TP 2.6, 2.10, 3.1, 3.6, 4.8, 5.1, 5.10 N 1.1, 2.1, 2.2, 2.3, 6.1, 6.3, 6.4	Have knowledge of a perspective on vision, creating a vision, shepherding the vision, mission statements, goal statements, and developing plans for attaining goals	Complete 3 field-based activities for chapter 2 in writing.	D, L, R, RR, CLG
3. Curriculum	TP 2.4, 4.5,	Have knowledge of	Complete the 3 field-	D, L, R, RR,

Development & Implemen- tation	7.3 N 3.8, 6.2	concepts and models of curriculum, relationship of curriculum to instruction, the principal as curriculum & instructional leader, developing a needs assessment, and focusing the vision & the school's mission through curriculum	based activities for Chapter 3 in writing.	CLG, VT
4. Teaching & Learning	TP 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 1.9, 5.1, 5.5, 5.9, 5.10 N 1.2, 1.5, 6.3, 8.1, 8.2, 9.1, 9.2, 9.3, 3.1, 3.2, 3.6, 3.8, 5.4, 5.5, 10.3, 3.4, 1.6, 1.1, 10.2, 3.5, 1.4, 8.2, 8.3, 4.1, 1.1, 1.3, 2.1, 2.2, 10.4	Have knowledge of the principal's role in teaching & learning, the principal's role in instructional planning, the effective schools model, effective teaching practices, and models of evaluation	Complete the 3 field-based activities for Chapter 4 in writing.	D, L, R, RR, CLG, VT
5. Professional Development	TP 5.2, 5.3, 5.6 N 2.1, 2.2, 2.4, 1.3, 11.1, 11.2	Have knowledge of the mission of principals related to professional development, the principal's mission to teacher's professional development, the principal's mission for personal professional development, and ethics of professional development	Complete the 3 field-based activities for Chapter 5 in writing.	D, L, R, RR, CLG
6. Student	TP 1.4, 3.6,	Have knowledge of	Complete the 3 field-	D, L, R, RR,

Services	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 N 7.1, 7.2, 7.3, 7.4, 7.5, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6	guidance & counseling services, attendance & student records, evaluating student progress, reporting to parents/families, extracurricular activities, special education services, gifted education, and bilingual education	based activities for Chapter 6 in writing.	CLG
7. Organizational Structures	TP 2.6, 2.7, 2.9, 2.10, 3.1, 3.2, 5.2, 5.3, 5.4 N 1.1, 1.2, 1.3, 1.4, 2.1, 2.2	Have knowledge of key concepts of organizational structure, schools as open systems, leadership functions, administrative roles, management skills, effective principals, the demise of bureaucracy, and emergent models of organizational structure	Complete the 3 field-based activities for Chapter 7 in writing.	D, L, R, RR, CLG, VT
8. The Principal as Decision Maker	TP 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 N 1.1, 4.1, 4.3, 4.4, 6.1, 9.3, 1.2, 4.2, 8.2, 4.5, 11.1, 11.2, 11.3, 11.4, 6.4, 7.5	Have knowledge of the nature of decision making, the decision making process, the rational decision maker, shared decision making, decision making pattern choice, and the synergistic decision making approach	Complete the 3 field-based activities for Chapter 8 in writing.	D, L, R, RR, CLG, S
9. Developing Effective Communications	TP 2.4, 4.8, 6.5, 7.3, 7.4, 7.6, 7.7, N 3.8, 5.4, 5.5, 3.9, 5.1, 5.3	Have knowledge of the communication process, organizational communication, and managing communication	Complete the 3 field-based activities for Chapter 9 in writing	D, L, R, RR, CLG

10. The Principal & Change	TP 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 N 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 9.2, 9.3, 5.3, 8.2	Have knowledge of the nature of organizational change, understanding resistance to change, getting reform right: what works and what doesn't, managing change, and change strategies	Complete the 3 field-based activities for chapter 10 in writing.	D, L, R, RR, CLG, VT
11. Budgeting & School Facilities	TP 2.8, 3.1, 3.3, 5.7, 5.8, 5.9, 6.4, 6.5, 7.5 N 8.2, 8.3, 1.1, 4.1, 4.3, 4.4, 6.1, 9.3, 4.2, 4.6, 8.1, 8.2, 8.3, 9.1, 9.2	Have knowledge of school budgeting, and school facilities management	Complete the 3 field-based activities for Chapter 11 in writing.	D, L, R, RR, CLG
12. Creating Safe Schools	TP N	Have knowledge of school violence & alcohol & drug use, and applying research to practice	Complete the 3 field-based activities for Chapter 12 in writing.	R, CS, RP, SP
13. Human Resource Management	TP 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 N 1.1, 1.2, 4.1, 4.2, 4.3, 4.4, 4.5, 6.1, 6.4, 7.5, 8.2, 9.3, 11.1, 11.2, 11.3, 11.4	Acquire knowledge of the human resource management process, recruitment, selection, staff development, performance appraisal, and union-management relations	Complete the 3 field-based activities for Chapter 13 in writing.	SV, D
14. Community Relations	TP N	Have knowledge of principals as boundary spanners; school, family, and community involvement; principals, and school-community relations,	Complete the 3 field-based activities for Chapter 14 in writing.	R, D, RR, L, CLG

and public relations

15. The Principal and Ethics	TP N	Have knowledge of the ethical principal, principals and philosophical concepts of ethics, principals and ethical behavior in schools, and national and state codes of ethics	Complete 3 field-based activities for Chapter 15 in writing.	RP, SP, T
16. Political & Policy Context	TP N	Have knowledge of policy, politics, & the principal; politics in the district: working with superintendents & other external forces	Complete the 3 field-based activities for Chapter 16 in writing.	CLG, D, FPE, L, R
17. Legal Issues	TP N	Have knowledge of the legal basis for public education, the American judicial system, students & the law, teachers & the law	Complete the 3 field-based activities for Chapter 17 in writing.	CLG, D, FPE, L, R

Expectations:

* Attendance is expected at **all class** sessions. If you find it absolutely necessary to be absent, please be sure that all other alternatives have been explored before taking an absence. ATTENDANCE POLICY: <u>Any absence will result in the semester grade decreasing by one letter grade for each successive absence</u>, unless a legitimate excuse is provided in writing (e.g. Open House (spring semester) verified in writing by the principal; other severe emergencies). For example, miss one class = B, miss two classes = C, miss 3 classes = F. Even excused absences (emergencies) will result in point deductions. It is the student's responsibility to leave a message regarding any absence within 24 hours of the class and follow up with a written letter to the professor explaining the extenuating circumstances for the absence.

* Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversation in class and how it affects all students in the class. Students will adhere to the concept of **"*speaker on the floor*"**. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.

* All cell phones, pagers, and other electronic devices should be turned off during class, unless an emergency call is expected, e.g. impending birth of a child, serious illness, etc.

* Students will be expected to have completed assigned readings, written cases, field-based activities, and be prepared to discuss topics in depth during large group and cooperative learning group (CLG) meetings on the date the topic is scheduled.

* The class may require students to meet outside of class, develop mini-presentations on assigned topics, to make off-campus school visit(s), and to read additional references in the principalship.

Course Requirements:

1.   Attendance: CLG discussions/presentations (Group). Participation is both expected and required in this class. Attendance is expected at **all class** sessions. CLGs, which meet each session, identify key points in the readings, field-based activities, videotapes, and lectures and raise points for group discussion. Groups will routinely present findings to the entire class. I do not lend videos.

2.   Written one-page reflections on each chapter (13) and

2.   Written case studies (four).

3.   Written Final Exam (comprehensive using TExES format).

Course Grades/Requirements:

1. Attendance: CLG discussions/presentations	100 points (14.3 points per class)
2. Written reflections and case studies	100 points (5.9 points per assignment)
3. Written final exam	100 points
Total points --300	

All assignments must be completed to receive credit for the course. No assignment may be omitted.

A=285-300 B=260-284 C=<260 A or B = Pass C = No Pass

Selected References

Drake, T. L., & Roe, W. H. (2003). *The principalship* (5th ed.). Upper Saddle River, NJ:

Merrill/Prentice Hall.

Hughes, L. W. (2003). *The principal as leader* (3rd ed.) Upper Saddle River, NJ: Merrill/Prentice Hall.

Seyfarth, J. T. (2003). *The principal: New leadership for new challenges* (2nd ed) Upper Saddle River,NJ: Prentice-Hall.

Sergiovanni, T. J. (2005). *The principalship: A reflective practice perspective* (6th ed.). Boston, MA: Allyn & Bacon.

Speck, M. (2003). *The principalship: Building a learning community* (2nd ed.) Upper Saddle River, NJ: Prentice-Hall.

Ubben, G. C., Hughes, L. W., & Norris, C.J. (2006). *The principalship: Creative leadership for effective schools* (5th ed.). Neeham Heights, MA: Allyn & Bacon.

Vornberg, James A. (Ed.). (2002). *Texas public school organization and administration* (8th ed.). Dubuque, IA: Kendall/Hunt.

DISABILITY STATEMENT: A student with a problem which handicaps his/her performance is expected to arrange for a conference with the instructor in order that appropriate strategies be considered to assure that participation and achievement opportunities are not impaired. Students are advised of the existence of the Committee for Continuing Assistance for Disabled Students and may request their services by calling (936) 294-1720.

APPENDIX A

Correlation of Chapter Topics with No Child Left Behind

N – nurture a sense of unity through effective **decision making** (8)

O – operate with an understanding of **organizational structure** (7)

C – create a climate for positive **change** (10)

H – honor all members of the community by **creating a safe school** (12)

I – ignite a passion for excellence with a foundation of strong **ethics** (15)

L - link the school with administration by providing a framework for **policy** (16)

D – direct the **development and implementation of curriculum** (3)

L – lead through the **creation of a vision for learning** (2)

E – empower all stakeholders through effective **communication** (9)

F – focus on **professional development** (5)

T – transcend barriers by **cultivating community, culture, and learning** (1)

B – bridge the gap between needs and wants through appropriate **budgeting** (11)

E – ensure the focus of **teaching and learning** for effective schools (4)

H – hearten staff members through appropriate use of **human resources** (13)

I - include all students through the utilization of **student services** (6)

N – navigate all **legal issues** responsibly (17)

D – develop a sense of community through meaningful **community relations** (14)

APPENDIX B

No Child Left Behind

Our greatest natural resource is the minds of our children.

- Walt Disney

Nurture a sense of unity through effective **decision making** (8).

The roads we take are more important than the goals we announce. Decisions determine destiny.

- Frederick Speakman

Operate with an understanding of **organizational structure** (7).

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success.

- Stephen Covey

Create a climate for positive **change** (10).

Live out of your imagination, not your history.

- Stephen Covey

When one door closes another door opens; but we so often look so long and so regretfully upon the closed door that we do not see the ones which open for us.

- Alexander Graham Bell

Honor all members of the community by **creating a safe school** (12).

Safety attains the highest priority over all other desires. A functioning society tends to provide this to its members.

- Abraham Maslow

Ignite a passion for excellence with a foundation of strong **ethics** (15).

To make your children capable of honesty is the beginning of education.

- John Ruskin

Link the school with administration by providing a framework that upholds district **policy** (16).

If you don't know where you are going, you might end up someplace else.

- Yogi Berra

Direct the **development and implementation of curriculum** (3).

Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.

- General George Patton

Lead through the creation of a **vision for learning** (2).

Education is not filling a bucket, but lighting a fire.

- William Yeats

Empower all stakeholders through **effective communication** (9).

To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.

- Anthony Robbins

Focus on **professional development** (5).

Awareness without action is worthless.

- Dr. Phil McGraw

Transcend barriers by **cultivating community, culture, and learning** (1).

Stay committed to your decisions, but stay flexible in your approach.

- Anthony Robbins

Bridge the gap between needs and wants through appropriate **budgeting** (11).

A penny saved is a penny earned.

- Benjamin Franklin

Ensure the focus of **teaching and learning** (4) for effective schools.

The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather a lack of will.

- Vince Lombardi

Hearten staff members through appropriate use of **human resources** (13).

One of the things you have to work at is to have enough human resources and to plan ahead.

- Barbara Feldon

Include all students through the utilization of **student services** (6).

You can get everything in life you want if you will just help enough other people get what they want.

- Zig Zigler

Navigate all **legal issues** (17) responsibly.

The law is the last result of human wisdom acting upon human experience for the benefit of the public.

- Samuel Johnson

Develop a sense of community through meaningful **community relations** (14).

You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you.

- Dale Carnegie

APPENDIX C

Assignment: Write a Case Study

Task

1. Write a case based on real experiences from the workplace.
2. Use the Internet and library searches to find examples of good cases and to learn about the case study genre. Hints: Try Harvard Business School Press, cases textbooks, strategy textbooks, organizational behavior textbooks, principles of management textbooks – for a start. Feel free to share examples of quality cases that you find. Do not copy an existing case. You must create your own original case.
3. I will provide a sample case for you and introductory guidelines on which to build your cases.
4. Although this is an individual project, you should work together to create high standards and high performance on this assignment. First, as a class, create a scoring guide that will identify critical characteristics of a good case study – what it is, what it is not. We will use this scoring guide to grade your work. Second, work together to critique and improve your case studies by providing feedback and suggestions to drafts. Nevertheless, a scoring rubric is proved as a model.
5. Present your case study to the class for evaluation, feedback, and suggestions for improvement. Make final revisions accordingly.
6. If your case(s) are selected for publication online, your name will be identified as author or co-author.

Goal

The goals of this assignment are: (a) to better understand the benefits and complexities of applying principles of the principalship to the workplace, (b) to conduct Internet-based search of Web sites, (c) to conduct search of textbooks as a resource, (d) to understand case studies as genre for learning, (e) to conduct high-quality individual and group work, and (f) to conduct high-quality written work.

Organization for Work

1. Independent work
2. Perhaps, some group work

Products

Scoring guide for case studies
Individual case study
Presentation to the class

Table 1
Scoring Rubric for Case Study

Meets Standards (Grade: A-B)	Fails to Meet Standards (Grade: C-F)
High Expectations	
Completes assignment on time	Fails to complete assignment on time
High-quality individual work	Poor-quality individual work
High-quality group work	Poor-quality group work

Strong, correct written work	Weak, incorrect written work

<div align="center">Search results</div>

Shows use of technology to search a wide variety of sources Uses sophisticated search commands Shows use of different sources to obtain information Gathers high-quality case studies to use as benchmarks	Fails to show use of technology to search a wide variety of sources Fails to use sophisticated search commands Fails to show use of different sources to obtain information Fails to gather high-quality case studies to use as benchmarks

<div align="center">Group work</div>

Writes top-quality scoring guide that identifies characteristics of good case study Uses teamwork to critique and improve case studies until they are publication ready	Fails to write top-quality scoring guide that identifies characteristics of good case study Fails to use teamwork to critique and improve case studies until they are publication ready

<div align="center">Presentation</div>

Clear, thorough presentation of case Open to critique and feedback without being defensive	Fails to make, thorough presentation of case Not open to critique and feedback without being defensive

<div align="center">Case study</div>

Meets criteria established by scoring guide Incorporates feedback from class Publication ready	Fails to meet criteria established by scoring guide Does not incorporate feedback from class Not publication ready

<div align="center">Publication or access</div>

Group identifies possibilities for publication or public access	Group fails to identify possibilities for publication or public access

ASE 671 (TU 6:00-9:00PM)   **CLASS SCHEDULE**   Lunenburg(UC)

Class	Topic	Assignment
1. Aug. 21	**Orientation: Syllabus, Class List, Check Equipment, CLGs, Video**	- - - - - -
2. Aug. 28	**Cultivating Community, Culture, & Learning** (V: *The Evolving Role of the Principal*)	LI 1 Case I
3. Sep. 4	**Creating a Vision for Learning** (V: *Creating a Collaborative Learning Community*; DIP)	LI 2 Case II
4. Sep. 11	**Curriculum Development & Implementation** (V: *Principal as Instructional Leader*)	LI 3
5. Sep. 18	**Teaching & Learning** (V: *Keepers of the Dream I*; CIP)	LI 4
6. Sep. 25	**Professional Development** (V: *Principal as Culture Shaper*)	LI 5
7. Oct. 2	**Student Services** (Student Leadership)	LI 6 Case III

       Guidance & Counseling   Attendance & Student Records
       Evaluating Student Progress   Reporting to Parents & Families
       Extracurricular Activities   Special Education Services
       Gifted Education   Bilingual Education

Class	Topic	Assignment
8. Oct. 9	**Organizational Structures**	LI 7
9. Oct. 16	**The Principal as Decision Maker** (V: *The Principal as Manager*) (Bridges Model; Conroe ISD Model)	LI 8
10. Oct. 23	**Developing Effective Communications**	LI 9
11. Oct. 30	**The Principal & Change** (V: *Changing Paradigms*)	LI 10
12. Nov. 6	**Creating Safe Schools** (V: *Survival Tips*) (Crisis Management Plan)	LI 12
13. Nov. 13	**Human Resource Management** (Student Leadership)	LI 13 Case IV

       Recruitment   Selection
       Staff Development   Performance Appraisal

Class	Topic	Assignment
14. Nov. 20	**Budgeting & School Facilities; Legal Issues** (School Budget and/or District Budget)	LI 11 & 17 Case VII
15. Nov. 27	**Community Relations; Ethics; Political & Policy Context** (School and/or District Policy Manual)	LI 14, 15, 16 Cases V & VI
16. Dec. 4	TExES Exam 671 & all other courses in the master's program	- - - - - -