

Course Syllabus

ASE 671

Role of the Principal in School Administration
Sam Houston State University

Spring 2008

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Course Description:

All key topics related to the principalship are covered including: goal-setting, strategic planning, organizational design, leadership, decision-making, communication, human resources, student services, curriculum development, improving teaching, and business management.

Required Texts:

Lunenburg, F. & Irby, B. (2005). *The Principalship: Concepts and Applications*. Englewood Cliffs, NJ: Prentice Hall.

Sergiovanni, T. 5th Edition, (2005). *The Principalship: A Reflective Practice Perspective*. Boston: Allyn & Bacon (supplemental text).

ELCC Standards	Course Activities	TEXES Standards
3.1 Manage Organization 3.3 Manage Resources	1. Interview the principal as to how he/she uses student demographic information in personnel decisions for the school community. Due: February 21, 2008 2-3 Pages	6.4 Recruit, Select, Evaluate Personnel-Legal
3.2 Manage Operations	2. Discuss faculty orientation and induction year procedures for beginning teachers. Describe follow-up or evaluation procedures used in this program. Due: February 21, 2008 2-3 Pages	6.1 Collaboratively Develop Prof. Dev. Plan 6.5 Use Evaluations to Enhance Personnel 6.7 Engage in Professional Development

<p>1.1 Develop the Vision 1.2 Articulate the Vision</p> <p>1.3 Implement the Vision 1.4 Steward for the Vision</p>	<p>3. Review the campus improvement plan. Describe how this plan was developed, what strategies are planned to implement this plan, how this plan correlates to district goals, and how the plan will be evaluated. Be sure to list district and campus goals and objectives.</p> <p>Due: February 28,08 2-3 Pages</p>	<p>1.5 Use Variety of Data 1.6 Involve Stakeholders 1.7 Collaborate on Developing Plans 1.9 Assess/Modify Plans</p>
<p>7.4 Work in Multiple District Administrator Settings</p>	<p>4. Attend a district principal's meeting. Describe how the meeting was organized, actions taken and interactions between administrators. Clear with your principal and area superintendent. Write Reflection.</p> <p>Due: April 24, 2008 1 Page Only</p>	<p>2.4 Develop Internal/ External Communication 2.9 Respond to Political, Social, Economic Issues</p>
<p>3.1 Manage the Organization</p>	<p>5. Secure and/or develop a comprehensive checklist for the opening and closing of a school year from the principal-teacher point of view. Critique the effectiveness of such documents.</p> <p>Due: March 27, 2008 1 Page Only</p>	<p>9.1 Implement Operations of School Plant/ Systems 9.4 Apply Laws to Support School Programs</p>
<p>3.1 Manage the Organization</p>	<p>6. Discuss the procedures for preparing a master schedule of classes in the elementary and secondary schools.</p> <p>Due: April 10, 2008 1 Page Only</p>	<p>9.1 Implement Operations of School Plant/ Systems 9.4 Laws- School Programs</p>

Course Rationale:

The purpose of this course is consistent with the mission of Sam Houston State University, the College of Education and Applied Science and the Educational Leadership Program.

1. Sam Houston State University Mission: "...enable it's students to become informed, thoughtful and productive citizens."
2. College of Education and Applied Science Mission: "...provides students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society."
3. Educational Leadership Program Mission: "To prepare educational leaders for real world challenges and opportunities."

Learning Activities:

1. Papers will be submitted on different topics as specified in the course outline.
2. Attendance and discussion will be an important aspect of the course. Students are expected to attend class each week. All absences must be approved by the instructor. Points for participation may be deducted for lack of attendance and late work.
3. The completion of the School Design Plan.

Student Code of Conduct:

Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalogue and Student Code of Conduct. Particular attention should be paid to the sections on plagiarism and theft or mutilation of library materials.

Students should practice self-discipline in classes. Courtesy should be extended to all graduate students. Thought should be given to the value of all conversation in class. Classes will be more enjoyable and beneficial to all involved when graduate students conduct themselves as conscientious professionals.

Students with a disability, which affects their academic performance, are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

Grade:

The grade for the course will be based upon the following distribution of points:

1.	Reflections	50 points
2.	School Design Plan	50 points
3.	4 Short Papers (2-3 Pages)	40 points
4.	Attendance and participation	50 points
5.	3 One Page Papers	30 points
	Total:	220 points

(To earn participation points, a student must be actively participating in group collaboration, discussions, and other formats required in the course.)

The letter grades will be based on total points earned by the student.

199 - 220 points A
179 - 198 points B
160 - 178 points C (Must have conference with professor)

NOTE: Papers, projects, and exams are due on the date printed in the course outline unless otherwise notified. If you are resubmitting a paper for reconsideration, it must be submitted on or before the next class period after the paper was originally returned, unless prior arrangements are made with the professor. ***The professor reserves the right to modify this syllabus to meet the learning needs of the class as necessary.***

Course Outline Spring 2008

January 17 **Leadership** in the Principalship and Self Awareness;
Personal Assessments, Review of Syllabus

Read: Lunenburg Chapter 1
 Sergioivanni Chapter 1 and 7

January 24 **Leadership** in the Principalship and Self Awareness;
Read: Lunenburg Chapter 1
 Sergioivanni Chapter 1 and 7

January 31 **Developing the Mission, Vision, Values, and Goals
of the School: What does this really mean?**
Explain: School Design Project: Handout
Due: April 17, April 24, May 1
Discuss: Rubric

Read: Lunenburg Chapter 1 and 2
 Sergioivanni Chapter 2 and 10

February 7 **School Culture and Climate**
Speaker: Dr. Wanda Bamberg, Superintendent

Read: Lunenburg Chapter 1
 Sergioivanni Chapter 6

April 3

The Principal's Role in Supervision and Instruction

Speaker: Priscilla Ridgeway, Asst. Supt. Of Curriculum and Instruction

**Write Reflection: Due April 10, 2008
1 Page Only**

Read: Lunenburg Chapters 3, 4, and 5

Sergiovanni Chapters 11, 12, and 13

April 10

The Role of the Principal and Finance, Ethics

Dr. Keith Clark, Asst. Supt. Of Finance

**Write: Reflection Due: April 17th, 2008
1 Page Only**

April 17

School Design Plan: Groups Present

April 24

School Design Plan: Groups Present

May 1

School Design Plan: Groups Present

May 8

School Design Plan: Groups Present

May 15

Final Exam

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