

ASE 671

Role of the Principal in School Administration

Course Syllabus

COLLEGE: SAM HOUSTON STATE UNIVERSITY
DEPARTMENT: EDUCATIONAL LEADERSHIP AND COUNSELING

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Course Description All key topics related to the principalship are covered, including goal-setting, strategic planning, organization design, leadership, decision making, communication, human resources, pupil personnel, services, curriculum development, improving teaching, and business management functions.
Prerequisite: ASE 532

Required Material *Text:*
Lunenburg, F. & Irby, B. (2006) *The Principalship: Vision to Action*.
Belmont, CA: Thompson/Wadsworth. ISBN 0-534-62595-9.

Course Objectives: Domains I, II, III

Source: Texas Education Agency. TExET Preparation Manual: 68 Principal (Mid-Management). Austin, Texas: Texas Education Agency, n.d.
(http://www.excet.nesinc.com/prepmanuals/PDFs/TExES_fld068_prepmanual.pdf)

EXPECTATIONS:

- Student will arrive on time each session unless professional or personal emergencies arise. Therefore, it is not necessary to call and explain that you will be late.
- Students will participate in online classes.
- Students will assume responsibility for their own success in this class, not only in class discussions and in presentations for each class, but also as they participate in a team arrangement to learn what they missed when late or unavoidably absent.
- No make-up assignments will be given; points will be deducted from participation grade and/or assignments turned in late.
- All exercises will be completed in a timely manner, which is necessary for meaningful participation and contribution in class.
- Late assignments will result in a lower participation grade for that assignment since the course syllabus is designed to provide time to share and analyze research assignments.

- This class will require students to meet outside class, develop mini-presentations over assigned topics, to engage in lessons on-line, to conduct field research on topics and to read outside the textbooks and educational field in leadership development.
- Students will develop a course portfolio.

COURSE REQUIREMENTS:

PARTICIPATION: Attendance is required in all on-line class sessions. Participation in all discussions, activities, and assignments is expected. (Tx. Principal Standards: 6.1-6.5; NCATE standards: N: 1.1-1.8; 2.1-2.3, 3/1-3.3, 4.1-4.4)

WRITTEN WORK: Written assignments will be based on the readings and the student's own experiences. All written assignments must be written at the graduate level and follow APA format as indicated in the SHSU Education Leadership and Counseling Department Writing Standards. (Tx. Principal Standards: 6.1-6.5; NCATE standards: N: 1.1-1.8; 2.1-2.3, 3/1-3.3, 4.1-4.4)

Criteria for Evaluation and Determination of Grade

1. Attendance will be taken during each session. Absences not only effect large and small group participation, but essential material, daily presentations, and learning experiences are missed which cannot be duplicated. Because of the participatory nature of the class, even excused absences will result in point deductions in participation.

2. Participation in class activities will be observed. Attendance affects participation. Because this is a graduate course, part of high quality participation is volunteering and leadership that is insightful and well thought out. (This includes large and small CLG discussions, written reflections on topics, and other research/field components.)

The professor reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.

COURSE OUTLINE

| Dates | Reading Assignments | ELCC - Ed. Leadership Constituent Council Standards Knowledge & Skills/ Standards Measurement (Including performance based) |
|-----------|--|--|
| Week 1 | Orientation and Chapter 1 & 2 Discussions | |
| | <ul style="list-style-type: none"> • Chapter 3 Curriculum Development and Implementation • Chapter 4 Teaching and Learning • Chapter 5 Professional Development • Chapter 6 Student Personnel Services | All Standards Standard 1 Standard 2 Standard 3 NCATE 1.1, 1.2, 1.4, 1.6, 3.1- 3.6, 3.7, 3.8, 3.9, 4.1,4.2, 4.3, 4.4, 5.4, 5.5, 6.1, 9.1-9.3, 10.2,10.3, 10.4, 10.5 TExES I.1.a, I.1.d, I.1.e, I.1.f, I.1.g, I.2.c, II.4.a, II.4.b, II.4.c, II.4.e, II.4.d, II.5.b, II.5.d, II.5.c, II.5.e, II.5.h II.6a, II.6b, II.6e, II.6.g, III.8.f |
| Week 3 | <ul style="list-style-type: none"> • Chapter 7 Organizational Structures • Chapter 8 The Principal as Decision Maker • Chapter 9 Developing Effective Communications | Standard 2 Standard 3 NCATE 1.1, 1.2, 3.3, 3.6, 3.7, 3.8, 4.1,4.2, 4.3, 4.4, 6.1, 9.1-9.3, 10.2 TExES I.1.f, II.4.e, II.4.d, II.5.b, II.5.d, II.5.c,II.5.f, II.6a, II.6b, II.6e, II.6.g, III.8.f |
| Week 4 | <ul style="list-style-type: none"> • Chapter 10 The Principal and Change • Chapter 11 Budgeting and School Facilities • Chapter 12 Creating Safe Schools • Chapter 13 Human Resource Management | Standard 3 NCATE 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.2,3.6,5.5, 6.3, 7.1, 7.2, 7.3, 7.5, 10.2, 10.5 TExES I.1.c, I.1.i, I.2.a, I.2.b, I.2.d, II.4.f, II.4.g II.7.b, II.7.c, II.7.d, III.8.e |
| Week 5 | <ul style="list-style-type: none"> • Chapter 14 Community Relations • Chapter 15 Ethics • Chapter 16 Political and Policy Contexts • Other current topics of interest | Standard 4 Standard 5 Standard 6 NCATE 11.1, 11.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.3, 4.1,4.2, 4.6, 5.3, 5.1, 8.1, 8.2, 8.3 TEXES I.1.h, I.1.j, II.5.a, II.5.g, II.5.i, II.5.j, II.5.k, II.6c, II.7.e, II.7.f, III.8.a-III.8.d, III.9.a-II.9.c, III.9.d NCATE 3.1. 3.2, 4.2, 4.5, 6.2, 6.4, 7.4, 7.5, 10.1, 10.2, 10.4, 10.5, 10.6, 11.1, 11.2, 11.3, 11.4, TExES I.3i, I.1.b, II.6d, II.6.f, I.2.e, I.2.g, I.2.h, I.2.f NCATE 2.3, 3.4, 5.4 |
| June 23th | Posting of Leadership book review and podcast in discussion board | |

**ASE 671 Role of the Principal
Course Assignments & Activities**

Book Review: 150 Points –*Due Date June 30 submitted to Assignment link*

Develop a high quality Powerpoint and audio podcast narrative summary (utilizing Audacity Podcasting software) of an assigned book for submission to a class webpage. The list of books will be taken from the bibliography of the current TExES Principalship exam. Your submission will become part of a class website for downloading by your classmates to assist in preparation for the TExES for public school principalship certification. *See course documents for book reading assignments*

(TX. Principal Standards: 6.1-6.5, 7.1, 7.4, 7.7, 7.8)

Comments: _____

Chapter Presentation & Discussion Moderator Activity: 200 Points

See course documents for chapter assignments & due dates

Each chapter presentation is due on an assigned date.

Read an assigned chapter in the Lunenberg and Irby *The Principalship: Vision to Action*. text and develop a presentation utilizing Microsoft PowerPoint along with an audio podcast narrative summary (utilizing Audacity Podcasting software).

Convert to the Powerpoint file to a PDF file (at this website https://www.pdfonline.com/convert_pdf.asp)

The presentation must be posted in the discussion board three days prior to the discussion time assigned.

Comments: _____

(TX. Principal Standards: 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; NCATE Standards: N: 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1-4.4)

Preparing for Administration Using Case Analysis: 150 points (this includes weekly discussions)

Analyze and discuss the case studies provided in the discussion boards using the framework.

Comments: _____

Required Internship Activities: 200 points—Due Date---July 1st as one compiled document in PDF format in the Digital Drop Box

Each activity must be completed using the Reflection Cycle as indicated in *The Principal Portfolio* – Brown and Irby. **(ONE REFLECTION PER ACTIVITY)**

The activities will be included in the internship notebook in ASE 662.

Label the activities by standard and activity. i.e. – Standard I Act. 1. A

Internship activities are due by 12 midnight as assigned. The activities should be posted on blackboard. The class will discuss the reflections of the activities.

Activities:

1. Interview the principal as to how he/she uses demographic information in personnel decisions for the school community. (Standard I Act. 1. D)

Comments: _____

2. Discuss faculty orientation and induction year procedures for beginning teachers. Describe follow-up or evaluation procedures used in this program. (Standard III Act. 3. F)

Comments: _____

3. Review the campus improvement plan. Describe how this plan was developed, what strategies are planned to implement this plan, how his plan correlates to district goals, and how the plan will be evaluated. (Standard II Act. 2.C)

Comments: _____

4. Attend a district principal’s meeting. Describe how the meeting was organized, actions taken and interactions between administrators. (Standard IV Act. 4. A)

Comments: _____

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. (Standard V Act. 5. A)

Comments: _____

6. Discuss the procedures for preparing a master schedule of classes in the elementary and/or secondary schools. (Standard V Act. 5. B)

Comments: _____

7. Describe the role a building principal plays in the budget development process, including how he principal involves grade level personas, department chairpersons, teachers and site-based committees in the budget development process, and the budget calendar. (Standard V Act. 5. I)

Comments: _____

Participation and attendance in on-line discussions, chats and other communication via SamMail and Blackboard. 150 Points

Web Course Expectations

- All readings must be completed prior to posting responses to the Discussion Board.
- Postings must reflect an understanding, appreciation, and integration of the readings and topics.
- All postings must be completed by the designated due date.
- No late postings will be accepted.
- All postings must be posted electronically in PDF format to the specified area.
- Failure to post responses to discussion questions or other students' postings in the Discussions area will result in a grade of "No Pass" for the course.

Web Participation

Participants are expected to log on to the discussion board at least five times per week to complete postings, to check for instructions regarding posting requirements, and to respond to classmates postings. Instructors will notify students in the Discussions area about any individual requirements and about expectations for responding to lectures or questions for consideration if they are different from what is stated in the course materials.

Your *SamMail* should also be checked at least once a day for the duration of the course.

Final Exam on School Policies: 150 Points—*Due date—July 1st—in the Assignment Submission Link*

Access, analyze and synthesize your own study guide for TExES Principalship Exam utilizing the TASB Legal School Board Policies provided by the instructor.

Grade Scale:

| | |
|-------------------|---|
| 900 – 1000 Points | A |
| 800 – 899 Points | B |
| 700 – 799 Points | C |

DISABILITY STATEMENT:

Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor so that appropriate strategies can be considered to ensure 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 this organization's services by calling (936) 294-1720.

RELIGIOUS HOLIDAYS:

An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who plans to miss a class or required activity to observe a religious holy day should inform the professor in writing prior to planned absence.

Disability Statement

Students with a disability that 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).

Selected Bibliography

Blase, J., & Kirby, P. C. (1991). *Bringing out the best in teachers: What effective principals do*. Newbury Park, CA: Corwin Press.

Drake, T. L., & Roe, W. H. (1994). *The principalship*, 4th ed. New York: MacMillan.

Goldring, E. B., & Rallis, S. F. (1993). *Principals of dynamic schools: Taking charge of change*. Thousand Oaks, CA: Corwin Press.

Hart, A. W., & Bredeson, P. V. (1996). *The principalship*. New York: McGraw-Hill.

Hughes, L. W., & Ubben, G. C. (1994). *The elementary principal's handbook: A guide to effective action*, 4th ed. Neeham Heights, MA: Allyn & Bacon.

Kimbrough, R. B., & Burkett, C. W. (1990). *The principalship: Concepts and practices*. Neeham Heights, MA: Allyn & Bacon.

Loader, D. (1997). *The inner principal*. Bristol, PA: Falmer Press.

Lunenburg, F. C. (1992). *Reforming urban schools*. Thousand Oaks, CA: Corwin Press.

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Parkay, F. W., & Hall, G. E. (1992). *Becoming a principal: The challenges of beginning leadership*. Neeham Heights, MA: Allyn & Bacon.

Sergiovanni, T. J. (1995). *The principalship: A reflective practice perspective*, 3rd ed. Neeham Heights, MA: Allyn & Bacon.

Sharp, W. L., & Water, J. K. (1994). *The principal as school manager*. Lancaster, PA: Technomic Publishing Company.

Ubben, G. C., & Hughes, L. W. (1997). *The principalship: Creative leadership for effective schools*, 3rd ed. Neeham Heights, MA: Allyn & Bacon.