

# **Project LEAD**

Leadership for Educational Alternative Development  
Sam Houston State University

Course Syllabus

ASE 671  
Role of the Principal in School Administration

Summer II 2008

**Professor:** Dr. Steve Busch Home: 281-358-2040  
1906 Crystal Spring Dr. Office: 936-294-3420  
Kingwood, TX. 77339 Cell: 713-502-5823  
E-Mail: [sbusch@shsu.edu](mailto:sbusch@shsu.edu)

## **Course Description:**

All key topics related to the principalship in the charter school setting 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*. Engelwood Cliffs, NJ: Prentice Hall.

Sergiovanni, T. 5<sup>th</sup> 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.	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.	6.1 Collaboratively Develop Prof. Dev. Plan 6.5 Use Evaluations to Enhance Personnel 6.7 Engage in Professional Development
1.1 Develop the Vision 1.2 Articulate the Vision  1.3 Implement the Vision 1.4 Steward for the Vision	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.	1.5 Use Variety of Data 1.6 Involve Stakeholders 1.7 Collaborate on Developing Plans 1.9 Assess/Modify Plans
7.4 Work in Multiple District Administrator Settings	4. Attend a district principal's meeting. Describe how the meeting was organized, actions taken and interactions between administrators.	2.4 Develop Internal/ External Communication 2.9 Respond to Political, Social, Economic Issues
3.1 Manage the Organization	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.	9.1 Implement Operations of School Plant/ Systems 9.4 Apply Laws to Support School Programs
3.1 Manage the Organization	6. Discuss the procedures for preparing a master schedule of classes in the elementary and secondary schools.	9.1 Implement Operations of School Plant/ Systems 9.4 Laws-School Programs

**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. One paper will be submitted 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. If a student misses more than one class session his/her grade may drop one letter grade.
3. The completion of the first draft of Sections 1, 3, and 5 of the School Design Plan will be completed during this course. Students are expected to turn in a draft of each section and present their work in with a short power point presentation (20 minutes max).

### **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.	<b>Paper:</b>	50points
2.	<b>Section 1: School Design Plan</b>	50 points
3.	<b>Section 3: School Design Plan</b>	50 points
4.	<b>Section 5: School Design Plan</b>	50 points
5.	<b>Attendance and participation</b>	50 points
	<b>Total:</b>	<b>250 points</b>

(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.**

225 - 250 points A  
200 - 224 points B  
176 - 199 points C

**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 Summer II 2008**

**July 8** 8:00-12:00 **Leadership** in the Principalship and Self Awareness; Personal Assessments, Complete the **Leadership Profile; Profile Feedback Continued**

**Read:** Lunenburg Chapter 1  
Sergiovanni Chapter 1 and 7

**July 9** 8:00-5:00 **Developing the Mission, Vision, Values, and Goals of the School; Strategic Planning**

**Read:** Lunenburg Chapter 1 and 2  
Sergiovanni Chapter 2 and 10

#### **School Culture and Climate**

**Read:** Lunenburg Chapter 1  
Sergiovanni Chapter 6

**Power and Influence** of the Principalship; Review of **Leadership Theory; Organizational structures and alignment**

**Read:** Lunenburg Chapter 7  
Sergiovanni Chapters 2, 3, 4,  
and 7

***Leadership in Modern Organizations; Group Discussion Activity***

<b>July 10</b>	8:00-12:00	<b>Building Community That Supports Learning: School, Family, and Community</b>	
		<b>Read:</b>	Lunenburg Chapter 14 Sergiovanni Chapters 5, 8, and 9
<b>July 15</b>	8:00-12:00	<b>The School Principal and Communication</b>	
		<b>Read:</b>	Lunenburg Chapters 7 and 8
			The School Principal and <b>Change</b>
		<b>Read:</b>	Lunenburg Chapter 10 Sergiovanni Chapter 16
			<b>Human Resource Management</b>
		<b>Read:</b>	Lunenburg Chapter 13 Sergiovanni Chapters 13, 14, and 15
<b>July 16</b>	8:00-5:00	<b>Ethics, and Decision Making</b>	
		<b>Read:</b>	Lunenburg Chapters 8, 9, and 15 Sergiovanni Chapter 1
July 17	8:00-12:00	<b>The Principal's Role in Supervision and Instruction</b>	
		<b>Read:</b>	Lunenburg Chapters 3, 4, and 5 Sergiovanni Chapters 11, 12, and 13

***Leadership Paper Due***

**July 22** 8:00-12:00 **Sections 1, 3, and 5 of School Design Plan Due  
20 minutes power point presentations**

Students will present sections 1, 3, and 5 of the School Design Plan in a 20 minute power point presentation. Remember, this is the first draft of the Final School Design Plan. In addition, students will be required to complete a written draft according to the format guidelines on page 2 of the Project Lead School Design Plan handout.

**July 24** 8:00-12:00 Final Capstone Presentation (ASE 532 and MGT 571)

### ***Description of Assignments***

***(The use of APA style will be required for all written assignments)***

#### **Leadership Paper: (Due July 17)**

In this paper students will articulate their own personal philosophy of leadership and the leadership style that they believe is the most effective. In addition, students will describe important links that exists between leadership and school culture and detail why they are important. Students will also compare the leadership that is effective in charter schools and discuss why it would or would not be effective in traditional public schools. How do a person's core values affect their leadership capabilities? Refer to your Leadership Profile and discuss how the awareness of your usual, needs, and stress behaviors might change the way you will lead in a school. Relate your leadership behaviors to the leadership theories that we have studied. Support your main points with theory from the texts, as well as the texts from ASE 532 (3-5 pages; see rubric).

#### **School Design Plan Sections: (Due July 22)**

Students will complete a "first draft" of Sections 1 and 5 of the School Design Plan. Students need to refer to the following parts of the Project Lead School Design Plan handout for complete instructions on how to complete the first draft:

<i>School Design Plan (Introduction)</i>	<i>page 1</i>
<i>Rationale for a School Design Plan</i>	<i>page 1</i>
<i>School Design Plan Guidelines</i>	<i>page 1</i>
<i>Format</i>	<i>pages 2-4</i>
<i>Section 1: School Design Overview</i>	<i>pages 6-7</i>
<i>Section 3: Students</i>	<i>page 10</i>
<i>Sections 5: Community Relations and Outreach</i>	<i>page 14</i>

