

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 class sessions. Participation in all discussions, activities, and assignments is expected. Also, students will be expected to demonstrate the ability to work in collaborative groups. (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. In this case, an online class, attendance is measured by responding appropriately and in a the prescribed time frame to work.

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.

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).

COURSE OUTLINE

Dates	Reading Assignments	ELCC - Ed. Leadership Constituent Council Standards Knowledge & Skills/ Standards Measurement (Including performance based)
7/8	Become familiar with syllabus, assign chapters,	
7/8	Prepare chapter powerpoints, field work, etc	
7/10	<ul style="list-style-type: none"> • Chapter 1 Introduction • Chapter 2 Creating a Vision for Learning 	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 CS, ESQ, IP, CLT, PL
7/15	<ul style="list-style-type: none"> • Chapter 3 Curriculum Development and Implementation • Chapter 4 Teaching and Learning 	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 CS, ESQ, IP, CLT, PL
7/17	<ul style="list-style-type: none"> • Chapter 5 Professional Development • Chapter 6 Student Personnel Services 	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 CS, ESQ, IP, CLT, PL
7/22	<ul style="list-style-type: none"> • Chapter 7 Organizational Structures • Chapter 8 The Principal as Decision Maker • 	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 CS, ESQ, IP, CLT, PL

7/24	<ul style="list-style-type: none"> • Chapter 9 Developing Effective Communications • Chapter 10 The Principal and Change • Presentations of TExES and Case Study Any 4 reflections due	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 CS, ESQ, IP, CLT, PL
7/29	<ul style="list-style-type: none"> • Chapter 11 Budgeting and School Facilities • Chapter 12 Creating Safe Schools 	Standard 3 Standard 3 Standard 3 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
7/31	<ul style="list-style-type: none"> • Chapter 13 Human Resource Management • Chapter 14 Community Relations • Chapter 15 Ethics 	Standard 3 Standard 4 Standard 5 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 CS, ESQ, IP, CLT, PL
8/5	<ul style="list-style-type: none"> • Chapter 16 Political and Policy Contexts • Chapter 17 Legal Issues 	Standard 6 Standard 6 NCATE 2.3, 3.4, 5.4 TExES I.2i CS, ESQ, IP, CLT, PL
8/7	<ul style="list-style-type: none"> • Field based assignments • Work in group 	IP
8/7	<ul style="list-style-type: none"> • Book report powerpoint due • All other reflections due • Work on group projects 	CLT
8/7	<ul style="list-style-type: none"> • Group projects posted 	CLT
8/7	<ul style="list-style-type: none"> • Finish up class 	

COURSE PERFORMANCE STANDARDS, KNOWLEDGE, AND SKILLS:

Measurement code:

IP-	individual presentations	EQ-	ExCET question development
CLT-	cooperative learning team (discussion, participation, presentations)	PL-	professor lecture
CS-	case studies	GS-	guest lecture

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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.

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

Student's Name _____

Book Review: 50 Points

Your presentation packet should include the following:

1. A PowerPoint to accompany the presentation (5-8 slides).
2. The presentation should include full biographical details, brief summary, what skill or area of leadership the book address, what you liked about the book and how you will apply that knowledge.

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

Comments: _____

Chapter Presentation: 50 Points

Each chapter presentation is due on the assigned date.

The limit for each presentation is a powerpoint that would take an hour to an hour and a half. This essentially should work into approximately 30-50 slides. The time limit includes presentation, discussion/question and answer session, TExES questions imbedded in the presentation.

The presentation must be on PowerPoint.

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: 30 points (2 @ 15 points each)

You will find 2 different cases of real life administration by talking to an administrator.

The case should include all details from real situations that administrators have faced from an area of their job. The case study should include background information of the story and what the final resolution. Should be no more than 1 double spaced typed page.

Comments: _____

Student Created TExES Review Questions: 40 Points (2 @ 20 points each)

Students will create 2 TExES questions that relate to the role of the principal.

The questions will follow the format of the practice TExES questions which are provided.

The questions should be incorporated into the PowerPoint presentation.

Comments: _____

Practice TExES Review Questions: 10 Points - Participation

Questions from the other's powerpoints will be discussed through the discussion boards. Each student is expected to participate in discussion threads based on the chapter presentations. The presenter of the chapter serves as moderator by posing 4 questions for discussion. Students then must respond to two of the questions.

Comments: _____

Required Internship Activities: 70 Points (7 @ 10 points each)

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: _____

Final Performance Event: 50 Points

You are the newly appointed administrative team. As a cooperative group, develop an educational platform for operating a school. What will your school look like with respect to: organizational design, goal setting and planning, organizational culture, staff motivation, leadership, decision making patterns, communication, organizational change, pupil personnel issues, curriculum and instruction, human resources administration, and business management functions? The cooperative learning will present their educational platforms to the class via discussion board and powerpoints. There is no restriction on the presentation style. All members of the cooperative learning group are expected to work equally.

CLG 1:

Comments: _____

CLG 2:

Comments: _____

CLG 3:

Comments: _____

CLG 4:

Comments: _____

CLG 5:

Comments: _____

Grade Scale:

300 – 280 Points	A
279 – 259 Points	B
258 – 238 Points	C
237 – Below	F

Total Points: _____

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.

Lunenburg, F. C., & Ornstein, A. C. (1996). *Educational administration: Concepts and practices*. 2nd ed. Belmont, CA: Wadsworth Publishing Company.

Lunenburg, F. C., & Irby, B. J. (in press). *High expectations: An action plan for implementing goals 2000*. Thousand Oaks, CA: Corwin Press.

Marshall, C. (1991). *The assistant principal: Leadership choices and challenges*. Newbury Park, CA: Corwin Press.

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.