# Course Description

This course will focus on the evolving and growing role of the school principal. An emphasis will be placed on acquiring knowledge, skills, and dispositions in leadership. A theoretical and philosophical base for the principal as a change agent will be established.

**University Learning Outcomes (ULO)**

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Outcomes

* **CLO1:** Examine the role and responsibility of the principal in creating an ethical school culture that fosters high levels of achievement for all students.
* **CLO2:** Examine the role and responsibility of the principal in decision processing and decision-making.
* **CLO3:** Examine the role and responsibility of the principal in staffing and staff development.
* **CLO4:** Examine the role and responsibility of the principal as manager of fiscal and facility resources.
* **CLO5:** Examine the role and responsibility of the principal in community relations, parent involvement, and internal and external communications.

**Student Expectations**

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

Fullan, M. (2014). *The principal: Three keys to maximizing impact*. San Francisco, CA: Jossey-Bass.

Whitaker, T. (2013). *What great principals do differently: 18 things that matter most* (2nd ed.). New York, NY: Routledge.

Ubben, G. C., Hughes, L. W., & Norris, C. J. (2017). *The principal: Creative leadership for excellence in schools* (8th ed.). Boston: Pearson College Division. ISBN 978-0-13-460698-9

# Late Assignments Policy

Please be advised that failure to submit assignments on or before the due date may result in a reduction in points awarded. If truly extenuating circumstances prevent you from submitting an assignment on time, please–

* contact the instructor in advance of the due date,
* explain the extenuating circumstances that may prevent timely submission of an assignment, and
* request additional time for submission.

Granting additional time for submission of an assignment is at the discretion of the instructor.

Assignments submitted after the due date without advance permission of the instructor may be subject to a reduction of 10% per day for each day late, except that assignments due in the last week of class may be subject to a reduction of 20% per day for each day late.​

Due to their nature, discussions, which require active participation throughout the week and throughout the course, may not be submitted late. If a discussion post is made after the appropriate deadline, it will be graded as a late assignment.

# Grade Scale

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 82-80 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 |

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
| Discussion: Moral Point of View | | 25 | <insert due date> |
| Discussion: Ethical Leadership | | 25 |  |
| Week One Reflective Journal: Core Values and Moral Compass | | 25 |  |
| Case Study: Adapting Leadership Strategies | | 50 |  |
| **Week 2** | |  |  |
| Discussion: School Leadership | | 25 | <insert due date> |
| Discussion: School Culture | | 25 |  |
| Week Two Reflective Journal | | 25 |  |
| Case Study: School Planning -or- Budget Cuts | | 50 |  |
| **Week 3** | |  |  |
| Discussion: Data-Driven Decision Making | | 25 | <insert due date> |
| Week Three Reflective Journal: Making Important Decisions | | 25 |  |
| Blog: Transforming School Culture | | 25 |  |
| Case Study: Data-Driven Decision Making | | 50 |  |
| **Week 4** | |  |  |
| Discussion: Leadership in Education | | 25 | <insert due date> |
| Week Four Reflective Journal: Teacher Professionalism and Competence | | 25 |  |
| Journal: Three Keys to Maximizing Impact | | 100 |  |
| Presentation: Strategies for Professional Development | | 50 |  |
| **Week 5** | |  |  |
| Discussion: Fiscal Management | | 25 | <insert due date> |
| Week Five Reflective Journal: Chain of Command | | 25 |  |
| Case Study: Budget Cuts | | 50 |  |
| **Week 6** | |  |  |
| Discussion: School Community Relations | | 25 | <insert due date> |
| Discussion: School Website Review | | 25 |  |
| Week Six Reflective Journal: Communicating with Parents | | 50 |  |
| **Week 7** | |  |  |
| Discussion: School Reform | | 25 | <insert due date> |
| Assignment: Day in the Life of a Principal | | 100 |  |
| Culminating Activity: Principal Entry Plan | | 100 |  |
| **Total Points** | | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |
| --- | --- | --- |
| Week One: An Ethical School Climate and Culture |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Identify the characteristics of an ethical school climate and culture. | CLO1 | |
| * 1. Examine the forces that influence school culture. | CLO1 | |
| * 1. Analyze the role of leadership in creating an ethical climate and culture in an organization. | CLO1 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week One Reading**  **Read** the following chapters in *The Principal: Three Keys to Maximizing Impact*:   * Ch. 1: What is Outmoded? * Ch. 2: Vices and Virtues   **Post** any insights, comments, or questions you have after viewing the resources in the Week One General Discussion forum. | 1.1, 1.2 |  |
| **The Moral Compass**  A moral compass is an internal barometer that helps a person decide what is right or wrong, moral or immoral. Every person has their own moral compass, formed through their upbringing, their education, their work experiences, and their community.  As an educational leader, you will be refining your ideas about your moral compass and what ethical decision-making means to you, as well as how it affects the ethical climate and culture of your organization.  **View** “TEDxEMU – Henry Hastings – The Importance of a Moral Point of View,” available on YouTube [19:06]: <https://www.youtube.com/watch?v=zIJucqlU314>  **Review** the website for the Center for Ethical Leadership: <http://www.ethicalleadership.org/>  **Complete** the [Self-Guided Core Values Assessment](http://www.ethicalleadership.org/uploads/2/6/2/6/26265761/1.4_core_values_exercise.pdf), available from the Center for Ethical Leadership.  **Post** any insights, comments, or questions you have after viewing the resources in the Week One General Discussion forum. | 1.1, 1.2 |  |
| **“Anywhere Plans”: Building an Entry Plan That Works Across the School**  A newly selected principal will often draft a document called an entry plan. The entry plan helps to describe the goals and objectives of the incoming principal to the stakeholders at the school. In fact, many districts make the creation of an entry plan one of the elements of a principal interview. Being able to describe and present action items detailing an agenda for a school is a critical skill for a principal to hone.  In this course, you will prepare an entry plan for a school as your culminating activity. In each week of this course, you will be working on and building different elements and focuses for your entry plan. In week seven, you will synthesize your work to create a professional entry plan.  *Note*: Although you will look at a number of examples of entry plans in this course, you should note that most schools or school districts have their own format for the way these plans are structured. You can look for the template or style of your own school district for a guide to building your final professional entry plan.  **Use** the following resources to get a sense of what a principal’s entry plan might contain, and how the action items might be actualized and presented to stakeholders:   * “A Principal Entry Plan - A Sample Plan” available on the Principal Principles blog: <http://thenewprincipalprinciples.blogspot.com/2016/03/a-principal-entry-plan-sample-plan.html> * “Principal Entry Plan,” available from Highland Renaissance Academy: <http://schools.cms.k12.nc.us/highlandrenaissanceES/Pages/PrincipalEntryPlan.aspx>   **Search** for additional entry plans to get a sense of the breadth and variety of topics, formats, and action items that are possible.  *Note*: Although a recommended format is included with this assignment, there is no one type of principal entry plan. Feel free to adjust the format to suit the needs of your audience and stakeholders.  *Note*: You will submit your final entry plan to your instructor via Blackboard in *WEEK SEVEN*.  **Post** any insights, comments, or questions you have after viewing the resources in the Week One General Discussion forum. |  |  |
| **Resources: School Climate and Culture**  As you look for resources that can help you to influence and change a school’s climate and culture, you may wish to review the available publications from ASCD, a professional organization that publishes materials related to teaching and administration. The administrator of your building may have access to publications that you identify as potentially useful or helpful, and you can ask them for access.  **Navigate** to the ASCD Books and Publications website and search for useful publications that meet your needs: <http://www.ascd.org/books-publications.aspx>  The following resources have been selected to help you understand what a school climate can look like, how you might assess the condition of the school climate, and how you can begin to influence the school climate. Review them carefully, and save any resources you feel might be useful in your career.  **Read** “The Challenge of Assessing School Climate,” by Jonathan Cohen, Terry Pickeral and Molly McCloskey, available at ASCD: <http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/The-Challenge-of-Assessing-School-Climate.aspx>  **View** the “Building a School Culture of Excellence” video available on YouTube [12:17]: <http://www.youtube.com/watch?v=Xtd7cQbUq74>.  **Review** the example of a school climate survey, “New Jersey School Climate Survey,” available from the New Jersey Department of Education: <http://www.state.nj.us/education/students/safety/behavior/njscs/>  **Post** any insights, comments, or questions you have after viewing the resources in the Week One General Discussion forum. | 1.1 | Video: review and post response = **1 hour** |
| ***Supplemental Materials****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Resource: Covey and *The 7 Habits of Highly Effective People***  Stephen R. Covey’s *The 7 Habits of Highly Effective People* remains one of the foundational leadership books of the past 20 years*.* In the book, Covey describes ways that leaders effectively manage their own time as well as the time of others, and gives insight into the perspective and outlook of effective leaders. While this book is not a required resource for the course, you may find it valuable to read the book and use its insights to measure your own leadership.  **Navigate** to “7 Habits of Highly Effective People,” available from Stephen R. Covey’s website: [**www.stephencovey.com/7habits/7habits.php**](http://www.stephencovey.com/7habits/7habits.php)  **Click** on each of the Habits in the sidebar on the right of the webpage.  **Read** each of the Habits.  **Consider** how you could use each of the Habits to improve your own leadership potential. |  |  |
| **Resource: Study Guide for What Great Principals Do Differently**  **Consider** acquiring this study guide resource, which includes a number of additional activities and discussion questions surrounding the course text *What Great Principals Do Differently*:   * Whitaker, B., Whitaker, T., & Zoul, J. (2012). *Study guide: What great principals do differently: Eighteen things that matter most*. Larchmont, NY: Eye on Education. |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Moral Point of View**  **Review** “TEDxEMU – Henry Hastings – The Importance of a Moral Point of View,” available on YouTube [19:06]: <https://www.youtube.com/watch?v=zIJucqlU314>  **Respond** to the following questions by Tuesday in the Moral Point of View discussion forum:   * What should influence our moral point of view and our moral compass? * What part of this moral philosophy should school principals use to lead? * How does this relate to creating an ethical school culture?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Ethical Leadership**  **View** the “Apple CEO Tim Cook on Ethical Leadership” video available on YouTube [2:49]: <http://www.youtube.com/watch?v=3ygNKNaMv4c>.  **Respond** to the following question by Thursday in the Ethical Leadership discussion forum:   * What does it mean to be an ethical leader?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | 1.1, 1.2, 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week One Reflective Journal: Core Values and Moral Compass**  Each week you have been asked to reflect on your practices and beliefs as a leader and educator. Your journal responses will not be shared with the class and should be used as a time of honest reflection.  **Respond** to the following questions in a 300–450-word response:   * Consider the results of your Core Values exercise. What does your self-assessment reflect about your values and beliefs as an educational leader? * Does having a moral compass, or a set of moral values, matter to your current or future leadership roles? * Has there ever been a controversial policy based on ethical beliefs while you were working with your educational leaders? If so, how did you build support for addressing this issue? If not, how would you?   **Submit** this assignment to your instructor via Blackboard by Sunday. | 1.2, 1.3 | Journal: one private post = **.5 hours** |
| **Case Study: Adapting Leadership Strategies**  **Read** “Case Study 6: Where Will the Money Come From?” in Appendix A of *The Principal: Creative Leadership for Excellence in Schools*.  **Write** a 700–800-word analysis of the case study that addresses the following questions:   * Will you ask to continue the practice?   + If so, how can you justify an unethical practice?   + If not, how will you make up the lost revenue?   **Post** your analysis to the Adapting Leadership Strategies discussion forum by Friday.  **Review** your classmates’ analyses and post additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three by Sunday. | 1.2, 1.3 | Case Study: analysis and replies to three others = **1.5 hours** |

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| Week Two: Focus on Student Achievement |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Identify levers that principals may utilize to foster a culture that supports high levels of achievement for all students. | CLO1 | |
| * 1. Compare the culture of a school focused on high achievement for all students with a school that only focuses on high-achieving students. | CLO1 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Two Reading**  **Read** the following chapters in *What Great Leaders Do Differently*:   * Ch. 2: It’s People, Not Programs * Ch. 10: Focus on Student Achievement   **Read** the following chapter in *The Principal: Three Keys to Maximizing Impact*:   * Ch. 3: The First Key: Leading and Learning   **Post** any insights, comments, or questions you have after viewing the resources in the Week Two General Discussion forum. | 2.1, 2.2 |  |
| **Resources: Danielson: The Framework for Teaching Evaluation Instrument**  A principal who wishes to understand and improve their school’s climate, culture, and achievement must first identify and measure the factors that influence and affect their school’s climate, culture, and achievement. One of the types of tools that a principal can use to evaluate their school’s climate, culture, and achievement is the Framework for Teaching Evaluation Instrument.  **Review** “Educator Effectiveness Administrative Manual,” available from the Pennsylvania Department of Education: <http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Educator%20Effectiveness%20Administrative%20Manual.pdf>  **Post** any insights, comments, or questions you have after viewing the resources in the Week Two General Discussion forum. | 2.1 |  |
| **Resources: Defining Student Achievement**  Achievement is not based solely on data-driven results—refer to David Berliner’s writings about measuring student achievement accurately  Review the following resource on different models of student achievement:   * “The Power of Principal Supervisors: How Two Districts Are Remaking an Old Role,” available from the Wallace Foundation: <http://www.wallacefoundation.org/knowledge-center/Documents/The-Power-of-Principal-Supervisors.pdf>   **Post** any insights, comments, or questions you have after viewing the resources in the Week Two General Discussion forum. | 2.1, 2.2 |  |
| ***Supplemental Materials****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Optional Resources: Evaluation and School Improvement Models**  **Review** the following resources on Student Achievement Mode, used in Florida:   * “SAM: A Student Achievement Model Designed to Empower Teacher and Increase Student Achievement through Action Research,” available through ERIC: <http://eric.ed.gov/?id=ED430015> * “Student Achievement Model (SAM),” a Prezi by Erin Winslow: <https://prezi.com/fgi_murfzoik/student-achievement-model-sam/>   **Review** the following resources on Shared Leadership model:   * “The School Principal as Leader: Guiding Schools to Better Teaching and Learning,” available from the Wallace Foundation: <http://www.wallacefoundation.org/knowledge-center/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf> |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: School Leadership**  As you watch the video below, assume that the speaker is your principal talking to you and your colleagues.  **View** the “School Leadership: Leaders for Today and Tomorrow” video available on YouTube [3:16]: <http://www.youtube.com/watch?v=mCR1H3zl__Y>.  **Respond** to the following questions in the School Leadership discussion forum by Thursday:   * As a teacher in the audience of this presentation, what value would such a speech have to you? * What would be more useful and effective?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: School Culture**  **Respond** to the following question in the School Culture discussion forum by Thursday:   * Do you think that our current educational system forces certain students out of school? Why or why not?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | 2.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Two Reflective Journal: Focus on High Achievement**  **Respond** to the following question in a 250–300-word response:   * Would you describe the school you work in as a school that focuses on high achievement for all students or one that serves high-achieving students only? Explain your answer.   **Submit** your assignment to your instructor via Blackboard. | 2.3 | Journal: one private post = **.5 hours** |
| **Case Study: Choice of Analysis**  This week, there are two relevant case studies for you to analyze.  **Read** both case studies.  **Choose** one of the case studies to analyze.  **Complete** the case study analysis of the case you chose. | N/A | N/A |
| **Case Study: School Planning -or- Budget Cuts**  **Read** both the case studies listed below.  **Choose** one of the case studies to complete:  \*\*\*\*\*\*\*\*\*\*\*\*  (1)  **Read** “Case Study 8: The Banquet or the Test or Both?” in Appendix A of *The Principal: Creative Leadership for Excellence in Schools.*    **Write** a 700–800-word analysis of the case study that addresses the following question: What actions do you take?  **Post** your analysis to the School Planning -or- Budget Cuts discussion forum by Thursday.  **Review** your classmates’ analyses and post additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three by Sunday.  \*\*\*\*\*\*\*\*\*\*\*\*  (2)  **Read** “Case Study 13: Back to the Basics” in Appendix A of *The Principal: Creative Leadership for Excellence in Schools*.    **Write** a 700–800-word analysis of the case study that addresses the following questions:   * How will you deploy the displaced career counselor? * How will you justify that decision to the superintendent in light of directions to “get back to basics”?   **Post** your analysis to the School Planning –or- Budget Cuts discussion forum by Thursday.  **Review** your classmates’ analyses and post additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three by Sunday. | 2.1, 2.2 | Case Study: analysis and replies to three others = **1.5 hours** |

# Faculty Notes

Case Study Choice

Previously, this course assigned both case studies to the students. This was a little too much for them to accomplish in the week. Now they have the choice of which to cover. They should focus on completing their case study by Thursday and then spend much of their time in the remainder of the week discussing one another’s analyses.

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| Week Three: Decision Processing and Decision Making | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify how decisions are made in schools. | | CLO2 | |
| * 1. Compare data-driven decision-making to typical processes. | | CLO2 | |
| * 1. Describe how a principal may use decision-making processes to transform a school culture. | | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Three Reading**  **Read** the following chapter in *The Principal: Three Keys to Maximizing Impact*:   * Ch. 4: Being a District and System Player   **Post** any insights, comments, or questions you have after viewing the resources in the Week Three General Discussion forum. | | 3.1, 3.2, 3.3 | n/a |
| **Using Data to Drive Achievement**  **View** the “Ware Elementary (Fort Riley, KS)–Principal Discusses Using Data to Drive Achievement” video available on YouTube [1:31]: <http://www.youtube.com/watch?v=4yHt4fX2G9Y>.  **Post** any insights, comments, or questions you have after viewing the resources in the Week Three General Discussion forum. | | 3.1, 3.3 | Video: review and post response = **1 hour** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Data-Driven Decision Making**  **View** the “Data Driven Decision Making” video available on YouTube [5:12]: <https://www.youtube.com/watch?v=VT8mSAwIJdM>.  **Respond** to the following questions by Tuesday in the Data-Driven Decision-Making discussion forum:   * Suppose you were asked to come up with a way to use data to drive instruction in your school. What would it consist of? * How would you implement it?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | | 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Three Reflective Journal: Making Important Decisions**  **Respond** to the following questions in a 250–300-word response:   * Does your school use data to make important decisions? Give an example of a time when an important decision was made with or without the use of data. * How do you think your school could better incorporate data to make better decisions?   **Submit** this assignment to your instructor via Blackboard. | | 3.1, 3.2 | Journal: one private post = **.5 hours** |
| **Blog: Transforming School Culture**  **Write** a 300–400-word blog article about a time in your experience, as a student or educator, when a principal used a decision-making processes to transform a school culture.  **Speculate** on the following:   * Would the transformation have been successful if the change was not initiated and supported by the principal? * Why is it important that those closest to the problem should generate and carry out the solutions?   **Review** the blog articles posted by your classmates and post additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three by Sunday. | | 3.3 | Blog: one shared posting and replies to three others = **1 hour** |
| **Case Study: Data-Driven Decision-Making**  **Read** “Case Study 30: Fire Her and I’m Going to the Board!” in Appendix A of *The Principal: Creative Leadership for Excellence in Schools.*    **Write** a 700–800-word analysis of the case study that addresses the following questions:   * What stance would you take on the dilemma? * How will you deal with those that don’t agree with your decision? * How would you incorporate data to justify your decision?   **Post** your analysis to the “Data-Driven Decision-Making” discussion forum by Thursday.  **Review** your classmates’ analyses and post additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three by Sunday. | | 3.1, 3.2, 3.3 | Case Study: analysis and replies to three others = **1.5 hours** |

# Faculty Notes

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| Week Four: Staffing and Staff Development |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Describe the principal’s role and responsibility in properly placing faculty and staff to foster student achievement. | CLO3 | |
| * 1. Explain how a principal can bring about school improvement through staff development. | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Four Reading**  **Read** the following chapter in *What Great Principals Do Differently*:   * Ch. 7: Teach the Teachers   **Read** the following chapter in *The Principal: Three Keys to Maximizing Impact*:   * Ch. 5: Becoming a Change Agent   **Post** any insights, comments, or questions you have after viewing the resources in the Week Four General Discussion forum. | 4.1, 4.2 |  |
| **Preparation: “Day in the Life of a Principal” Paper**  During this course, you will be expected to shadow a principal for an entire school day and then prepare a paper on the experience.  **Schedule** a time to shadow a principal for an entire school day for your Day in the Life of a Principal paper due in Week Seven.  **Prepare** for your experience by reviewing the Day in the Life of a Principal paper guidelines and criteria: Day in the Life Instructions.  **Post** any insights, comments, or questions you have about the paper or requirements in the Week Four General Discussion forum.  Note. This assignment is due in WEEK | N/A |  |
| **Resource: Development Training Kit**  Your copy of *The Principal*: *Three Keys to Maximizing Impact* should contain access to the book’s resources, notes, and presentations. This week, we will be reviewing some of those materials.  **Navigate** to [www.wiley.com/go/theprincipal](http://www.wiley.com/go/theprincipal).  **Enter** your email address and the entry password noted on the page: “27239”.  Note the following resources: |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Leadership in Education**  **Review** Ch. 7 of *What Great Leaders Do Differently*:  **View** the “Does Leadership Affect Education?” video available on YouTube [2:08]: <http://www.youtube.com/watch?v=9VA7V46ZwLw>.  **Respond** to the following questions by Tuesday in the Leadership in Education discussion forum:   * What techniques or strategies can be used to create better teachers? Give concrete examples. * How can professional development strategically leverage better teaching?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Four Reflective Journal: Teacher Professionalism and Competence**  **Respond** to the following questions in a 250–300-word response:   * Are all teachers treated the same by administration in your school?   + If so, do administrators take into account differences in professionalism and competence?   + If not, in what ways should administration take into account differences in professionalism and competence?   **Submit** this assignment to your instructor via Blackboard. | 4.1 | Journal: one private post = **.5 hours** |
| **Journal: Three Keys to Maximizing Impact**  By now, you have read chapters 3, 4, & 5 of *The Principal: Three Keys to Maximizing Impact*, which cover the three keys to maximizing impact: leading learning, being a district and system team player, and becoming a change agent.  **Interview** your principal about their use of the three keys.  *Note*: If you are not going to see your principal this week, you may e-mail them with questions about the three keys. If you are not in contact with a principal, please contact your instructor.  **Use** the following chart to facilitate your interview.  **Write** a 150–300-word section for each of the three keys explaining either how the principal could deepen their use of these principles or how you could ensure that you are using these principles in your future practice.  **Submit** this assignment to your instructor via Blackboard. | 4.1 | Journal: one private post = **.5 hours** |
| **Presentation: Strategies for Professional Development**  **Review** the summary of 18 professional development strategies in the Strategies for Professional Development resource.  **Select** two strategies that you have *not* seen in practice.  **Create** a 7–10-slide presentation using a professional presentation software (including detailed speakers notes) that demonstrates the use of these strategies in a professional development session.  *Note*: Your audience may be other principals, teachers, staff, or another group of professionals that a principal could be expected to work with.  In your presentation, address the following:   * **Explain** how each professional development strategy could be used most effectively. * **Identify** the following for each strategy you selected:   + Is it better suited for new teachers or for experienced teachers?   + Is it more appropriate for certain subjects or grade levels?   + Is it better for creating awareness, building knowledge, translating concepts into practice, or reflection? * **Demonstrate** the use of each strategy. * **Cite** any sources used in the development of this presentation.   **Post** your assignment to the Presentation: Strategies for Professional Development discussion forum.  **Review** the presentations of other students. | 4.2 | Wiki: shared posting and collaboration = **2 hours** |

**Faculty Notes**

**Journal: Three Keys to Maximizing Impact**

If a student contacts you about this assignment and does have access to a principal to interview, you may set them up with a principal you know or you can provide them with this alternative assignment:

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| **Journal: Three Keys to Maximizing Impact**  By now, you have read chapters 3, 4, & 5 of *The Principal: Three Keys to Maximizing Impact* covering the three keys to maximizing impact: leading learning, being a district and system team player, and becoming a change agent.  **Use** the following chart to describe practices that influence the ability of a principal to embody and use the three keys.  **Write** a 300–450-word section for each of the three keys explaining both how a principal could concretely use these principles to improve a school and how you could ensure that you are using these principles in your future practice.  **Submit** this assignment to your instructor via Blackboard. | 4.1 | Journal: one private post = **.5 hours** |

**Presentation: Strategies for Professional Development**

The purposes of this exercise are to demonstrate the wide breadth of professional development strategies and have students see examples from other educators.

Students should know that their presentations are technically copyrighted, and if they would like to use or share another student’s presentation, then they must receive explicit permission first. For the purposes of this exercise, as well as other exercises in the course, students should assume that any work shared to other students in the course should not leave the course itself.

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| Week Five: Managing Fiscal and Facility Resources |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze how the principal manages a school budget to foster student achievement. | CLO4 | |
| * 1. Determine how the principal manages the school facility to ensure a safe and sanitary school environment for students and staff. | CLO4 | |
| * 1. Analyze how the principal strategically utilizes facilities to maximize student learning. | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Five Reading**  **Read** the following chapter in *What Great Leaders Do Differently*:   * Ch. 8: Hire Great Teachers   **Post** any insights, comments, or questions you have about the paper or requirements in the Week Five General Discussion forum. | 5.1, 5.2, 5.3 |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Fiscal Management**  **View** the “Autonomous School Management with Control over Budget and Staffing” video available on YouTube [7:45]: <http://www.youtube.com/watch?v=JbIfdhnK-lM>.  **Respond** to the following questions by Tuesday in the Fiscal Management discussion forum   * What should be the role of teachers in the school budgeting process?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | 5.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Five Reflective Journal: Chain of Command**  **Respond** to the following questions in a 250–300-word response:   * Whom should custodians report to, the principal or the district facilities manager? Explain your answer. * How does your answer reflect on the chain of command in a school district?   **Submit** your assignment to your instructor via Blackboard. | 5.2 | Journal: one private post = **.5 hours** |
| **Case Study: Budget Cuts**  **Read “**Case Study 13: Back to the Basics” in Appendix A of *The Principal: Creative Leadership for Excellence in Schools.*    **Write** a 700–800-word analysis of the case study that addresses the following questions:   * How will you deploy the displaced career counselor? * How will you justify that decision to the superintendent in light of directions to “get back to basics”?   **Post** your analysis to the Budget Cuts discussion forum by Wednesday.  **Review** your classmates’ analyses and post additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three by Sunday. | 5.2 | Case Study: analysis and replies to three others = **1.5 hours** |

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| Week Six: Communications, Community Relations, and Parent Involvement |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Distinguish the principal’s role in internal and external communications. | CLO5 | |
| * 1. Explain the successful principal’s approach to community relations. | CLO5 | |
| * 1. Distinguish between appropriate, constructive parental involvement and inappropriate, destructive parental involvement. | CLO5 | |
| * 1. Analyze means by which the principal encourages constructive parent involvement. | CLO5 | |
| ***Required Learning Resources and Activities: Students must complete any resources activities listed in this section as selected by the instructor.*** | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Six Reading**  **Read** the following chapters in *What Great Leaders Do Differently*:   * Ch. 9: Understand the Dynamics of Change * Ch. 11: Focus on Behavior, then Focus on Beliefs * Ch. 17: Don’t Need to Repair--Always Do Repair   **Post** any insights, comments, or questions you have about the paper or requirements in the Week Six General Discussion forum. |  |  |
| **The Principal as Community Advocate**  **Read** “The Principal as Community Advocate,” available from Education Week:  <http://www.edweek.org/ew/articles/2016/08/31/the-principal-as-community-advocate.html>  **Post** any insights, comments, or questions you have about the paper or requirements in the Week Six General Discussion forum. |  |  |
| ***Assignment: Students must complete the weekly assignment(s).*** | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: School Community Relations**  **View** the “School Community Relations” video available on YouTube [9:51]: <http://www.youtube.com/watch?v=KieXN1We8yY>.  **Respond** to the following question by Tuesday in the School Community Relations discussion forum:   * If you were to present a school community relations plan for your school, what would it consist of?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | 6.2, 6.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: School Website Review**  **Choose** a school website (an individual school’s website, not a district’s).  **Evaluate** the school website for its effectiveness in engaging the community and parents:  *Note*: If you cannot find an appropriate school website, you may select one of the following websites to review:   * North Penn School District: <http://www.npenn.org/> * Archbishop John Carroll High School: <http://www.jcarroll.org/> * Quarton Elementary School: <http://www.birmingham.k12.mi.us/Quarton>   **Post** the name of the school you chose and a link to the school’s site, then **respond** to the following questions in relation to community and parental engagement in the School Website Review discussion forum:   * How well does the site you chose inform the community and parents? * Does the site allow for interaction with staff and other stakeholders? If so, how? * Does the site engage the community and parents as active participants? * Does the site address the teaching and learning needs of all students, or only a portion of the students? Describe what you find. * Does the site increase awareness of educational issues that may affect the community and parents? * What is your overall impression of the website? Does it meet the needs of all stakeholders?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | 6.1, 6.2 | Website Review: shared analysis and replies to three others = **2 hours** |
| **Week Six Reflective Journal: Communicating with Parents**  **Respond** to the following questions in a 250–300-word response:   * What tools do we have to communicate with parents? * Which methods of communication are constructive, and which are destructive? * How might we better engage parents who are perceived as “difficult”?   **Submit** this assignment to your instructor via Blackboard. | 6.3, 6.4 | Journal: one private post = **.5 hours** |

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| Week Seven: Synthesizing Roles and Responsibilities |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Construct a complete picture of the principal’s roles and responsibility. | CLO1-5 | |
| * 1. Synthesize how a principal utilizes all available resources—staff, budget, facilities, and parental involvement—to foster student achievement. | CLO1-5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Seven Reading**  **Read** the following chapter in *The Principal: Three Keys to Maximizing Impact*:   * Ch. 6: The Future is Now   **Post** any insights, comments, or questions you have about the paper or requirements in the Week Seven General Discussion forum. | 7.1, 7.2 |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: School Reform**  **View** the “Michael Fullan on What School Reform Is” video available on YouTube [13:29]: <http://www.youtube.com/watch?v=bxjLqHphsVY>.  **Respond** to the following question by Tuesday in the School Community Relations discussion forum:   * How does Fullan believe education must change to meet the needs of all students?   **Post** additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by Sunday. | 7.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Day in the Life of a Principal**  **Shadow** a principal for a day (physically, if possible; otherwise, through other means such as texting), and note the daily challenges of the principalship.  **Debrief** the day with the principal to discuss the issues that arose involving the following:   * PA (or other state) Core Standards * Curriculum * Vision * Special education * Supervision * Data collection and application to student achievement * Communications * High standards for all students * Student behavior * Aligning instruction * Assessments * The principal’s role as an instructional leader vs. manager * Crisis management   **Write** a 1,400–2,100-word narrative of the day’s events, and note 3–5 of the most significant challenges the principal faced that day and how they were addressed or resolved.  **Explain** the importance of these challenges and why you focused on them.  **Include** five references.  **Format** your paper consistent with APA style guidelines.  **Submit** your assignment to your instructor via Blackboard. | 7.1, 7.2 | Paper: private post = **.5 hour** |
| **Culminating Activity: Principal Entry Plan**  You will be preparing a principal’s entry plan for a school of your choice (traditional public, charter, vocational, etc.).  **Imagine** that you have been selected to serve as the principal of the school you have chosen.  **Review** the Whitaker readings, especially the section devoted to each of the “18 Things That Matter Most” to a principal.  **Review** the criteria from the Danielson-influenced “Educator Effectiveness Administrative Manual,” available from the Pennsylvania Department of Education: <http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Educator%20Effectiveness%20Administrative%20Manual.pdf>  **Review** the Entry Plan Instructions.  **Prepare** goals, action items, and an agenda for the first 100 days of your tenure at your selected school, addressing the unique challenges of a school of that type as well as the criteria of the “Educator Effectiveness Administrative Manual” and Whitaker’s *18 Things That Matter Most*.  **Write** a professional 1,000–1,500-word principal entry plan for your first 100 days, including the following information:   * Agenda/Statement of purpose (What do you hope to accomplish? Why are these your priorities?) * Goals and action items that demonstrate your ideas to address the unique issues of the school   *Note*: Although a recommended format is included with this assignment, there is no one type of principal entry plan. Feel free to adjust the format to suit the needs of your audience and stakeholders.  **Submit** this assignment to your instructor via Blackboard. | 7.2 | Problem-Solving: analysis and replies to three others = **1.5 hours** |

# Faculty Notes

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# Breakdown of Academic Instructional Equivalencies

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| **Week 1** |  |  |
| Required |  | 6.5 |
| Supplemental |  | 0 |
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| **Week 2** |  |  |
| Required |  | 5.5 |
| Supplemental |  | 0 |
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| **Week 3** |  |  |
| Required |  | 6.5 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 6.5 |
| Supplemental |  | 0 |
|  |  |  |
| **Week5** |  |  |
| Required |  | 5.5 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 6** |  |  |
| Required |  | 7 |
| Supplemental |  | 0 |
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| **Week 7** |  |  |
| Required |  | 4.5 |
| Supplemental |  | 0 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 42 |
| **Total Supplemental Hours** |  | 0 |
| **Total Hours** |  | 42 |