

DEPARTMENT: Educational Studies, Leadership and Counseling

Revised October 6, 2008

COURSE NUMBER: ADM 664

CREDIT HOURS: 3

- I. TITLE: The School Principal
- II. Catalog Description: A study of the skills needed to fulfill principal roles and duties in grades P-12 including leadership and management functions. The course is designed for students aspiring to the P-12 Building Principal License.
- III. Purpose: To develop the skills, dispositions necessary for effective leadership in today's schools.

Principles, dispositions and skills consistent with the Interstate School Leader Licensure Standards (ISLLC), the Technology Standards for School Administrators (TSSA), and the professional Code of Ethics for Kentucky School Certified Staff are incorporated into this course in ways consistent with the purpose of the course and individual student readiness. The unit's theme of the reflective decision-maker is emphasized, as students are required to reflect upon course experiences as part of the learning process and the unit's conceptual framework of teacher as leader is addressed as course experiences and the program as a whole are focused upon the development of leaders. NCATE expectations with regard to KERA Initiatives and EPSB themes are incorporated through courses as consistent with the scope of each course. NCATE expectations with regard to KERA Initiatives and EPSB themes are incorporated through courses as consistent with the scope of each course. KERA Initiatives: Program of Studies; SBDM; Spec Ed; EPSB Themes: Diversity; Assessment; Gap Closure.

IV. Course Objectives:

As a result of participation in ADM 664, the student will demonstrate:

- a. Understanding of the visionary, instructional, managerial, collaborative, ethical and global responsibilities of an educational leader. (ISLLC Standards I, II, III, IV, V, and VI.)
- b. Ability to identify and explain the relationship of the school to federal, state, and local levels of government; how major court decisions are related to educational and societal changes and the legal safeguards for students and their families. (ISLLC Standards II, III, IV, V, and VI.)
- c. Skills necessary to identify, assess and alter the school organizational structure to improve the conditions for learning and teaching. (ISLLC Standards II, III, and IV.)

- d. Leadership and motivational techniques to cause students and adults to become successful in the work of the school. (ISLLC Standards I, II, and IV.)
- e. Use of total quality management principles including the use of data for decision-making, team planning and continuous improvement to enhance the work of the school. (ISLLC Standards I, II, III, and IV.)
- f. Involvement of faculty, staff and parents in providing an instructional program based on knowledge of the development levels of students. (ISLLC Standards I and II.)
- g. Planning and implementation of change in school programs for increased student achievement. (ISLLC Standards I, II, III, IV, and V.)
- h. Actions of the principal that exemplify the indicators of effective schools. (ISLLC Standards I, II, III, IV, V, and VI.)
- i. Involvement of student support services such as guidance and counseling and student activities program to improve the school environment on behalf of students. (ISLLC Standards I, II, III, IV, and VI.)
- j. Collaborative planning skills to improve student behavior and classroom management. (ISLLC Standards I, II, III, IV, V, and VI.)
- k. Understanding and the implementation of appropriate programs for children with special learning needs. (ISLLC Standards II, IV, V, and VI.)
- l. Planning and implementation of the Sixteen (16) Technology Standards for faculty and staff. (ISLLC Standards I, II, IV, and VI.)

#### V. Textbook

Skills for Successful 21<sup>st</sup> Century School Leaders, 3<sup>rd</sup> edition, John Hoyle, Fenwick English and Betty Steffy.

#### VI. Content Outline:

- Professional standards for school leadership—ISLLC, ELCC, NCATE (ISLLC Standard V.)
- The public school and its setting—history; roles of federal, state, and local governments; legal implications and societal expectations. (ISLLC Standard VI)
- Discussion of Organizations and how they operate—theory, classical bureaucracy, Theory Z organizations, cultures, total quality management, motivation and leadership examples in contemporary schools and principle-centered leadership. (ISLLC Standard I, II, III, IV, and VI)

- Indicators of effective schools—brainstorm principal behaviors necessary to accomplish these behaviors. (ISLLC Standards I, II, III, IV, V, and VI)
- Developmental characteristics of children and implications for schools—class project to plan a professional development program for your staff. (ISLLC Standards I, II, and III)
- In-basket exercise on principal tasks. (ISLLC Standards I, II, III, IV, V, and VI)
- Leadership for Learning—role and responsibilities, expectations and duties of the building principal—brainstorming (ISLLC Standards I, II, III, IV, V, and VI)
- Problem-solving and reflective practice—developing a model for daily use (ISLLC Standards I, II, III, IV, and V)
- Principal as change agent—Improving the Urban High School, model for change, conditions necessary for change, setting the vision for change in the school community (ISLLC Standards I, II, III, and IV)
- Collection and use of data to make decisions—use of student achievement test scores and other indicators to maintain centrality of student learning. (ISLLC Standards I, II, III, and IV)
- Diagnosing and prescribing for school and student improvement, collaborating with teachers, parents, and community. (ISLLC Standards I, II, and IV)
- Techniques for monitoring and reporting student progress. (ISLLC Standards I, II, III, and IV)
- Providing transitions to provide a K-12 seamless experience for students—curriculum, instruction, school structure, and activities. (ISLLC Standards I, II, III, and IV)
- Building schedules for academic program, supervision, student activities and support services. (ISLLC Standards I, II, III, and IV)
- Student support services—guidance and counseling, health, activities programs. (ISLLC Standards I, II, IV, and V)
- Role of the principal in meeting needs of students with special needs—IDEA and ADA/Section 504—legal requirements, due process, inclusion and support for students, parents, and teachers. (ISLLC Standards I, II, III, IV, V, and VI)
- Working with site-based councils and shared governance—techniques. (ISLLC Standards I, II, III, IV, V, and VI)
- Building a safe environment by developing a plan for student behavior and classroom management collaboratively with teachers and parents. (ISLLC Standards I, II, III, IV, V, and VI)
- Techniques for starting the job of building principal with needs assessment, vision and goal setting and collaborations. (ISLLC Standards I, II, III, IV, and VI)
- Techniques for using technology with staff—including but not limited to Trackstar, WebQuest, Power Point, E-Mail, World Wide Web. (ISLLC Standards I, II, IV, and VI)
- Demonstrating and modeling appropriate use of technology for staff, students, parents. (ISLLC Standards I, II, IV, and VI)

## VII. Instructional Activities

- A. Leadership Effectiveness Survey completion.(ISLLC Standards II, IV, and V) and reflection.
- B. Written article abstracts from three different journals on three different topics related to educational leadership, the principalship and emotional intelligence. (ISLLC Standards I, II, II, IV, V, and VI) Reflection.
- C. Professional development plan for teachers to provide instruction based on developmental levels of students—group project. (ISLLC Standards II and III)
- D. Interview persons representing four groups concerning expectations of principals. Include experienced and inexperienced teachers, parents, a principal, and SBDM council members. Be sure to include a list of questions asked. At least 6 questions should be asked to each interviewee. (ISLLC Standards I, II, III, IV, V, and VI)
- E. Develop written responses to simulations, role play and scenarios. (In-Basket Activities. (ISLLC Standards I, II, III, IV, V, and VI) Reflection
- F. Performance-based assessments
- G. Written report on a book related to leadership. (ISLLC Standards I, II, IV, V, VI)

#### VII. Field and Clinical Experiences

- H. Written presentation of 10 clock hours of work with a currently practicing public school administrator. Part/All of this work must include an analysis of one grade level achievement test scores and a diagnosis and prescription of one classroom of students. (ISLLC Standards I, IV, and IV) Reflection
- I. Attend at least one ARC meeting. Attach an agenda and a complete write up of the meeting. (ISLLC Standard VI) Reflection
- J. Extra Credit: Attend at least on SBDM meeting. Attach an agenda and a complete write up of the meeting. (ISLLC Standard VI) Reflection
- K. Extra Credit: Attend at least one School Board Meeting. Attach an agenda and complete write up of the meeting. (ISLLC Standard VI0 Reflection.

#### VIII. Grading Procedures

Grades will be assigned according to the scale:

92-100%	A
80-91%	B

70-79%

C

A final course grade of 70% does not meet MSU Graduate Program Requirements

IX. Attendance Policy This course adheres to the policy published in the MSU Graduate Bulletin.

X. Academic Honest Policy Cheating, plagiarism (submitting another person's material as one's own, or doing work for another person which will receive academic credit) are impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.