



Educational Leadership: The Principalship

Course Description

This course highlights the role of the school principal as an instructional leader, with an emphasis on leadership skills and management abilities necessary to create a vibrant and successful school and educational community. Participants will develop a knowledge base regarding the principal's roles and responsibilities. Participants will also learn how to apply strategies toward building a positive school culture by drawing from stakeholder collaboration, cultural awareness, and evidence-based strategic planning.

Course Prerequisites

No prerequisites for this course are required.

System Requirements

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

Operating Systems	Browsers
Windows XP	Firefox, Chrome
Windows 7 and 8	IE9, IE10, Firefox, Chrome
Windows Vista	IE9, IE10, Firefox, Chrome
Mac OSX	Safari, Firefox, Chrome
iOS devices (tablets and phones)	Safari
Android devices (tablets and phones)	Chrome

NOTE: Additional software will be used, but will either be free and open-source or trial versions, and will be based on the individual needs of each teacher's Web site development and deployment needs. The instructor will work closely with each teacher to assist in determining the appropriate software.

Text Books/Supplemental Reading

Critical reading of assigned articles and text is embedded throughout the course.

Global Goals of the Course

Upon completion of the course, the learner will be able to:

1. Analyze the principal's role in establishing a positive school culture, managing human resources, supporting instructors in their professional development, and maintaining a professional learning community
2. Examine the principal's role in administering curriculum assessment and evaluation
3. Assess the role and activities of the principal in addressing legal and ethical issues regarding special needs and discrimination
4. Analyze the role of the principal in managing school facilities, including plant operations and fiscal allocation of funding
5. Evaluate how the principal can serve as an advocate for school stakeholders through making evidence-based decisions for strategic planning and fostering community relations with the school

Instructional Objectives

The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

Lesson 1: The Principalship: Duties and Responsibilities

- 1.1 Outline the job duties of a principal
- 1.2 For a given school setting, ascertain the responsibilities of a principal
- 1.3 Explain the role of ISLLC and ELCC standards in principalship
- 1.4 Explain the concept of "inherited authority" and its effect on a principal's job responsibilities
- 1.5 Compare the management and leadership theories as they pertain to principalship
- 1.6 Describe how a principal can keep abreast of current trends and research

Lesson 2: Building School Culture

- 2.1 Determine components and traits that characterize a positive school culture
- 2.2 For a given situation, identify issues pertaining to school culture that require specific action by a principal
- 2.3 For a given situation, identify appropriate strategies for improving school culture
- 2.4 Identify key stakeholders and their pertinent roles in shaping a positive school culture
- 2.5 For a given situation, determine barriers and motivators in changing school culture

Lesson 3: Supervision vs. Evaluation

- 3.1 Explain the purpose of professional development

- 3.2 Distinguish between supervision and evaluation in managing instructor professional development
- 3.3 Compare the clinical supervision process with other improvement processes
- 3.4 Determine supervision processes for supporting teachers in the professional development
- 3.5 Describe models of inquiry for teacher development
- 3.6 For a given instructor, determine appropriate strategies for professional development

Lesson 4: Curriculum Assessment and Evaluation

- 4.1 Identify key components of curriculum administration and their related methods for assessment
- 4.2 For a given situation, identify teacher planning skills that align curriculum, instruction, and assessment to improve student achievement
- 4.3 For a given situation, identify teacher planning skills that align curriculum, instruction, and assessment to improve student achievement
- 4.4 Compare formative to summative assessment measures in evaluating student learning
- 4.5 For a given situation, determine evidence-based teaching and intervention strategies for increasing student achievement and teacher effectiveness

Lesson 5: Professional Learning Communities

- 5.1 For a given situation, identify the goals of a professional learning community
- 5.2 Identify the key components of an effective professional learning community
- 5.3 Explain the role of the principal in a professional learning community
- 5.4 For a given professional learning community, determine the stakeholders, and barriers and motivators to change initiatives
- 5.5 For a given situation, determine steps for implementing a professional learning community
- 5.6 For a given professional learning community, evaluate the need for distributed or teacher leadership

Lesson 6: Administration of Special Services

- 6.1 For a given school system, determine special education and special services that the principal needs to administrate
- 6.2 For a given school system, develop the goals for a special education program, particularly in integrating special education students into the school culture
- 6.3 For a given school system, develop the process for testing and referral of a student for special education services
- 6.4 Describe how to ensure that all legal and ethical requirements are being met to ensure a fair and equitable education for special education students
- 6.5 For a given school system, determine the role of the principal, special education teachers, and regular education teachers in implementing special education programs

- 6.6 For a given school system's goals and mission, develop the approach for parental involvement in special education programs
- 6.7 For a given school system, ascertain the laws applicable special education and the procedures for administrating special education services

Lesson 7: Action Research

- 7.1 Define action research and its role in school administration
- 7.2 Explain the role of action research in addressing instructional needs
- 7.3 For a given school setting, provide a strategy for promoting and facilitating action research initiatives
- 7.4 Identify database management systems used by schools to collect, maintain, and analyze data
- 7.5 For a specified instructional need, recommend the best course of action based on the appropriate data
- 7.6 Describe how to use database management systems to access data to support evidence-based decisions for strategic planning and school improvement planning

Lesson 8: School and Community Relations

- 8.1 For a given school, describe the purpose for community relations
- 8.2 Explain how to conduct a community assessment to determine key businesses, industry, community agencies and organizations, religious organizations, and community leaders
- 8.3 For a given school community, use Epstein's framework for parental involvement to evaluate parental participation
- 8.4 For a given school community, identify key stakeholders for community relations
- 8.5 For a given school community and its needs and goals, describe strategies for communicating, acknowledging, and identifying key stakeholders
- 8.6 For a given school community, propose how to build a collaborative working environment to address school needs

Lesson 9: Advocacy: The Politics of Principalship

- 9.1 Explain the role and purpose of the principal as an advocate for school stakeholders
- 9.2 Identify key characteristics needed to perform as an effective advocate
- 9.3 Compare internal and external advocacy in the duties of a principal
- 9.4 Determine the appropriate leadership approach to facilitate a given situation
- 9.5 For a given situation involving stakeholders with differing needs and goals, determine a reasonable consensus
- 9.6 For a given situation, describe strategies to facilitate consensus among school stakeholders on difficult issues
- 9.7 Outline ethical and legal considerations to address in principal advocacy

Lesson 10: Human Resource Management

- 10.1 For a given school, outline the key steps the principal performs in selecting, interviewing, and inducting new teachers and staff
- 10.2 For a given school, determine tenure and dismissal procedures
- 10.3 Implement appropriate strategies for placing the teachers and staff members in areas for which they are suited
- 10.4 For a given school, explain how a principal maintains human resource and personnel records
- 10.5 For a given school's personnel, set professional development goals
- 10.6 For a given school's personnel, describe how to implement professional development and training to increase teacher and staff competency
- 10.7 For a given school, outline legal and ethical considerations in implementing human resource policies and procedures

Lesson 11: School Facilities and Fiscal Management

- 11.1 Describe school plant operations and their role in supporting teaching and learning in the school
- 11.2 For a given school, outline maintenance reporting procedures for the school plant and related facilities
- 11.3 For a given school, determine the role of the principal in managing school plant and related facilities
- 11.4 For a given school, describe the fiscal allocation of funding at the federal, state, and local level
- 11.5 For a given school, outline the legal and ethical responsibilities pertinent to processes for school budgeting, planning, and resource allocation
- 11.6 For a given school, determine the role of the principal in managing school funding and budgeting

Lesson 12: Ethical and Legal Issues

- 12.1 Describe the key components of a safe and orderly school environment
- 12.2 Describe the principal's role in establishing a safe and orderly school environment
- 12.3 Outline key elements for crisis management in the event of an emergency or other situation
- 12.4 Identify the tasks, roles, and responsibilities of a safe school committee
- 12.5 Plan a process for effective media interactions during and after crisis situations in the school setting
- 12.6 For a given school, identify laws pertinent to students and personnel with special needs
- 12.7 For a given school situation, identify laws pertinent to discrimination
- 12.8 Identify behaviors that demonstrate discrimination
- 12.9 For a given school, outline procedures to protect personnel from discrimination and address discriminatory behaviors

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, assignment and quiz completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Lessons/Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Topics Agenda

Milestone One: The Principalship: Duties and Responsibilities

This milestone focuses on the characteristics of the job vs. the position, organizational management and leadership, and staying focused and current in the role. After completion of this milestone, participants will be able to describe the role of the principal in terms of job duties and responsibilities.

Milestone Two: Building School Culture

This milestone focuses on accommodating diverse populations, developing relations with families, managing school climate, and building vision, mission, and guiding principles. After completion of this milestone, participants will be able to propose steps a principal can take to establish and manage a positive school culture.

Milestone Three: Supervision vs. Evaluation

This milestone focuses on mentoring, modeling, coaching, supervision, evaluation, solutions and strategies, and professional development. After completion of this milestone, participants will be able to determine steps a principal can take to support instructors in their professional development.

Milestone Four: Curriculum Assessment and Evaluation

This milestone focuses on teacher planning, formative assessment vs. summative assessment, and student progress monitoring and intervention strategies. After completion of this milestone, participants will be able to determine how, as a principal, to administer curriculum assessment and evaluation for a given school setting.

Milestone Five: Professional Learning Communities

This milestone focuses on communities, PLCs for effective change initiatives, stakeholder collaboration, and implementation. After completion of this milestone, participants will be able to determine the role of the principal in establishing and maintaining a professional learning community for a given school setting.

Milestone Six: Administration of Special Services

This milestone focuses on the administration of special services, parental involvement, and legal and ethical requirements. After completion of this milestone, participants will be able to determine the role and activities of the principal in administering special education services in the school for a given school setting.

Milestone Seven: Action Research

This milestone focuses on action research, database driven decision making, strategic planning, and school improvement. After completion of this milestone, participants will be able to outline the resources and processes available to a principal in making evidence-based decisions for strategic planning and school improvement planning.

Milestone Eight: School and Community Relations

This milestone focuses on school and community relations, identifying all key stakeholders, and the role of equity and diversity. After completion of this milestone, participants will be able to propose strategies to foster community relations with the school for a given school setting.

Milestone Nine: Advocacy: The Politics of Principalship

This milestone focuses on the politics of principalship, internal and external advocacy, and ethics and legal responsibilities. After completion of this milestone, participants will be able to evaluate how a principal can serve as an advocate for school stakeholders for a given school setting.

Milestone Ten: School Facilities and Fiscal Management

This milestone focuses on managing teachers and personnel, teacher and personnel communication, and finding solutions. After completion of this milestone, participants will be able to propose appropriate steps for managing human resources for a given school setting.

Milestone Eleven: School Facilities and Fiscal Management

This milestone focuses on school plant and facilities, fiscal allocation, budgeting, and planning. After completion of this milestone, participants will be able to describe the principal's role in managing school facilities and fiscal management for a given school setting.

Milestone Twelve: Ethical and Legal Issues

This milestone focuses on fostering a safe and orderly school environment, accommodating students with special needs, and protecting against discrimination. After completion of this milestone, participants will be able to address federal laws and amendments pertinent to special needs and discrimination.

Assessments and Grading

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge linked to the instructional objectives of this course. Assessment of the projects should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work. Assessments are due and will be submitted to the instructor within the 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Graded Assessment Types	Weights (%)
Writing Assignments	80%
Quizzes	20%
Total:	100%

Copies of performance assessment rubrics are included in the course. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in “Basic” on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author’s own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in “Unsatisfactory” on the course rubric.

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Director of Academic Affairs prior to the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given.

Late Work and Make-Up Policy

Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university’s official website.

Compliance with National Standards

Upon successful completion of the course, the participant will demonstrate competence in the standards developed by the Educational Leadership Constituent Council (ELCC) of the National Policy Board for Educational Administration (NPBEA) and The Interstate School Leaders Licensure Consortium (ISLLC) in alignment with guidelines for the National Council for Accreditation of Teacher Education (NCATE).

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards for Teachers

InTASC is guided by the basic premise that an effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels.