

CENTRAL WASHINGTON UNIVERSITY

THE CENTER FOR TEACHING AND LEARNING

DEPARTMENT OF TEACHER EDUCATION PROGRAMS EDUCATION

COURSE OUTLINE

A. The Principalship

B. EDAD 586

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D. Course Description: The Principalship (5 credits). EDAD 586 is a course in the specialty component of the advanced program in Educational Administration and Certification. For students enrolled in either the M.Ed. in Administration or the Administrator Certification Program. The administration of elementary, middle, junior high and high schools. Covers common elements and those unique to specific levels.

E. Course Rationale: This course employs the constructivist model of learning in which students, in interactions with their physical and social environments, create knowledge. The course is consistent with the following institutional missions and themes:

- a. Central Washington University's mission, "Docendo Discimus", by teaching we learn.
- b. College of Education & Professional Studies' mission, "to prepare enlightened leaders".
- c. Center for Teaching and Learning theme, "facilitators of learning in a diverse world".
- d. Department of Teacher Education Programs' mission, "ensuring... outstanding educational leaders and facilitators of learning ... within a diverse school population".

F. Text: A variety of readings will be utilized for study and review including the following:

Required Text: Sergiovanni, Thomas: The Principalship: A Reflective Perspective Needham Heights, MA: Allyn & Bacon, 2001.

Balanced Leadership McREL (Mid continent Research Educational Laboratory)

Current articles and press reports regarding schools and school leadership.

G. Learner Outcomes and Assessment: While completing an approved preparation program, all candidates for school administrator certification in the State of Washington must demonstrate general knowledge and skill competency related to the Interstate School Leaders Licensure Consortium (ISLLC) standards and Washington State Certification standards.

The ISLLC standards were developed by the Interstate School Leaders Licensure Consortium for the Council of Chief State School Officers. The WACPAS standards reflect the editing of the Washington Advisory Council for Professional Administrator Standards (WACPAS). These standards were adopted by the State Board of Education in the context of a systemic plan for administrator certification. The Association of Washington School Principals (AWSP) endorses these standards. The adoption of the standards required a change and increased emphasis for School Law, Personnel Administration, School Finance, and Community Relationships.

ISLLC STANDARDS	WACPAS STANDARDS:	AWSP PRINCIPAL RESPONSIBILITIES:
Standard 1: A school administrator is an	Standard 1: The candidate is an	Responsibility 1: Influence, establish, and

educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	educational leader who promotes the success of <i>all</i> students by facilitating the articulation, implementation, and stewardship of a vision of learning that is created, shared, and supported by the internal and external school community.	sustain a school culture conducive to continuous improvement for students and staff. Responsibility 3: Lead the development, implementation, and evaluation of the data-driven plan for improvement of student achievement. Responsibilities 4 and 5 – described below
Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	Standard 2: the candidate is an educational leader who promotes the success of <i>all</i> students by advocating, nurturing and maintaining a school culture and instructional program conducive to student learning and the professional growth of staff.	Responsibilities 1 and 3 – described above Responsibility 4: Assist instructional staff in aligning curriculum, instruction, and assessment with state and local learning goals. Responsibility 5: Monitor, assist, and evaluate staff implementation of the school improvement plan, effective instruction, and assessment practices.
Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	Standard 3: The candidate is an educational leader who promotes the success of <i>all</i> students by ensuring management of the school’s organization, operations, and resources to support a safe, efficient, and effective learning environment.	Responsibility 2: Lead the development and annual update of a comprehensive safe schools plan which includes prevention, intervention, crisis response, and recovery. Responsibility 6: Manage human and fiscal resources to accomplish student achievement goals.
Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	Standard 4: The candidate is an educational leader who promotes the success of <i>all</i> students by collaborating with families and community members in order to respond to diverse interests and needs to mobilize community resources.	Responsibility 1: Influence, establish, and sustain a school culture conducive to continuous improvement for students and staff. Responsibility 7: Communicate and partner with school community members to promote student learning.
Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.	Standard 5: The candidate is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.	Responsibilities 1 and 7 – described above
Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Standard 6: The candidate is an educational leader who promotes the success of <i>all</i> students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Responsibilities 1 and 7 – described above

Learner Outcomes: In addition to incorporating the ISSLC (Interstate School Leaders Licensure Consortium) standards in preparation of leaders for Performance Based Schools in this course (The Principalship), emphasis will be placed on learner outcomes reflected in the skills and knowledge base of the twenty-one Performance Domains of the NPBEA.

Performance and Assessment: Student performance of the following skills and knowledge at the level of 75% or above will assure successful completion of EDAD 586.

Measurement Code:

CR = Class Responsibilities L = Livetext KP = Key Points to Be Addressed In Journaling and Reflections in Livetext F = Final Exam

Use of Livetext is a requirement of this class.

OUTCOMES	ACTIVITIES	ASSESSMENT
<p>Leadership: Standards 1, 2, 3, 4, 5, & 6</p> <p>(a) Work collegially, to develop a school vision/mission statement</p> <p>(b) Apply knowledge of socioeconomic and educational trends, innovations, and new school paradigms to assess how each might affect schools in the future</p> <p>(c) Design a model school improvement plan that utilizes staff, students, and community efforts</p>	<p>Assigned research topics (e.g., principal as instructional leader)</p> <p>Case studies</p> <p>Certification standards exercise</p> <p>Cooperative Learning team (e.g., CLT activities, discussion, research, participation, presentations)</p> <p>Guest speakers</p> <p>Individual presentations</p> <p>Principalship plan</p> <p>Reading (weekly assigned reading item/WART's)</p> <p>Presentations/summaries of performance domain with examples</p> <p>Principal/leader profiles</p>	<p>Classroom Responsibilities, Livetext submissions, Key Points, Artifacts, Final exam</p>
<p>Information Collection: Standards 1, 2, 3, & 6</p> <p>(a) Understand information collection as an ongoing process and recognize its importance</p> <p>(b) Summarize and describe information and present it in written and oral form</p> <p>(c) Access Internet/U.S. government data bases to obtain comparative school district information regarding, e.g., number of students, population, per pupil expenditures, housing values, poverty, diversity, etc.</p>	<p>Assigned research topics</p> <p>Case studies, etc.</p> <p>CLT activities</p> <p>Individual presentations</p> <p>Readings</p>	<p>Classroom Responsibilities, Livetext submissions, Key Points, Artifacts, Final exam</p>
<p>Problem Analysis: Standards 1, 2, 3, 4, 5, & 6</p> <p>(a) Identify problem analysis as a critical step in solving problems and as an integral part of the principal's job</p> <p>(b) Analyze work problems in a systematic and logical manner</p>	<p>Assigned research</p> <p>Case studies</p> <p>CLT activities, etc.</p> <p>Readings</p> <p>Presentations/summaries of performance domain with examples</p>	<p>Classroom Responsibilities, Livetext submissions, Key Points, Artifacts, Final exam</p>
<p>Judgment: Standards 1, 2, 3, 4, 5, & 6</p> <p>(a) Make effective judgments about real or potential problems</p> <p>(b) Organize information to solve problems or to make decisions</p> <p>(c) Control emotion and bias when making judgments</p>	<p>Case studies</p> <p>CLT activities, etc.</p> <p>Readings</p>	<p>Classroom Responsibilities, Livetext submissions, Key Points, Artifacts Final exam</p>
<p>Organizational Oversight: Standards 1, 2, 3, 4, 5, & 6</p> <p>(a) Work collegially to translate a shared vision into a strategic/action plan</p> <p>(b) Design a communication plan that reaches every aspect and activity of the school organization</p>	<p>Assigned research topics</p> <p>CLT activities, etc.</p> <p>Principal/leader profiles</p> <p>Readings</p>	<p>Classroom Responsibilities, Livetext submissions, Key Points, Artifacts Final exam</p>
<p>Implementation: Standards 1, 2, 3, 4, 5, & 6</p> <p>(a) Clarify the roles various staff members will play in implementing planned actions</p> <p>(b) Develop a schedule to move plans forward and to monitor and evaluate progress/outcomes</p> <p>(c) Reward progress made toward goals</p>	<p>Assigned research (e.g., action research)</p> <p>CLT activities, etc.</p> <p>Readings</p>	<p>Classroom Responsibilities, Livetext submissions, Key</p>

		Points, Final exam
<p><u>Delegation:</u> Standards 1, 2, 3, 4, 5, & 6</p> <p>(a) Identify the benefits of effective delegation</p> <p>(b) Develop a plan to share authority with staff, allowing others to make decisions and handle situations on their own</p> <p>(c) Explain clearly to others assigned responsibilities and expectations</p>	<p>Case studies CLT activities, etc. Principalship plan</p> <p>Readings</p>	<p>Classroom Responsibilities, Livetext submissions, Key Points, Final exam</p>
<p><u>Instruction and the Learning Environment:</u> Standards 1, 3, 4, & 6</p> <p>(a) Identify the key attributes of skilled instructional leaders</p> <p>(b) Understand and articulate the need for administrator expertise in (1) linking curriculum, instruction, and assessment; (2) working collaboratively with staff to set specific goals for the integration of assessment into instruction, and assisting teachers in reaching those goals; and (3) securing and providing staff development experiences/training for teachers to help them make use of assessment results for instructional improvement at the building level</p> <p>(c) Understand, identify, and articulate kinds of evidence/indicators that confirm teachers are having a positive effect on student learning (e.g., selected response tests; personal communication assessment; essay tests; standardized test scores; observation; portfolio artifact(s); grades; student-parent feedback; student performance/demonstration of acquired skills; number of student going on to college, etc.)</p> <p>(d) Understand, articulate, and demonstrate knowledge of the State's four student learning goals and Essential Academic Learning Requirements (EALR's)</p> <p>(e) Develop a plan to support teacher's efforts to maximize student achievement of the state learning goals and EALR's</p> <p>(f) Recognize and reward teacher instructional practices that are having a positive impact on student learning</p>	<p>Assigned research topics (e.g., Dr. Rick Stiggins; linking curriculum instruction assessment; instructional strategies; principal as instructional leader)</p> <p>CLT activities, etc. Individual student learning goals/EALR's Principal/leader profiles Principalship plan</p>	<p>Classroom Responsibilities, Livetext submissions, Key Points, Artifacts, Final exam</p>
<p><u>Curriculum Design:</u> Standards 1, 2, 4, & 5</p> <p>(a) Identify major influences on the curriculum</p> <p>(b) Articulate the role of principals in curricular design</p> <p>(c) Develop a plan to involve teachers in the design, development, and management of a curriculum that will assure alignment with state learning goals and EALR's</p>	<p>Assigned research topics (e.g., curriculum development models; curriculum mapping, EALR's; principal's role)</p> <p>CLT activities, etc. Guest speakers Individual presentations Principalship plan Reading</p>	<p>Classroom Responsibilities, Livetext submissions, Key Points, Artifacts, Final exam</p>
<p><u>Student Guidance and Development:</u></p> <p>(a) Identify supplemental community resources that can be listed to help student, parents, and staff who are in need of special help and support</p> <p>(b) Develop a plan to involve teachers, students, and community members in evaluating an existing discipline system, and in formulating recommendations for modification of that system</p>	<p>Case studies CLT activities (e.g., community resource exercise), etc. Guest speakers Readings</p>	<p>Classroom Responsibilities, Livetext submissions, Key Points, Artifacts, Final exam</p>

(c) Articulate the role, duties, and responsibilities of school counselors		
<u>Staff Development: Standards 1 & 2</u> (a) Demonstrate mentoring, coaching, and conferencing skills (b) Be knowledgeable of action research methods as they relate to the investigation and resolution of classroom and school problems (c) Design a staff development plan to: (1) enhance staff understanding of the State student learning goals and EALR's ; and (2) staff ability to link curriculum, instruction and assessment to maximize student learning	Assigned research topics (e.g., Dr. Rick Stiggins; conflict resolution) CLT activities, etc. Readings	Classroom Responsibilities, Livetext submissions, Key Points, Artifacts, Final exam
<u>Measurement and Evaluation: Standards 1, 2, 4, & 5</u> (a) Understand and articulate the relationship of assessment to strengthening curriculum and instruction (b) Explain the relationship of assessment to improving student outcomes (c) Describe specific competencies required of principals in their role as leaders of the site-level assessment program (e.g., as managers, as communicators, etc.)	Assigned research topics (e.g., Dr. Rick Stiggins; linking curriculum, instruction, assessment; role of principal in assessment) CLT activities, etc. Readings Principalship plan	Classroom Responsibilities, Livetext submissions, Key Points, Artifacts, Final exam
<u>Resource Allocation: Standards 1, 2, 3, 5, & 6</u> (a) Design a strategy to gain resources from non-district sources (b) Describe the basic elements that should be included in a proposal for grant funding (c) Develop a school budget and an accountability system for monitoring budget resources	CLT activities (e.g., grant proposal and budget components), etc. Individual presentations Principal/leader profiles Readings	Classroom Responsibilities, Livetext submissions, Key points, Final exam
<u>Motivating Others: Standards 1, 2, 3, 4, 5, & 6</u> (a) Understand and articulate differences between internal and external motivation (b) Develop a motivational plan that: (1) encourages teamwork and collegiality among teachers; (2) provides for participative decision making; (3) encourages class teacher-parent relationships; (4) allows for face-to-face and written performance feedback; (5) communicates the positive impact staff are having on students; and (6) provides for tangible and intangible rewards/recognition for good performance	Assigned research topics (e.g., motivational strategies; site-based management) CLT activities, etc. Individual presentations (e.g., personal motivation) Readings	Classroom Responsibilities, Livetext submission, Key Points, Artifacts, Final exam
<u>Interpersonal Sensitivity: Standards 1, 2, 3, 4, 5, & 6</u> (a) Describe behaviors that promote a more positive and caring interpersonal relations climate (b) Understand and articulate strategies for managing/resolving conflict to reduce emotions and increase mutual respect (c) Solicit information from others to clearly understand their perceptions and concerns	Case studies CLT activities (e.g., conflict resolution, etc.) Individual presentations (e.g., personal sensitivity) Role play/summation Readings	Classroom Responsibilities, Livetext submissions, Key Points, Artifacts, Final exam
<u>Oral and Nonverbal Expression: Standards 1, 2, 3, 4, 5, & 6</u> (a) Be sensitive to nonverbal communication behaviors in yourself and others (b) Use positive listening skills (c) Be aware of cultural and gender factors in communication (d) Practice giving effective presentations to large and small groups	Case studies CLT activities, etc. Individual presentations Class feedback/critique Readings	Classroom Responsibilities, Livetext submissions, Key Points, Artifacts, Final exam

<p><u>Written Expression:</u> Standards 1, 2, 3, 4, 5, & 6</p> <p>(a) Understand the importance of strong writing skills to careers and schools</p> <p>(b) Produce a written document(s) that is structurally, grammatically, and technically correct</p> <p>(c) Work cooperatively with others to develop written materials</p> <p>(d) Give and receive feedback on writing skills</p> <p>(e) Use computer technology to enhance and improve the professionalism of written communications</p>	<p>Case Studies CLT activities, etc. Individual written assignments</p> <p>Class feedback/critique Readings</p>	<p>Classroom Responsibilities, Livetext submissions, Key Points, Artifacts, Final exam</p>
<p><u>Philosophical and Cultural Values:</u> Standards 1, 2, 3, 4, 5, & 6</p> <p>(a) Identify and appreciate the tensions underlying value conflict in American education</p> <p>(b) Identify the diversity of values present in a complex, heterogeneous, and pluralistic society</p> <p>(c) Prepare a school/district profile detailing sociological, economic, political, geographic, and historical characteristics</p>	<p>CLT activities (e.g., local school issues; interest groups), etc. Individual presentations Principalship plan Technology applications Readings</p>	<p>Classroom Responsibilities, Livetext submissions, Key Points, Artifacts, Final exam</p>
<p><u>Legal and Regulatory Applications:</u> Standards 1, 2, 3, 4, 5, & 6</p> <p>(a) Demonstrate knowledge of federal constitutional provisions that apply to the public educational system by identifying judicially recognized individual rights guaranteed by the First, Fourth, and Fourteenth Amendments of the U.S. Constitution</p> <p>(b) Describe and apply legal requirements for student discipline, and personnel selection, retention, and dismissal</p> <p>(c) Understand collective bargaining laws and their relationship to personnel management</p>	<p>CLT activities (e.g., student rights/case law; local collective bargaining agreements; local student discipline practices/procedures), etc. Individual presentations Readings</p>	<p>Classroom Responsibilities, Livetext submissions, Key Points, Artifacts, Final exam</p>
<p><u>Policy and Political Influences:</u> Standards 1, 2, 3, 4, 5, & 6</p> <p>(a) Assess the political interests and ideals of relevant constituent groups inside and outside the school setting</p> <p>(b) Profile and describe the political power structure in the school and district</p>	<p>CLT activities (e.g., local special interest groups; political power structure), etc. Individual presentations Readings</p>	<p>Classroom Responsibilities, Livetext submission, Key Points, Artifacts, Final exam</p>

H. Grading Procedures:

1. Assignment of Points:

Class Responsibilities (CR)

Presentations, readings, attendance and activities assigned50 points

*Key Points (KP)

Chapter quotations **along with** written reflective responses30 points

*Each week, hand in 5 “Key Points” on assigned chapter readings prior to class (typed), **and** a reflective summary on an assigned topic at the end of the week. Your key points should be a **minimum** of 3-4

sentences (direct quotations) from the chapter. Include the page number of each of your direct quotations. Your reflective response should be on the assigned topic and **no more than one-half of a typed page and written in your Livetext portfolio**

Take Home Final/Livetext portfolio20 points

TOTAL 100 POINTS

2. Grading Scale:

(A) Range = 100 – 90 points (B) Range = 89 – 82 points (C) Range = 81 – 75 points

Students will not receive their final grade until all assignments are posted on Livetext.

This class will focus on the practical application and importance of school leadership from the perspective of the building principal. This is not a straight lecture class; therefore what is missed often cannot be made up at a later time. This class will be conducted in a seminar fashion with the instructor acting as resource and facilitator. Students are expected to actively participate in presentations, class discussions, research and to critique issues related to school leadership.

I. Professional Considerations:

- a. Preparation: Student will be expected to prepare thoroughly for each class by completing all readings, assignments/key points.
- b. Attendance: Group assignments and class participation make attendance essential.
- c. Communication: Students will be asked to complete an “information sheet” to provide the instructor with pertinent information in event of an emergency.
- d. Modeling: Students seeking Washington State administrator certification are expected to model behaviors characteristic of effective school leaders.

J. Selected Journals:

<u>Educational Leadership, ASCD.</u>	<u>Journal of Educational Administration.</u>
<u>Journal of Educational Research.</u>	<u>Phi Delta Kappa Kappan.</u>
<u>The Principal, NAESP.</u>	<u>The School Administrator</u>
<u>The American School Board Journal</u>	

Recommended Readings:

Blanchard, Kenneth and Spencer Johnson, The One Minute Manager, Berkeley Books, 1982

Carbo, Marie, What Every Principal Should Know About Teaching Reading, National Reading Styles Institute, New York, 1996 (PB)

Combs, Arthur W., Ann B. Miser, and Kathryn S. Whitaker, On Becoming a School Leader, ASCD, 1999 (PB)

Covey, Stephen R., Principle-Centered Leadership, Simon & Schuster, 1992 (PB)

Covey, Stephen R., The Seven Habits of Highly Effective People, Simon & Schuster, 1990 (PB)

Fullen, Michael, Change Forces, The Palmer Press, 1993 (PB)

Kohn, Alfie, Beyond Discipline, ASCD, 1996 (PB)

Lambert, Linda, Building Leadership Capacity in Schools, ASCD, 1998 (PB)

Meek, Anne, Communicating with the Public: A Guide for School Leaders, ASCD, 1999 (PB)

Schwahn, Charles J., and William G. Spady, Total Leaders: Applying the Best Future-Focused Change Strategies to Education, ASCD, 1998 (PB)

Sergiovanni, Thomas J., Value-Added Leadership How to Get Extraordinary Performance in Schools,
Harcourt Brace Jovanovich, 1990

K. Americans with Disabilities Act (ADA) Statement:

Students who have special needs or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact the instructor during the first week of classes so that appropriate modifications can be provided. You may also wish to contact the ADA Compliance Officer, Director, ADA Affairs and Students Assistance on campus at 963-2171 for additional disability related educational accommodations.