

The College of Education and Behavioral Studies
School of Education
Houston Baptist University

Course Syllabus
EDAD 6308 . The Role of the Principal
Spring, 2013-2014

COURSE DESCRIPTION

Study of the roles and responsibilities in the administration of elementary, middle, and secondary schools, with focus on the principal's professional relations with teachers, parents, pupils, educational leaders within the district, and the board of education. Analysis of the role of the principal in curriculum development, organization and evaluation, school organization, discipline, student behavior, community relations, the teaching/learning process, in-service training, and leadership in teacher growth and evaluation. Emphasis is on the personal qualities of leadership conducive to good human relations

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course is one of the courses required in the program for the M.Ed. in Educational Administration and is included in the EDAD program in order to prepare the student to take the state exam for the Standard Principal's certificate. There is no prerequisite for this course other than being admitted to the Graduate Program at HBU and to the M.Ed. Program in Educational Administration

DATE AND TIME OF CLASS MEETINGS:

Mondays at 5PM

ROOM NUMBER

Hinton 210

INSTRUCTOR INFORMATION

Name/Title: Dr. David Hook

E-mail: dhook@hbu.edu

Office Phone: N/A

Office Location: N/A

Office Hours: As needed – will be set up individually

LEARNING RESOURCES

Course Texts:

Sergiovanni, T. J. (2009). *The principalship: A reflective practice perspective*. US: Pearson. ISBN 978-0-205-57858-0

Fullan, M. (2003). *The moral imperative of school leadership*. Thousand Oaks, CA: Corwin Press. ISBN 978-0-761-93873-6

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will help give expertise to developing school administrators and provide them with professional expertise.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

In relation to the stated goals and purpose of the College of Education and Behavioral Sciences, this course supports the overall purpose of the university in several ways. The course promotes the acquisition of skills and knowledge necessary for effective school leadership, including the provision of a supportive atmosphere in the school, emphasis on continual learning, fostering creative and critical thinking, interaction in the teaching and learning process, and an awareness and sensitivity to the many constituencies the students will serve when in a leadership role. The course is taught in a Christian environment and emphasizes educational excellence, respect for all persons, personal growth, a sense of community, and service as the students are being prepared for leadership roles in the educational arena

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Develop and articulate a personal perspective on the role, function, and importance of the principal.
2. Identify and be able to discuss current issues, movements, and controversies in public school administration.
3. Develop an understanding of all aspects of campus leadership.
4. Examine, analyze, and report on the literature with respect to the principalship/school leadership.
5. Analyze, understand, and be able to articulate various leadership styles with respect to the principalship.
6. Acquire skills in dealing with campus issues via discussions, simulations, and other classroom activities.
7. Examine theory related to leadership and management of organizations, and relate to the role of the principal.
8. Recognize and articulate the impact and interaction of out-of-school contexts and forces on campus leadership.

TE_xES Competencies

TEExES Standards covered in this course:

Competency 001 – The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 002 – The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Competency 003 – The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Competency 005 – The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 007 – The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure and effective learning environment.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. The Moral Imperative of School Leadership
2. The Challenges associated with School Leadership
3. Leadership Theories and Styles
4. School Climate and Culture
5. Instructional Leadership
6. Supervision and Evaluation
7. Change

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

The following strategies may be employed:

Reading and discussion, both in small group and whole group

Cooperative learning activities

Reflections

Presentations

Internet-based experiences

Guest speakers

Interviews

ASSESSMENT OF LEARNING

Regular Attendance and weekly personal reflections – 10 pts
 Mid Term Exam – 20 pts
 3 interviews – 30 pts
 2 journal article reviews– 20 pts
 Final Exam – 20 pts

Assessment of Learning			
Assignment	Learning Objective(s)	Standards	Point Value
Personal Reflections	1,6,7	002	10
Mid Term Exam	1,2,3	001, 005	20
Interviews	1,2,8,5	002, 003, 005	30
Journal Reviews	1,2,4,5,7,8	007	20
Final Exam	1,3,5,7	001, 007	20

Grading Standards

HBU Graduate School Grading Scale:

94 -100=**A**; 90-93=**A-**; 87-89=**B+**; 83-86=**B**; 80-82=**B-**; 77-79=**C+**; 73-76=**C**;
 70-72=**C-**; 69 and below=**F**

Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Absence and Tardy Policies.In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 3 absences occur, the course grade will be “F” no matter what test and paper scores might be. .

Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Late Work.All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only be accepted during the next class session (with a twenty-point grade penalty) unless there is proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in no more than one week after the student returns to class. No work will be accepted after the last day of class.

Missed Tests.All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Children in the Classroom. Children are not allowed in the classroom.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Instructor's Signature

Date

Course Name and Number

Syllabus

Semester, Year

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TENTATIVE SCHEDULE

Course Schedule

(S) = Sergiovanni Text (F) = Fullan Text

1/27 Orientation & Introductions
Explain assignments and course expectations
Introduce Heart, Head, Hand
Personal Reflection on class is DUE 1/28

Assignment: Read and be prepared to discuss chapter 1(S)

2/3 Discuss chapter 1(S)
Personal Reflection on class is DUE 2/4

Assignment: Read and be prepared to discuss chapter 2(S) and chapter 1(F)

2/10 DUE: Journal Review #1
DUE: Interview write up #1
Discuss chapter 2(S) and 1(F)
Personal Reflection on class is DUE 2/11

Assignment: Read and be prepared to discuss chapters 3&4(S)

2/17 Discuss chapters 3&4(S)
Personal Reflection on class is DUE 2/18
Assignment: Read and be prepared to discuss chapter 5(S) and chapter 2(F)

2/24 Discuss chapter 5(S) and 2(F)
Personal Reflection on class is DUE 2/25

Assignment: Read and be prepared to discuss chapter 6(S)

3/3 Discuss chapter 6(S)
Discuss Mid-Term Exam
Personal Reflection on class is DUE 3/4

Assignment: Read and be prepared to discuss chapter 7(S)

3/17 Mid-Term Exam

Discuss chapter 7(S)

Personal Reflection on class is DUE 3/18

Assignment: Read and be prepared to discuss chapter 8(S) and chapter 3(F)

3/24 DUE: Journal Review #2

Discuss chapter 8(S) and 3(F)

Personal Reflection on class is DUE 3/25

Assignment: Read and be prepared to discuss chapters 9 & 10(S)

3/31 DUE: Interview write up #2

Discuss chapters 9 & 10(S)

Personal Reflection on class is DUE 4/1

Assignment: Read and be prepared to discuss chapters 11 & 12(S)

4/7 Discuss chapters 11& 12(S)

Personal Reflection on class is DUE 4/8

Assignment: Read and be prepared to discuss chapter 13(S) and chapter 4(F)

4/14 DUE: Interview write up #3

Discuss chapter 13(S) and 4(F)

Personal Reflection on class is DUE 4/15

Assignment: Read and be prepared to discuss chapter 14(S) and chapter 5(F)

4/21 Discuss chapter 14(S) and 5(F)

Personal Reflection on class is DUE 4/22

Assignment: Read and be prepared to discuss chapter 15(S)

4/28 Discuss chapter 15(S)

Personal Reflection on class is DUE 4/29

5/5 Final Wrap Up Discussion

Discuss review for Final Exam

No Personal Reflection required

Week of 5/12

Final Exam

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus . These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

Course Name and Number

Syllabus

Semester, Year

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	Personal Reflections			
	A	B	C	F
Length of reflection	Enough is written to clearly convey thoughts, ideas, questions	Enough is written but thoughts, ideas and questions could be more clearly stated	Thoughts, ideas and questions are not clearly conveyed	Thoughts, ideas and questions are completely unclear
Submitted on time	Within 24 hours of the end of class	Within 24 hours of the end of class	Within 24 hours of the end of class	Not submitted within 24 hours of the end of class
Class Topic Covered	Reflection is on the topics covered in class and/or closely related topics from personal experience	Class topic is mentioned but does not occupy most of the reflection. Other topics are not connected directly to the class topic.	Class topic is not mentioned and other topics ramble or are disconnected.	Personal agenda is evidenced and topics are totally unrelated to class topic

	Interviews			
	A	B	C	F
Type/Quality/number of Questions	The nature of the questions reflects thought and desire to better understand administration	Most of the questions reflect thought and a desire to better understand administration	Questions are scattered and do not reflect a thoughtful approach	Questions ramble or do not deal with administration issues
Submitted on time	On or before the due date	Within 24 hours after the due date	Within 48 hours after the due date	Not submitted or more than 2 days late

	Journal Reviews			
	A	B	C	F
Clearly written	The concepts, methodology, conclusions of the article are clearly stated and reflected upon well.	Concepts, methods, conclusions are included but not clearly. Reflection is lacking in quality	Concepts, methods, conclusions may not be included and reflection is short or missing	Not submitted or concepts, methods, conclusions and/or reflection are missing.
Submitted on time	Within 24 hours of the end of class	Within 24 hours of the end of class	Within 24 hours of the end of class	Not submitted within 24 hours of the end of class
Complete journal review	All components of journal review as described are included including grammar and spelling being checked	All components are included but are incomplete, feel rushed, or do not convey the information from the article well.	Missing a component of the review or parts are poorly written	Did not submit assignment or assignment does not meet the requirements