

**Spring 2006**

**Department of Teaching, Learning, and Leadership  
Western Michigan University  
Kalamazoo, Michigan 49008-5276**

**Course Number and Title:**

EDLD 667 The Principalship

**Credit Hours:** 3

**Instructor:**

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**Class Meetings:**

Thursdays  
5:30 – 8:50 p.m.  
Muskegon Campus  
1/12/06 – 3/30/06

**Office Hours:**

Office hours are scheduled on Thursdays from 1:00 to 5:00 p.m. Additional office hours will be scheduled on an appointment basis only.

**Course Prerequisite:** EDLD 602 – Educational Leadership

**Course Description:**

The Principalship has become a focal point for the study of school reform and educational leadership. The Principal's role as change agent, capacity builder, and steward for the school's mission, purpose, and values the job with new responsibility, new authority, and new accountability. Principals are on the front line of an evolving American educational system. Their job is exciting, challenging, and potentially one of the most impactful leadership positions in our communities today.

The purpose of this course is to provide a systematic study of the knowledge, dispositions, and performance functions of leaders who function as school principals. Emphasis is given to building learning capacity within the school community, building a compelling vision for student success, effective planning and decision-making, strategic use of resources, and development of dynamic processes. Students of this course will be required to use course readings and activities to develop a personal framework for leadership as a school principal, apply that framework to course topics and assignments, and utilize self-assessment and reflection as a primary means of engaging with the course content.

EDLD 667: The Principalship

This course is not intended to fully prepare students for every challenge they will encounter as a school leader; rather, it is intended to expose students to the scope of responsibility associated with the principalship while engaging with leadership practices that build capacity for effective systemic change.

**Course Goals:**

1. Understand the Role of the Principal within the school community.
2. Acquire knowledge, develop dispositions, and practice performances related to effective principal leadership.
3. Develop a personal framework for exercising leadership within a school community.
4. Refine management, communication, and human relations skills.
5. Establish a personal system for self-assessment and reflection.

**Course Objectives:**

1. Facilitate the development and implementation of a shared vision and strategic plan.
  - values and ethics
  - vision of success
  - transformational leadership
  - strategic planning
  - systems thinking

Aligns to ISLC Standard 1 and 5  
*Sergiovanni, Chapters 1 and 2*

2. Define the role of the building principal in a political environment.
  - Generative leadership
  - Developing and sustaining the culture
  - Monitoring the school context internally and externally
  - Working within policies, laws, and regulations

Aligns to ISLC Standard 2 and 6  
*Sergiovanni, Chapters 2, 5, 6, and 7*

3. Appraise the duties and responsibilities of the principal, assistant principal, guidance staff, teachers and other support staff.
  - discipline
  - special education

- evaluation
- opening day
- staff meetings
- greeting parents
- secretary responsibilities
- budget responsibilities
- legal issues
- communication issues
- custodians
- facilities
- parent-teacher conferences
- contract issues
- transportation – field trips
- injuries – health issues
- emergency closings
- e-mail protocol
- board policies and administrative regulations

Aligns to ISLC Standard 3  
*Sergiovanni, Chapter 3, 4, and 5*

4. Design and implement a comprehensive building schedule focusing on grouping patterns that benefit students.

- types of schedules
- staffing patterns
- maximizing core curriculum opportunity
- developing non-core classes
- athletics, extra-curricular, and co-curricular programs
- learning communities
- teacher collaboration
- shared planning
- looping, continuous progress, and other grouping practices

Aligns to ISLC Standard 3  
*Sergiovanni, Chapters 3, 5, 9, and 10*

5. Describe the role of parents and the community as a partner in educating children.

- internal vs. external publics
- engaging parents to support student learning
- involving the community in student activities

- identifying and developing links to supportive community agencies
- establishing partnerships – business, higher ed., etc.

Aligns to ISLC Standard 4  
*Sergiovanni, Chapter 5 and 10*

6. Review procedures that support a safe school environment, promote a positive school culture, and provide for responsible student supervision.

- tracking student behavior patterns
- strategies to minimize school violence
- strategies for addressing bomb threats and other threatening behavior
- weapons in school
- crisis response plans
- behavior expectations
- social norms
- emotional security

Aligns to ISLC Standard 3  
*Sergiovanni, Chapter 14 and 15*

7. Discuss the principal's role in providing instructional leadership.

- curriculum development
- data driven decision making
- formative performance review practices
- plans of assistance
- professional development
- technology
- staff relations
- best practice
- new teacher induction and support
- coaching and mentoring
- reflection and self analysis
- collaboration on student work

Aligns to ISLC Standard 1, 2, and 3  
*Sergiovanni, Chapters 11, 12, and 13*

8. Recognize strategies for motivating faculty, staff, and students.

- consensus building plans
- contract constraints

- positive acknowledgements – celebrate achievement
- efficacy and empowerment
- inclusive culture

Aligns to Standard 2, 5, and 6  
*Sergiovanni, Chapters 9, 13, and 15*

9. Identify and apply appropriate policies, criteria and processes for recruitment, selection, induction, compensation and separation of personnel.

- screening applicants
- interview techniques and questions
- legal issues
- probationary teachers
- contracts
- termination procedures
- due process
- plans of assistance
- teacher evaluation

Aligns to ISLC Standard 3, 5, and 6  
*Sergiovanni, Chapters 13 and 14*

10. Use appropriate skills to build trust within the organization.

- developing trust
- personal ethics and integrity
- respecting rights and dignity of others
- open and authentic communication
- principled leadership
- follow-through

Aligns to ISLC Standard 5  
*Sergiovanni, Chapter 6, 7, 8, and 16*

11. Establish acceptable procedures for addressing employee concerns, complaints, grievances, and meeting contractual provisions.

- problem solving techniques
- conflict resolution

- communication issues
- complaint and grievance protocols
- record keeping – telephone calls
- follow-through

Aligns to ISLC Standard 5 and 6  
*Sergiovanni, Chapters 10, 13, and 15*

Three – five hours of internship activities. (NCATE)  
*Interview/Shadowing Exercise and Assignment*

**COE Diversity Statement:**

The College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and apply their learning in meaningful ways.

**Academic Ethics and Integrity:**

You are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalog (pp. 25-27) that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Judicial Affairs. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with the course instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. As stated in the Student Code: “Behavior by any student, in class or out of class, which for any reason materially disrupts the class work of others involved substantial disorder, invades the rights of others, or otherwise disrupts the regular and essential operation of the University is prohibited.”. (Some examples of disruptive behavior may include, but not necessarily limited to, the following: repeated and unauthorized use of electronic devices, cell phones and pagers, disputing authority and arguing with faculty and other students, harassment, physical disruption or physical altercations, etc.)

**Performance-Driven Leadership Master's Degree Students:**

Students admitted to the Master of Arts in Educational Leadership program during January 2001 or later are now part of the new "performance-driven leadership" (PDL) curriculum. Within this program, students are to acquire a Performance-Driven Leadership Handbook (a 3-ring binder available at the Supply Desk within the WMU Bookstore), and to place at least three samples of their work from this course within this handbook. This handbook, including student work products, is to be available for review

by course instructors, the student's advisor, and future employers. It will be reviewed during the Capstone Experience course (EDLD 679), and will serve as one method for displaying understanding of course content and activities. A sample syllabus for EDLD 679 can be found at: [wmich.edu/tll/syllabi/EDLD679\\_wegenke.pdf](http://wmich.edu/tll/syllabi/EDLD679_wegenke.pdf).

**Expectations:**

The methods of instructions used in this class are based firmly on the assumption that learning depends on the activity of the student rather than on the instructor; that learning the process is as important as the content, that the overall aim is to develop understandings that will be used in performing the various sections that comprise the leadership process, rather than to provide mere knowledge.

The content of class discussion is considered to be important as well as the student's own use of resources, his/her interaction with the instructor and with other students, and his/her preparation of individual assignments which force him/her to react thoughtfully to what he/she hears, observes or reads. Preparation for class discussion, participation and the doing of individual assignments are most important. Effective learning depends on extensive use of resources, which must be started early and pursued vigorously.

Attendance in class is considered important, and aside from unusual circumstances, the student is expected to be both present and punctual for each session.

Any student with a documented disability (e.g., physical learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact Ms. Beth Denhartigh at telephone number 269.387.2116 or email [beth.denhartigh@wmich.edu](mailto:beth.denhartigh@wmich.edu) at the beginning of the semester. A disability determination must be made by that office before any accommodations are provided by the instructor.

**Required Text(s)/Materials:**

The following books are required readings:

Sergiovanni, Thomas J., (2006). The principalship – a reflective practice perspective. Boston, MA: Allyn and Bacon.

Marzano, R. J., Waters, T., McNulty, B.A., (2005). School leadership that works: from research to results. Alexandria, VA: Association for Supervision and Curriculum Development.

Fullian, Michael. (2003). The moral imperative of school leadership. Thousand Oaks, CA: Corwin Press.

**Role of the Textbooks:**

The textbooks represent “tools” that provide useful foundational information to the learner. It is the responsibility of the learner to read the assigned chapters and to incorporate the author’s perspective into classroom discussions and written assignments. Presentations and discussions are expected to supplement the reading and thereby deviate from strict adherence to the texts.

**Class Schedule of Session, Reading and Activities**

Session	Date	Topics and Readings
1	1/12	Class Introductions Class list, e-mail, telephone numbers, etc. Introductions to course goals, objectives, expectations, class schedule and activities. Introduction to schools as an organization and utilizing systems thinking to create learning organizations. Sergiovanni, Chapters 3, 4, 10, and 16 <a href="http://www.ccsso.org/content/pdfs/isllestd/pdf">http://www.ccsso.org/content/pdfs/isllestd/pdf</a>
2	1/19	The standards movement and its impact on the principalship. Review of ISLLC School Leadership Self-Inventory. (Students will receive this pdf file and complete it for class review and discussion.)  Sergiovanni, Chapters 2 and 11  <b><u>Learning Activity #1:</u></b> Students will review the following videos: Lean on Me – The Joe Clark Story and the George McKenna Story. (Due date: 2/02.)
3*	1/26	Continuation of above discussion on standards

**\*Learning Activity #2:** Article critiques are due.

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4	2/02	<p>“So, you want to be a principal, eh?” - PowerPoint presentation. Introduction to school leadership and culture</p> <p>Sergiovanni, Chapter 6.</p> <p><b><u>Learning Activity #3 and #4:</u></b> Interview of school principal and field-based experience. (See pp. ??.) (Due date: 3/09.)</p>
5	2/09	<p>Review ABC News Report on Joe Clark and George McKenna. Developmental view of leadership and becoming a community of leaders.</p> <p>Students submit their interview with school principal. In addition, each student should be prepared to spend 3 to 5 minutes summarizing their interview.</p> <p>Review PowerPoint presentations</p> <p>Sergiovanni, Chapters 7 and 8</p> <p><a href="http://www.sedl.org/change/leadership/history.html">http://www.sedl.org/change/leadership/history.html</a> <a href="http://www.infed.org/leadership/traditional_leadership.htm">http://www.infed.org/leadership/traditional_leadership.htm</a></p>
6*	2/16	<p>Continuation of above discussion.</p>
7	2/23	<p>Successful School/School Effectiveness Research</p> <p>Sergiovanni, Chapter 9</p> <p><a href="http://www.ali.apple.com/ali_media/Users/1000059/files/others/lezotte_article.pdf">http://www.ali.apple.com/ali_media/Users/1000059/files/others/lezotte_article.pdf</a> <a href="http://www.gse.harvard.edu/usp/next.html">http://www.gse.harvard.edu/usp/next.html</a></p>

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8	3/02	Teaching, Learning, and Community Sergiovanni, Chapter 12
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9*	3/09	Instructional Leadership and Supervision Sergiovanni, Chapters 13 and 14 Principal Leadership Network, Brown University
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10	3/16	Motivation, Commitment and the Teacher's Workplace Sergiovanni, Chapter 15 Powerpoint Presentation on Motivation School Leadership that Works, Part I: The Research Base Marzano, pp. 3 – 38
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11	3/23	School Leadership that Works, Part II: The Practical Application  <b><u>LEARNING ACTIVITY #5:</u></b> TEAM PRESENTATIONS  Marzano, pp. 41 – 122  <b><u>Learning Activity #6:</u></b> Book Critique
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12*	3/30	<b><u>Learning Activity #7:</u></b> FINAL EXAMINATION
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\*Article critiques are due.

**Course Activities:**

*Class Participation (Includes Attendance).* A great deal of class time will be devoted to discussion. To prepare for class discussion, students should plan to attend regularly, complete the assigned readings, and participate in selected in-class

activities. When absent, students are responsible for obtaining class notes and handout materials from another student of their choice.

*Article Review/Critique.* Each student is required to review/critique four current articles that are specifically germane to the principalship. (Refer to Appendix B for a listing of journal sources.) Each article/critique must be completed on or before the required date noted in the syllabus. Students are to provide one copy for the instructor and enough copies for each class member. Each review/critique must not be no longer than two pages in length. Papers should be double-spaced and written in APA style. Additional requirements of the paper must adhere to the following elements:

- The proper citation
- A topic or theme that the article/critique addresses
- A summary of the key points/main ideas

*Compare/Contrast.* Students will compare and contrast the philosophies, leadership traits and qualities, and efficacy of the approach used by Joe Clark and George McKenna.

*Interview Assignment.* The purpose of this assignment is to give you a concrete example of the preparation, role and responsibilities of the school principal. You are to interview a school principal (elementary, middle or high). The interview should be face-to-face. In addition to demographic information (position, how long the interviewee has been in the position, prior work, educational preparation, etc.), your questions should be designed to elicit the person's leadership and organizational philosophies or theories, use of various tools for organizational change, and lessons learned about organizations from their experience in this position. Examples of questions you might ask (as well as other questions you feel particularly germane), might include the following:

1. What is your philosophy of leadership?
2. What leadership and organization authors or theories influence the work you do?
3. What leadership or organizational change tools work best for you?
4. Did/do you have a leadership mentor? If so, who was/is that person and how did s/he influence you? (Please note, you should not be interested in the person's name, but the type of person and the individual's experiences that had an influence on you.)
5. What do you do to build a common sense of mission (purposes) and vision among your staff?
6. What do you do to establish norms and shared commitments among your staff?
7. Describe how you make decisions in your school?
8. Describe what systems you have put in place in your school to improve student success. How did these changes come about? How effective have they been?

Please be reminded that your interview narrative might begin with some demographic or descriptive data on the person (e.g., age, gender, position, experience , etc.). In narrative form, write in detail the questions you posed and the responses your interviewee gave, and add observations you made during the course of the interview, or feelings and the interview evoked. There is no page-length requirement or restriction for this assignment. Write until you have captured the content of the interview in such a way that you may later re-read it and recall details. Be prepared to share a synopsis of this interview with your colleagues in class.

*Team Presentations.* Students will work in 1 of 2 teams to prepare and present to the class a review of Marazano’s chapter on “practical applications” in *School Leadership that Works: From Research to Results*. Suggested points to cover when leading the class presentation include:

- A written outline of the major themes in the chapter prepared for distribution to others in the class;
- A written set of conclusions or recommendations derived after reflecting upon your readings and preparation activities for your presentation. What you would like your “class colleagues” to take from your presentation into their work settings. (NCATE 1.3, 1.5, 6.2)

*Field-based Experience.* This activity is designed for the student to have three (3) to five (5) hours of field-based experience with a building principal. The activity’s focus is on linking one (1) or more of the course objectives to an actual event(s) taking place in the school. An outline to guide the student is attached to the syllabus as Appendix A.

*Performance-driven Leadership Handbook (New students only).* The Performance-Driven Leadership Handbook provides students the opportunity to collect materials that reflect systems thinking theory and practice. Notebooks will be available in the University Bookstore. They will serve as one method for displaying knowledge and understanding of course content and activities. Handbooks, including student work products, are to be available for review by course instructors, the student’s advisor and future employers. Each student is responsible for placing samples of his or her own work in the handbook. The Performance-Driven Leadership Handbook is reviewed during the Capstone Experience (EDLD 679) course. (NCATE 1.4, 6.2). Students can go to <http://www.wmich.edu/tll/pdl/courses.html>., then click on EDLD 606 for a copy of the actual Performance-driven Leadership form.

*Book Critique.* You are to conduct a 5 to 7 page critique of Michael Fullan’s book, *The moral imperative of school leadership*. Your critique of this book should contain the following elements:

1. An overview of the book
2. Implications for the CEO as a system thinker (e.g., school superintendent, college president, etc.)
3. Strength and weaknesses of the book
4. Personal reflections

Please follow the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition* (APA) format when attaching references to your mini-paper. (You may go to [http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc\\_id=796](http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796) for an overview of the APA writing style.)

*Final Examination.* The final examination will be comprised of concepts discussed in class. The examination will consist of definitions, multiple choices and essay type questions.

**Assessment for Learning:**

The student’s grade will be determined as follows:

Participation (including attendance)	5%
Joe Clark/George McKenna Contrast	10%
Articles/critiques	10%
Principal Interview	15%
Individual/ team presentations	10%
Field-based experience	20%
Book critique	10%
Final Examination	20%

**Grading Scale**

95 – 100	A
90 - 94	BA
85 - 89	B
80 - 84	BC
Below 79	C

Incompletes are given only in extreme emergencies (e.g., medical reasons).

**Selected References:**

American Psychological Association. (2000) Publication manual of the American psychological association (5<sup>th</sup> ed.). Washington, DC: APA.

Snowden, Petra E., (1998). School leadership and administration (5<sup>th</sup> ed.). New York, NY: McGraw-Hill.

Alexander, K & Alexander, M.D. (1998) American public school law (4<sup>th</sup> ed.). New York, NY: West Wadsworth Publishing Company.

Imber, M. & VanGeel, T. (2000). Education law (2<sup>nd</sup> ed.). Mayhaw, NJ: Erlbaum and Associates, Inc.

Shoop, R.J. & Dunklee, D.R. (1992). School law for the principal. Boston, MA: Allyn and Bacon.

Thomas, G.J., Sperry, D.J., & Wasden, F.D. (1991). The law and teacher employment. New York, NY: West Publishing Company.

Marzano, R.J., Waters, T., McNulty, B.A., (2005). School leadership that works. Alexandria, VA: ASCD.

Green, R.L., (2005). Practicing the art of leadership – a problem-based approach to implementing the isllc standards (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Allyn and Bacon.

Ubben, G.C., Hughes, L.W., Norris, C.J., (2004). The principal: creative leadership for excellence in schools (5<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

Donaldson, G.A., (2001). Cultivating leadership in schools: connecting people, purpose and practice. New York, NY: Teachers College Press.

***APPENDIX A:***

**APPENDIX A**

*Field-Based Experience*

This activity is designed for the student to have three (3) to five (5) hours of field-based experience with a building principal. The activity’s focus is on linking one (1) or more of the course objectives to an actual event(s) taking place in the school.

The importance of this activity is for the student to have an opportunity to acquire knowledge and understanding of (1) issues faced by organizational leaders; (2) skills used to present issues that capture the interest, feelings and support of others, and (3) process(es) used to engage others to move toward taking action.

Exchange of information and perceptions on the issue between the student and “leader” will enhance the experience. Specifically, the student is responsible for selecting a school principal and making arrangements to observe and engage in the work of the “leader,” keeping a log and developing a mini-paper 3 to 4 pages in length on their experience.

Students are to link their “field-based experience” to one (1) or more of the course objectives listed on pages 2-6 of the syllabus. Please identify the course objective(s) that best describes the general learning that took place during your experience. Students are to log their experiences under the following headings:

**Course Objective(s):**

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Date	Activity (Brief Description)	Time Spent
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(NOTE: The log is to be attached to the mini paper.)

An analysis of the information gathered and displayed in the log is to be summarized at the end of the experience and included in the mini-paper. To assist the summary process respond to the questions in you paper that might look like this:

1. What events led up to or caused the issue?
2. Has the issue occurred before?
3. What internal or external forces impacted upon the issue?
4. Has the issue occurred before?
5. What internal or external forces impacted upon the issue?
6. What in the school leader's staff's, or significant other's, thinking allows the issue to continue to occur?

**APPENDIX B**

## APPENDIX B

### Recommended Journal Sources:

- Principal, National Association of Elementary School Principals
- The Bulletin, National Association of Secondary School Principals
- Educational Leadership, Association of Supervision and Curriculum Development
- Educational Administration Quarterly
- Education and Urban Society
- Phi Delta Kappan
- Harvard Educational Review
- Educational Evaluation and Policy Analysis
- The Journal of Educational Administration
- Educational Management and Administration
- Journal of School Leadership
- Planning and Changing