

The Principalship
Education 5302

Course Syllabus

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Course Description:

Examines the role of the administrator as an educational leader with a study of individual conferencing, group dynamics, and public opinion.

Class Sessions:

Fall 2015, Thursday 6:00-8:45, Uvalde, B108

Text:

Vornberg, J. A. & Hickey, W. D. (Eds.) (2014). *Texas public school organization and administration* (14th ed.). Dubuque, IA: Kendall Hunt.

Supplemental Texts:

Deal, T. E. & Peterson, K. D. (2009). *Shaping school culture: Pitfalls, paradoxes, and promises* (2nd ed.). San Francisco: Jossey-Bass.

Fullen, M. (2014). *The principal: Three keys to maximizing impact*. San Francisco: Jossey-Bass.

Course Calendar:

Aug 27	Introduction; Leadership goals; Membership/Protection & 1 st reading assignment
Sep 3	Certification, Contracts, and Law; Documentation; Sexual Harassment; Chap. 17
Sep 10	Community & Parental Rights; Chap. 22
Sep 17	District Policy; 1st Reflection paper due
Sep 24	Discipline & Student Search; Chap. 19
Oct 1	Conferencing and Active Listening; Chap. 13
Oct 8	Accountability (TEA & NCLB) & TAPR; Chaps. 10 & 11
Oct 15	Special Education/504; Chap. 20; 2nd Reflection paper due
Oct 22	Leader Theories, Styles, & Types; Chaps. 5 & 8
Oct 29	Budget management; Chaps. 15 & 16
Nov 5	Mediation; Chap. 12
Nov 12	Campus Environment; Chap. 6; Scenarios
Nov 19	Leader paper due ; Scenarios
Dec 3	Teachers and staff (and superintendent) management; Chaps. 4, 9, & App. A
Dec 10	Leadership book discussion

Course Requirements:

Regular attendance and participation is required	10	Scale	
Article presentations (4)	20	A	92-100
Leadership Book Presentation	20	B	82-91
Reflection papers (2)	20	C	70-81
Leadership paper	20		
Scenarios (2)	10		

Student Expectations:

- Students will examine, discuss, and evaluate on a weekly basis the various topics germane to the working school principal.
- Students will discuss through group mechanisms grounding theories of leadership gained through various expert writings.
- Students will reflect upon community and accountability aspects of leadership through evaluative writings.
- Students will synthesize specific area learnings in school leadership through a major paper preparation and presentation.
- Students will explore and discuss topical issues gleaned through article searches and examinations.
- Students will demonstrate mastery of school principal topics, including preparation for the state certification exam, through class examinations.

Assignments:

Attendance and participation: All students are expected to attend class regularly and be on time. Because this is a graduate course, expectations for participation are heightened. The value of this program resides both in the shared discourse, lecture, and networking of class members. **If you must miss a class period, prepare a 2 page, single-spaced reflection covering the topic for the evening. Phones:** Please let everyone know you are attending class during this time each week, turn off your phones, and give yourself the freedom to address your full attention to this course.

Leadership book presentation: Each student will select one of the three leadership books (Fullan or Deal & Peterson). [Different books may be selected with instructor approval. ~~This class is a No Covey Zone.~~] Students who have selected the same book will present the major points to the class on the selected date. The presentation should last 45-60 minutes and can include discussion, evaluation, and assessment. Students should prepare four discussion questions beforehand to guide discourse and to submit.

Leadership paper: Student will select a topic of educational leadership interest and write a 5-7 page paper. The paper should be APA format and should include at least five sources. These will be presented on the assigned class day and should exhibit an understanding of the principal's role in leadership issues.

Reflection papers: These will be short (2-3 pp.) reflective pieces on certain topics assigned by the instructor. These must be typed according to APA style and should be of graduate quality. Papers may be re-submitted for higher grade.

Article presentation: Students will select a total of four articles over different topics relating to the daily class theme. Students will reproduce copies for each student in class, including reference, and will briefly present the cogent points to the class. Credible on-line sources and newspaper articles are acceptable, but periodical articles are preferred (*Educational Leadership, Texas Study of Secondary Education, Phi Delta Kappan*, etc.)

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University on any basis prohibited by applicable law, including, but not limited to race, color, national origin, religion, sex, age, or disability.