

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 2016, Monday 6:00-8:45, Del Rio, 109

**Text:**

Vornberg, J. A. & Hickey, W. D. (Eds.) (2015). *Texas public school organization and administration* (15<sup>th</sup> ed.). Dubuque, IA: Kendall Hunt.

**Supplemental Texts:** [wait before purchasing one of these]

Coulter, N. (2010). *Leadership tools for school principals: Organizational strategies for survival and success*. Girard, TX: Moenel Publishing. [1]

Gruenert, S. & Whitaker, T. (2015). *School culture rewired: How to define, assess, and transform it*. Alexandria, VA: ASCD. [2]

Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. San Francisco: Jossey-Bass. [3]

**Course Calendar:**

Aug 22	Introduction; Leadership goals; Membership/Protection & 1 <sup>st</sup> reading assignment
Aug 29	Certification, Contracts, and Law; Documentation; Sexual Harassment; Chap. 9
Sep 12	Community & Parental Rights; Chap. 13; <b>1<sup>st</sup> Reflection paper due</b>
Sep 19	Discipline & Student Search; Chap. 22
Sep 26	Accountability (TEA & ESSA) & TAPR; Chaps. 11
Oct 3	District Policy; <b>2<sup>nd</sup> Reflection paper due</b>
Oct 10	Leader Theories, Styles, & Types; T-TESS/T-PESS; Chaps. 4 & 5
Oct 17	Conferencing and Active Listening; Chap. 6
Oct 24	Special Education/504; Chap. 19
Oct 31	Budget management; Chaps. 12
Nov 7	Mediation; Chap. 3; Scenarios
Nov 14	Campus Environment; Teachers and staff (and superintendent) management; Chap. 5
Nov 21	Chaps. 10, 25, & App. A
Nov 28	<b>Leader paper due</b> ; Scenarios
Dec 5	<b>Leadership book discussion</b>

**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.

## Student Learning Objectives

- The student will demonstrate proficiency in communicating and collaborating with members of the school community (teachers, students, parents, community) on instructional issues that ensure student success.
- The student will demonstrate ability to implement a staff evaluation and development system to improve the performance of all school staff members based upon research data and educational best practice.
- The student will demonstrate ability to apply principles of effective leadership and management in relation to campus personnel and resource utilization based upon research data.

## 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 (Coulter; Gruenert & Whitaker; Lencioni). 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.