****

***Center for Graduate and Professional Studies***

**EDG 640: THE PRINCIPALSHIP/SCHOOL ADMINISTRATION**

**AND**

**EDG 650: ADMINISTRATIVE INTERNSHIP**

**Semester:** Fall, 2012 (August 27th thru December 3rd)

**Credits:** 3 Graduate Credits for each course (6 credits total)

**Day/Time**: Tuesdays, 4:35 PM to 7:05 PM & 7:15 PM to 9:45 PM

**Place:** Founders Halls – Room 358

**Instructor:** Dr. Robert Salladino, Jr.

E-Mail: [Robert.SalladinoJr@cabrini.edu](mailto:Robert.SalladinoJr@cabrini.edu)

[RSalladino@rtmsd.org](mailto:RSalladino@rtmsd.org)

Office: 610-627-6501

Cell: 215-873-6845

Home: 610-358-1119

**Cabrini College Mission**

**Education of the Heart**  
Cabrini College is a Catholic institution of higher education dedicated to academic excellence, leadership development, and a commitment to social justice. The College welcomes learners of all faiths, cultures, and backgrounds and prepares them to become engaged citizens of the world.

**Cabrini College Core Values**

As the principal component of graduate offerings at Cabrini, the graduate program reflects fundamental elements of the College mission, most specifically the shared core values of

* **Respect**—Consistent demonstration of integrity, honesty, respect and trust;
* **Community**—Demonstration of concern for the personal and professional well-being of others;
* **Vision**—Willingness to take risks for the sake of the College and, especially, the students, and willingness to be open, stand up for one’s beliefs, challenge others, admit mistakes, assume responsibility, and change one’s own behavior when necessary; and
* **Dedication to Excellence**—Commitment to a performance based work culture characterized by a shared expectation of proficiency, effectiveness and hard work and by proficiency in interpersonal communication, teamwork and organization. (*Cabrini College, Graduate Programs, 2010-2011 Catalog,* p. 5)

**Graduate Studies Goals**

Graduate programs at Cabrini College strive to develop within individuals the knowledge, skills,

and disposition embodied in the mission and core values of the institution. Learning experiences in graduate programs provide opportunities for students to:

* Gain competence in their chosen field of study or subject area;
* Establish methods of inquiry, research and problem solving;
* Gain confidence as a leader in their profession; and
* Serve others, having received an “education of the heart.” (*Cabrini College, Graduate Programs, 2010-2011 Catalog,* p. 5)

**Catalog Description:**

**EDG 640 - The Principalship**

This course provides knowledge of theories of change, reform, and social systems as they relate to the role of today’s elementary or secondary school principal. The requisite knowledge base, skills and dispositions as well as the expectations and competencies of successful school administrators are examined.

**EDG 640 - School Administration**

This course provides a foundation for understanding the curriculum, instruction, assessment, and staff development issues that face today’s school administrator. The requisite knowledge base, skills and dispositions as well as the expectations and competencies of successful school administrators are examined. This course focuses on the responsibility of the school administrator for ensuring and supporting high quality teaching and learning for all students and adults. Students will recognize and challenge the paradigms and dilemmas of educational leadership.

**Syllabus is subject to change**

**Learner Outcomes:**

1. The student will acquire the knowledge base and dispositions necessary to become an effective school administrator.
2. The student will develop an understanding of the proficiencies and performances required for effective instructional leadership.
3. The student will identify the major roles and responsibilities of an administrator that support effective educational leadership in various school situations.
4. The student will begin to understand the role of management and leadership and the distinctions between these roles.
5. The student will learn to access current research and best practices to improve school programs, student achievement, staff performance, climate and culture.
6. The student will understand the necessary components to steward resources in a way that achieves success for all students.
7. The student will appreciate the working relationship between Curriculum, Instruction, Assessment, and Staff Development as determined by multiple data points.
8. The student will begin to understand the role of climate, culture, and external agents as they support teaching and learning.
9. The student will begin to determine his/her own personal and professional growth needs.

**Graduate Goal: Gain competence in field of study or subject area.**

|  |  |  |
| --- | --- | --- |
| **Learner Outcome** | **Alignment with PDE Standards** | **Alignment with Other Relevant Standards** |
| 1,2,4,7,8,9 | Core 1,2,3 | ISSLC 1,2,3,4,6 |
|  | Cor 1,2,3,4,5,6 |  |

**Graduate Goal: Establish methods of inquiry, research and problem solving**

|  |  |  |
| --- | --- | --- |
| **Learner Outcome** | **Alignment with PDE Standards** | **Alignment with Other Relevant Standards** |
| 3,4,5,6,7,9 | Core 1,2,3 | ISSLC 1,2,3,4,6 |
|  | Cor 1,2,4,5,6 |  |

**Graduate Goal: Gain confidence as a leader in their profession**

|  |  |  |
| --- | --- | --- |
| **Learner Outcome** | **Alignment with PDE Standards** | **Alignment with Other Relevant Standards** |
| 2,3,4,8,9 | Core 1,2,3 | ISSLC 1,3,5,6 |
|  | Cor 1,2,3,4,5,6 |  |

**Graduate Goal: Serve others, having received an “education of the heart.”**

|  |  |  |
| --- | --- | --- |
| **Learner Outcome** | **Alignment with PDE Standards** | **Alignment with Other Relevant Standards** |
| 2,3,6,8,9 | Core 1,2,3 | ISSLC 1,2,3,4,5,6 |
|  | Cor 1,2,3,4,5,6 |  |

**Instructional Approach/Format:**

The class sessions will consist of mini-lectures, guided class discussions, collaborative group work, research and writing activities, presentations, and guest speakers. The structure of the class will rely heavily on each student’s active participation and willingness to share ideas. Students will be expected to prepare thoroughly for each class meeting by reading the assigned sections of the text and additional articles pertaining to the topics being discussed. Additional materials may also be provided by the instructor. Students will also be expected to review on a weekly basis current news articles in the field of education. Students should read articles that are of personal interest, while paying particular attention to those that pertain to school administrators. Each class session will begin with a discussion of the current educational news. Students may wish to subscribe to ASCD Smart Brief – a free, daily e-mail alert which contains many excellent, interesting articles. Students may also choose to review *Education Week*.

**Student Responsibilities:**

**Student Expectations:**

- Work cooperatively and professionally with the other participants in the class.

- Do weekly assignments completely and on time, as noted in the syllabus.

- Participate in class discussions often and share your expertise.

- Attend all classes and be on time.

- Encourage everyone to be a lead learner.

**Class Attendance:**

Attendance and full class participation is important for our collaborative learning group in this graduate level course. Students are expected to attend all class sessions unless a reasonable absence is warranted. All absences are to be communicated to the instructor immediately upon the student realizing that he/she will not attend class. Alternate assignments may be given to make-up the class time missed. Excessive absences will lower an individual’s grade.

**Drop/Add/Withdrawal Policy:**

The appropriate form from the Registrar’s Office must be obtained by the student and the required signatures must be secured within the prescribed time limitations. Students are to refer to the College’s Drop/Add/Withdrawal Policy.

**Academic Honesty Policy:**

Cabrini College is committed to a learning environment that embraces academic honesty. Each member of the Cabrini Community is expected to read, understand and uphold the policies set forth in the ***Academic Policies, Procedures and Regulations*** manual.

**Americans with Disability Act:**

Persons with documented learning disabilities who require accommodations, have emergency medical information, or require special arrangements for building evacuation should contact the instructor within the first week of class. Verification of any special arrangements needs to be made through the Coordinator of Disability Services (610-902-8572). Such disclosure is voluntary and is kept in confidence.

**Course Materials:**

***Required Texts***

1. O’Rourke, Provenzano, Bellamy, Ballek, *Countdown to the Principalship* ISBN 1-59667-031-2;
2. Whitaker, *What Great Principals Do Differently* ISBN 978-1-59667-200-0;
3. Supplemental Readings: Additional readings will be assigned to support the course objectives, class learning activities, and assignments.

**Assignments and Grading Policy:**

1. **Class Participation & Attendance – 100 Points**

Regular class attendance is essential. Class participation includes reading all assigned materials, thoughtful contributions to class discussions that reflect thorough preparation, as well as the completion of other assignments and activities as determined by the instructor. One component of class participation will be “This Week in Education.” Students will be expected to read at least one current article each week. Students will utilize the class “Wiki” page to post a response/synopsis/reaction to the article that they read, while also posting a comment/reaction to the post of a classmate. The “Wiki” page is designed to extend our learning and collaboration beyond our weekly class meeting.

1. **Book Discussion Group & Class Presentation - 100 Points (50 oral & 50 written)**

Students will work in a small group to read and to discuss a book that pertains to some aspect of school leadership and administration. The instructor will provide several suggested texts; however, the students are not limited to these alone. Time will be allotted over the course of several class meetings to allow students to discuss portions of the book and to ultimately plan a short presentation (approximately 20-30 minutes) of the key concepts and important ideas. Students will also individually complete a written report/reflection (3 to 5 pages) that focuses on an important aspect of the text and how the information may applicable to the role of a school administrator.

1. **School Board Meeting Attendance & Reflection – 50 points**

Students will attend a school board meeting in a local public school district. Using guidelines provided by the instructor, students will prepare a 2-3 page reflection on what they observed and learned. In addition to the written report, students will also submit a copy of the meeting agenda and their written notes/reflection taken during the meeting. Students are encouraged to pay particular attention to those aspects of the meeting (either in process or content) that connect with our work in class.

1. **Administrator Interview – 50 points**

Students will conduct an interview (approximately 30 minutes) with a current administrator (principal, assistant principal, supervisor, athletic director, director, superintendent, assistant superintendent, etc…) to learn more about their role, as well as to discuss their philosophy of leadership, change, entry into a position, and other topics discussed in class. Students will submit a copy of the proposed questions for approval prior to the interview. Students will then develop a written report, including reflection, following the interview. The specific format for the report will be reviewed in class.

1. **Potential Sources for Administrators – 50 points**

Students will choose one resource from the list provided by the instructor. Students will access the resources and write a one page description. Students should be prepared to demonstrate the resource on-line or via hard copy to their peers in an oral presentation. The presentation, 10-15 minutes in length, should be creative and audience friendly. Students should include important points about the source, including potential bias, overall purpose of the source, the intended audience, the value of the source to our fellow educators, and how you grew as an educator by learning about the source.

1. **Essential Question Reflection – 75 points**

Following each class meeting, students will reflect upon an essential question related to our work and discussion. The reflection question will provide students with an opportunity to synthesize keys ideas discussed in class, offer a personal connection or reaction, and identify the relevance for school leaders. Each response should be approximately two paragraphs in length and include specific references to information from class and/or the readings. Students should be sure to use appropriate conventions, grammar, and spelling. Posts should be made prior to the next week's class session. Each post will be worth five points.

***The College and Graduate Center grading system is as follows:***

**Grade Quality Points per Credit Scale for Grades**

A 4.00 93% - 100%

A - 3.67 90% - 92%

B + 3.33 87% - 89%

B 3.00 82% - 86%

B - 2.67 79% - 81%

C + 2.33 76% - 78%

C 2.00 70% - 75%

C - 1.67

D + 1.33

D 1.00

F 0.00 69% or below

Other grades without quality points may be given for special situations; consult the graduate catalog for these grades. If the student warrants an incomplete (I) grade, it is the student’s responsibility to make sure that he/she meets the College and Instructor criteria and deadlines for requesting this grade and ensuring the *change of grade* in a timely manner.

**Weekly Topic Outline & Course Learning Activities:**

**Week 1 – August 26, 2013**

* Introduction
* Course & Syllabus Overview
* Discussion of Course Requirements & Expectations
* The Nature of the Principalship – Roles & Responsibilities
* 21st Century Principal Skills
* PDE Framework and Guidelines
* ISLLC Standards

**Week 2 – September 3, 2013**

* “This Week in Education”
* *From the Principal’s Desk*
* Discussion of Internship
* Curriculum Leadership
* Common Core Standards
* Discussion of Chapters 1 & 2 in *Countdown*
* Discussion of Chapters 1, 2, 3, & 7 in *Great Principals*

**Week 3 – September 10, 2013**

* “This Week in Education”
* Discussion of Chapters 3 & 6 in *Countdown*
* Discussion of PDK Poll

**Week 4 – September 17, 2013**

* “This Week in Education”
* *From the Principal’s Desk*
* Leadership Essentials
* School Culture
* Change Theory
* Presentations – *Potential Sources (assignment due when you present)*
* Discussion of Chapters 4, 8, 9, & Appendix in *Countdown*
* Discussion of Chapters 4, 5, 6, 9, & 13 in *Great Principals*
* Book Discussion Group

**Week 5 – September 24, 2013**

* “This Week in Education”
* *From the Principal’s Desk*
* Recruitment, Selection, & Retention of Staff
* Professional Development & New Teacher Induction Programs
* PA Code of Professional Practice and Conduct for Educators
* Budget & Financial Stewardship
* Presentations – *Potential Sources (assignment due when you present)*
* Discussion of Chapter 7 in *Countdown*
* Discussion of Chapters 8, 11, & 14 in *Great Principals*
* Book Discussion Group
* **Administrator Interview Assignment Due**

**Week 6 – October 1, 2013**

* “This Week in Education”
* *From the Principal’s Desk*
* Assessment
* Developing a Philosophy for Homework, Grading, Promotion/Retention
* Supervision of Instruction
* Presentations – *Potential Sources (assignment due when you present)*
* Discussion of Chapters 10, 12, & 15 in *Great Principals*
* Discussion of Articles from Educational Leadership/November, 2011
* Book Discussion Group

**Week 7 – October 8, 2013**

* “This Week in Education”
* *From the Principal’s Desk*
* Special Education Essentials – IDEA, ADA, IEPs, and 504s
* Response to Instruction & Intervention (RtII)
* Communication with Students, Staff, Parents & Community
* Student Discipline
* Student Scheduling
* Presentations – *Potential Sources (assignment due when you present)*
* Discussion of School Board Meetings
* Discussion of Chapters 5 & 10 in *Countdown*
* Discussion of Chapters 16, 17, & 18 in *Great Principals*
* Book Discussion Group
* **School Board Meeting Attendance & Reflection Assignment Due**

**Week 8 – October 15, 2013**

* “This Week in Education”
* *From the Principal’s Desk*
* Discussion of Chapters 19 & 20 in *Great Principals*
* Book Club Discussion Presentations

**Week 9 – October 22, 2013**

* “This Week in Education”
* *From the Principal’s Desk*
* Internship Discussion & Sharing
* Special Topics – Developing a Leadership Compass for Grading & Assessment
* Article Discussion & Protocol – *Learning 21st-century Skills Requires 21st-century Teaching*

**Week 10 – October 29, 2013**

* “This Week in Education”
* *From the Principal’s Desk*
* Internship Discussion & Sharing
* Philosophy of Instructional Leadership – Discuss Chapters 1-4 of *Results Now*
* Leadership Presentations

**Week 11 – November 5, 2013**

* “This Week in Education”
* *From the Principal’s Desk*
* Internship Discussion & Sharing – Log Review
* Special Topics – Student Discipline
* Philosophy of Instructional Leadership – Discuss Chapters 5-7 of *Results Now*
* Leadership Presentations

**Week 12 – November 12, 2013**

* “This Week in Education”
* *From the Principal’s Desk*
* Internship Discussion & Sharing
* Administrative Entry Plans
* Special Topics – The Master Schedule & Budgets
* Philosophy of Instructional Leadership – Discuss Chapters 8-10 of *Results Now*
* Leadership Presentations

**Week 13 – November 19, 2013**

* “This Week in Education”
* *From the Principal’s Desk*
* Internship Discussion & Sharing
* Professional Resumes – Discussion & Work Session
* Administrative Entry Plans – Work Session
* Special Topics – Getting Ready for an Administrative Interview
* Philosophy of Instructional Leadership – Discuss Chapters 1-3 of *Insights*
* Leadership Presentations
* **Book Discussion Reflection Assignment Due**

**Week 7 – November 26, 2013**

* “This Week in Education”
* *From the Principal’s Desk*
* Internship Discussion & Sharing – Log Review
* Professional Resumes – Wok Session
* Administrative Entry Plans – Work Session
* Philosophy of Instructional Leadership – Discuss Chapters 4-6 of *Insights*
  + *Bring draft of philosophy of instructional leadership for sharing*
* Leadership Presentations

**Week 8 – December 3, 2013**

* “This Week in Education”
* *From the Principal’s Desk*
* Internship Discussion & Sharing
* Philosophy of Instructional Leadership – Discuss Chapters 7-9 of *Insights*
* Leadership Presentations

The instructor will make every effort to communicate a class cancellation via e-mail as soon as the information is available. Students should be sure to check their Cabrini One e-mail accounts and/or be sure that e-mail sent to this account is automatically forwarded to another e-mail account that is checked regularly. The instructor reserves the right to schedule a make-up session on a night other than the regularly scheduled meeting night if class is cancelled for inclement weather or other reasons.

**Technology:**

Students may utilize technology (laptops, I-pads, etc…) during class for the purpose of taking notes, research, etc…Students may not text message during class, except during established breaks. Failure to adhere to this guideline for classroom decorum will result in a decreased grade for classroom participation.

***The student acknowledges receipt of this syllabus and the information herein contained by signing the attendance sheet circulated by the instructor or by continuing to attend classes. The instructor reserves the right to make changes to this syllabus if circumstances warrant such change. All major changes will be provided to the students in writing.***

**Class Participation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CRITERIA** | **MEETS**  **EXPECTATIONS**  **90-100** | **APPROACHING**  **EXPECTATIONS**  **80-89** | **DOES NOT MEET EXPECT**  **79 & BELOW** | **COMMENTS** |
| **Substance of**  **Participation** | Often cites relevant points from required readings to support or extend class discussion.  Often cites relevant points from sources outside of required readings and draws upon current background and experience. | Occasionally cites relevant points from required readings to support or extend class discussion.  Occasionally cites relevant points from sources outside of required readings and draws upon current background and experience. | Rarely cites relevant points from required readings to support or extend class discussion.  Rarely cites relevant points from sources outside of required readings and draws upon current background and experience. |  |
| **Frequency of Participation** | Frequently enriches and extends class discussion by responding to ideas expressed by classmates and/or the instructor.  Routinely volunteers relevant points of view. | Occasionally enriches and extends class discussion by responding to ideas expressed by classmates and/or the instructor.  Occasionally volunteers relevant points of view. | Rarely enriches and extends class discussion by responding to ideas expressed by classmates and/or the instructor.  Rarely volunteers relevant points of view.  Absences from class >1x |  |
| **Professional Dispositions Evidenced by Participation** | Engagement in class demonstrates consistent preparation for class discussions and activities.  Is always respectful and mindful of others’ experiences and opinions.  Often solicits feedback from peers or instructor outside of class. | Engagement in class usually demonstrates preparation for class discussions and activities.  Is usually respectful and mindful of others’ experiences and opinions.  Occasionally solicits feedback from peers or instructor outside of class. | Is rarely prepared for class discussions and activities.  Is rarely respectful and mindful of others’ experiences and opinions.  Rarely solicits feedback from peers or instructor outside of class. |  |
| **Wiki Posts & Online Collaboration** | Posts to the Wiki are made as required and reflect thoughtful insights and information gleaned from the reading.  Responses to the Wiki posts of classmates are substantial and reflect true shared learning and collaboration. | Posts to the Wiki are made as required and reflect basic insights and information gleaned from the reading.  Responses to the Wiki posts of classmates are basic and reflect some shared learning and collaboration. | Posts to the Wiki are incomplete, inconsistent, or reflect minimal or no understanding of the concepts.  Responses to the Wiki posts of classmates are incomplete, inconsistent, insensitive, or off-topic. |  |

**Book Discussion Assignment – Potential Sources**

Do I really Have to Teach Reading?, Cris Tovani

Reading Reasons, Kelly Gallagher

I Read It, But I Don't Get It, Cris Tovani

School Crisis Prevention and Intervention, Mary Margaret Kerr

Teacher Evaluation, Charlotte Danielson & Thomas L. McGreal

Enhancing Student Achievement, Charlotte Danielson

The Handbook for Enhancing Professional Practice, Charlotte Danielson

Habits of Mind, Arthur L. Costa and Bena Kallick

Creating The Opportunity To Learn, A. Wade Boykin and Pedro Noguera

Education Bound, The Promise and Practice of Greenfield Schooling, Frederick M. Hess

Teach Like Your Hair's On Fire, Rafe Esquith

Motivating Black Males to Achieve In School & Life, Baruti K. Kafele

Teaching Boys Who Struggle, Kathleen Palmer Cleveland

Developing Standards-Based Report Cards, Thomas R. Guskey and Jane M. Bailey

How To Grade For Learning, Ken O'Connor

Transformative Assessment, W. James Popham

Differentiation in Practice, Carol Ann Tomlinson and Caroline Cunningham Eidson

The Differentiated School, Carol Ann Tomlinson, Kay Brimijoin, and Lane Narvaez

The Strategic Teacher, Harvey F. Silver, Richard W. Strong, and Matthew J. Perini

Data Analysis for Continuous School Improvement, Victoria L. Bernhardt, Ph.D.

The Results Fieldbook, Mike Schmoker

The Art and Science of Teaching, Robert J. Marzano

Effective Supervision, Robert J. Marzano, Tony Frontier, and David Livingston

What works In Schools, Robert J. Marzano

Classroom Instruction That Works, Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock

Classroom Instruction That Works, 2nd edition, Dean, Hubbell, Pitler , Stone

Building Background Knowledge for Academic Achievement, Robert J. Marzano

School Leadership That Works, Robert J. Marzano, Timothy Waters, and Brian A. McNulty

Where Great Teaching Begins, Anne R. Reeves

Checking for Understanding, Douglas Fisher and Nancy Frey

Understanding Design, Grant Wiggins and Jay McTighe

Assess Higher Order Thinking Skills in Your Classroom, Susan M. Brookhart

Total Participation Techniques, Persida Himmele and William Himmele

Curriculum 21, Heidi Hayes Jacobs

Getting Results with Curriculum Mapping, Heidi Hayes Jacobs

Breaking Free From Myths About Teaching and Learning, Allison Zmuda

Improving Student Learning One Principal at a Time, Jane E. Pollock and Sharon M. Ford

Simply Better, Bryan Goodwin

Building Teachers' Capacity for Success, Pete Hall and Alisa Simeral

The Reflective Educator's Guide to Professional Development, Nancy Fichtman Dana and Diane Yendol-Hoppey

Results Now, Mike Schmoker

Focus, Elevating The Essentials to Radically Improve Student Learning, Mike Schmoker

Insights To Action, William Sterrett

Pyramid Response to Intervention, Austin Buffum, Mike Mattos, Chris Weber

Breakthrough, Michael Fullan, Peter Hill, Carmel Crevola

All Systems Go, Michael Fullan

Building Teachers’ Capacity for Success, Pete Hall and Alisa Simeral.

The Lifeworld of Leadership, Thomas J. Sergiovanni

Real Questions, Real Answers, John H. Clarke, Stephen D. Sanborn, & Judith A. Aiken

Leading for Results, Dennis Sparks

The Learning Leader, Douglas B. Reeves

Moral Leadership, Thomas J. Sergiovanni

Leadership for Learning, Carl D. Glickman

Leadership Capacity for Lasting School Improvement, Linda Lambert

Leading Change in Your School, Douglas B. Reeves

Leading Adult Learning, Eleanor Drago-Severson

Leading Change, John P. Kotter

Learning from Lincoln, Harvey Alvy, Pam Robbins

Motion Leadership, Michael Fullan

Simply Better, Bryan Goodwin

Mindset, Carolyn Dweck

The Shaping School Culture Fieldbook, Kent D. Peterson

What Got You Here Won’t Get You There, Marshall Goldsmith

Outliers- The Story of Success, Malcolm Gladwell

Linchpin, Seth Godin

Essential Skills for Effective School Leadership, Frank Siccone

Total Leaders 2.0, Charles Schwahn and William Spady

School Leadership That Works, Robert J. Marzano, Timothy Waters, Brian A. McNulty

District Leadership That Works, Robert Marzano, Timothy Waters

Leadership Jazz, Max DePree

Leadership is an Art, Max DePree

Catching Up or Leading the Way, Yong Zhao

Distributed Leadership, James P. Spillane

Essential Skills for Effective School Leadership, Frank Siccone

Principle-Centered Leadership, Stephen R. Covey

Leadership in Organizations, Gary Yukl

Leaders and the Leadership Process, Jon L. Pierce, John W. Newstrom

How to Thrive as a Teacher Leader, John G. Gabriel

Who’s Got the Ball? Maureen O’Brien

Strength Based Leadership, Tom Rath

Think Out of the Box, Diane Deacon, Mike Vance

The Daily Disciplines of Leadership, Douglas B. Reeves

Breaking Ranks: 10 Skills for Successful School Leaders, NASSP, 2010

Teams at Work – 7 Keys to Success, Suzanne Zoglio

How Full is Your Bucket, Tom Rath

Building Leadership Capacity in Schools, Linda Lambert

**Potential Sources for Administrators**

The Mackinac Center (Michigan)

The National Center for Educational Statistics (NCES)

American Educational Research Association (DC)

The Spencer Foundation (Chicago)

Education Policy Studies Laboratory (ASU at Tempe)

The Brown Center on Educational Policy (Brookings Institution in DC)

Thomas B. Fordham Foundation (DC)

The Heritage Foundation

The Manhattan Institute

The Cato Institute

The Joyce Foundation

The George Lucas Foundation

Bill & Melinda Gates Foundation

The Center on Education Policy (DC)

National Academy of Sciences (Congressional Chartered)

Center for Education at the National Research Council

Educational Research Service (ERS) (Alexandria, VA)

Ontario Institute for Studies in Education (OISE)

Northeast and Islands Regional Educational Laboratory (Brown U.)

National Center for the Study of Adult Learning and Literacy (NCSALL)

Collaborative Research and Extension Services for Schools Center (CRESS) (UC-Davis)

Center for Comprehensive School Reform and Improvement

askeric.org

ED.GOV

Educational Action Research ([www.triangle.co.uk/](http://www.triangle.co.uk/))

Institute for Educational Leadership (IEL) (DC)

National Urban League Policy Institute (DC)

Edutopia

Review of Educational Research

National Center on Accessing the General Curriculum

WhatWorks Clearing House

WESTED

SERVE

CRESST

Learningpt.org

McREL (www.mcrel.org)

SEDL (www.sedl.org)

ASCD

Learning Forward

Education Review (www.coe.asu.edu/edrev/)

Educational Leadership

The Curriculum Journal

American Educator

Education Week

Phi Delta Kappan

Educational Administration Quarterly

Psychological Bulletin

Journal of Philosophy of Education

Developmental Psychology

Journal of Educational Psychology (Alberta, British also)

Journal of Staff Development

Principal Leadership

Big Picture Learning (www.bigpicture.org)

Career Academy Support Network (UC-Berkley)

Coalition of Essential Schools

Connect ED (www.connected.calif.org)

Southern Region Education Board (www.sreb.org)

U.S. Dept. of Education's Institute for Education Sciences

AVANCE ([www.avance.org](http://www.avance.org/))

The Wallace Foundation [(www.wallacefoundation.org)](http://www.wallacefoundation.org/)

[www.thirdway.org](http://www.thirdway.org/)

Washington Partners, LLC

National School Reform Faculty Initiative

Journal of Research on Leadership Education

International Journal of Special Education

The Qualitative Report

Journal of Classroom Interaction

Journal of Classroom Instruction

American Journal of Education

Center for American Progress ([www.americanprogress.org](http://www.americanprogress.org/))

[www.all4ed.org](http://www.all4ed.org/)

**School Board Meeting Attendance & Reflection Assignment**

* Attend a public school board meeting in a local school district - attach the agenda for the meeting.
* Take solid notes as the meeting progresses. Include your spontaneous reflections with those notes.
* Your eventual report should include the following:
  + Background of the School Board members
  + Interactions during the meeting: who speaks, who takes notes, who introduces new items
  + Positions taken by members on different issues
  + Describe the manner of school board members
  + Describe the manner of attendees who speak from the audience
  + Mention special interest groups in attendance
  + What role does the Superintendent play?
  + How was the agenda determined?
  + Describe tactics and strategies you notice
  + Note length of time devoted to agenda items
  + Attendance of a reporter?
  + Attendance of building level administrators?
  + Attendance of a union representative?
  + Typical/atypical meeting?
* Prepare a 2-3 page reflection on what you observed and learned. Your completed assignment should include the following:
  + Written reflection (2-3 pages in length)
  + Meeting agenda
  + Meetings notes/spontaneous reflections

**Book Discussion Assignment**

Students will work in a small group (4 students) to read and to discuss a book that pertains to some aspect of school leadership and administration. The instructor will provide several suggested texts; however, the students are not limited to these alone. Time will be allotted over the course of several class meetings to allow students to discuss portions of the book and to ultimately plan a short presentation (approximately 20-30 minutes) of the key concepts and important ideas. Students will also individually complete a written report/reflection (3 to 5 pages) that focuses on an important aspect of the text and how the information may applicable to the role of a school administrator.

Class Session #1 – Form groups for the assignment and develop a plan for selecting a book.

Class Session #2 – Decide on a book and receive approval from the instructor.

Between class sessions #2 and #4, all students must obtain a copy of the book and read the designated first portion of the text.

Class Session #4, 5, 6, & 7 – Time will be allotted in class for students to participate in a discussion of what they are reading. Each group member will be assigned one week to serve as the facilitator for the discussion. The facilitator will establish the portion of the text to be read and the agenda for the discussion, including a set of discussion questions.

Class Session #8 – Each group will deliver a short presentation (maximum of 30 minutes) to highlight key concepts from the text. Groups should plan to have some type of visual (Power Point, Key Note, Prezi, etc…) to guide their presentation.

Students will individually prepare a written reflection on what they have read and identify the relevance and importance of the content for a school administrator. The written reflection will be due on class session #8.

**EDG 650 – ADMINISTRATIVE INTERNSHIP**

**Catalog Description:**

Students work in various administrative roles under the supervision of college officials and a school administrator, serving as a mentor. Each course in the certification program includes practicum components, assignments and projects to contribute to a yearlong concurrent internship during the regular school year. The principal-mentor coordinates the activities representing each area of study. Note: the certification is now K-12. The internship must be done with experiences in both elementary and secondary schools.

**Learner Objectives:**

The student will demonstrate knowledge of and competence in applying the fundamental concepts of school administration.

The student will complete identified school administrative role expectations and competencies through authentic simulations and field experiences.

The student will acquire the knowledge base dispositions and thought processes necessary to become an effective school administrator.

The student will develop an understanding of the proficiencies and performances required for effective instructional leadership in K—12 settings.

The student will identify the major roles and responsibilities of an administrator that support effective educational leadership in various school situations that may present 24/7.

The student will begin to understand the role of management and leadership and the distinctions between these roles.

The student will use current research and best practices to perform appropriately at different educational levels (K—12) and in diverse settings.

The student will learn to access mentors, current research and best practices to improve school programs.

The student will engage in customized projects that are assigned to meet the individual needs of the candidate.

The student will understand the necessary components to steward resources in a way that achieves success for all students.

The student will demonstrate an awareness of the community through genuine engagement with organizations providing service to individuals and organizations.

The student will begin to understand the role of climate, culture, and external agents as they support teaching and learning.

The student will demonstrate ability to develop a strategic plan with an emphasis on global thinking.

The student will begin to determine his/her own personal and professional growth needs.

**Learner Outcomes:**

There are four areas in which candidates must demonstrate competence:

1. Administration
2. Supervision
3. Curriculum & Instructional
4. Communication

**Administration (30% or 84 hours)**

The student will demonstrate the skills needed to develop student, teacher, and building schedule/ calendars that will enable and enhance the learning climate of the building.

The student will show competence in working with building budgets, assignment of staff, and emergency procedures.

Students will acquire the knowledge of handling discipline for all classifications of students.

The student will understand the need to articulate the mission of the school to develop annual goals aligned with the mission.

The student will acquire the knowledge of hiring and effectively using both fiscal and human capital in the organization of the school.

**Supervision (30% or 84 hours)**

The student will demonstrate the knowledge of supervision systems used in the observation and improvement of teaching skills and strategies.

Students will list the experience in the supervision of students, certified personnel, and non-certified personnel (maximum of 10 hours.)

The student will show the knowledge of supervision of parent meetings, sports, social and school activities (maximum of 10 hours.)

**Curriculum and Instruction (30% or 84 hours)**

The student will show that they have worked with the analysis of test data that has been used to improve instruction.

The student will show knowledge of how curriculum is developed and implemented in schools.

The student will demonstrate through their log that they understand and identify best practices of instruction.

The Student will demonstrate knowledge of the SAS portal, Common Core and other standards.

**Communication (10% or 28 hours)**

The student will show an understanding of the importance of clear, ongoing communication with students, staff, parents and community groups through electronic, voice and print mediums. Students will create handbooks, newsletters and websites to communicate with the school population.

The student will attend Board Meetings and Strategic Planning sessions.

**Graduate Goal: Gain competence in field of study or subject area.**

|  |  |  |
| --- | --- | --- |
| **Learner Outcome** | **Alignment with PDE Standards** | **Alignment with Other Relevant Standards** |
| Outcome 1,3,6,10,11,12 | Core 1,2,3 | ISSLC 1,2,3,4,6 |
|  | Cor 1,2,3,4,5,6 |  |

**Graduate Goal: Establish methods of inquiry, research and problem solving**

|  |  |  |
| --- | --- | --- |
| **Learner Outcome** | **Alignment with PDE Standards** | **Alignment with Other Relevant Standards** |
| Outcome 2,4,9 | Core 1,2,3 | ISSLC 1,2,3,4,6 |
|  | Cor 1,2,4,5,6 |  |

**Graduate Goal: Gain confidence as a leader in their profession**

|  |  |  |
| --- | --- | --- |
| **Learner Outcome** | **Alignment with PDE Standards** | **Alignment with Other Relevant Standards** |
| Outcome 4,5,7,10,11,13,14 | Core 1,2,3 | ISSLC 1,2,3,5,6 |
|  | Cor 1,2,3,4,5,6 |  |

**Graduate Goal: Serve others, having received an “education of the heart.”**

|  |  |  |
| --- | --- | --- |
| **Learner Outcome** | **Alignment with PDE Standards** | **Alignment with Other Relevant Standards** |
| Outcome 4,6,8,11,13 | Core 1,2,3  Cor 1,2,3,4,5,6 | ISSL 1,2,3,4,5,6 |

**Course Materials:**

***Required Texts***

1. O’Rourke, Provenzano, Bellamy, Ballek, *Countdown to the Principalship* ISBN 1-59667-031-2;
2. Whitaker, *What Great Principals Do Differently* ISBN 978-1-59667-200-0;
3. Schmoker, *Results Now* ISBN 978-4166-0358-0
4. Sterrett, *Insights Into Action* ISBN 978-1-4166-1368-8
5. Supplemental Readings: Additional readings will be assigned to support the course objectives, class learning activities, and assignments.

**Course Requirements**

1. **Class Participation & Attendance**

Regular class attendance is essential. Class participation includes reading all assigned materials, thoughtful contributions to class discussions that reflect thorough preparation, as well as the completion of other assignments and activities as determined by the instructor. One component of class participation will be “This Week in Education.” Students will be expected to read at least one current article each week. Students will utilize the class “Wiki” page to post a response/synopsis/reaction to the article, while also posting a comment/reaction to the post of a classmate. The “Wiki” page is designed to extend our learning and collaboration beyond our weekly class meeting.

1. **Portfolio Components**

Students will work on various elements that will be required for the completed Principal Internship Portfolio. Students will begin the process of developing their philosophy of instructional leadership. This document will be a “work in progress” that will be further refined as a part of future coursework. Students will also be expected to develop a professional resume and administrative entry plan. Students will present each component for feedback from the instructor.

1. **Leadership Video Clip**

Students will select a short video clip from a movie or television program (no more than 5 minutes) that depicts an effective model of leadership, management, or decision making. Students will share the clip with the class, explain why they selected the particular clip, identify the leadership style that is depicted, and why it was effective for the situation.

**Grading**

The course grade will be determined by the completed internship.