School of Education and Human Services

<table>
<thead>
<tr>
<th>Course Online</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>Number</td>
<td>EDUC 5392</td>
</tr>
<tr>
<td>Title</td>
<td>The Principalship</td>
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<tr>
<td>Section</td>
<td>5392-KLIG (2072)</td>
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<tr>
<td>Prerequisites</td>
<td>Recommendation of faculty advisor</td>
</tr>
<tr>
<td>Other Readings in Course</td>
<td>Kozałski, T.J., Case Studies on Educational Administration, ISBN Number 978-0-13-707130-2</td>
</tr>
<tr>
<td>Course Description &amp; Information</td>
<td>General Course Description: This online course provides an overview of the role of the principal as a leader in the elementary, middle/intermediate, or high school setting and provides exercises in decision making, report writing and planning similar to what principals encounter.</td>
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<tr>
<td></td>
<td>Blackboard: Student internet access is essential since Blackboard will be used throughout the course.</td>
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<td>Email: Students need to use University of St. Thomas email for the course and check it frequently. University of St. Thomas emails can be directed to your personal email account through Webmail, options, settings, and message forwarding. Online assignments will be due by 11:59 pm of the day listed.</td>
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<td></td>
<td>Late work: Tardy work usually results in penalties. Email the instructor in advance if you are encountering difficulties that will cause late submission of work.</td>
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<td>Submission of work in Blackboard: All files should be submitted using</td>
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the following title template for the Word document itself: last name, first initial, activity name; last name first initial activity name, etc. Do not use numerals or symbols in titles for your assignments. Turn each assignment into the folder in the correct learning module as an attached file.

Technical Help:
UST IT Services Support Desk: 713-525-6900 (First Option)
Blackboard help: Mr Williams: 713-525-3153 or Ms. Giles: 713-942-3499

State/National/Professional Association Standards Guiding Course:
The learning outcomes for EDUC 5392 are guided by the TExES Standards for the Principal Certificate and by The Teacher Education Accreditation Council (TEAC). TEAC quality principles are compatible with the six standards of the Interstate School Leaders Licensure Consortium (ISLLC).

TExES Examination for Principal Certificate for this course (Framework)

Domain I: School Community Leadership (Competencies 001-003)
Domain II: Leading Learning (Instructional Leadership/Teaching and Learning) (Competencies 003,004)
Domain III: Human Capital (Human Resource Management) (Competencies 005,006)
Domain IV: Executive Leadership (Communication and Organizational Management) (Competencies 007,008)
Domain V: Strategic Operations (Alignment and Resource Allocation) (Competencies 009,010)
Domain VI: Ethics, Equity and Diversity (Competency 011)

Course Objectives/Learner Outcomes

Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

Competency 002: The beginning principal knows how to work with stakeholders as key

Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.

Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Competency 005: The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

Competency 006: The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

Competency 007: The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

Competency 008: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

Competency 009: The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that supports teacher effectiveness and positive student outcomes.
Competency 010: The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the School of Education and Human Services Programs.

- **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in educational processes.
- **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

**Major Assignments**

**Graded assignments are highlighted in yellow and will be submitted in the corresponding Learning Module (LM) listed.**

**Final Exam** The Final Exam (taken online and submitted in LM13) will include true/false, multiple choice and essay questions. These will be open book/open notes tests. A study guide will be provided.

**Mid-Term Paper** (Diagnosis and Action Planning): This paper is an analysis of various indicators listed in LM 7 as it relates to your respective campus including operations, human resource management, teaching and learning and other topics.

**Short Paper Requirements** There are two (2) assigned short papers and the papers should be written in essay format, APA style. **Each paper is required to be a maximum of three (3) full pages (not including the cover page and reference page with 3 different sources).** See LMs in Blackboard for directions for each of the papers. In addition, scroll to the end of the LMs to see the **Acceptable Format Paper** file as an example for paper formatting. Please see below:

**Short Paper #1 – LM2:** You are the new principal of a school. In 1-2 paragraphs, describe your school. In 1-2 paragraphs, describe how you will communicate to parents. Write a 1-page letter to parents, introducing yourself and explain what you believe about teaching and learning. Invite parents to become involved in their child’s education and share your vision for student academic success.

**Short Paper #2 – LM4:** Follow the directions in Module 4 for the analysis of two professional educational organizations.

**Three (3) Position Papers** Council for the Accreditation of Educator Preparation (CAEP) – A position paper is your reaction to each case study scenarios that address the Social Justice Tenets of this course. To submit these assignments, see the “CAEP” button under the “Modules” button on the left side of the course page. You will submit these papers there into Taskstream).

A position paper does not require you to search for an outside source, but if you use one, you must cite the source. A position paper is approximately **one page**, 12-point Times New Roman font, double-spaced, with a running
head and page number. The following case studies are the topics for these three position papers:

**LM3 Position Paper #1 – “Is the Devil Teaching Spelling”?** Found in the Kowalski text, pages 149-155

You have read and reviewed the Kowalski text case study entitled, “Is The Devil Teaching Spelling” on pages 149-155 of the book. Please respond to the following question regarding the case study. To what extent are administrators responsible for the conflict that has emerged? Are liberty (expressed through democratic control of schools) and teacher professionalism (expressed through teacher/administrator control of instructional decisions) compatible concepts? Why or why not? Another way to reflect on this module is to consider as principal, how would you balance the right of the teacher to decide on instructional material with the right of the children and/or parents to not have instructional activities that are offensive or disturbing?


Read and review the Kowalski text case entitled, "A Matter of Honor", pages 65-74 of the text and answer the following question: What are the ethical and political issues in this case? Was the problem resolved as closely to the teacher/student/parents as possible or was a solution farther from the classroom imposed?"


Read and review the Kowalski case study entitled, "Appropriate Punishment Versus Political Expediency" on pages 107-112 and answer the following questions: Was everything done that would prevent denying an education to the students involved? Was the punishment strictly punitive in nature? Does the zero tolerance of violence policy preclude making decisions about student intent and motivation of individual students?

**Discussion Board/Participation:** Students will participate in three (3) Discussion Boards, and one (1) Introduction post. Directions for Discussion Board participation are found in Discussion Board or the Learning Modules. The topics for each discussion are listed in Discussion Board in Blackboard. Please respond to at least one (1) peer. This is an excellent way to build community and dialogue about the course content. In addition, LM#5, you will have a group DB to work together while crafting an answer on equity. Directions are listed in LM # 5.

**Principal/Assistant Principal Interview:** An in-depth interview with a principal or an assistant principal with an accompanying paper is required. **The paper is required to be a minimum of two (2) full pages.** Directions are in Course Information in Blackboard. SUGGESTION: Pay close attention to when the interview is due. Principals and assistant principals are very busy and you probably do not want to wait until the assignment is almost due to try to find time to conduct these interviews.

**Custodian Paper Assignment:** See LM 12 for this 2-3 page paper regarding the procedures for the cleanliness of building and care for your campus grounds.

EXTRA CREDIT: There are two opportunities to complete at least one (1) of the Reflective Journal entries for 5 points. This is NOT mandatory!

<table>
<thead>
<tr>
<th>Percentages of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Final Exam</td>
</tr>
</tbody>
</table>

Spring 2018, Walters
2. Midterm Paper 17%
3. (2) Short Papers 16%
4. (3) CAEP Papers 15%
5. (3) Discussion Boards/Participation 12%
6. Principal Interview 10%
7. Custodian Paper 10%

Total 100%

Assignments must be submitted to the instructor in Blackboard by midnight on the due date. Please name the file Lastname_Firstname_Title. It is your responsibility to ensure that the instructor receives your documents.

Important Information

1. Frequent visits to Blackboard and email are encouraged. You should log in at least 2-3 times a week to check Announcements. I will always post Announcements no later than 5:30 pm CST each Monday.

2. Refer to the syllabus and Announcements often. I will send an email for you to check in!

3. Important information is found in Learning Modules, Course Documents and in Course Information.

4. The Final Exam will be taken online, in Blackboard, and will be timed, open book, and open notes tests.

5. Assignments will be turned into the Assignment Folder specifically labeled for that Learning Module. Do not use numerals or symbols when you name the assignment.

6. The Grading Center feature of Blackboard will keep you up to date on your grades. I typically make comments on all assignments. Please make sure to read my comments.

7. You are expected to participate in all class assignments in a professional manner. Any unprofessional behavior will result in zero credit for this portion of the grade.

8. You are also expected to submit all assignments by the due date. Please note: it is extremely important to try to complete Discussion Board (DB) assignments prior to the due date. This gives the other students an opportunity complete their responses prior to the due date. Reference back to the DB comments.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>86-89%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>79-75%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>65-69%</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>60-64%</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
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</tbody>
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Criteria for Grading Written Work
- Address the topic and answer the questions and/or prompts and provide thoughtful and insightful comments.
- Writing skills are at a graduate school level.
- Use grammar, spelling, sentence structure, and punctuation, etc. correctly.
- Follow directions.
- Present material in a clear and logical manner.
- Give evidence of ability to synthesize information from various sources to support the topic.
- Makes pertinent references to texts and other readings.
- Show ability to apply theory to practical situations.
- The assignments are submitted on time. Late work usually results in grade reduction.

**APA writing guidelines must be followed for all written papers. Some examples of APA guidelines are below:**

- Times New Roman
- Font 12
- Margins - 1” top, bottom, left and right
- Double-space the entire paper, including between paragraphs. In a PC, go to Page Layout and make sure the “points” are set to “0”.
- Indent new paragraphs five spaces or tab.
- Do not use abbreviations.
- When using acronyms, write out the words, and then place the acronym in parenthesis next to the word separated by a space. For example, State of Texas Assessments of Academic Readiness (STAAR) or The Admission, Review and Dismissal (ARD) process.
- Do not start a sentence with an acronym.
- Usually, numbers 1-9 are written (one, two, first, second, etc.) and numbers 10 and higher are numerals (10, 11, 10th, 11th, etc.). Spell out the number at the beginning of a sentence or rewrite the sentence with the number in the sentence.
- Percent’s are written as follows: 3%, 11%, 95%, etc. If you use a percent at the beginning of a sentence you should spell the word. For example - Ten percent of the students passed the exam.

**Other requirements**

- Do not repeat questions in your paper.
- Do not use headings.
- Use a Title Page/Reference Page with all assignments, except Discussion Board.
- All papers are essay format, APA format.

**Point Deductions:**

**Late Assignments:**
- Anything submitted after midnight to 1 day late – 5% deduction
- Each additional day - 5% deduction (For example, 3 days late results in a 15% deduction)
- After the due date, a zero will be assigned as the grade until the assignment is submitted.

**Grammar errors (spelling, punctuation, sentence structure, spacing, etc.)**
- 0-3 errors – 0% deduction
- 4-6 errors – 3% deduction
- 7-9 errors – 6% deduction
- 10+ errors - 10% deduction

**Major APA errors:**
- (For example: double spacing, Font 12, Times New Roman, 1” margins, etc.)
- Each error – 3% deduction
Length Requirement:
- Each written assignment that does not meet minimum length requirement of paper – 10% deduction

Other Deductions:
Subjective: Answering question(s) completely, defending your position, overall flow of paper, etc. – Percent deduction is at professor’s discretion

**COURSE SCHEDULE**

*Subject to change for content support and acquisition.
This is the professor’s discretion.

**These readings are expected to have been completed at the time class begins. These readings include those posted on Blackboard. The week of the assignment is when all materials should be read or turned in. You will have one week for each assignment, so plan accordingly. You may work ahead as I am flexible. You may NOT work ahead to complete the mid-term and final. Announcements are posted weekly in Blackboard (BB) and a confirmation email will be sent to all of you to check the message. Please pay attention to the due dates! Communicate early and often should you need support.

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Assignment Due Date</th>
<th>Readings and Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Module and Learning Module 1</td>
<td>Class 1 – The Principalship Week of January 18–25, 2018</td>
<td>Introduce yourself to the cohort in the DB Intro Read Desravines, Introduction and Chapter 1 Read Kowalski text case study entitled: “Who Should Create the School Vision” Complete Discussion Board #1 (Case study) Review Lecture notes (click on tab). Complete the Principal Pre-Assessment (no grade) Review Code of Ethics and Standards</td>
</tr>
<tr>
<td>Learning Module 2</td>
<td>Class 2 – Principals and Effective Communication Week of January 25–February 1, 2018</td>
<td>Read Desravines, Chapter 2 Review Lecture notes Complete and submit Short Paper 1, Involving Parents and Community in Schools (Click on Tab and submit in LM2) Complete Reflective Journal (Optional)</td>
</tr>
<tr>
<td>Learning Module 3</td>
<td>Class 3 – The Principal as a Leader Week of February 1–8, 2018</td>
<td>Read Desravines, Chapter 3, Learning and Teaching Review Lecture notes Kowalski, read text case study entitled, “Is the Devil teaching Spelling” and submit Position Paper #1 under CAEP button, submit in Taskstream Read How do Principals Really Improve Schools?</td>
</tr>
</tbody>
</table>
| Learning Module 4 | Class 4 – Principal’s Tasks and Change Agent | Week of February 8-15, 2018 | Read: *Leadership Matters*  
Review the Lecture notes  
Complete and submit **Short Paper 2** (Professional Organization Summaries) (submit in LM4)  
Complete Reflective Journal (Optional) |
|------------------|-----------------------------------------------|-----------------------------|----------------------------------------------------------------------------------|
| Learning Module 5 | Class 5 – Creating Appropriate Structures to Improve Learning and Academic Equity | Week of February 15-22, 2018 | Read Desravines, Chapter 4, School Culture  
Review Lecture notes  
**DB #5** Watch *Equitable Education* videos, chat with your assigned group to discuss thoughts and ideas (taken from the prompt), and post your group’s overall thoughts in one DB post. **See DB # 5** for additional directions. Dr. W will share group assignments.  
*Additional Resource: Latino Education Gains Are Encouraging: New Report* |
| Learning Module 6 | Class 6 – Structures for the Individual Learner and Diverse Student Populations | Week of February 22-March 1, 2018 | Read Desravines, read Chapter 5, Talent Management  
Review Lecture |
| Learning Module 7 | Class 7 – Mid-Term Paper | Week of March 1-8, 2018 | **You will submit the Diagnosis and Action Planning Paper for a Mid-Term grade. See LM # 7 for directions.**  
**Answer the prompt with #s 1-8.**  
**This should be 3-5 pages not including title page and reference page.**  
**Dr. W will also provide a mid-course grade progress report via email to you during this week.** |
| March 12-March 16, 2018 | **SPRING BREAK** |  |  |
| Learning Module 8 | Class 8 – Special Needs Students and Instructional Leadership | | Review Lecture  
Review presentations on History of U.S. Special Education  
Access TEA Special Education Rules and Regulations site  
Read Additional Resource: *Effective Leadership Makes Schools Truly Inclusive*  
Read and review the case study entitled: |
<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Class</th>
<th>Date Range</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9</td>
<td>Class 9 – Staff Development and School Improvement</td>
<td>March 22-29, 2018</td>
<td>Read Kowalski &quot;Sally's Socialization&quot;/Complete DB#8</td>
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<td>Week of April 5-12, 2018</td>
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<tr>
<td>10</td>
<td>Class 10 – Demographics and Society-Based Challenges</td>
<td>April 5-12, 2018</td>
<td>Read Desravines, Chapter 6 (Planning and Operations)</td>
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<td>Week of April 12-19, 2018</td>
<td>Review Lecture</td>
<td>Review the CDC website</td>
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<td>Complete Position Paper #2: Kowalski case study:</td>
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<td>A Matter of Honor under CAEP button</td>
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<td>Submit in Taskstream button</td>
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<tr>
<td>11</td>
<td>Class 11 – School-Centered Issues and Principal Ethics</td>
<td>April 19-26, 2018</td>
<td>Desravines, read Chapter 7 (Personal Leadership)</td>
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<tr>
<td></td>
<td>Week of April 19-26, 2018</td>
<td>Review Lecture</td>
<td>Complete Position Paper #3 Kowalski, case study:</td>
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<td>Appropriate Punishment Versus Political under CAEP button</td>
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<td>Submit in Taskstream Button</td>
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<tr>
<td>12</td>
<td>Class 12 – Curriculum, Instruction and Assessment</td>
<td>April 26-May 3, 2018</td>
<td>Read Desravines, Chapter 8, Principal Coaching</td>
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<tr>
<td></td>
<td>Week of April 26-May 3, 2018</td>
<td>Review Lecture</td>
<td>Complete and submit Custodian paper</td>
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<tr>
<td>13</td>
<td>Class 13 –</td>
<td>May 3-10, 2018</td>
<td>FINAL EXAM Online – 2 hour, 45 minutes time limit – see Learning Module 14</td>
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<td>This is a 50 question, multiple choice final based on Chapters 1, 2, 5, 6, and The Principal's Tool Kit, (Tool 2.1, page 269) of the 2016 edition of Breakthrough Principals</td>
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**Student Accommodations**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the instructor will make all possible and reasonable adjustments in policies,
practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary to ensure access to full participation by students with disabilities, the student must inform the instructor of any disability or needed accommodations.

The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students with special needs should inform the instructor within the first two weeks of class. Students must also contact the Office of Counseling and Disability Services (2nd floor of Crooker Center) by calling Dr. Rose Signorello at 713-525-8162 or Ms. Debbie Jones at 713-525-6953; the Office is open 8-5 Monday through Friday.

The accommodations will become official when the instructor receives official, written notification from the officer in charge of ADA compliance. Students should contact the instructor immediately if new needs arise. All information will be confidential.

<table>
<thead>
<tr>
<th>Professional Standards of Behavior for Students and Faculty</th>
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<tbody>
<tr>
<td><strong>Academic integrity</strong></td>
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<tr>
<td><strong>Plagiarism</strong></td>
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| Technology Requirements and Guidelines | This course relies heavily on Blackboard 9, which is best viewed in the Firefox or Chrome browser. (A free download can be obtained at [www.firefox.com](http://www.firefox.com) or [www.google.com/chrome](http://www.google.com/chrome).) Please familiarize yourself with Blackboard through the tutorial (in the Start Here! menu). Additional information about technology requirements, skills, and Netiquette can be found on the Start Here! page in Blackboard. |
Use of UST email accounts

You are encouraged to use your UST email account. The instructor may send messages through BlackBoard, which uses your UST address. If you have linked your UST account to another account, be sure to periodically clean out your UST mailbox so that it doesn’t become overloaded (which can prevent you from receiving new emails).

Instructor availability

The instructor will be available for consultation during office hours and during scheduled appointments. It is strongly recommended you not wait until too late in the course before seeking guidance. Please come prepared with questions so that the consultation time can be spent effectively.

Language diversity

The University of St. Thomas values the ability to speak more than one language. The Master’s programs at UST are especially sensitive to issues of language diversity. The instructor is available to meet with you if you need help with written English. In addition, computer support is available if you need additional review of English fundamentals.

_I am thrilled that you are in my class and have every belief in your intellectual capacity! Be prepared to think well, right well, and make informed decisions to shape the educational landscape. Please communicate early and often!_