University of South Florida Sarasota-Manatee
Course Syllabus Guidelines

EDA 6503 3 Credit Hours
The Principalship
Fall 2014

Instructor: Todd Bowden
Telephone: (941) 822-9134
E-Mail: bowden1ctb@comcast.net
Availability: By Appointment

PREREQUISITES: EDA 6061

COURSE DESCRIPTION: This course immerses prospective administrators in the practice and theory of administration as it relates to the principalship in elementary and secondary schools. The course explores current issues, problems, and opportunities in schools. Students will engage in activities requiring inquiry and reflection. The course fulfills one elective requirement in the Educational Leadership M. Ed. Program.

This course includes class and small group discussions, problem-solving activities, inquiry exercises, library research, field interviews, “shadowing” activities, presentations, case analyses, as well as traditional reading and writing assignments.

COURSE TOPICS: This course will cover the following content areas:

1. Traditional vs Constructivist Leadership
2. Evolution of the Principalship
3. Principal as the Mentor
4. Politics & School Leadership
5. Human Resources and School Leadership

COURSE OBJECTIVES: Based on individual readings, group activities, class discussion, guest lectures, and reflective activities, students will:

1. Understand the changing governance patterns of elementary, middle and high school administration and how these concepts can be used by the school principal.
2. Explore the range of the principal’s responsibilities, including that as a central figure in determining the academic and social quality of a school.
3. Practice a problem-solving approach to the issues faced by principals.
4. Increase familiarity with the Florida Principal Leadership Standards.
5. Enhance understanding of the principal’s role as an educational leader.
6. Develop managerial skills in areas such as resource use, delegating, planning, evaluating and decision-making.
7. Study the principal’s role in developing and sustaining a school culture that fosters a community of learners.
8. Study the principal’s role in performing administrative tasks, including: school community relations, curriculum and instruction, staff relations, collective bargain/contract administration, student services, recruitment and employment of personnel, evaluation, rating and dismissal of personnel, and physical plant and grounds.
9. Study the political influences relative to the school principalship and educational leadership.
10. Articulate the importance of ethical conduct in the principalship.
11. Demonstrate well-developed communication skills necessary for school site leadership.

COURSE STUDENT LEARNING OUTCOMES:

Upon completion of this course, the following USFSM Domains will be met:
1: Visionary Leadership; 6: Legal, Political, and Socio-cultural Contexts, 2: Leadership for Student Performance, 3: Organizational and Resource Management; 4: Collaborative Leadership; 6: Legal, Political, and Socio-cultural Contexts

Upon completion of this course, the following Principal Leadership Standards will be met:
1.1.b Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.
2.3.d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school.
2.4.a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.
2.5.d. Provides recurring monitoring and feedback on the quality of the learning environment.
2.5.e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being.

TEXT AND MATERIALS:

CANVAS USE:
The class syllabus is posted in Canvas, an online course management system. In this class, Canvas will be used for submissions of assignments, grades, and communication with students (announcements, syllabus, etc.)
Information on how to use Canvas is available at:
http://www.usfsm.edu/infocommons/students.php

COMPUTER LAPTOP USE
USFSM requires all students to have laptops that can be brought with them to class.
Students are invited to bring their laptops to class for note taking and group assignments.

PLAGIARISM SOFTWARE
The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask
students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

PLEASE REMOVE YOUR NAME FROM THE BODY OF YOUR PAPER AND REPLACE IT WITH YOUR USF ID#. ALSO REMOVE YOUR NAME FROM THE FILE NAME AND REPLACE IT WITH YOUR USF ID# (e.g., “U12345678 Essay 1.docx”) BEFORE SUBMITTING IT TO TURNITIN.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

GRADING, EVALUATION AND ATTENDANCE POLICIES:
A. USFSM policy requires that all students receive a graded assignment or examination prior to the semester’s drop/withdraw date.
B. Course Assignments:

ASSIGNMENT 1

BOOK REVIEW
Each student will review one book for this class. Topics will relate to the role of the principal or assistant principal in any K-12 school setting. Books must be approved by the instructor. Books used in other courses in the program should not be selected for this review.

INSTRUCTIONS:

1. Complete a 5-7 page written review of the book that includes the following two elements:

(a) Adhere to Expectations for Written and Oral Work including APA title page, bibliography, form and style.

(b) Review submitted with four clearly identified sections:
1. Abstract- an abstract of major ideas, and author’s points of view and contentions (100-150 words).
2. Critical evaluation - a critical evaluation of the author’s ideas, contentions and points of view (relationships of conclusions to data, substantiation of ideas with appropriate logical analysis, adequacy of supporting arguments and reasoning).
3. Personal Implications – an analysis of the implications the content of the book has to your future as a school administrator (discuss the meaning of the ideas presented in relation to administrative practice and your career goals).
4. Next Steps- what steps will you take next based on your new learning.
EVALUATION: 10 pts of total grade

ASSIGNMENT 2

SCHOOL LEADERSHIP EXCERCISE
(Critical Course Task and Possible Portfolio Artifact)

Select one of the following school leadership activities:

1. Using gathered data, identify appropriate objectives and strategies for developing, implementing, assessing, and revising a school improvement plan.
2. Identify a need at your site that involves poor student performance in a content area. Select strategies for engaging teachers in ongoing study of current best practices to meet that need.
3. Using school data, analyze or develop a plan to address national requirements for student assessment results.
4. Using school data, develop a presentation to interpret standardized test results for school stakeholders.
5. Using school data, develop and organize a school action plan that includes methods and approaches to communicate the need for the plan to teachers, students, and the community.
6. Using school data, develop a plan for improving the school's culture with a focus on building trust and collaboration to enhance student achievement.

INSTRUCTIONS:

1. Activity will be done as an individual or in a group of no more then 3.

2. The group/individual will prepare a written document that thoroughly addresses each component of the assignment. Adhere to Expectations for Written and Oral Work including APA title page and bibliography. Maximum of 6 pages exclusive of attachments.

3. There must be a minimum of 3 sources to support decisions made.

4. The group will prepare a presentation for the class that:
   (a) states the activity
   (b) explains issues that might arise from the activity
   (c) clearly and briefly describes your plan with research-based support
   (d) presentation must include technology, handouts, and be under 30 minutes

5. The group needs to be prepared to answer questions from the class. Class time will be
provided for panels to organize their presentations.

EVALUATION (Two Components)

1. Written Plan (15 points)
2. Presentation (10 points)

Evidence of planning, organization, and reflection about what was learned.
Involvement of and responses to class.

ASSIGNMENT 3

SHADOWING ASSISTANT PRINCIPAL AND
(Critical Course Task and Possible Portfolio Artifact)
Students will shadow an assistant principal and principal and write a comparative essay.

INSTRUCTIONS:
1. Identify and schedule shadowing activities with an assistant principal and a principal. If at all possible, one administrator should be outside of your current school and/or district. One format for accomplishing this is to “trade” administrators with a classmate.

2. Content of shadowing is the student’s and their administrators’ decision; however, the course instructor should be informed of the content prior to the shadowing activity. Some focus on substantive teaching and learning responsibilities is recommended. In addition, Leadership Standards and how they are demonstrated should be considered. Shadowing may include attending a formal session, a series of informal meetings, or may take other forms, such as a combination of formal and informal interchanges or supervision and related activities.

3. You will “shadow” an assistant principal and a principal for a total of 15 hours each. Longer blocks of time in shadowing are preferable to shorter blocks. Students are required to observe and to complete a transcript on specific activities for which each administrator is responsible. The shadowing process is a way to observe a school leader’s day-to-day activities and routines. Shadows are descriptive and are not an evaluation of what a person is doing. Although some events may not be clear when you see them happening, you should not ask for an explanation at the time of observation. (Reflective interviews will be conducted after shadowing so you will be able to ask for clarification). In short, we want you to observe and take notes on what a principal or assistant principal does without influencing or interrupting those actions. When you are shadowing, you complete transcripts that you turn in to the University instructor. These transcripts will be discussed in class.

4. After shadowing the assistant principal and principal, you should meet with them to reflect on the experiences. You should prepare a set of questions (protocol) prior to this meeting and should record the assistant principal’s/principal’s responses to the questions along with any reflections of your own. Protocols will be discussed in class and should be turned in with transcripts.
5. The findings from both shadowing experiences should be summarized, compared, and synthesized in an essay (maximum of six pages, exclusive of attachments). The essay should be structured as a comparison of the assistant principal's and the principal's specific tasks and issues and how these relate to the Leadership Standards. Each paragraph in the body of the essay must have a topic sentence identifying the specific issue or task to be described and compared in that paragraph.

6. Shadowing may not be done as a group project.

EVALUATION

1. Shadowing Transcripts (15 pts)
   Notes explaining the activities and processes observed.

2. Reflective Interview Protocols (15 pts)
   Interview questions for the assistant principal and principal.

3. Essay (15 pts) (see description of writing assessment and rubric)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Review</td>
<td>10</td>
</tr>
<tr>
<td>School Leadership Exercise</td>
<td></td>
</tr>
<tr>
<td>• Written Plan</td>
<td>15</td>
</tr>
<tr>
<td>• Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Shadowing Activities</td>
<td></td>
</tr>
<tr>
<td>• Transcripts (2)</td>
<td>15</td>
</tr>
<tr>
<td>• Protocol</td>
<td>15</td>
</tr>
<tr>
<td>• Essay</td>
<td>15</td>
</tr>
<tr>
<td>Active Participation</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

C. Grade Assignment

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ 98 – 100 4.00</td>
<td>A 94 – 97 4.00</td>
</tr>
<tr>
<td>A 93 3.67</td>
<td>B+ 90 – 92 3.33</td>
</tr>
<tr>
<td>B 87-89 3.00</td>
<td>B- 86 2.67</td>
</tr>
<tr>
<td>C+ 84-85 2.33</td>
<td>C 79- 83 2.00</td>
</tr>
<tr>
<td>D 70-77 1.00</td>
<td>F Below 70</td>
</tr>
</tbody>
</table>

USFSM AND USF SYSTEM POLICIES

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university's policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the
learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://www.usfsm.edu/students/disability/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

GENERAL INSTRUCTION FOR STUDENTS

A. Students must read the assigned material prior to class and be prepared to analyze and apply the content.

B. Students who are absent must take the responsibility of getting the material from another student within the class.
## COURSE SCHEDULE:

| Session One         | 8/25/2014 | Course intro  
|                     |           | Syllabus review  
|                     |           | Roundtable  
| Session Two         | 9/8/2014  | M&C Ch. 1, 2, and 3  
|                     |           | New Concepts of the Principalship  
|                     |           | Historical View of the Principal's Role  
|                     |           | The Principal as Learner  
|                     |           | School Leadership Exercise – Group Formation  
|                     |           | Roundtable  
|                     |           | NOTE: Book Review Choice Due  
| Session Three       | 9/15/2014 | M&C Ch. 4 and 5  
|                     |           | The Principal as Mentor  
|                     |           | The Principal as Supervisor  
|                     |           | Roundtable  
|                     |           | School Leadership Exercise – Group Time  
| Session Four        | 9/22/2014 | M&C Ch. 6 and 7  
|                     |           | The Principal as Leader  
|                     |           | The Principal as Manager  
|                     |           | Roundtable  
|                     |           | School Leadership Exercise – Group Time  
| Session Five        | 9/29/2014 | M&C Ch. 8 and 9  
|                     |           | Principal as Politician  
|                     |           | Principal as Advocate  
|                     |           | Roundtable  
|                     |           | School Leadership Exercise – Group Time  
|                     |           | NOTE: Book Review Due Friday, 10/3/2014  
| Session Six         | 10/6/2014 | M&C Ch. 10 and 11  
|                     |           | Becoming an Innovative Principal  
|                     |           | Looking to the Future as a Principal  
|                     |           | Roundtable  
|                     |           | School Leadership Exercise – Group Time  
|                     |           | NOTE: School Leadership Exercise Write-up Due One Week Before Presentation  
| Session Seven       | 10/13/2014 | School Leadership Presentations  
|                     |           | Roundtable  

<table>
<thead>
<tr>
<th>Session</th>
<th>School Leadership Presentations Roundtable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session Eight</td>
<td></td>
</tr>
<tr>
<td>10/20/2014</td>
<td></td>
</tr>
<tr>
<td>Session Nine</td>
<td></td>
</tr>
<tr>
<td>10/27/2014</td>
<td></td>
</tr>
</tbody>
</table>