



**1 SOUTHEASTERN LOUISIANA UNIVERSITY**  
**Dept. of Educational Leadership and Technology**  
**Wednesday 5:00-7:50 PM**  
**EDL 627 Elementary School Principalship/**  
**EDL 628 Secondary School Principalship**  
**Fall, 2006**

**Instructor:** Kenneth E. Lane, Ed.D.  
**Office:** Teacher Education Center 1006D  
**Phone:** 985-549-3765  
**Fax:** 985-549-5712  
**E-mail:** Kenneth.Lane@selu.edu  
**Office hours:** 12:00 – 5:00 PM Monday & Wednesdays; other hours by appointment

**COURSE DESCRIPTION**

- 627. Elementary School Principalship.** Credit 3 hours. A study emphasizing the administrative roles and responsibilities of the elementary school principal. Emphasis is placed upon fusing theory and practice in elementary school administration.
- 628. Secondary School Principalship.** Credit 3 hours. Emphasis is placed upon the theory and practice of the roles and responsibilities of the modern secondary school principal. Special attention is given to administrative roles in staff relations, curriculum, instruction, discipline, community involvement, and fiscal management.

**COURSE OBJECTIVES**

Students will:

- Develop an understanding of the role of the principal in advancing a vision emphasizing the engagement of students in meaningful and challenging instruction that prepares them for life-long learning in a democratic and pluralistic society.
- Understand the theory and research that influences the principal's leadership in building a culture for effective teaching and learning, professional development, community relations and school improvement.
- Develop knowledge, skills, and performance applicable to working collaboratively with faculty and staff to plan and implement professional development activities that promote both individual and organizational growth and lead to effective and innovative teaching practices.
- Develop school management resources for promoting success for all students by ensuring management of the organization, operations, and means for a safe and orderly learning environment.

- Understand the methods for establishing a school improvement plan by working with the school community to review data from multiple sources for the purpose of establishing challenging standards, monitoring progress, and fostering the continuous growth of all students.
- Develop a method of studying and understanding the culture of a community in order to understand, create and sustain mutually supportive school-community relations.
- Understand the importance of professional ethics by demonstrating honesty, integrity, and fairness to guide and lead the school organization.
- Increase his/her understanding of the nature and functions of administrative leadership in school settings.
- Assess his/her ability and that of others in the performance of administrative and leadership roles.
- Assess his/her potential as an effective school administrator and leader.
- Expand his/her administrative and leadership skills through participation in reflective practice, simulations, group activities and exercises, analysis of case studies, and other activities.
- Develop an understanding of the organizational structure and operation of schools; the human dimension of schools, including organizational culture and climate; and the social, political and economic environment in which schools exist.

### **COURSE TEXTBOOKS**

Sergiovani, T. J. (2006). The Principalsip: A Reflective Practice Perspective (5<sup>th</sup> ed.). Boston: Allyn and Bacon.

Ubben, G. C., Hughes, L. W., Norris, C. J. (2007). The Principal: Creative Leadership for Effective Schools (6<sup>th</sup> ed.). Boston: Allyn and Bacon.

### **LEARNING STRATEGIES**

The class will be conducted as a graduate seminar blending individual, small group and large group activities using multiple avenues of information gathering and communication. The development of the course is based on the notion that learning is something people do and knowledge is gained by doing; not something passively received. As such, you are expected to be able and willing to devote considerable attention to assignments and activities and share information and ideas. The learning strategies may include:

- 1 Seminar lectures and discussions.
2. Reading articles and the text.
3. Group presentations.
4. Use of the Internet and discussions.
5. Guest speakers.
6. Case studies.
7. Completion of course requirements

The Course Organization and Outline are subject to revision at any time we as a class need to revise it.

### **CLASS ATTENDANCE POLICY**

Students are expected to attend class as scheduled, be on time and remain for the entire class session. Failing to show for class, being late and leaving early are unacceptable educational and administrator

practices. Additionally, it is highly important that you network with other students and being in class facilitates communication. If you are going to be late or cannot attend class, you are expected to notify the instructor in advance either by email or phone. The importance of the class sessions is demonstrated by the use of the following criteria:

1 absence	Professional and/or family courtesy
2 absences	One letter drop in final course grade.
2 tardies/leave early	Count as one absence
3 absences	Failure in the course

See the University “Grade and Attendance Report Policies” below for more information.

### **LATE WORK AND MAKE-UP WORK**

Late work is not accepted. Make-up work may be assigned in extreme circumstances.

### **COURSE REQUIREMENTS**

Students are required to complete all of the following aspects of the course:

**1. Typed, not Hand Written**

All written assignments must be typed with no less than 10 point font. Handwritten papers or typed papers in too small size font will not be accepted.

**2. Read the Textbooks.**

There will be no lectures from the textbook. The class is conducted with the understanding that you will read the textbook and have the right to ask questions of the instructor and your classmates for clarification. All course activities build upon the content in the textbooks.

**3. Cyber Field Trip.**

The students will be given a Cyber Field Trip assignment consisting of eight separate assignments. Each assignment will require an executive summary. The ONE page executive summary should include the students name, the assignment topic, the date, and the references or URL's used in the research and a summary paragraph of the students opinions. Individual assignments are due according to the section below entitled “Course Schedule”.

**4. Shadow a Principal.**

Shadow a Principal for four hours. When shadowing, describe the date, activity and time. Write a one page paper evaluating your experience. Due by class session #7.

**5. A Model School for the Future Exam**

Students will be grouped with four other students and develop a school of the future which will include:

- Name
- Motto
- Mission Statement
- Curriculum
- Assessment
- Unique Components of the school.

A Facilitator will be chosen by the group to give an oral report of the school to the entire class. All students in the group will be given the same grade.

**6. Professional Journals**

Read one issue of the **NASSP Bulletin** or the **NAESP Principal** from cover to cover. Prepare no more than a two page summary, review, analysis and reaction to the issue that you read. Include the name, volume and number of the journal in your summary. Due Session #6.

**7. Class Participation**

You are expected to be an active, not a passive participant. You are expected to adhere to the attendance requirements for the class.

**GRADING STANDARD**

Activity	Points Possible	Grade	Points
Cyber Field Trip (15 points each)	90		
Shadow a Principal	25	A	225 - 250
Journal Summary	35	B	200 - 224
A Model School for the Future Exam	75	C	175 - 199
Class Participation	25	F	0 - 174



**COURSE SCHEDULE**

Date	Session	In-Class	Internet	Cyber Field Trip Assignment Due	Textbook Chapters to be Read	In Basket Activities to be Discussed in Class	Case Studies to be Discussed in Class
8/23	1	Everyone					
8/30	2	Elementary	Secondary	1	1, 2, 3	1, 2, 3	1, 3, 5, 9, 12
9/6	2	Secondary	Elementary				
9/13			Everyone	2	4, 5, 6	4, 5, 6, 7	10, 18, 21
9/20	3	Everyone					
9/27			Everyone	3	7, 8	8, 9, 10, 11	2, 4, 11, 13
10/4	4	Everyone					
10/11	Lane at conf		Everyone	4	9, 10, 11	12, 13, 14	6, 23
10/18	5	Everyone					
10/25			Everyone	6	12, 13, 14	15, 16, 17	3, 4, 14, 18
11/1	6	Everyone					
11/8			Everyone	5 or 7	15, 16	18, 19, 20	10, 16, 20, 22
11/15	7	Everyone					
11/22	Thanksgiving						
11/29	8	Groups use time to finalize Model School assignment					

## **SELECTED BIBLIOGRAPHY**

You may use the **Books in Print** catalogs, the University's on-line computer catalog, the **ERIC** system, the **Reader's Guide to Periodical Literature**, the Internet system, and other sources to find material suitable for this course. You may also access my personal library. The following is a brief list of suggested texts and periodicals.

### **Selected Periodicals and Other Publications**

The Kappan and other Phi Delta Kappa publications

NASSP Bulletin and other National Association of Secondary School Principals' (NASSP) publications

The National Elementary Principal and other National Association of Elementary School Principals' (NAESP) publications

Educational Leadership and other publications of the Association for Supervision and Curriculum Development (ASCD).

American Educational Research Association (AERA) Publications

American Association of School Administrators (AASA) Publications

National School Board Association (NSBA) Publications

National Association of Middle Schools (NAMS) Publications

Educational Administration Quarterly. University Council for Educational Administration

Educational Administration Abstracts. University Council for Educational Administration

### **Selected Articles and Books**

Bidwell, C. "The School as a Formal Organization." Chap. 23, March, J. ed. **The Handbook of Organizations**. Rand McNally, 1965.

Boyan, N. Ed. **Handbook of Research in Educational Administration**. AERA. Longman, 1988.

Boyer, E. **High School - A Report on Secondary Education in America**. Harper & Row, 1983.

Covey, Stephen R. **The Seven Habits of Highly Effective People**. Simon and Schuster, 1989.

Deal, T. **The Leadership Paradox: Balancing Logic and Artistry in Schools**. Jossey-Bass, 1994.

Deal, T. **Corporate Culture: The Rites and Rituals of Corporate Life**. Addison-Wesley, 1982.

Decker, L. & Associates. **Home-School-Community Relations**. Mid-Atlantic Center for Community Education, 1994.

Forsyth, P. & Tallerico, M. Eds. **City Schools - Leading the Way**. Corwin Press, 1993.

Gardner, Howard, **Frames of Mind - The Theory of Multiple Intelligences**. Basic Books, 1983, 1993.

Goodlad, J. **A Place Called School**. McGraw-Hill, 1983.

Gorton, R. & Snowden, P. **School Leadership and Administration – Important Concepts, Case Studies and Simulations**. 4th Ed. Brown & Benchmark, 1993.

Kowalski, T. **Case Studies on Educational Administration**. Longman, 1991.

Larson, R. **Changing Schools from the Inside Out**. Technomic, 1992.

Lightfoot, S. L. **The Good High School**.

- Murphy, J. & Louis, K. S. Eds. **Reshaping the Principalsip - Insights from Transformational Reform Efforts.** Corwin Press, 1994.
- Owens, R. **Organizational Behavior in Education.** 5th ed. Allyn & Bacon, 1995.
- Schein, E. H. **Organizational Culture and Leadership.** 2nd. Ed. Jossey-Bass, 1992.
- Sergiovanni, T. **The Lifeworld of Leadership.** Jossey-Bass Publishers, San Francisco, 2000
- Sergiovanni, T. **The Principalsip - A Reflective Practice Perspective.** 3rd Ed. Allyn & Bacon, 1995.
- Sizer, T. **Horace's Compromise: The Dilemma of the American High School.** Houghton Miflin, 1984.
- Sizer, T. **Horace's School: Redesigning the American High School.** Houghton Miflin, 1992.

## UNIVERSITY POLICIES

### ACADEMIC INTEGRITY

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

### CHILDREN IN CLASS

Students are not to bring children or other family members to class for daycare or babysitting.

### DETECTION OF PLAGIARISM THROUGH USE OF TURNITIN

Students agree by taking this course that all required papers may be subject to submission for textual similarity to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website.

### DISABILITIES STATEMENT

If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Disability Services, Room 203, Student Union. No accommodations will be granted without documentation from the Office of Disability Services.

### EMAIL COMMUNICATION

Uses of non-Southeastern e-mail addresses for communication with students regarding University business or educational matters are not acceptable as security and confidentiality for off-campus accounts are unknown. Faculty may unintentionally be in violation of the Family Educational Rights and Privacy Act (FERPA) by using such accounts. Faculty may expect that students will read messages sent to their official e-mail addresses, and faculty should use the official e-mail addresses accordingly.

## **GRADE AND ATTENDANCE REPORT POLICIES**

Faculty attendance records and final grades should be kept for five years. They should be kept in such a manner so as to be accessible by the department head at all times. The exact requirements for how/where to keep grade and attendance records should be determined at the department level. Faculty and departments should keep in mind that grade and attendance records are often important evidence used in grade appeal procedures or in legal cases. As such, they should be recorded in a clear manner. Faculty who are leaving the University should submit their grade and attendance records to the department head prior to leaving. Examinations, student papers, etc. upon which final grades are based should be kept by the instructor for one year.

## **STUDENT BEHAVIOR/CLASS DECORUM**

Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of beepers, cellular telephones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line." In the event of a situation where a student legitimately needs to carry a beeper/cellular telephone to class, prior notice and approval of the instructor is required." Classroom behavior which is deemed inappropriate and cannot be resolved by the student and the faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review as per the Code of Student Conduct which may be found at <http://www.selu.edu/StudentAffairs/Handbook/>.

