

**WAYLAND BAPTIST UNIVERSITY**

**LUBBOCK CAMPUS**

**SCHOOL OF EDUCATION**

**University Mission:**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

**Course Number and Title:**

EDAD 5335 – The Principalship

**Term and Dates:**

Summer Term, May 29, 2017 – August 12, 2017

Classes meet online.

Syllabus may be found online in Blackboard™

Opening material presented on the first day that classes are offered.

**Instructor:**

Instructor: Dr. Tim Powers, Associate Professor of Education

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Office Hours: By Appointment

**Office Hours:**

By appointment

**Class Meeting Time and Location:**

Online in Blackboard™

**Catalog Course Description:**

Management of the internal organization of the schools with respect to scheduling, student grouping, staffing, curriculum, student progress systems, special programs, and grading/reporting systems; community relations at the school site; legal aspects of school site management; and use of microcomputers.

**Prerequisite Knowledge and Skills:** None

**Required Resource Materials: 2 Books**

**Textbook**: What Great Principals Do Differently: 18 things that Matter Most

**Author**: Whitaker, Todd   
**ISBN**: 978-1-596-67200-0 (paperback)

**Copyright**: 2012  
**Edition**: 2nd  
**Publisher**: Routledge  
**Book Type**: Paperback

**Textbook**: The Principal’s Companion: Strategies to Lead Schools for Student and Teacher Success

**Author(s)**: Robbins, Pam; Alvy, Harvey B.

**ISBN**: 978-1-4522-8759-1 (paperback)

**Copyright**: 2014

**Edition**: 4th

**Publisher(s)**: Corwin Press/A Sage Company

**Book Type**: Paperback

Other books/periodical resources as identified by the class professor during class.

Access to WBU Learning Resources

**You must complete the student information page located in the Course Content in Blackboard™.  I use this form to invite you to be part of Remind 101 and I also use it to contact you by your personal phone, if necessary.  It must be turned in by Saturday, June 3, at noon to receive the full 5 points for completing the entire form.  Complete this form even if you have completed it for another course.  Points will be deducted for turning it in after Saturday at noon.**

**Optional Materials:**

Additional course assignments and material will be available on the Blackboard site for this course. Students should have access to and the ability to use this material for each class session. Course announcements, if needed, will be posted on the Blackboard site for this course.

**COURSE OUTLINE:**

Discussion of the following:

1. The Principal’s Many Roles
2. Critical Skills for Effective Leadership
3. Honoring the School’s Mission and Vision
4. Building a Learning Community
5. The Routines of School Functions
6. Working Effectively with Constituencies
7. Professional and Personal Responsibilities
8. Building Relationships for School Effectiveness and Student Success

**Course Competencies:**

DOMAIN I-SCHOOL COMMUNITY LEADERSHIP

**Competency 001**: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to:

1.1.1 create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.

1.1.2 ensure that parents and other members of the community are an integral part of the campus culture.

1.1.3 implement strategies to ensure the development of collegial relationships and effective collaboration.

1.1.4 respond appropriately to diverse needs in shaping the campus culture.

1.1.5 use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.

1.1.6 use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.

1.1.7 facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.

1.1.8 align financial, human, and material resources to support implementation of a campus vision.

1.1.9 establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.

1.1.10 support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.

1.1.11 acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

\* "School Community" includes students, staff, parents/caregivers, and community members.

**Competency 002**: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The principal knows how to:

1.2.1 communicate effectively with families and other community members in varied educational contexts.

1.2.2 apply skills for building consensus and managing conflict.

1.2.3 implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.

1.2.4 develop and implement strategies for effective internal and external communications.

1.2.5 develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.

1.2.6 provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.

1.2.7 establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.

1.2.8 communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.

1.2.9 respond to pertinent political, social, and economic issues in the internal and external environment.

**Competency 003**: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

1.3.1 model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.

1.3.2 implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.

1.3.3 apply knowledge of ethical issues affecting education.

1.3.4 apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.

1.3.5 apply laws, policies, and procedures in a fair and reasonable manner.

1.3.6 articulate the importance of education in a free democratic society.

1.3.7 serve as an advocate for all children.

1.3.8 promote the continuous and appropriate development of all students.

1.3.9 promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

DOMAIN II-INSTRUCTIONAL LEADERSHIP

**Competency 004**: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:

2.4.1 facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).

2.4.2 facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.

2.4.3 facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.

2.4.4 facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.

2.4.5 facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.

2.4.6 facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.

2.4.7 promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

**Competency 005**: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

2.5.1 facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.

2.5.2 facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.

2.5.3 create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.

2.5.4 ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.

2.5.5 use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.

2.5.6 facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.

2.5.7 facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.

2.5.8 facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.

2.5.9 analyze instructional needs and allocate resources effectively and equitably.

2.5.10 analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.

2.5.11 ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

**Competency 006**: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision.

The principal knows how to:

2.6.1 work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.

2.6.2 facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.

2.6.3 allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.

2.6.4 implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.

2.6.5 use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

2.6.6 diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

2.6.7 engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

**Competency 007**: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

The principal knows how to:

2.7.1 implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.

2.7.2 implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.

2.7.3 frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.

2.7.4 use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.

2.7.5 encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.

2.7.6 apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

DOMAIN III-ADMINISTRATIVE LEADERSHIP

**Competency 008**: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

The principal knows how to:

3.8.1 apply procedures for effective budget planning and management.

3.8.2 acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.

3.8.3 apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.

3.8.4 use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.

3.8.5 develop and implement plans for using technology and information systems to enhance school management.

**Competency 009**: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:

3.9.1 implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.

3.9.2 apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.

3.9.3 develop and implement procedures for crisis planning and for responding to crises.

3.9.4 apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

**Means for Assessing Student Achievement of the Outcome Competencies:**

**Student Participation in Class on Discussion Board**: Discussion Board questions will be posted at approximately 12:00 noon each Saturday. Since this is an online class, students are expected to participate in all class discussion board questions. A minimum **of three responses are expected to be given for each of the discussion board questions**. The first response should directly address the discussion question posted by the professor. At least two other responses are to be directed to the input given by other students in the class. Where applicable, each response should reference information from the textbook or other related research. Responses affirming others’ input such as “I agree” and “way to go” are not considered as one of the three required responses. You will be allowed to submit a response on each discussion until the discussion question is closed. The discussion question is typically closed at approximately **11:30 a.m. each Saturday**. (Please note: Your primary submission must be submitted no later than **noon each Wednesday**, to allow others the opportunity to respond to your initial submission. *Late submissions will result in the lowering of your Discussion Board grade*.)

**Weekly Assignments**: Weekly assignments will be posted at approximately noon each Saturday. These assignments will be based directly from the course textbook. Many of the weekly assignments will pose divergent questions with the expectation of the student to use the author’s research to reinforce your personal perspective on the questions posed. However, some of the questions will elicit specific responses based on the interpretation of the authors’ points of view in the textbook. In those cases, specific answers will be expected. The weekly assignments must be submitted via email prior to noon of the following Saturday. On rare occasions, exceptions will be made if the professor is contacted prior to the next posted assignment.

**Final Exam**: Students will complete a final examination of the course material. The exam will be spiraled and comprehensive. The purpose of the final exam is for the student to demonstrate the competencies and learning objectives outlined in this syllabus. Please read the due date for the final exam listed in the course on the Blackboard.

**Attendance Policy:**

The university expects students to make class attendance a priority in the graduate program. Faculty members must provide a copy of attendance requirements within one week of the beginning of the academic term. Any student in a program for which an outside agency (such as the Veteran’s Administration) has stricter requirements, will be subject to those requirements. The registrar’s office or the external campus executive director/dean will provide each student affected a list of these regulations. Instructors will determine if an absence can be excused.

When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the registrar or the external campus executive director/dean. Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of “F” in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy. Student appeals should be addressed, in writing to the external campus executive director/dean or to the executive vice president/provost.

**Disability Statement:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at 806-291-3765. Documentation of a disability must accompany any request for accommodations. Students should inform the instructor of existing disabilities the first class meeting.

**Course Requirements:**

Evidence of the ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Written work in this course must be word processed and prepared according to APA style.

The student will attend class well prepared, having read all assigned materials, participate in class discussions and activities and will act in a professional manner.

**Grading Criteria:**

Grades for courses shall be recorded by the symbols below:

A 90-100 Cr for Credit

B 80-89 NCR No Credit

C 70-79 I Incomplete\*

D 60-69 W for withdrawal

F 59 & below WP Withdrawal Passing

WF Withdrawal Failing X No grade given

IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the “I” is converted to the grade of “F.” An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog.

Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Tentative Schedule:**

*The course professor reserves the right to amend this tentative calendar at any time.*

**WGPD** = What Great Principals Do (These are your assignments)

**PC** = The Principal’s Companion (These are your discussion questions)

**Note**: Your reading assignments are **one week ahead** of your discussion board questions and written assignments.

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| --- | --- | --- |
| **Check Blackboard** | **Assignment Due** | **Assignments** |
| May 29 | June 3 | Complete Introductory Discussion Board  Turn in Student Information Sheet  Read WGPD – Chapters 1-3  Read PC – Chapter 1 |
| June 3 | June 10 | Read WGPD – Chapters 4-6  Read PC – Chapter 2  Discussion Board 1  Assignment 1 |
| June 10 | June 17 | Read WGPD – Chapters 7-8  Read PC – Chapter 3  Discussion Board 2  Assignment 2 |
| June 17 | June 24 | Read WGPD – Chapters 9-11  Read PC – Chapter 7  Discussion Board 3  Assignment 3 |
| June 24 | July 1 | Read WGPD – Chapters 12-14  Read PC – Chapter 8  Discussion Board 4  Assignment 4 |
| July 1 | July 8 | No Discussion Board  No Assignment |
| July 8 | July 15 | Read WGPD – Chapters 15-17  Read PC – Chapter 11  Discussion Board 5  Assignment 5 |
| July 15 | July 22 | Read WGPD – Chapters 18-20  Read PC – Chapter 16  Discussion Board 6  Assignment 6 |
| July 22 | July 29 | Discussion Board 7  Assignment 7 |
| July 29 | August 5 | *No Assignment and No Discussion Board* |
| August 5 | August 12 | \*Final Exam |
| **\***Your Final Exam will be available on Thursday, August 3rd, at 6:00 a.m. The Final Exam is due back to me via email **no later** than Thursday, August 10th at noon. | | |

**Academic Honesty:**

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty see catalog for more information about academic dishonesty.

**Methods of Instruction:**

The delivery system for this course will consist of face-to-face instruction in combination with virtual class sessions through email and the course Blackboard site as needed. In an effort to accommodate the specific needs of students, instructional methods may include, but will not be limited to, the following: lectures, small group interactions, discussion groups, cooperative learning, peer reviews, presentations, demonstrations, and practice. Independent study and reading are essential elements of this course.

**Assignments:**

|  |  |
| --- | --- |
| **Student Tasks** | **Points/Percent** |
| Student Information Sheet | 5 |
| Discussion Board | 24 |
| Assignments | 35 |
| Final Exam | 36 |
| TOTAL PERCENTAGE POINTS | 100 |

May God bless each of you!