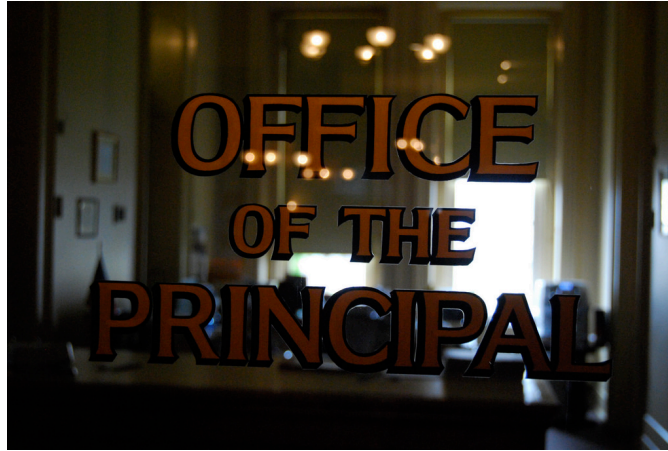


## Fa18 TEAL-6080-LO1 Syllabus

# Leadership and the School Principal



### Syllabus and Course Requirements

Course Description: Focuses on the school principalship. This course provides an overview of the roles and responsibilities of the principal, with emphasis placed on understanding leadership and instructional leadership. Students will be introduced to knowledge, dispositions, and skills required of successful school principals.

**Instructor: Greg Lewis**

**Contact Information:** For most of your correspondence, use the Canvas messaging system. However, for faster responses to questions or concerns, contact me by email, texting, or phone.

email: [greg.lewis@usu.edu](mailto:greg.lewis@usu.edu)

Text or call:

Office: 435-797-3912

Cell: 801-940-7216

Please try to find your answers in this syllabus or the readings before you email, text, or call. You do not need to inform me about your submission of assignments because Canvas will automatically do that. Feel free to call me by my first name, Greg. (Titles can feel creepy.)

### Introduction

TEAL 6080, Leadership and the School Principal is the introductory course for the Instructional Leadership Program at Utah State University. This course will focus on the role of the school principal. While not all enrolled students will become principals or desire to be principals, an understanding of the principal's impact and role will benefit employees in all positions in the school system.

This is a blended on-line course. In addition to independent readings and activities, participants will interact regularly. You will need a computer with sufficient connection speed to keep up with streaming and class discussions. You will be expected to participate in classroom discussions and will need a microphone (web cams will enrich the experience but are optional depending on your connection speed). It is important that during classroom discussions, background noise will be kept at a minimum.

This is **not an independent study course nor is it self-paced**. You will be required to complete readings, modules, and assignments on time. Many of the modules require group work and so it is important that you budget enough time each week to stay up to date.

### Required Text:

**Always bring your book to the live sessions. The book will be used in its entirety, so you can get a jump start by reading ahead.**

Matthews, L. J. & Crow, G. M. (2010). *The principalship: New roles in a Professional Learning Community*. Boston: Allyn & Bacon. ISBN-13 978-0-205-54567-4

## Course Objectives

Upon completion of this course, you will

- describe the elements of professional learning communities and evaluate current implementation leading to learning for students
- know the history of school leadership and evaluate the traditional roles of school leaders with newly conceptualized roles
- apply eight roles of the principal and assistant principals to instructional leadership
- understand the principal's role in creating a school vision and create a proposed vision for improving student learning in a school
- analyze, reinforce, and create a plan to shift a school's culture
- know and apply skills related to instructional leadership that includes curriculum development, instructional improvement, assessment of student learning, school accountability, and human resource management.
- know and analyze various roles of school leaders relating to decision making, team collaboration, political and public relations, communication, conflict resolution, and management of resources.
- know and be able to apply the purposes of schools in a democratic society, and the political, legal, and ethical processes that relate to instructional leadership issues
- facilitate advocacy in such areas as student activities, supervision, safe schools, student language acquisition, and students with disabilities.
- create well written papers that reflect your own thinking and are capable of influencing others

## Instructional Methodologies

This online course consists of several activities that are associated with modules for each week. Go to this **Home** page to find the module activities. All activities and links can be found from this **Home** page.

1. Each week, you will read and study the assigned readings, typically one chapter per week. As you read, work the text by underlining or highlighting important passages. You should also write notes in the margins. Working the text is an important step with your studying because you can then refer back to those highlighted areas and notes for discussions, exams, and papers.
2. After you have read the assignment, you then proceed to the learning activities associated with the module. These activities could include the following:
  - Writing reflections
  - Responding to a scenario
  - Watching a recorded lecture
  - Participating in field experiences
  - Talking and reflecting with phone buddies from class
  - Attending live sessions and participating in chat boxes and live discussions.

These instructional activities should provide opportunities for you to engage actively in thinking and learning about the principal's roles in developing a professional learning community through instructional leadership. Because we are engaging in an online course, I would appreciate your comments in making it better.

Please notify me if you encounter errors or dead links.

The activities end on Mondays at 11:58 p.m. (a minimum of ten days for each Module). Because of some interactive discussions with a phone buddy, **it is important that you stay up to date with the modules and review each module shortly after it opens. Please note that I know when you open links in Canvas.** You can request for additional time if extenuating circumstances warrant.

**You need to become familiar with certain computer software, namely**

- Instructure Canvas, the USU course management system. Complete the available tutorials by going to this link: Student Tour
- WebEx, the USU web based program for live sessions.
- MS Word (If you do not own MS Word, then your word processor must be able to convert documents to MS Word to submit your papers on Canvas).
- MS PowerPoint to access presentations from Canvas

## Expectations for Class

## 1. Attend to every activity in each module and stay up to date with each week's assignments.

Each module opens by Saturday morning and closes on Monday ten days later.

- **This online course is intense.** You need to keep up with each week's activities. Each module is developed around a seven-day time schedule.
- If some emergency or illness occurs, please personally notify me by e-mail. In such cases that you have to miss any portion of a week's activities, you need to get caught up with the module activities as soon as possible.
- You need to follow the activities in order. Read the assignment first and then proceed through the rest of the module's activities. **Warning:** Do not skip the reading. It is important and assignments will require your links to the reading.
- There is a Monday due date listed for each assignment (turned in by 11:59 PM). Assignments remain open until the Friday after the due date but assignments will be marked as late and 10% of the score will be deducted. Assignments must be completed by the Friday after the due date or a failing grade will be issued. Extenuating circumstances will always be considered. It is always better to let me know as soon as possible if there is a problem completing an assignment on time.

## 2. Follow the Utah State University Standard on Academic Integrity

All USU students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty.

**USU Honor Pledge.** To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

**"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."**

**WARNING: Possible areas that could affect your Honor Code Pledge:**

- Claiming to have read the assigned material. If you indicate that you have read it, then you have read it or do not indicate such.
- Lifting passages from others' assignments and paper. Under no circumstances should you ever claim any other person's writing as your own. This especially applies to current and former students in this course and program.
- Using an old assignment to fulfill a new assignment (often referred to as self-plagiarism). If you received credit and a grade for an assignment in a previous or present course, it cannot be used again in this or any other course unless you cite it as such and get your instructor's permission.
- Failing to cite and reference correctly. Not following correct APA referencing is plagiarism.

**A plagiarism violation could result in your dismissal from the program and USU.**

**This is serious business!**

## 3. Participation in Live Class Sessions

Live sessions are an integral part of this course and participation is expected. These sessions are scheduled on Mondays approximately every two weeks during the semester. They begin at 4:30 and end by 6:30. Every Live Session will have you engaging in discussions and chat box activities and will contain new material that is not found in the book or other activities.

If extenuating circumstances your attendance to a live session (typically those involved with required school activities or urgent family matters), a compensatory assignment will be offered by viewing the PowerPoint presentation and writing a detailed response for each of the discussion prompts in the presentation. These writing assignments are those that are associated with all of the discussion prompts and chat box activities. There will be typically 4 to 6 discussions in a live session, which will result in the same corresponding number of responses. **Compensatory work must be completed and submitted by email attachment within one week of the missed live session.**

Note: Because of the numerous discussions in live sessions, I do not always archive these heavy discussion sessions. Archived sessions do not record the discussions, which are an integral part of each of our live sessions. Do not depend on reviewing live sessions, but instead, review the PowerPoint presentations that are listed above with the live session dates. (Note: PowerPoint presentations will be available after the session.)

## 4. Phone Buddy Discussions

Typically for your phone buddy discussions, you will be assigned a buddy to fulfill an assigned discussion prompt. Find your buddy in Canvas under the tab, "People." Each assignment will likely have different phone buddies although they are randomly assigned, so you could have a phone buddy more than once. Phone Buddy Discussions will often have an associated reflection paper or response to assessment questions.

Locate your buddy for the current module and initiate an email by clicking on the name and finding the email address. You need to make email contact by Monday so that time can be arranged for the phone discussion and writing the reflection.

## 5. Ask for help

If you need individual assistance or clarification with any class assignment, please ask for help. I will be available after every live session. You can text or call on my cell phone or email me at other times.

**If you need help with software issues such as with Canvas or Connect/Webex, please call this number 1-435-797-HELP.**

## Grading and Major Requirements

**Note: All assignments must be uploaded and submitted on Canvas. Do not submit writing assignments by e-mail attachment or by any other means.**

Link with the Modules for the activities for each week. Typically, Module 1 refers to Week 1, Module 2 refers to Week 2, and so on through the end of the semester. You can only gain access to the current week's activities. Modules open by Saturday morning and close on Monday midnight ten days later.

All assignments and assessments are given specific point values. The major assignments for calculating grades are listed below. Other assignments are listed in the course modules. See each assignment for its due date.

This course is graded through a performance-based approach. Each performance level is associated with points. You earn points by showing proficiency at a particular level. **To receive an A in this course you must do two things:**

1. You must have 94% proficiency. You can assess your major papers with the rubrics that are attached.
2. You must be in attendance for each live session. Exceptions for missing a live session must be submitted by email before the absence. Excused absences from a live session are typically those involved with required school activities or urgent family matters. **All missed live sessions require a compensatory makeup assignment by writing the responses to the discussion questions in the associated PowerPoint.**

Note: Because all assessments, assignments, and papers are performance based, you should receive at least a B or 85% on all assignments. If you fail to perform at that level, I will ask that you redo the assignment. If you scored above a B or 85%, you should not worry about resubmitting.

If you need additional help with APA format and style beyond the Writing Guide, visit the Purdue University Writing Lab at this link:

<https://owl.english.purdue.edu/owl/resource/560/01/> (Links to an external site.)Links to an external site.

([https://owl.english.purdue.edu/owl/resource/560/01/%C2%A0\(Links%20to%20an%20external%20site.\)Links%20to%20an%20external%20site.](https://owl.english.purdue.edu/owl/resource/560/01/%C2%A0(Links%20to%20an%20external%20site.)Links%20to%20an%20external%20site.))

Every piece of writing that you create needs to be original work and follow a scholarly formal style. APA 6.0 style is recognized as the preferred style for professional educators. **Refer to the USU Writing Guide for all of your papers (link above).**

After your papers have been graded, read the comments in your papers and associated rubrics to improve your writing. You must be able to gain access to your paper comments in Canvas. If you are having trouble, go to the Canvas Support button above or call 1-435-797-HELP.

### Readings and Class Discussion

The first activity of the week is **reading** the assignment. As an online course it is important that you complete all reading assignments.

### Reflecting and Writing Assignments

**It is important for educators and especially school leaders to have strong reflecting and writing skills (they go together).** No piece of writing should ever leave your computer or desk that does not represent good thinking and high quality formal writing. All papers are submitted on Canvas using the link associated with the assignment.

**Now that you are in a graduate program in education, you will be using the American Psychological Association (APA) Style**

**6.0.** Regardless of past experience with other writing styles (e.g., MLA, Turabian, Chicago), all writing in this program and in your profession should follow the Writing Guide. Learn APA by reading and referring to the Writing Guide, which is available at the link above.

### Reflection Papers

Reflection papers are exercises to think more deeply about certain topics. Reflection papers generally follow this pattern: a short description, an explanation as to what it means, and then application as to how you will use this new insight. The most important part of the reflection is the application.

Find the specific module reflection writing prompts under each module.

Note: A reflection paper is not an informal journal entry. It is a formal paper as is all of your writing in this program. It is expected that your writing will improve with each paper as you progress through this course and the program. The point value of the papers increases as the semester progresses.

After your papers have been graded, read the comments in your papers and rubrics to improve your writing. You must be able to gain access to those comments in Canvas. If you are having trouble, click on the <https://training.instructure.com/courses/347469/> Canvas Orientation for Students or call 1-435-797-HELP.

### **Major Assignments**

#### **School Culture Research and Analysis Assignment (associated with internship) (200 points)**

**The culture research and analysis paper is the major assignment for this course and constitutes the final assessment. This assignment takes a great deal of time to construct effectively. Warning: Work on this assignment throughout the semester so that it does pile up at the end.**

#### **Mentoring Interviews**

This assignment requires an interview with a principal or assistant principal regarding his or her mentoring activities. The link is under the banner above.

#### **Internship Reflection**

As per your internship requirement for this course (see below), you need to write a reflection log that describes and analyzes your experiences while shadowing a school principal and/or assistant principals. This log should contain a reflection paragraph for each week. This reflection should include the eight roles that you observed (or did not observe) and your analysis as to how the principals fulfilled those roles.

**Do not submit a paper until you are positively sure that it is the best you can do. All papers must be uploaded and submitted on Canvas.**

### **Copyright Warning**

**Materials in this course are copyright protected by USU.**

**Do not distribute any material in this course without permission.**

### **Utah State University Selected Policies and Procedures**

#### **Academic Integrity – "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

Espouses academic integrity as an underlying and essential principle of the USU community;  
Understands that each act of academic dishonesty devalues every degree that is awarded by this institution.

#### **Plagiarism**

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Self plagiarism is also serious. It involves using a previous paper or assignment again for another class to receive credit. If credit has been issued for the paper or assignment in one class, then it cannot be used in another unless it is cited as such and permission was given by the instructor.

### **Grievance Process (Student Code)**

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: [http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Article VII. Grievances, pages 25-30).

### **Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any “unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.”

If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

### **Students with Disabilities**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

### **Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term “extenuating” circumstances includes the following: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.