

**Wilmington University
College of Education
Syllabus**

The Principalship, 9-12

Course Number: Term:

Required Texts: (Check Bookstore for Edition): _____, Whitaker; Routledge, 2 ed. AND _____, Ubben; Pearson, 8 ed.

Course Description: This course examines the role of the building principal in terms of four central themes associated with effective school leadership: developing a shared vision and planning for continuous school improvement, maintaining a constant focus on teaching and learning, involving all school/community stakeholders, and demonstrating ethical behavior. Each of these themes is explored in relation to the building principal's major areas of responsibility (listed in research-based rank order of importance): leadership; strategic planning; facilitating student learning; developing, implementing, and evaluating curriculum and instruction; selecting, supervising and evaluating staff; interpersonal relationships; staff development and renewal; community relations; management duties; maintaining the physical security of students, faculty, and staff; and school operations. Although the primary focus is on 9-12 schools, key issues relevant to elementary and middle schools will also be addressed.

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5	0	0	70

College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one's

6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-

Learning Outcome 1 – Continuous School Improvement

Learning Activities/Performance Tasks:

1. Candidate's plan for continuous and

Required Support Materials for Learning Outcome 3:

- , Ruby K. Payne, and
- Mammoths Resurrected, Geoengineering and other Thoughts from a Futurist by Stewart Brand.

Structured External Assignment: The Principalship – 9-12

For this SEA, the candidate will develop three plans. Though each plan is a separate document, together they should comprise a comprehensive plan that integrates the candidate’s plan for demonstrating ethical behavior with the plan for the improvement of the school with a focus on teaching and learning.

Resource Allocation Plan

The candidate will perform an audit of the impact of school processes on resource allocation that includes human and physical resources. Within the audit the candidate will emphasize the use of technology to enhance learning and program management. The candidate should identify current and future issues facing the school and develop a plan for operation systems that includes an analysis of the school’s master schedule to ensure equity of access and opportunity for all students.

Family Inclusion Plan

For teaching and learning progress, the candidate develops a Family Inclusion Plan as a component of the continuous improvement plan; and the candidate applies the principles and ideas from the _____ to the continuous improvement plan (Poverty and Disadvantages Report) to enhance teaching and learning. Candidate’s communication must be clear and must incorporate traditional and digital means of communication for collaboration with all families.

Continuous Improvement Plan

Candidates will develop and utilize a Shared Vision for the Continuous Improvement Plan (long term and short term) with a focus on teaching and learning. Knowing that teaching and learning cannot progress without the school and its inhabitants feeling safe and secure, important components of the continuous improvement plan involving all stakeholders are the Safety and Security Report and the Crisis Management Report. A clear plan for the process of change and for collaboration is included for continuous improvement. The plan demonstrates an understanding of the relationship between equity and inclusiveness, school culture, student learning and future trends and issues in education. The candidate has a plan to advocate for the needs of the school to district, state and national policy makers.

MED 7707 – The Principalship – 9-12

Rubric

	Unsatisfactory	Emerging	Basic	Proficient	Distinguished
NELP 3.1 Content Candidate provides knowledge of	Candidate lacks knowledge of the elements of positive school culture and	Candidate is learning the elements of positive school culture and the	Candidate knows the elements of positive school culture and the research on	Candidate understands the elements of positive school culture and the	Candidate understands and synthesizes the elements of positive school culture and the

	Unsatisfactory	Emerging	Basic	Proficient	Distinguished
dimensions of positive school culture (i.e. safe, healthy, caring, responsive, inclusive and respectful); research on inclusive					

	Unsatisfactory	Emerging	Basic	Proficient	Distinguished
supports, interventions, and adult relationships); and broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities.		inequality in the use of educational resources.	technologies, media, teachers, social and behavioral supports, interventions, and adult relationships). Candidate knows broad social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities.	concerns with equity and inequality in the use of educational resources, procedures, and opportunities.	resources, procedures, and opportunities.

	Unsatisfactory	Emerging	Basic	Proficient	Distinguished
and foster two-way communication with families.			of student learning and success.	student learning and success in cooperation with the school	

	Unsatisfactory	Emerging	Basic	Proficient	Distinguished
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English, Fenwick, Educational Leadership in the Age of Greed. Ypsilanti, Michigan: National Council of Professors of Educational Administration, 2013.

Evans, Dennis, Clashing Views in Teaching and Educational Practice. Boston: McGraw Hill, 2008.

Fehl, Noah, The Idea of a University in East and West. Hong Kong: Chung Chi College, 1962.

Fisher, Roger and Ury, William, Getting to Yes. New York: Penguin Books, 1987.

Gardner, Howard, Changing Minds. Boston: Harvard University Press, 2006.

Gorton, Richard and Snowden, Petra, School Leadership and Administration. Madison, Wisconsin: Brown and Benchmark, 2012.

Green Michael and Piel, John A., Theories of Human Development. Boston: Pearson, 2002.

Gross, Nathan and Wildman, Louis, "Morality and Teaching," in College Student Journal, Nov.-Dec. 1975, p. 378-384.

Hirsch, E.D., The Making of Americans. New Haven: Yale University Press, 2009.

Iacocca, Lee, Iacocca, An Autobiography. Toronto: Bantam Books, 1984.

Irby, Beverly; Brown, Genevieve; Lara-Alecio, Rafael; and Jackson, Shirley, The Handbook of Educational Theories. Charlotte, North Carolina: Information Age Publishing, 2013.

Johnston, Joseph, et. al., Educating Managers: Executive Effectiveness Through Liberal Learning. San Francisco: Jossey-Bass Publishers, 1986.

Knight, Jim, Unmistakeable Impact: A Partnership Approach for Dramatically roaa TwmTwo5nsershidyaAl4(m)1.6(ne)Tw [(C)9-1()10.965.6 253.5 Td (.,)T10.9(r

Educational Leadership and Administration. Pomona, CA: California Assoc. of Professors of Ed. Admin. Published bi-annually.

Education Leadership Review. Ypsilanti, MI: National Council of Professors of Educational Administration. Published bi-annually.

Educational Policy. Thousand Oaks, California: Corwin Press. Published bi-monthly.

Issues in Teacher Education. San Francisco: Gaddo Gap Press in behalf of the California Council on Teacher Education. Published bi-annually.

Journal of School Leadership. Ladham, MD: Rowman & Littlefield. Published bi-monthly.

Leadership. Sacramento, California: Association of California School Administrators. Published bi-monthly.

Phi Delta Kappan. Bloomington, IN: Phi Delta Kappan. Published monthly.

Principal Leadership. Reston, VA: National Association of Secondary School Principals. Published monthly.

Teacher Education Quarterly. San Francisco: Gaddo Gap Press. Published four times a year.

The School Administrator. Arlington, VA: The American Association of School Administrators. Published monthly.

Understanding Learning – Links – Supporting Reso-~~(r)~~-1TJEMC /P3B

[*The Making of a Principal: Five Lessons in Leadership Training*](#) (June 2012): This report draws on a decade of work by the Wallace Foundation and identifies ways that pre-service and in-service training can be enhanced to further develop strong leadership in every school. This report focuses on candidate selection, emphasizing instructional leadership, and including high quality mentoring and individualized professional development.

[*How Leadership Influences Student Learning*](#) (2004): This Wallace Foundation report shows that leadership is second only to teaching among school influences on student success, and its impact is greatest in schools with the greatest need, according to this landmark examination of the evidence on school leadership.

Articles

Harris, K. & Frieler, J. (September 2017). A new approach: Design thinking methodology is being utilized effectively by The Wallace Foundation. *Principal Leadership*

The Wallace Foundation reports on dozens of districtwide efforts that are aiming to make school leaders more effective. <http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Educational-Leadership-Creating-Strong-Principals.pdf>

Gil, J. (December 2012). Strength Training: Aspiring Principals Need Fortified Programs to Prepare Them for the Challenges They Face. *JSD the Learning Forward Journal*, v33 n6 p24-31.

This articles argues for principal training programs that are selective, comprehensive and support principals beyond their graduation dates. <http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Strength-Training-Aspiring-Principals-Need-Fortified-Programs-to-Prepare-Them-for-the-Challenges-They-Face.pdf>

Mendels. P. (June 2012). Principals in the Pipeline: Districts Construct a Framework to Develop School Leadership. *JSD the Learning Forward Journal*, v33 n3 p48-52.

Six school districts are participating in an initiative funded by The Wallace Foundation to ensure that a large corps of school leaders is properly prepared. <http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Preparing-School-Leaders-for-the-Future.pdf>

College of William & Mary and the author of the report, [*Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy*](#), summarized key findings from his research. He described three matters policymakers must understand before taking action: principals' place on their state's policy agenda; six possible levers that could trigger change; and their state's unique context, including the ways in which key education-

- x [The Wallace Foundation Resources](#)
- x [LFA College and Career Readiness Tools](#)