Florida Agricultural and Mechanical University
Professional Education Unit
Tallahassee, Florida 32307

COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EDA 5530</th>
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<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>None</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Principles of Secondary School Administration.</td>
</tr>
<tr>
<td>Course Hours:</td>
<td>3 per week</td>
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<tr>
<td>College:</td>
<td>Education</td>
</tr>
<tr>
<td>Department:</td>
<td>Educational Leadership and Human Services</td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Rose Campbell, Ed. D.</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>Tucker Hall, Room #318</td>
</tr>
<tr>
<td></td>
<td>Thursday 5:30 – 8:00 PM</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Faculty Development Center 636 Gamble Street. Office #2</td>
</tr>
<tr>
<td>Telephone:</td>
<td>850-561-2295 (O)</td>
</tr>
<tr>
<td></td>
<td>850-878-7729 (H)</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:rose.campbell@famu.edu">rose.campbell@famu.edu</a></td>
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<table>
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<tr>
<th>Office Hours</th>
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<th>Tuesday</th>
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Course Description
EDA 5510 Principles of Elementary School Administration (3) Competencies required for school based management and leadership of programs for grades PreK-6.
**Course Purpose:**

Today’s educational environment is colored by reforms whose main indicator of success is student academic achievement most often determined by high stakes test scores. Hence, there a demand for leaders who can engineer the entity known as a school to achieve stakeholder preferred outcomes i.e., student achievement and School success. The purpose of this course is to provide experience to aspiring school leaders to prepare them for leadership roles in the place called school.

This course is designed to provide students with current information and competencies related to the Principal-ship (leadership) at the elementary and secondary school levels. Students will have opportunities to experience the daily routine of a principal at-work. Course content focuses on (a) aspects of the principals’ work, (b) the environment of the principal ship at the elementary and secondary levels, and(c) the role of the elementary and secondary principal in relation to leadership with emphasis on rural schools, decision making, accountability, curriculum, and special education. Presentation of theoretical concepts and research findings will facilitate students understanding of the application of leadership competencies which relate to improved leadership and problem solving skills. The role of the principal as instructional leader, the relationship between elements of leadership and management, and the relationship between effective leadership and effective schools comprise the emphasis of this course. Detailed attention is given to Educational Leadership standards identified by national, state entities, and the program. Competency acquisition is emphasized through learning related to organizational demands placed on the principal and the cultural, social, political, and legal requirements within which effective schools must function. The course also stresses leadership tasks and functions of the principal, which include decision-making, systematic planning, implementation of innovations and evaluation, school climate, school improvement, curriculum, restructuring, human resources management, facilities management, public relations, and self (time) management principles. Students are expected to engage in actual circumstances as a means of applying concepts and research to real-life issues and problems pertinent to leadership in urban and rural school settings.

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
The Exemplary Professional

- Theme 1: Diversity
- Theme 2: Technology
- Theme 3: Values
- Theme 4: Critical Thinking
- Theme 5: Professionalism
- Theme 6: Urban/Rural Education
DIVERSITY

- CF 1
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 1.1 (K)</th>
<th>Understand diverse backgrounds of individuals.</th>
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<tbody>
<tr>
<td>CF: 1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
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</table>

TECHNOLOGY

- CF 2
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 2.1 (S)</th>
<th>Use of available technology and software to support student learning.</th>
<th>F: 4,12</th>
<th>I: 6</th>
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<tr>
<td>CF: 2.2 (S)</td>
<td>Use technology to manage, evaluate and improve instruction.</td>
<td>F: 1,4,10,12</td>
<td>I: 6,7</td>
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VALUES

- CF 3
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 3.1 (S)</th>
<th>Work with colleagues in a professional manner.</th>
<th>F: 6</th>
<th>I: 2,5</th>
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</thead>
<tbody>
<tr>
<td>CF: 3.2 (S)</td>
<td>Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.</td>
<td>F: 11,6</td>
<td>I: 9,10</td>
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<tr>
<td>CF: 3.3 (S,D)</td>
<td>Show respect for varied (groups) talents and perspectives.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 3.4(D)</td>
<td>Be committed to individual excellence.</td>
<td>F: 3,9</td>
<td>I: 5,9</td>
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<tr>
<td>CF: 3.5(D)</td>
<td>Recognize the importance of peer Relationships in establishing a climate for learning.</td>
<td>F: 7,2</td>
<td>I: 5,10</td>
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</table>
CRITICAL THINKING

• CF 4

• Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F: 4, 7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F: 2, 7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1, 4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F: 1, 4 | I: 1, 8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

PROFESSIONALISM

• CF 5

• Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F: 7, 9 | I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F: 3, 7 | I: 9 |
| CF: 5.4 (K, S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S, D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I: 5, 9 |
| CF: 5.8 (K, S) | Know and use student personnel services | F: 5, 10, 12 | I: 2, 10 |

URBAN/RURAL EDUCATION

• CF 6

• Through this focal area, the FAMU professional education candidate will:

| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2, 3 |
| CF: 6.4 (S) | Communicate effectively with students’ parents and the community. | F: 5, 11 | I: 6 |
Overall Goals of the Course

Identify a wide range of leadership and administrative situations peculiar to the principal ship.
Identify competencies and skills school leaders need in order to perform effectively as principal.
Provide opportunity for students to demonstrate acquisition of leadership competencies and skills.
Facilitate students’ acquisition of knowledge regarding the elementary and secondary school principal ship.
Introduce students to current issues influencing American education.
Provide students with research findings that are used in effective schools.
Provide students with an understanding of organizational behavior in educational organizations.
Identify strategic communication components and assist students to develop effective communication skills—written and oral, for use in organizational contexts.
Identify factors that facilitate or hinder effective communication.
Provide opportunity for students to demonstrate proficiency in at least one writing style.

Specific Behavioral Objectives

Students will:

1. Acquire knowledge, skills, and dispositions related to the current concepts of leadership (e.g., systems theory, change theory, situational leadership, visionary leadership, transformational leadership, and learning organizations). CF 5.1, FELE A1, 2
2. Identify the purpose of vision and the shared visioning process in planning and organizational development. FPLS 1.1
3. Identify internal and external forces and the influence they have on a school. FPLS 3.0
4. Identify appropriate leadership actions as they relate to stages of group development. FELE subtest #1
5. Identify behaviors modeled by a leader that may positively or adversely influence the performance of others. FELE subtest 1
6. Identify responsibilities of administrators in recruiting, selecting, and inducting personnel. FELE subtest #3
7. Identify research on effective teaching and learning methodology. FELE subtest #2
8. Use appropriate written, verbal, and nonverbal communication in a variety of situations FELE subtest #1
9. Apply appropriate communications strategies (e.g., identifying audiences, determining messages, selecting transmissions mediums, identifying reactions of receivers, and racial and ethnic appreciation. FELE subtest #1 #2
10. Write in a logical, clear style, use appropriate grammar and sentence structure, use language appropriate for the topic and reader, correctly apply mechanics of writing: spelling, capitalization, and punctuation, organize written material effectively, use standard English in written communication. FELE subtest #1, #2.
11. Describe how to develop and implement a shared vision and strategic plan for the school. FPLS1.1
12. Understand the effect that a positive school culture has on student learning. FELE subtest 3
13. Understands techniques and organizational useful in leading and managing a complex and diverse organization. FPLS 3.0
14. Understand how student and family conditions affect learning. FELE subtest #3
15. Develop a set of problem solving techniques and decision making skills. Articulate several models of decision making that can be employed in school administration. FELE subtest #2
16. Manifest a professional code of ethics and values. FELE subtest #2
17. Make decisions based on the moral and ethical implications of policy options and political strategies.
FELE subtest #2
16. Understand various aspects of principals’ work and acquire competencies necessary to performing in the role of school leader. **FPLS 1.0 -10.0, FELE subtest #1, #2, #3**
17. Demonstrate an understanding of curriculum approaches that may be used to address the educational needs of students from diverse backgrounds. **FPLS 6.0**
18. Engage in supervisory behavior that promotes professional development and the goals of the school.
19. Articulate the role of the principal in developing policies relative the effective school administration.
20. Identify procedures to use in conflict resolution. **FELE: subtest #2**

### Standard Crosswalk

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>ELCC</th>
<th>FELE Subtest</th>
<th>FPLS</th>
<th>FTCE</th>
<th>PEC Conceptual Framework</th>
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<tr>
<td>Research Paper</td>
<td>#7</td>
<td></td>
<td>Subtest 1,23,</td>
<td>2.0, 3.0,5.0, 6.0</td>
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<td>CF 4.5, CF 5.1</td>
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<td>Memo #1 Vision Statement</td>
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<td>CF 6.3, 6.4, 5.6, CF 3.2, 4.5</td>
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<td>4.7, 7.2</td>
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<td>4.2, 5.7, 5.8, 4.5, 5.1, 1.1, 5.3, 6.3</td>
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<td>#1, #19</td>
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<td>Subtest 1, 3</td>
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National, State, and PEU Standards Addressed in the Course

FLORIDA PRINCIPAL LEADERSHIP STANDARDS (FPLS) AND PROGRAM INDICATORS
(Effective January 2009)

Principal Leadership Standards Addressed in the course.

1.0 Vision
2.0 Managing the Learning Environment
3.0 Community and Stakeholder Partnerships
5.0 Decision Making Strategies
10.0 Ethical Leadership

1.0 Vision – High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

Educational Leadership Program Indicators

1.1 Is aware of processes involved in creating a vision.
1.2 Recognizes the components of a vision statement.
1.3 Recognizes the importance of a vision in creating school culture and climate.
1.4 Relates the vision to student achievement.
1.5 Communicates the vision to stakeholders.

2.0 Instructional Leadership – High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to candidate learning, especially in the area of reading and other foundational skills.

Educational Leadership Program Indicators

2.1 Facilitates meaningful professional development in order to improve instruction.
2.2 Recognizes student achievement as the outcome of instruction.
2.3 Understands the importance of a professional learning community.
2.4 Uses data to inform decisions about instruction.
2.5 Links the school vision to instructional leadership.
2.6 Recognizes the imperative for Instructional leader to monitor the teaching and learning environment for improvement.
2.7 Understands the change process.
2.8 Demonstrates ability to align curriculum and instruction with standards.
2.9 Understands the importance of parent and community involvement.
2.10 Is aware of contemporary research and best practices in multiple subject areas.
2.11 Communicates essential beliefs about student learning and achievement.
2.12 Demonstrates knowledge of curriculum and effective pedagogical strategies.
2.13 Has a repertoire of supervisory skills to improve teaching and learning.
3.0 Managing the Learning Environment – High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

Educational Leadership Program Indicators

3.1 Engages in organizational planning.
3.2 Understands the district’s fiscal operating procedures.
3.3 Is aware of leadership styles and their impact in an organization.
3.4 Demonstrates competencies to create a positive learning environment.
3.5 Communicates effectively orally and in writing.
3.6 Constructs a school budget that prioritizes instruction and student achievement.
3.7 Is aware of the importance of facility monitoring for safety.
3.8 Knowledgeable of federal and state laws related to education and school operations.
3.9 Knowledgeable of federal and state law related to special education.
3.10 Demonstrates competence in managing organizational conflict.
3.11 Is knowledgeable of the Florida Education Finance System.

4.0 Community and Stakeholder Partnerships – High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

Educational Leadership Program Indicators

4.1 Understands the importance of internal and external publics.
4.2 Interacts with community leaders.
4.3 Plans for school and community relations.
4.4 Identifies community agencies for collaboration efforts.
4.5 Understands the importance of business partnerships.
4.6 Provides opportunities for parent involvement.
4.7 Understands the need to work cooperatively with all stakeholders.
4.8 Demonstrates a concern for school image.
4.9 Involves stakeholders in decision making.
4.10 Identifies community resources to support the school.

5.0 Decision Making Strategies – High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

Educational Leadership Program Indicators

5. Considers the impact of decisions on stakeholders.
5.2 Employs a rational problem-solving decision-making model.
5.3 Understands that decision making has unanticipated consequence.
5.4 Understands that events and problems can have a variety of explanations.
5.5 Employs problem solving techniques.
5.6 Uses data to inform decision making.
5.7 Involves others in the decision making process.
5.8 Supports student learning when making curricular and instructional decisions
5.9 Recognizes time as an important variable in decision making.

6.0 Diversity – High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.
Educational Leadership Program Indicators

6.1 Interacts effectively with various audiences and diverse populations.
6.2 Understands the implications of a diverse school staff.
6.3 Understands the instructional needs of students from various cultural backgrounds.
6.4 Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization.
6.5 Supports diverse perspectives in the teaching and learning environment.
6.6 Understands the instructional needs of a diverse student population.

7.0 Technology – High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

Educational Leadership Program Indicators

7.1 Understands how to facilitate the integration of technology into the teaching and learning environment.
7.2 Uses technology as a personal productivity and instructional tool.
7.3 Understands the role of technology in the teaching and learning process.
7.4 Is informed about research based instructional software.
7.5 Understands teachers need for professional development in technology.
7.6 Is aware of hardware requirements necessary to use software.
7.7 Plans for acquisition of technology (hardware/software) in the school.
7.8 Understands the change process related to innovation.

8.0 Learning, Accountability, and Assessment – High Performing Leaders monitor the success of all candidates in the learning environment, align the curriculum, instruction, and assessment processes to promote effective candidate performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

Educational Leadership Program Indicators

8.1 Has high expectations for students and staff.
8.2 Makes curriculum decisions based upon data and research.
8.3 Makes instructional decisions based upon student achievement outcomes.
8.4 Uses data to assess and monitor student achievement.
8.5 Ensures curriculum and instruction alignment with standards.
8.6 Uses multiple sources of data to inform decision making, curriculum and instructional improvement.
8.7 Demonstrates an understanding of the methods and principles of program evaluation.
8.8 Demonstrates ability to evaluate instructional strategies and materials.
8.9 Uses diagnostic tools to assess student progress and improve instruction.
8.10 Identifies strategies to improve student achievement.

9.0 Human Resource Development – High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

Educational Leadership Program Indicators
9.1 Demonstrates an understanding of the major aspects of the Human Resource Function (recruitment, selection, induction, appraisal, compensation, employment continuity, development, and collective bargaining).

9.2 Demonstrates an understanding of the Human Resource Function in the operation of the district and school.

9.3 Recognizes that the Human Resource Function exists to achieve district and school goals.

9.4 Demonstrates an understanding of collective bargaining and its contractual features.

9.5 Understands the legal parameters for the operation of the Human Resource Function.

10.0 Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

Educational Leadership Program Indicators

10.1 Understands that ethics is central to leadership.

10.2 Makes decisions based on the legal, moral and ethical principles.

10.3 Applies ethical and legal principles when using technology in the teaching and learning environment.

10.4 Has a personal code of ethics that embraces diversity, integrity, and the dignity of all people.

10.5 Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory policies.

10.6 Applies ethical considerations to decision making.

Topical Outline

Topical areas have been selected for in-depth attention because teachers and administrators need to develop a personal knowledge base that will support their classroom practice. Topical areas will be explored through group settings, role play, hands on as is the case of technology, lecture, presentations, and guest speakers.

I. Creating A Vision Of Leadership And Learning
   A. The Principal: A Creative Blend of Substance and Style
      1. Social Systems Theory
      2. The Principal: The Leader Within The Role
      3. The School: The Context For Leadership
      4. The Principalship: The Role In Context
   B. The Learning Community
      1. Sociological and Psychological Nature of Groups
      2. High Performance Organizations.
      3. Decision Processing and Decision Making at the School Site
   C. Decision Processing and Decision Making at the School Site
      1. Decision Making: A Perspective
      2. Decision Making as Problem Solving
      3. Decision Settings
      4. Decision Processing
      5. The Work Group as a Problem Solving Unit
      6. The Garbage Can Model of Decision Making
   D. School Improvement through Systemic Planning
      1. The Principal’s Role
      2. Gathering Baseline Data
      3. Determining Vision and Mission
      4. Clarifying Expectations for Student Learning
      5. Analysis of Instructional and Organizational Effectiveness
      6. Action Planning/Project Management
II. Developing a Positive School Culture
   A. Creating a Positive Learning Climate
      1. Positive Student Control
      2. The School as a Culture
      3. Actively Encouraging a Positive Learning Environment
      4. Gangs
      5. The Counseling Program
      6. Student Services
      7. Principal’s Role in Coordination and Articulation
   B. The School Curriculum
      1. The Principal’s Role in Curriculum Administration
      2. Curriculum Analysis
      3. Curriculum Design and Development
      4. Curriculum Delivery
      5. Curriculum Flexibility
      6. Curriculum Continuity
      7. Curriculum Balance
      8. Curriculum Model
      9. Offering Curricular Breadth
   C. Promoting Student Achievement
      1. Instruction and Learning
      2. Individual Differences Among Children
      3. School Accountability and Student Achievement
      4. Grouping Students
      5. Research on Teaching
   D. Special Students and Special Services
      1. Ethics of Administration
      2. Administration of Special Education Services
      3. Disciplining Students with Disabilities
      4. Dealing with Parents of Special Students
      5. The Role of the Principal
      6. The Role of the Regular Classroom Teacher
      7. Outside Public Agencies
   E. Human Resources Development
      1. Human Resources Development and Organizational Context
      2. Individual and Group Needs
      3. Professional Development
      4. Personnel Evaluation and Supervision
      5. The Staff Evaluation Cycle
      6. Mentoring
      7. Organizational Development
      8. Implications for Leaders

III. Managing the Organization
   A. Staffing the School: Recruitment, Selection, and Termination Processes
      1. Recruitment
      2. The Selection Process
      3. Employee Probationary Status
      4. Orientation and Development of New Teachers
      5. Teacher Tenure
      6. Involuntary Termination
7. Voluntary Termination

B. Restructuring the Deployment of Instructional Personnel
   1. Empowerment
   2. Learning Communities
   3. Staffing Patterns for Elementary and Middle Schools
   4. The School as a Learning Community

C. Restructuring Time: Scheduling
   1. Schedule Flexibility
   2. Schedule Design
   3. Learning Community Planning Time
   4. Elementary School Schedules
   5. Middle School Schedules
   6. Secondary School Schedules
   7. Year Round Schools

D. Budgeting, Fiscal Accounting, and Building Management
   1. The Planning and Budgeting Process
   2. Implementing a Planning, Programming, Budgeting System
   3. Accounting for Financial Resources and Expenditures
   4. Supplies and Equipment Management
   5. Care of the School Plant
   6. Working with Classified Personnel

E. Technology Applications for School Management
   1. How to Get Started
   2. Technology Plans
   3. Technology Applications for a School Office
   5. Local Area Networks (LANs)
   6. World Wide Web (WWW)
   7. Staff Development for Technology
   8. Hardware Security

IV. Interacting With the External School Environment
   A. The School and Community
      1. The Community
      2. The School in the Complex Community: The Impact of the Gesselschaft Society
      3. Informal Community Forces
      4. Formal Community Forces
      5. Promising Public Relations Techniques: Dealing With the Formal and Informal Forces
      7. Getting the Message Out and Back: Two-Way Public Relations Techniques

   B. Legal Rights and Responsibilities of Students and Staff
      1. Legal Bases for Schools: Federal, State, and Local Perspectives
      2. Due Process
      3. Issues of Equity
      4. First Amendment Rights
      5. Fourth Amendment Rights
      6. Sexual Harassment
      7. Common Tort Liability Settings
      8. Privacy and Confidentiality of Student Records
**Teaching Methods**

Instructional methods used in this course will include, but not be limited to:
A. Instructor and other Educators’ Presentations
B. Individual presentations
C. Instructor/Student Interactions
D. Cooperative Learning Groups
E. Fieldwork
H. Case studies
I. Simulations

**Course Evaluation**

Assignments have been coded to specific competencies and skills determined by; and FELC = Florida Educational Leadership Competencies, and FELE = Florida Educational Leadership Examination, FPLS= Florida Principals Leadership Standards.

**Grades in the course are based on satisfactory performance on several assessment measures. The quality of your work and the products you submit counts.** Your work should always reflect substantial investment of time and reflection. It should be of superior quality. Grades in this course will be based on the following assignments:

1. Examination (Midterm (15%) possible 100 pts.)
   **CF 4.5, 5.1//FELE subtest1, 2, 3**

2. Examination (Final) 15% possible 100 pts. **CF 4.5, 5.1/FELE subtest#1,2,3** FPLS 2.0, 3.0, /Management C2/Curriculum B1, E2, /FPLS 4.7, 7.2

3. Interview with a School Leader (Principal (10%) possible 100 pts. Interview must be submitted in narrative form 5-7 pages using APA writing style 2/FELE subtest #1, #3 CF1, 2, 4.1 /FPLS 6.1/

4. Field Experience (10%, possible 100 pts. Student is expected to spend no less than 10 hours with a district or school administrator. Please submit written narrative 5-6 pages using APA writing style.)
   **CF 1.1, 5.3, 6.3//FPLS 6.0,8.0 .**

5. Research paper on leadership (rural schools) (15% possible 100 pts). This paper must conform to APA 5th edition writing style. Minimum of 12-15 pages text/10 references. **CF 4.5, 1.1, 2.2 FELE subtest #1, #2 FPLS 2.0, 3.0, 5.0, 6.0**

6. Memorandum #1, Vision Statement (5%, possible 100 pts.)
   /FELE subtest #1, #2, #3 ; FPLS 1.0, **CF 4.5, 2.2, 1.1**

7. Memorandum #2, Information Letter (5%, possible 100 pts)
   /FELE subtest #1, FPLS 5.**
8. Memorandum #3 Letter to Parents (5%, possible 100 pts.)
FELE subtest #3  FPLS 4.0, 5.0, CF 1.5, 6.4

9. Article #1 Critique/Summary/Presentation/Leadership in Rural Schools (10%, possible 100 pts)
CF 4.5, 5.1./FELE subtest #1, #3,  FPLS 5.0, 6.0, 8.0

10. Article #2 Critique/Summary/Presentation/ Rural Schools Managing Learning Environment (10%, possible 100 pts)
CF 4.5, 5.1/FELE subtest #3  FPLS 3.0, 6.0

Class Presentation- Each candidate will lead one discussion on leadership. This discussion will relate to one of the assigned article critique/summary/presentation. Candidates will need to access at least 5 additional sources from the literature on leadership in rural schools or managing the learning environment in rural schools. The presentation should be approximately 8-10 minutes. The presentation should include applications of technology. Resources beyond the textbook should be included and used. Presentations will be judged on content knowledge, language use, analysis, synthesis, and evaluation, and quality of sources. Creativity is encouraged. Each presenter must provide an outline via e-mail on the topic of discussion to other candidates and the professor at least one day prior to the presentation.

A. Article critiques, summaries (Rural Schools) must be written with clarity and preciseness. Article critiques, summaries must conform to 5th edition APA writing style. Article critiques, summaries must be free of substantial grammatical errors. Documents must identify the core objective of the article. What is(are) the author(s) premise(s). Article critiques, summaries must identify useful practical skills or competencies (if delineated). Article critiques and summaries should demonstrate the candidate’s ability to engage in analysis, synthesis, and evaluation. Articles must be selected from peer-reviewed or refereed journals.

B. Oral Presentations: (1) Ability to make the subject matter relevant to listeners (delivery). (2) Contain elements of persuasion to a perspective or point of view. (3) Contains elements of dissuasion to a perspective or point of view. (4) Highlights practical aspects of the resources used.

C. All assignments submitted for a grade must conform to APA writing style 5th edition.

Outside reading and papers: Practicing professionals are expected to be current in regard to the knowledge base of their specialty area(s). It is recommended that extensive reading in applicable refereed journals be an ongoing activity.

**Oral reports:** Yes

**Laboratory/Field Experiences:** TBA

**Task Stream:** All specified assignments must be completed in College Task Stream. **CODE #Y2KH37**

<table>
<thead>
<tr>
<th>Grading</th>
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<tr>
<td>Evaluation in the course will be based on professional attitude, competence in the language arts, attendance, class participation, written and oral assignments, readings, examinations, and projects. The quality of the work you submit in consideration of a grade counts. Grades are determined by the quality of student performance.</td>
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</tbody>
</table>
Grading Scale:  A=90-100,  B=80-89,  C=70-79,  D=60-69,  F=Below 60

Grading Rubric  F=Favorable,  A=Acceptable,  M=Marginal,  U=Unsatisfactory

Favorable performance is exemplified in activity(ies), product(s), response(s) that exceed or meet established criteria, which demonstrates candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable performance designation is assigned to products, which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “F” products and assigned a numerical score in the range of 90-100.

Acceptable performance is exemplified in activity(ies), product(s), response(s) that approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to products, which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “A” products and assigned a numerical score in the range of 80-89.

Marginal performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to products, which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “M” products and assigned a numerical score in the range of 70-79.

Unacceptable performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to products, which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “U” products and assigned a numerical score in the range of 60-69.

Course Policies

Dispositions: As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an
instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral
deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for
Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions
for professional dress, attendance, punctuality, use of cell phones, etc.).

All assignments submitted for consideration of a grade are to be word processed and are due on the date and
time specified in the syllabus or by course professor. A substantial penalty (20%) will be assessed for all
assignments not turned in on the specified date and time. Plagiarism is unethical and unacceptable. Essays,
papers, tests and other similar requirements must be the work of the student submitting them. When direct
quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an
assignment they must be appropriately acknowledged. Supervisory responsibilities for teachers and
administrators are a part of public education. Punctuality is a positive characteristic of teachers and
administrators and desired behavior in schools and this class. Students are expected to be punctual (on time)
and attend all classes and contribute to the learning process. Two absences will result in a letter grade
reduction for the semester. Consultation with course professor needs to occur if a student is absent more than
two class meetings.

**Policy Statement on Non-Discrimination**

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University
community be permitted to work or attend classes in an environment free from any form of discrimination
including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual
harassment as prohibited by state and federal statutes. This shall include applicants for admission to the
University and employment.

**Academic Honor Policy**

The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of
Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance**

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of
accommodations required to insure participation in this course. Documentation of disability is required and
should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information
please contact the LDEC at (850) 599-3180.

All students must acquire a password/login to the following website: www.FloridaSchoolLeaders.org

*The professor reserve the right to make changes to the above procedures and schedule of assignments with
proper notice.

**Important Concepts, Principles, and People Discussed in this course**

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Instructional Leadership  
Values  
Gantt Chart  
Management  
Summative Evaluation  
Time-on-Task  
IDEA  
Collaboration  
Selection  
Accountability  
Constructivist Leadership  
Flexible Scheduling  
Performance Evaluation  
Action Research  
Student Records and Confidentiality  
Information System  
Vouchers  
English as a Second Language (ESOL)  
Induction  
Florida Comprehensive Achievement Test (FCAT)  
Portfolio  

Goal Setting  
Problem Solving  
Technology  
Force Field Analysis  
School Improvement  
Norm Referenced Test  
Staff Development  
Learning Community  
Termination  
Budgeting  
Human Resource Development  
Teacher Appraisal  
Organizational Development  
Students’ Rights  
Curriculum Design  
Charter Schools  
Multicultural Education  
Termination  

Effective Schools  
Formative Evaluation  
Curriculum  
FERPA  
Recruitment  
Due Process  
Planning  
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Clinical Supervision  

Technology  
Power  

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Portfolio  


Tentative Course Calendar

Week 1  1/6/2011  Introductions, Course Overview  
Concepts, Requirements, Leadership,  
Chapters 1 Ubben, Hughes, Norris  
Chapter 1 Gordon, Alston, Snowden

Week 2  1/13/2011  Class discussion on current trends and changes in education.

Week 3  1/20/2011  Chapter 3 Decision Making--Ubben, Hughes, Norris  
Chapter 2 Gordon, Alston, Snowden  
Readings Rural Schools  
Memorandum #1 Due via Email

Week 4  1/27/2011  Chapter 15--Ubben, Hughes, Norris  
Chapter 4--Gordon, Alston, Snowden  
Article 1 Due--Presentations

Week 5  2/3/2011  Chapter 6 and 7--Ubben, Hughes, Norris  
Chapter 7 Gordon, Alston, Snowden  
Readings Rural Schools  
Memorandum 2 Due

Week 6  2/10/2011  Chapter 4 Ubben, Hughes, Norris  NO CLASS  
Memorandum 3 Due
Readings Rural Schools

Week 7 2/24/2011  Chapter 5 Ubben, Hughes, Norris
Chapter 6 Gordon, Alston, Snowden
**Article 2 Due—Presentations**

Week 8 3/3/2011  Chapter 5 Gordon, Alston, Snowden
Readings in Rural Education
**Interview with School Leader Due Via Email**

Week 9 3/3/2011  Midterm Exam

Week 10 3/3/2011  Chapter 15 Ubben, Hughes, Norris
Chapter 4 Gordon, Alston, Snowden
**Field Experience Due**
Readings in Rural Education
**Research Paper Due (Individual Presentations)**


Week 12 3/17/2011  On-Line Searchers for Trends in Special Education

Week 13 3/24/2011  Chapter 8 Special Students and Special Services--Ubben, Hughes, Norris
Discussion of On-Line Search Results

Week 14 3/31/2011  End-of-Course Review

Week 15 4/7/2011  **Final Exam**

Week 16 4/14/2011

**Selected References**


Princeton, NJ: Eye on Education.


SAGE Publications.


Corwin Press, Inc.


**Professional Behavior**

Teaching is a public trust. That is, parents have confidence in those in whom they have entrusted their most precious possession. The behavior of teachers and administrators in the professional and public arena is a reflection upon you and the educational profession. Unprofessional conduct exhibited in this class will result in a lowered grade. In such an event, a conference will be arranged with the student to discuss the specifics of the incident. Subsequent incidents will result in the student being dismissed from the class.
PLEASE READ AND SIGN THE FOLLOWING STATEMENT--DETACH AND RETURN TO THE PROFESSOR

I have read this course syllabus and understand the grading and attendance policies and the professional requirements of this course.

____________________________________                       _________
Signature                                          Date