

**Principal Leadership**

**EDLD 7500**

**3 Credit Hours**

**Summer 2021**

**Instructor: Dr. Jason C. Bryant**

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**Course Description**

Designed to serve instructional leaders in K-12 settings concerning leadership dispositions and leadership theory important to promoting student success and achievement. This course promotes the success and well-being of every student by ensuring the development, articulation, implementation, and stewardship of a child-centered vision of quality schooling shared by all members of the school community. By the end of the semester, students have worked through self-reflection activities and course assignments to gain knowledge of self as an instructional leader and the need to develop a shared vision and mission for quality teaching and learning.

**Required Texts**

Kohm, B. & Nance, B (2007). *Principals Who Learn: Asking the Right Questions, Seeking the Best Solutions.* ASCD, Alexandria, VA.

Marzano, R. J., Waters, T., & McNullty, B. A. (2005). *School Leadership that Works: From Research to Results.* ASCD, Alexandria, VA.

Northouse, P. G. (2021). *Introduction to Leadership: Concepts and Practice, 5th edition.* SAGE, Thousand Oaks, CA.

**Class Meetings**

This course is scheduled in a hybrid format with only four (4) ZOOM class meetings. It is imperative that you attend all ZOOM class sessions and take an active role in all class discussions. Please refer to the attendance section with the syllabus and the Auburn University Student Handbook for specific information on attendance. This course is scheduled to meet on the following Fridays: May 21\*, June 25, July 9, and July 23. All classes will be held from 9 am – 5 pm. May 21 date is tentative as there is a conflict and another date will be scheduled.

During the weeks we are not meeting via ZOOM, please refer to this syllabus and Canvas for your specific assignments for the week. It is important that you stay on top of your assignments as summer is condensed to 10 weeks.

**Special Accommodations**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are immediately needed. If you need accommodations but have not established them, make an appointment with the Office of Accessibility, 1228 Haley Center, 334-844-2096.

**Course Objectives**

Course Objectives are based upon the Alabama State Department of Education Instructional Leadership Standards/Professional Standards for Educational Leaders (PSEL); Section 2a(1-7). Many of these standards are embedded in the readings and online discussions; therefore, it is imperative that you complete all readings and assignments with fidelity to the program.

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| (2a) Mission, Vision and Core Values – Effective instructional leaders develop, advocate for, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Prospective instructional leaders will be prepared and able to: |
| 1. Develop an educational mission for the school to promote the academic success and well-being of each student. [Shared Vision Project (Problem Based]
 |
| 1. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school focused on the successful learning and development of each child and on instructional and organizational practices that promote such success.

[Field Experience #1 and #2, Shared Vision Project (Problem Based), and Vision for Leadership Reflection] |
| 1. Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

[Discussion Post, Field Experience #2, and Vision for Leadership Reflection] |
| 1. Strategically develop, implement, and evaluate actions to achieve the vision for the school.

[Discussion Posts, Field Experience #2, Shared Vision Project (Problem Based)] |
| 1. Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school and changing needs and situations of students.

[Field Experience #1, Field Experience #2, Shared Vision (Problem Based Project)] |
| 1. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

[Field Experience #1 and #2, Shared Vision Project (Problem Based Project)] |
| 1. Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

[Personality/Strengths Self-Assessment Reflection, Field Experience #1 and #2, and Vision for Leadership Reflection] |

**Course Requirements and Evaluation:**

1. **Discussion Groups:** For the assigned weeks, you will be in a discussion group to process your text and article readings. Group members will take turns leading the discussions and all are responsible for participating in the discussion. The Group Leader is responsible for guiding the conversation which includes a developing 3-4 high quality questions that the group can answer and lead follow-up discussions. 10 points for each of the 8 online class sessions.

**Check schedule for due dates! Because your points are guided by your discussion, it is important that you post your questions early and everyone is active in the discussion. This should extend beyond just posting one reply.**

**Total Points – 80 (10 points for each discussion post)**

1. **Personality/Strengths Self-Assessment Reflection:** After taking the DISC Personality Assessment, the Animal Personality Test and StrengthsFinder Assessment (from EDLD 7520), you will write a 3-page reflection on what the results mean for you as a leader, including how this information will help you become a stronger leader and areas you will want to grow. The goal of this assignment is for you to take the information you have learned (theory) and apply it to your role as an instructional leader (practice). Be sure you include information from all three assessments and that you go beyond just stating the results. Make connections!

**Total Points – 30 [Due, Tuesday, July 13 by 11:59 pm]**

1. **Field Experience #1- Assistant Principal Interview:** For this assignment, you will choose an outstanding assistant principal and conduct a semi-structured interview on the role of the assistant principal following the Interview Guidelines in Canvas. This is a semi-structured interview, so you will need to ask follow-up questions based on their responses. Begin developing potential questions in your mind as you think about your perceived role of the assistant principal. You want to probe the assistant principal to dig deeper into the role they have in the school.

After you have conducted your interview, you will write a 2-page summary report (minimum) of (1) your findings from the questions listed in Canvas. Also include in your report (2) your perceived ideas of the role of the assistant principal prior to the interview and the role that the assistant principal has based on your interview connecting to how the assistant principal is supporting the school’s mission, vision, and core values. Lastly, (3) describe how the role of the assistant principal differs from that of the principal based on your interview.

**Total Points – 40 [Due, Tuesday, July 6 by 11:59 pm]**

1. **Field Experience #2- Principal Interview:** For this assignment, you will choose an outstanding principal and conduct a semi-structured interview (see Interview Guidelines in Canvas). You will ask them a series of questions (provided) that will help you gain insight into how they have worked to develop, implement and maintain the mission, vision, and core values of the school. A secondary focus of this assignment is to determine if the principal has their own personal vision and how do they communicate that to others and how is it aligned to that of the school.

Be sure you are asking follow-up questions that get at the heart of the assignment, so you can develop a full understanding and use this assignment as a starting point to help you construct your Shared Vision (Problem Based Project)

After you have conducted your interview, you will write a 2-page summary report (minimum) of your findings addressing how the principal is fully involved with the mission, vision, and core-values of the school. You will also include information on how they develop their personal vision and the importance that vision has to their day-to-day life as an instructional leader.

**Total Points – 40 [Due, Tuesday, July 20 by 11:59 pm]**

1. **Shared Vision Project (Problem Based)**: Cultivating a guiding shared vision is a critically important aspect of any school leader’s work. Every high performing school has a clear shared vision. In this assignment, you are going to explore the nature of your school’s vision and the degree to which it is shared among students, teachers, staff, administration, and the community.

For this assignment, you will submit a written description of your school’s vision and structure your description around these questions: (1) What is your school’s vision? (2) How does it relate, if at all, to the district vision? (3) How was your school’s vision created? What was the process? Who was involved? When did it take place? (4) How well is it shared across the school community? (Be sure to use a description of your conversations with students, teachers, staff, and community members here. Use quotes and pictures in this section!) (5) Finally, if you were the school principal, what would you do to develop and continue cultivating a shared vision in your school? (**Please note** – #5 is the culminating question of this assignment! Your response to this question should be a minimum of 750 words and should reference your readings related to cultivating a shared vision. Use in text citations (author last name, publication year, page number/s).

**Total Points – 60 [Due, Tuesday, July 27 by 11:59 pm]**

1. **Vision for Leadership Reflection:** For this assignment, you will reflect upon the various leadership styles discussed in the text to write a 5–7-page paper on your vision for leadership. Essentially, describe your vision when it comes to leading your school as an Instructional Leader. How do you see yourself building and leading a great team of teachers? What leadership traits are natural to you and which ones would you need to work more fully to develop? How will you share, if at all, leadership responsibilities in the school? How will you maintain a student-focused and teacher-focused environment in your school? And finally, how do you communicate this to your stakeholders?

Take everything we have talked about this semester and use this assignment to help develop your philosophy of leadership that includes your personal mission, values and core values that will help you grow into a stronger instructional leader.

**Total Points – 150 [Due, Tuesday, August 3 by 11:59 pm]**

**Final Grade:** The instructor will use rubrics based on the above-listed requirements to evaluate all assignments. Each assignment will be explained in greater detail during class meetings. Due Dates are listed in the Course Calendar.

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| **Assignment** | **Points Possible** |
| 1. Participation in Discussion Groups (8 x 10 points each)
 | 80 |
| 1. Personality/Strengths Self-Assessment Reflection
 | 30 |
| 1. Field Experience #1 – Assistant Principal Interview
 | 40 |
| 1. Field Experience #2 – Principal Interview w/ Tips for Success included
 | 40 |
| 1. Shared Vision Project (Problem Based Project)
 | 60 |
| 1. Vision for Leadership Reflection
 | 150 |
| **TOTAL** | **400** |

Final grades will be determined according to this scale:

 **A 360 – 400 points**

 **B 320 – 359 points**

 **C 280 – 319 points**

 **D 240 – 270 points**

**F 239 points and below**

**The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes, I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.**

**Be sure you are planning ahead! Several of these assignments require pre-planning on your part to schedule interviews and plan for data collection! You do not want to wait until the week the assignment is due to try to begin formulating a plan!**

**Course Content and Schedule**

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| **Week** | **Major Topics/Assignments** |
| **Class Meeting #1****TBA****\*Scheduled for 5/21 but there is a conflict** | Getting acquainted; Syllabus overview; Introduction to Canvas; Class Expectations and Goals for the ProgramPrior to Class: Read “Difference Between Management and Leadership” article [Found in Canvas] |
| Week 1May 23 – May 29 | **Reading:**Northouse – Chapter 1, 2 & 3, p. 1-13; 26-39; 57-68 – Understanding Leadership; Recognizing Your Traits; Understanding Leadership Styles**Assignment due June 1 by 11:59 pm** Group Discussion Post #1 |
| Week 2May 30 – June 5 | **Reading:**Northouse – Chapters 5 & 6, p. 101-113; p. 127-144 – Developing Leadership Skills; Engaging StrengthsMarzano – Chapters 2, p. 13-27 – Some Theories and Theorists on Leadership**Assignment due June 8 by 11:59 pm**Group Discussion Post #2 |
| Week 3June 6 – June 12 | **Reading:**Kohm/Nance – Part 1: Listening to All Voices, p. 1-49Northouse – Chapter 9: p. 210-232 – Embracing Diversity and Inclusion**Assignment due June 15 by 11:59 pm**Group Discussion Post #3 |
| Week 4June 13 – June 19 | **Reading:**Kohm/Nance – Part 2: Seeing Possibilities, p. 77-119.Northouse – Chapter 8, p. 182-195 – Establishing a Constructive Climate **Assignment due June 22 by 11:59 pm**Group Discussion Post #4 |
| Week 5June 20 – June 26 | **Reading:**Marzano – Chapter 7, p. 98-122 – A Plan for Effective School LeadershipNorthouse – Chapter 14, p. 359-376 – Exploring Destructive Leadership**Assignment due June 29 by 11:59 pm [nothing to post]**Complete Animal Personality and DISC Assessment Inventories (Canvas)prior to classReading will be discussed in class with the self-assessments. |
| **Class Meeting #2****Friday, June 25****(ZOOM)****9 am – 5 pm** | **Personality Styles and Assessments – Who are you as a leader?*** **Animal Personality**
* **DISC Assessment**
* **StrengthsFinder**
* **Leadership Theories/Styles**
 |
| Week 6June 27 – July 3 | **Reading:**Kohm/Nance – Part 3: Asking the Right Questions, p. 139-202Marzano – Chapter 4, p. 41-64 – The 21 Responsibilities of the School Leader**Assignments due July 6 by 11:59 pm**Group Discussion Post #5Field Experience #1 – Assistant Principal Interview |
| Week 7July 4 – July 10 | **Reading:**Kohm/Nance – Part 4; p. 203-263 – Creating Collaborative CulturesNorthouse – Chapter 7, p. 161-169 – Creating a Vision**Assignment due July 13 by 11:59 pm**Group Discussion Post #6Personality Self-Assessment Reflection |
| **Class Meeting #3****Friday, July 9****(ZOOM)****9 am – 5 pm** | **Culture/Climate – Importance for School Leaders*** What does it mean to be an Instructional Leader?
* Review “Good Seeds Grow in Strong Cultures” Article
* Celebrate the Discomfort of Growth

**Creating a Vision/Mission*** Importance
* Connections to Student Achievement and Academic Success
* Teacher Impact
 |
| Week 8July 11 – July 17 | **Reading:**Northouse – Chapter 10 &11, p. 252-264; p. 277-297 – Listening to Out-Group Members; Managing Conflict**Assignment due July 20 by 11:59 pm**Field Experience #2 – Principal Interview |
| Week 9July 18 – July 24 | **Reading:**Playmakers: How Great Principals Build and Lead Great Team of Teachers (Canvas) Northouse – Chapter 13, p. 337-346 – Overcoming Obstacles**Assignment due July 27 by 11:59 pm**Group Discussion Post #7Shared Vision Project (Problem Based) |
| **Class Meeting #4****Friday, July 23****(ZOOM)****9 am – 12 pm** | **The First Faculty Meeting and Final Thoughts** |
| Week 10July 25 – July 31 | **Reading:**Northouse – Chapter 12, p. 308-320 – Addressing Ethics in Leadership**Assignments due August 3 by 11:59 pm**Group Discussion Post #8Vision for Leadership Paper |

**Class Policy Statements**

Attendance: For EDLD 7500, class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus. Please remember that we only will interact distantly so you must participate in group discussions and other online meetings as required. If you have a conflict with a date or an assignment, please contact me immediately.

Excused absences: Students are granted excused absences (In an asynchronous distance course, absences may translate into submitting late assignment/s to Canvas). Late assignment submission may be excused for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays – as detailed in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)). Students who wish to have an excused absence (or submit late work) for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination/assignment (e.g., hour exams, mid-term exams, major papers) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

*Please note:*

* *Copying and/or pasting other individuals’ work and then presenting it as your own (intentional or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.*
* *I expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see me prior to submitting your assignment. You will receive a zero for work that too strongly resembles another course’s work.*

ALL PAPER WRITING Guidelines:

1. You should follow the APA style of writing (7th edition).
	* Your paper should be double-spaced with 1” margins.
	* Please use an APA-approved, 12 pt. font (e.g., Times New Roman).
	* Include a title page and list your references separately. Your reference page is

not included in the expected page limits. No abstract is needed.

* + Direct quotations should be followed by a page number.
	+ It’s better to over-cite than under-cite.
	+ Ask if you have questions.
1. Your writing style and tone should be scholarly.
	* You should not use a conversational tone. Avoid rhetorical questions and trite phrases/colloquialisms.
	* Exhibit grammar and spelling appropriate to graduate-level study.
	* Do *not* overuse quotations.
	* Turn your paper in on time.
	* Do not use Wikipedia as a reference.
	* Plagiarism Tutorials: http://library.camden.rutgers.edu/EducationalModule/Plagiarism/ http://library.acadiau.ca/tutorials/plagiarism/

Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + Engage in responsible and ethical professional practices
	+ Contribute to collaborative learning communities
	+ Demonstrate a commitment to diversity
	+ Model and nurture intellectual vitality
* Model and nurture intellectual vitality

Additionally, the following skills, applications, and dispositions are considered important for Accomplished Educational Leaders (National Board Core Propositions from the National Board for Professional Teaching Standards). We expect students fulfilling the expectations certification in Instructional Leadership to utilize the course learning opportunities to practice the following:

SKILLS

* Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
* Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
* Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

APPLICATIONS

* Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
* Accomplished educational leaders are committed to student and adult learners and to their development.
* Accomplished educational leaders drive, facilitate, and monitor the teaching and learning process.

DISPOSITIONS

* Accomplished educational leaders model professional, ethical behavior and expect it from others.
* Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
* Accomplished educational leaders advocate on behalf of their schools, communities, and profession.