1. Course Number: EDLD 6000  
   Course Title: Principal Leadership  
   Credit Hours: 3 Semester Hours  
   Prerequisites: Admission to AESG Master’s Program  
   Corequisites: None

2. Date Syllabus Prepared: April, 2007

3. Texts:

4. Course Description: Designed to serve instructional leaders in K-12 settings concerning leadership dispositions and leadership theory important to promoting student success and achievement.

5. Course Objectives based upon standards of knowledge (K), and ability (A)  
   Alabama State Department of Education Instructional Leadership Standards (290-3-3-.48) (2)(a) through (2)(h).

   Upon completion of this course students will be able to:

   (K) demonstrate moral leadership and be an appropriate role model for faculty, children and community stakeholders (2)(e)1(i)

   (K, A) demonstrate use of instructional, moral, value added, and transformational leadership (2)(h)1(i-v); (2)(d)2(i-v)

   (K, A) use instructional, moral, value added, collegial, democratic teachers, servant leaderships, participative, and transformational leadership to improve organizational effectiveness (2)(a)1; (2)(d)1(i-v); (2)(d)2(i-v); (2)(h)1

   (K, A) develop a comprehensive vision of what contemporary leadership should be and translate the vision into an action plan (2)(a)1; (2)(c)2(ix)

   (K, A) develop a thorough understanding of organizational culture and its relationship to leadership and student success (2)(a)1; (2)(a)2

   (K, A) describe organizational culture and other appropriate leadership environments when defining the organization as a community of learners (2)(a)(1); (2)(a) 2
(K, A) understand and value diversity in the immediate context of their organization as well as the larger community (2)(a)2(i); (2)(b)1(i); (2) (d) 2(iii)

(K) collaborate and establish partnerships and networks with community stakeholders such as families, businesses and other members of the public to gain resources for their organization (2)(e)1(i); (2)(e)1(ii)

(K) identify values, beliefs, and commitments in the organization and the community (2)(d)1(i-v); (2)(e)1(i-ii)

(A) understand how community values and needs should influence the design of curriculum (2)(e)2(i-viii)

(K, A) provide appropriate leadership to foster interaction and collaboration between school and community (2)(e)1(i-ii); (2)(e)2(i-viii)

(K, A) connect the vision, mission, and objectives of the organization to student learning and communicate the school program to organizational members, parents, and other stakeholders (2)(a)1(i-v);(2)(a)2(i-xv)

(A) develop their own leadership skills, traits and behaviors appropriate to use within their organization (2)(c)2(ii); (2)(c)2(iv); (2)(c)2(x)

(A) develop organizational members leadership skills, traits and behaviors so that leadership becomes a shared and collaborative exercise (2)(c)2(iii); (2)(c)2(vii-x); (2)(c)2(xi)

(A) demonstrate important leadership dispositions that are needed to accomplish goals of the organization. These include: dialogue, reflection, fluent communication skills, decision-making skills, problem-solving skills, and critical thinking skills (2)(c)2(ii); (2)(c)2(iv); (2)(c)2(viii-x)

(K) demonstrate knowledge of how contingency leadership theory can assist in moving the organization towards improvement efforts (2)(a)1(i); (2)(b)1(i)

(K, A) work collaboratively with members of the organization to determine organizational and individual staff development and in-service needs (2)(c)1(i-iv); (2)(c)2(i);(2)(d)1(iii);(2)(d)2(iv-v)

(K, A) understand how to frame important school issues: 1) be an advocate for children and schools 2) communicate the vision 3) empowerment of others and 4) structuring the organization with linkages to the environment (2)(a)1;2(a)2;2(c)1;2(c)2

(K, A) create organizational teams which will share in responsibilities of managing the learning organization (2)(a)1(iv);(2)(b)1(ii);(2)(c)2(i-xi)

(K, A) guide others in action research projects by being able to gather, interpret, integrate and prioritize data from multiple sources (2)(a)2(vii);(2)(a)2(ix-xiv);(2)(b)1(i-iii);(2)(b)2(i-iii)
6. Course Content and Schedule:

**Week 1- Introduction/Overview of Principal Leadership:** administration of course requirements, topics for semester discussion and group selections.

**Week 2- Theoretical Approaches of** Leadership to improve organizational effectiveness: instructional, transformational, moral, ethical leadership, servant, participative leadership

**Week 3- Leadership Preparation Programs:** Where have we been and where are we now

**Week 4- Leadership Navigation Tools:** Climate, Culture, Collaboration and Trust; connecting to the community and stakeholders

**Week 5- Leadership Environments:** The community and its culture; How to develop effective community partnerships and collaborations/ Guest Speaker

**Week 6- Leadership:** Portrait of a Leader; creating a vision and action plan

**Week 7- Leadership Styles and Strategies:** A developmental/contingency approach

**Week 8- The Mission of Leadership:** Student learning and instructional leadership

**Week 9- Case Study Presentations/Guest Speaker:** Focusing on student achievement

**Week 10- Effective Instructional Leadership:** Using data to improve student learning

**Week 11- Transformational Leadership**

**Week 12- Important Leadership Skills:** Communication, engaging the public, allocating human resources

**Week 13- Thematic Group Experience Projects**

**Week 14- Analyzing Trends of Leadership:** The global community, technology, diversity and full-service schools, staff development and mentoring

**Week 15- Theory of Action Presentations**

7. Course Requirements/Evaluation:

Three major activities will comprise the in-class learning experiences for this course.
Thematic Group Experience: Members of the class will participate in a thematic group. Those themes are: 1) transformational and moral leadership; 2) learning communities, 3) organizational culture, 4) building collaborative community relationships, and 5) leadership skills, traits, and behaviors for today’s schools. The group of 3-5 members will work cooperatively to complete a class presentation portion and a written portion based on the above theme chosen. The group’s class presentation and written report will provide extensive and thorough evidence to support research on this topic (theme). See rubric.

Case Studies: Case studies will constitute the second major learning experience. They offer opportunities for aspiring principals to learn from real-life cases and develop an emerging theory of action based on inquiry questions that engage them in problem-solving experiences. In triads, students will select five (5) case studies, identify the central issues within these cases, list the issues that are most important to address and assign a relative value to each of them. Reflection and analysis through dialogue will lead them to identify possible solutions to the issues and consider possibilities for solving specific problems. Probable outcomes of implementing the courses of action will be identified and lead to large-group dialogue.

Theory of Action: The third focus of learning will require each student to develop a theory of action (Argyris & Schon). Through reflection, dialogue, and experiences, students will identify the growth they experience throughout the course and plot changes with respect to their values, goals, intentions, expectations, and beliefs about school principalship. Students will solicit feedback from professors, field-based coaches, and cohort peers and adjust their theory of action as needed.

Field Experience: Given the focus on effective principals installing professional learning communities, students enrolled in this class will engage with principals in determining the extent to which they are establishing professional learning communities. They will provide principals with research-based tools that can be used to guide their work in building and maintaining professional learning communities. They will, in addition, offer their facilitative services to a core group of principals to assist in facilitating staff development for teachers to acquire skills and competencies in participating in professional learning communities (DuFour, DuFour, Eaker, & Many, 2006).

Grading:
Class participation………………………………………………20 points
Thematic group presentation and report of selected theme
(See Rubric for Group Presentation/Product)………………20 points
Case study presentations
(See Rubric for Case Analyses)……………………………20 points
Submission of a Theory of Action paper
(See Rubric for Developing a Theory of Action)……20 points
Field Project (see field-based grading schema)………20 points
Total Points ……………………………………………………100 points
Grading Scale:
- A = 90 – 100 points
- B = 89 – 80 points
- C = 79 – 70 points
- D = 69 – 60 points
- F = 59 points and below

8. Class Policy Statements:

A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If assignments are missed, only University-approved excuses as outlined in the Tiger Cub will be allowed. Arrangement to make-up the work must be made in advance. If assignments are missed due to illness, a doctor’s statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor in advance.

B. Students are responsible for initiating arrangements for missed work due to excused absences.

C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements must be made up in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance.

D. Accommodations: Students who need accommodations are asked 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 alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

E. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

F. 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
9. Justification for Graduate Credit:
This course is designed to provide discussion of important dispositions of educational leaders. Included in discussion are important leadership assumptions such as: leadership is critical to student learning, there are leaders and followers, leadership involves personality, knowledge and skills and an understanding of group dynamics, diversity and culture.