Elementary School Principalship

EDA 7640-200
Section 24712

DIVISION: College of Education
PROGRAM AREA: Administrative and Organizational Studies
COURSE: EDA 7640
CREDIT: 4 Credit Hours
TERM: Winter, 2014
LOCATION: On-Line Course
DAY/TIME: WIMBA – Monday’s – (6:30 p.m.)
INSTRUCTOR: Dr. Jerry Dodd
PHONE: C – (734) 812-6341
E-MAIL: ai6410@wayne.edu

COURSE DESCRIPTION:

Prereq: teaching experience. For experienced teachers and administrators entering the field of Elementary School Principalship. Research findings and sources of information in the field. The principal’s role as an instructional leader will be examined in depth. A concurrent field experience is required with the lecture component of this course; specifications are provided in the course syllabus. (W,S)

COURSE OUTCOMES:

1. To gain insight from practicing principals regarding practices and problems in their schools.

2. To plan career strategies and develop a philosophical base in order to prepare for a principalship and/or assess one’s current or potential strengths and weaknesses as a principal.

3. To have the opportunity to think, read, write and speak about current research, practices, and theories affecting elementary principals today.

4. To develop skill in making polished written and oral presentations as well as working in cooperative groups.

“As educators, we have two choices. We can rail against the system, hoping that standards and testing are a passing fad, or we can lead the way in a fundamental reformulation of educational accountability.”

Douglas B. Reeves
REQUIRED TEXTS:

ISBN 0-87120-858-X

ISBN 1-4129-553-8

Collaborative Communications Group, Inc. NAESP (2008) *Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do*: Alexandria, VA: NAESP

SUGGESTED TEXTS


SOFTWARE

Most of your software needs will be met through the use of WSU Blackboard. The instructor will be using Windows based software. If you are using Apple based software you will need to be able to convert it to a windows format.
COURSE ASSIGNMENTS:

1. Personal Data  
   
   **You are to e-mail to me the following information:** Name, home address, home phone, cell phone, place of employment, position held, contact phone number of employment, home or work e-mail address (unless you plan to check your WSU e-mail daily) and finally you are asked to attach a photo of yourself.  
   (This information will remain confidential with me only)

2. Class participation/Attendance:  
   
   Participation in WIMBA sessions and DISCUSSION BOARD sessions is expected. Active participants in classroom discussions usually will leave the course with greater knowledge and an appreciation for the subject matter. It is expected that each member of the class will make a measurable contribution to the discussions during these sessions.

   WIMBA sessions will be scheduled on **Monday nights (6:30 p.m.)**

   (.5% will be deducted from this category for each unexcused missed WIMBA/DISCUSSION BOARD session)

3. CAREER DEVELOPMENT PLAN:  
   
   The Career Development Plan is designed for you to do a self-assessment as to your readiness to apply for an administrative position at this time (or to move up the ladder if you are currently an administrator). This assignment should be 1 to 3 pages typed and should include at least the components listed below:
   
   1. An updated Resume
   2. **If not included in the resume then written in addition:**
      a. Educational experiences you have had that will be valuable in obtaining a leadership position
      b. Education and/or experiences lacking with plan to obtain
      c. What you have done in your district (or plan to do) to let them know that you plan to pursue a leadership position
      d. Identification of a mentor or someone who will support you
      e. Plan concerning how you will become more visible and recognized as a leader
      f. Professional and community organizations you are affiliated with or have area of concern
      g. Other as applicable
   
   *(Note: The main focus of this assignment is your self-assessment not just a resume)*

   *(See Grading Rubric attached)*
4. **FIELD STUDY:**

Conduct a field study with a principal or a building administrator. This field study should be an observational experience encompassing at least 10 hours of documented shadowing. Facts collected should be written along with the student’s conclusions regarding this experience. (The ideal shadowing experience would include observations of the chosen administrator both during normal school hours (e.g. teacher meetings, parent meetings, discipline meetings, hall and cafeteria duties, etc.) and after normal school hours (e.g. PTA meetings, night duties, before school duties, after school duties, etc.)

Students will be expected to submit a log type summary of notes documenting the hours spent and facts collected along with a written summary of your conclusions regarding this experience. Length of paper is not as important as content.

*(See Grading Rubric attached)*

5. **PRO/CON CLASS PRESENTATION**

You will be assigned a partner(s) by the instructor for this assignment. Your team will be asked to choose a topic which is pertinent to secondary administration today. One of you will present the PRO side and the other will present the CON side of this topic. You will make your presentations to the rest of the class during a scheduled WIMBA session. A class discussion will ensue regarding the points you have made.

*(See Grading Rubric attached)*

6. **MID-TERM EXAM**

*(15% of Grade)*

7. **FINAL EXAM**

*(15% of Grade)*

*Note: All assignments submitted for a grade are to be typewritten, double-spaced with 12 pitch print. Graduate level courses carry with them high expectations with regard to the quality of written assignments. Points may be deducted from all written assignments for not meeting these expectations.*

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GRADING: The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance. Please note that there is a distribution of grades from A-F with the College of Education and that pluses and minuses are recorded and distinguish a distinct grade point average.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 94</td>
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<tr>
<td>A-</td>
<td>93 – 90</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 87</td>
</tr>
<tr>
<td>B</td>
<td>86 – 83</td>
</tr>
<tr>
<td>B-</td>
<td>82 – 80</td>
</tr>
<tr>
<td>C+</td>
<td>79 – 77</td>
</tr>
<tr>
<td>C</td>
<td>76 – 73</td>
</tr>
<tr>
<td>F</td>
<td>72 - 0</td>
</tr>
</tbody>
</table>

Plagiarism: Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you’re in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments. (See attached for further definition)

Enrollment/Withdrawal Policy
Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.
Students with Disabilities: “If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department, SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.”

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy: Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Student who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
Plagiarism: What it is and How to Recognize and Avoid it.

Produced by Writing Tutorial Services, Indiana University, Bloomington IN

What is Plagiarism and Why is it Important?

In college courses we are continually engaged with other people’s ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them in our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information.

How can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person’s actual spoken or written words;
- or paraphrase of another person’s spoken or written words.

These guidelines are taken from the Student Code of Rights, Responsibilities, and Conduct.

To help you recognize what plagiarism looks like and what strategies you can use to avoid it, select one of the following links or scroll down to the appropriate topic.

How to Recognize Unacceptable and Acceptable Paraphrases

Here’s the ORIGINAL text, from page 1 of Lizzie Borden: a Case Book of Family and Crime in the 1890’s by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of the late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Borden’s lived), which became the center of production as well as commerce and trade.

Here’s an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they transformed farm hands into factory workers and provided jobs for a large wave of immigrants. With industry came the growth of large cities like Fall River where the Borden’s lived, which turned into centers of commerce and trade as well as production.
What makes this passage plagiarism?

The proceeding passage is considered plagiarism for two reasons:

1. The writer has only changed around a few words and phrases, or changed the order of the original's sentences.
2. The writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example; “steam-driven companies” in sentence two misses the original's emphasis or factories).

Here’s an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

• accurately relays the information in the original,
• uses her own words,
• lets her reader know the source of her information.

Here’s an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers “transformed farm hands into factory workers,” and created jobs for immigrants. In turn, growing populations increased the size of the urban areas. Fall River was one of these manufacturing hubs that were also “centers of commerce and trade” (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

• records the information in the original passage accurately,
• gives credit for the ideas in this passage,
• indicates which part is taken directly from her source by putting the passage in quotation marks and citing the page number.
Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are just rearranging or replacing a few words.

   Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can’t see any of it (and so aren’t tempted to use the text as a “guide”). Write out the idea in your own words without peeking.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

Common knowledge: facts that can be found in numerous places and are likely to be known by lots of people.

   Example: John F. Kennedy was elected President of the United States in 1960. This is generally known information. You do not need to document this fact.

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According to the American Family Leave Coalition’s new book, Family Issues and Congress, President Bush’s relationship with Congress has hindered family leave legislation (6).

The idea that “Bush’s relationship with Congress has hindered family leave legislation” is not a fact but an interpretation; consequently, you need to cite your source.

Quotation: using someone’s words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association’s style:

Example: According to Peter S. Pritchard in USA Today, “Public schools need reform but they’re irreplaceable in teaching all the nation’s young” (14).

Paraphrase: Using someone’s ideas, but putting them in your own words. This is probably the skill you will use when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.
<table>
<thead>
<tr>
<th>Description</th>
<th>Fair (0-1)</th>
<th>Good (2-3)</th>
<th>Excellent (4-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Self Assessment</td>
<td>Did not reflect on experiences related to Leadership Expectations</td>
<td>Reflections on experiences were somewhat related to Leadership Expectations but were shallow in nature.</td>
<td>Reflections on experiences were strongly related to and show a clear understanding of Leadership Expectations</td>
</tr>
<tr>
<td>Quality of Plan for the Future</td>
<td>Did not demonstrate an understanding of personal level of readiness and listed little if any needed Professional Development Opportunities</td>
<td>Demonstrated a shallow understanding of personal level of readiness with minimal Professional Development Opportunities listed</td>
<td>Demonstrated a thorough understanding of level of readiness with solid Professional Development Opportunities listed</td>
</tr>
<tr>
<td>Content</td>
<td>Poor (0)</td>
<td>Good (1-2)</td>
<td>Excellent (3)</td>
</tr>
<tr>
<td></td>
<td>Did not include an updated resume</td>
<td>Included an updated resume that was lacking in formatting and depth of information</td>
<td>Included an updated resume with appropriate formatting and depth of information</td>
</tr>
</tbody>
</table>

Total: 15
### EDA 7640 – Field Study Assignment

<table>
<thead>
<tr>
<th>Description</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Observation</td>
<td>Poor (0)</td>
<td>Good (1)</td>
<td>Excellent (2)</td>
</tr>
<tr>
<td></td>
<td>Did not identify who was observed nor type experiences observed</td>
<td>Identified appropriate person observed but experiences did not cover wide enough range</td>
<td>Identified appropriate person observed with appropriate range of experiences</td>
</tr>
<tr>
<td>Quality of Log of Hours</td>
<td>Poor (0)</td>
<td>Good (1-2)</td>
<td>Excellent (3)</td>
</tr>
<tr>
<td></td>
<td>Did not include a Log of Hours</td>
<td>Included a log of hours but was lacking in detail</td>
<td>Included a log of hours that was detailed as to observational experiences</td>
</tr>
<tr>
<td>Quality of Leadership Experiences</td>
<td>Fair (0-3)</td>
<td>Good (4-7)</td>
<td>Excellent (8-10)</td>
</tr>
<tr>
<td></td>
<td>Included few if any identifiable leadership qualities observed</td>
<td>Included adequate number of identifiable leadership qualities observed but was lacking in an understanding of the effects they had on the situation observed</td>
<td>Included numerous identifiable leadership qualities observed with a thorough description of the effects they had on the situation being observed</td>
</tr>
<tr>
<td>Quality of Concluding Statement</td>
<td>Poor (0)</td>
<td>Good (1-2)</td>
<td>Excellent (3-5)</td>
</tr>
<tr>
<td></td>
<td>Did not develop a concluding statement</td>
<td>Developed a concluding statement but was shallow in description of personal value of this assignment</td>
<td>Developed a concluding statement that demonstrated a thorough understanding of the personal value of this assignment</td>
</tr>
</tbody>
</table>

Total: 20
## EDA 7640 – Pro/Con Presentation

<table>
<thead>
<tr>
<th>Description</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence of team responsibility</strong></td>
<td>Fair (1) Only observable role was being present at presentation.</td>
<td>Good (3) Participated in presentation with a trace amount of evidence of coordination with other team members.</td>
<td>Excellent (5) Participated in presentation with demonstrated evidence of coordination with other team members.</td>
</tr>
<tr>
<td>Evidence of research</td>
<td>Fair (1) Evidence of research is limited to class discussions or textbook references.</td>
<td>Good (3) Evidence of research cites author(s) and is limited to one outside source.</td>
<td>Excellent (5) Evidence or research is outwardly apparent. Two or more outside sources are cited along with statistical references.</td>
</tr>
<tr>
<td>Preparation</td>
<td>Fair (1) Presentation support materials are limited in scope and sequence.</td>
<td>Good (3) Presentation materials are adequate to fulfill requirements of assignment.</td>
<td>Excellent (5) Presentation materials are impressive with numerous thought provoking concepts included.</td>
</tr>
<tr>
<td>Creative planning is evident in presentation support materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Fair (1) Presentation is awkward with little or no thought provoking content.</td>
<td>Good (3) Presentation is rehearsed but invokes little if any audience participation.</td>
<td>Excellent (5) Presentation is well rehearsed and invokes numerous questions/responses from the audience.</td>
</tr>
<tr>
<td>Presentation is polished and invokes participation from audience</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 20
CLASS SCHEDULE

You can download and view this presentation beginning January 2nd. Our first WIMBA Session will be on January 6th at 6:30 p.m.

Unit 1 - Introduction and Overview of Course
(WIMBA session on January 6th at 6:30 p.m.)

1/7 - 1/13 (Tues. – Mon.)

Unit 2 - The Principalship

1/14 – 1/20 (Tues. – Mon.)

Unit 3 - Presenting/Selling Yourself

1/21 – 1/27 (Tues. – Mon.)

Unit 4 - Legislative Mandates
(Career Development Plan Due This Week)

1/28 – 2/3 (Tues. – Mon.)

Unit 5 – Change

2/4 - 2/10 (Tues. – Mon.)

Unit 6 - Mid-Term Exam

2/11 - 2/17 (Tues. – Mon.)

Unit 7 – Professional Learning Communities

2/18 - 2/24 (Tues. – Mon.)

Unit 8 – Teacher Evaluation

2/25 - 3/3 (Tues. – Mon.)

Unit 9 – Dealing with Conflict
(Field Study Assignment Due This Week)

3/4 - 3/10 (Tues. – Mon.)

NO CLASS – (WSU Spring Recess)

3/11 - 3/17 (Tues. – Mon.)

Unit 10 – Managing Human and Material Resources
3/18 - 3/24  (Tues. – Mon.)  NO CLASS – (Public School Spring Recess)

3/25 - 3/31  (Tues. – Mon.)  Unit 11 – School Cultures

4/7  (Mon.)  Class Presentations – (WIMBA)

4/14  (Mon.)  Class Presentations – (WIMBA)

4/15 - 4/21  (Tues. – Mon.)  Final Exam