

**LEAD 584 1 unit**                      **Fall 2010-Spring 2011**  
**Special Topics II: The Principalship (for Preliminary Administrative Services**  
**Credential Students**

**Instructor: Melinda Martin**

**Course Description**

This series of module-based special topic seminars tie together the essential management and operational elements of school leadership that affect the instructional climate and student outcomes. Modules are taught by educational experts, and in many cases, they are co-taught by University faculty and school district personnel.

**Course Objectives/Candidate Outcomes**

Drawing together University, District and other practitioners, the course modules link educational theory with the immediate application to the principalship. The modules cover a range of topic areas, including special education, school counseling, budget and resource management, teacher evaluation, personnel policies and procedures, conflict management, and student discipline. These focused, practical units offer students the opportunity to understand the state and local context for these issues, and to have hands-on experiences drawn from their school sites

**Outcome I. Academic Excellence, Critical Inquiry and Reflection**

To develop the ability to be a school leader who promotes successful teaching and learning by making instruction the focus of his/her efforts. (K, D) (CAPSEL 1, 2)

To establish the use of time so that the leader is continually working on an effective learning environment by organizing his/her day observing in classrooms (S, K) (CPSEL 3)

To develop a personal platform statement, and to organize a culminating portfolio showcasing the candidate's growth in leadership skills and accomplishment of the CPSEL's (K, S, D) (CPSEL 1,2,3,4,5,6)

To work with a team to present a solution to a Problem Based Learning Activity (K, S, D) (CPSEL 1, 2, 3, 4, 5, 6)

**Outcome II. Community and Service**

To establish a structured process for engaging stakeholders in dialogue to support and enhance teaching and learning. (K S, D) (CPSEL 1, 5, 6)

**Outcome III. Ethics, Values and Diversity**

To prioritize and address the needs, goals and aspirations of diverse students, family, and community members. (K, S, D) (CPSEL 4)

To develop strategies to create linkage between the school and community to support instructional improvement. (K, S) (CPSEL 4)

**Textbooks/Readings**

- The materials for each of these modules are determined in conjunction with the ELDA and participating faculty/district personnel.

**Incompletes**

Students who fail to fulfill the requirements of this course will receive an “incomplete.” The requirements must be met by the end of the tenth week of the next regular semester; otherwise, the “I” grade will be counted as an “F.”

**Disability Services:**

Students with disabilities who believe that they may need accommodations in the class are encouraged to contact Disability Services in Serra 300 (tel. 260-4655) as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

**Academic Integrity**

At USD, we take the code of academic integrity very seriously; forms of academic dishonesty, including but not limited to cheating, plagiarism, fabrication, or facilitating academic dishonesty, are not tolerated in the Leadership Studies program or this class. Violations of the policy may result in suspension or expulsion from the university. If you are unfamiliar with USD's policy, it is your responsibility to read and understand its elements.

*\* This statement was adapted from a statement written by Dr. Athena Perrakis*

**Course Requirements/Activities**

Students will attend all classes, participate fully in each class, meet timelines for turning in projects, plan and provide oral presentations as required in each module.

**Assessment Plan/Grading Criteria/Rubric**

Participation and Attendance	60%
Projects, Reflection Papers, etc.	40%

**Course Outline****Sessions      Generative Topic(s)****Possible topics include:**

- Personnel policies and procedures
- Budget Basics for Principals
- Completing an Application and Interviewing for Site Positions
- Teacher Evaluation Process
- Dealing with Difficult People
- What administrators need to know about Special Education
- Parent and Community Involvement
- Opening/Closing of School
- Vision for health and human services
- Working with the Site Counselor
- Suspensions and Suspensions

## **Bibliography**

Allington, Richard L, and Cunningham, Patricia M, 2002, Schools that Work, Allyn and Bacon

Irby, Beverly J, and Brown, Genevieve, 2000. The Career Advancement Portfolio, Corwin Press

Platt, Alexander D., Tripp, Caroline E., Ogden, Wayne R., Fraser, Robert G., 2000, The Skillful Leader, Ready About Press

Stone, Douglas, Patton, Bruce, Heen, Sheila 1999, Difficult Conversations, Penguin Books