## EDG 6341 Role of the Principal

January 14 – March 8, 2013

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## EDG 6341 Role of the Principal

In this course, we will focus upon the competencies established for attaining certification as a principal in Texas. The areas to be covered include *leadership of the school community, instructional leadership, and administrative leadership.* In addition to successful completion of the assigned coursework, candidates will be required to pass an online examination to receive a passing grade for this course.

#### Interaction with the Instructor

Communicate with me on a regular basis. I will monitor your scores on your practice exam and initiate suggested resources to help you improve your score. You will evaluate your own performance relative to the practice exam and establish a research agenda to improve your score. The course content is provided in an asynchronous on-line mode, utilizing Blackboard as the delivery medium. There are no required class meetings. Feel free to call me with questions and concerns as the course progresses.

#### Blackboard

Blackboard is the delivery platform. You may link to Blackboard from Ramport by using the quick link feature. Students should first check the announcements within the course for information and initial instructions.

#### **Textbooks**

DuFour, R., & Marzano, R. (2011). *Leaders of learning: How district, school and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed. Second Printing.)* Washington D.C: Author.

#### **Goals of the Course**

Your primary goal in this course is to gain a thorough knowledge of the role(s) of a school principal. You will comprehend the theories and leadership concepts that under pin the nine competencies expected of a school principal in Texas. There is an important secondary goal. School administrators must be professional communicators. The secondary goal of this course is to learn to communicate at a professional level with focus on written communication. *All major papers in this must comply with the APA Publication Manual (6<sup>th</sup> edition).* 

## **Course Objectives**

The course objective is to demonstrate a thorough comprehension of the role of the principal as represented by the nine Texas Principal Competencies. Instructional expertise and the associated best practices for curriculum implementation are the centerpiece of this course.

#### **Course Activities**

A fundamental activity is reading: read books, journal articles, and educational research on instructional strategies and instructional leadership. There are two research agendas on which you will focus. The first will be established by your first performance on the mock TExES exam via the certify teacher website. Once you receive the feedback from your first attempt, you will identify the domain in which you need the most growth. You will then search out no fewer than 4 resources that will enable you to gain a deeper level of knowledge centering on the domain you identified. The second research agenda is the same for everyone and it will center upon instructional strategies. Please re-acquaint yourself with Bloom's taxonomy.

http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s Taxonomy

http://www.teach-nology.com/worksheets/time\_savers/bloom/

Candidates must analyze written and verbal statements from a variety of recognized experts on instructional strategies then evaluate them for applicability relative to the role of the principal.

**Course Assignments:** (See Blackboard for a more thorough explanation of expectations for these Assignments)

Due Date	Assignment
1/14	Introduction-discussion board posting (5 pts)
1/17	Synthesis of the Competencies (5 pts)
1/20	Test Reflection (5 pts)
1/24	Chapter 3 Compare/Contrast Paper (10 Pts)
1/31	Interview question postings (5 pts)
(Before) 2/07	Interview
2/07	Two Page Interview Reflection (10 pts)
2/15	Chapter 5, 6, & 7 Postings (5 pts per posting = 15 pts)
2/21	Research Presentation My Area for Improvement (20 pts)
3/06	Change & Leadership (20 points)

#### **Grading**

A student may earn a maximum of 100 points in the class. The final course grade will be assigned on this scale. 91 - 100 is an A, 81 - 90 is a B, and 70 - 80 is a C. Any score below 70 is an F. In addition to successful completion of the assigned coursework,

candidates will be required to pass an online examination representative of the TExES 068 exam) to receive a passing grade for this course. Students must check the Student Grade Center in Blackboard after submitting each assignment to learn their grade and read the comments posted by the instructor.

## **Late Work Policy**

My expectation is that each student will submit assignments on or before the posted due dates. I will deduct 50% of the potential points for work turned in after the due date. If you have an emergency arise please contact me by email as soon as possible. I will handle those situations on a case-by-case basis.

## **Graduate Student Learning Goals**

Graduate institutional learning goals reflect the mission of the university through a focus on specific areas of student learning. Individual departments, programs and services will provide opportunities and support, where appropriate, for students to attain the skills and dispositions identified by the university as essential to education.

## Master Knowledge and Skills

#### **Students will:**

Demonstrate advanced knowledge, skills and values appropriate to their chosen discipline.

Demonstrate the ability to work as individual researchers/scholars and in collaboration with others.

Demonstrate the ability to be creative critical thinkers and to apply new technologies appropriate to their chosen discipline.

## **Master Communication and Dissemination**

#### **Students will:**

Be required to demonstrate advanced oral and written communication skills appropriate to their chosen discipline.

Demonstrate global perspectives appropriate to their chosen discipline.

# Master Leadership and Social Responsibility Students will:

Comprehend and practice the ethical principles appropriate to their chosen discipline.

Understand and value individual differences, and have the skills to work effectively in a diverse, changing world.

## **Special Considerations**

"Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made."

## **Academic Integrity**

"Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook*."