Instructor: Bradley W. Davis, Ph.D.
Office: Trimble Hall, 103.A
Email: bwdavis@uta.edu
Office Phone: (817) 272-2846
Mobile Phone: (832) 221-0096

Class Meetings:
Weekly - Mondays at 5:30 PM, Trimble Hall 102

Office Hours:
By appointment

Course Summary:
This course serves as an entry point to understanding the roles and responsibilities of the school principal. As chief administrator of the campus, the principal is arguably the most important contributor to a school’s success. Because of the varying contexts in which schools and school systems exist, and in turn the multitude of demands placed upon the campus leader, this course seeks to broaden the perspectives of aspiring principals so that they may be better prepared for leading faculty and staff in meeting the educational needs of diverse groups of learners in an ever-changing educational landscape.

Course Objectives:
- Explore the role(s) of the school principal in addressing the challenges of schooling
- Consider the demands placed on the school principal by various constituencies
- Consider the origins and influences on these demands and how they are enacted
- Think critically about the importance and priority of these demands and use this thinking to inform the development of a personalized theory of leadership
- Understand the development and application of leadership standards
- Reflect deeply on our own values, beliefs, thinking, and leadership actions
- Expand our abilities to develop reflection in those we lead
- Expand our thinking beyond the classroom and into larger-level systems (i.e. campus, district, region, state, federal, etc.)
- Develop strategic plans for entering school administration and furthering our careers
- Establish leadership practices that can lead to school improvement in our current work settings
- Consider the associate principalship as the mostly likely point of entry into school leadership, and what that position entails in varying school contexts

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1 My aim as lead learner is to be as flexible as possible in meeting students’ needs to establish virtual or face to face consultations about coursework and graduate studies. To that end, I am happy to meet on campus at UTA, the coffee shop, your school, my home, or wherever is needed. Please send an email with proposed meeting times in advance of the dates you are available. Alternatively you may want to consider using calendar software (e.g. Outlook, iCal/Calendar) to send your meetings options.
**Course Materials:**

**Student Provided:**
Tk20 - [https://tk20web.uta.edu/campustoolshighered/start.do](https://tk20web.uta.edu/campustoolshighered/start.do)

**Instructor Provided:**
Materials provided by the instructor and assigned as class readings will be posted to Blackboard. These materials are primarily book chapters and journal articles, however additional resources such as videos and non-refereed articles will be posted.

**Participation Expectations:**

**Class Engagement:**
As participants in this course, we all owe to one another and ourselves, the highest level of engagement that we can possibly offer. This means using technology (particularly computers, tablets, phones, etc.) in the classroom only to enhance our learning, not to distract from it. As students in a graduate program, you are expected to provide your full attention and attend to personal communications outside of class instruction time.
Perhaps the most important aspect of appropriate classroom engagement is respect for others. Make no mistake, there will come occasion – likely many occasions – when the perspectives offered by the readings, the instructor, and fellow classmates contrast sharply with your own. While experiencing these contrasts can at times be very difficult, respectfully and courageously navigating through them as a group is the very essence of classroom learning.

**Attendance:**
Attendance is required for every class session. In the event of an emergency, please do your best to notify the instructor of your absence (when possible). Excused absences will not be granted for work-related commitments. Unexcused absences, which include late arrivals and early exits from class sessions, will affect your semester grade.

**My pledge to you:**
You will be treated with respect and as an individual. I will honor your background and experiences and learn from your expertise. I will manage the class in the manner I see most fit. I will prepare for every class. I will teach only in areas of my professional expertise. To that end, if I do not know something, I will feel comfortable saying so. I will return your assignments in a timely manner and with critical, yet constructive feedback. I will be honest with you. Your grade will reflect the quality of your work and nothing else.

**Assignments and Grading:**
All assignments will be given a grade between 0 and 100. Unless otherwise noted, all assignments will be submitted in electronic format to Blackboard.
Written Work:
As graduate students, one of many skills you are responsible for developing is your writing. Make no mistake, writing is a skill of critical importance to the principalship. It is my responsibility to help you improve in this area. Students come to this program from a variety of educational and professional backgrounds. Hence, previous academic preparation (e.g., writing skills) will affect your performance in this course. It is important to acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade. That being said, I am more interested in seeing continuous improvement in writing quality over the semester than I am to see your assignments immediately meet a high standard. I will discuss this last sentiment in greater detail during our first class.
All written work should be typed, formatted, and devoid of grammatical, spelling and typographical errors. In addition to being clear, concise, and organized, written work should be reflective, analytical, and incorporate literature and research from the course as well as outside readings to support discussion and arguments. Students should use the 6th Edition of the APA Manual as a guideline for writing, formatting, and appropriate citations. Be sure to proofread your papers before submitting them. Assignments that are not well-edited will be assigned a lower grade. Finally, if you have concerns about your writing, please discuss this matter with me before assignments are due.

Weekly Reflections (20% of Semester Grade):
Throughout the semester, students will be responsible for writing 10 reflections, primarily based upon the required readings. Weeks in which reflections are not collected are not weeks in which you are excused from the required readings. Weekly reflections shall be no shorter than two full pages, not including the title page. These reflections are important for many reasons, just a few of which include:
- an opportunity for you to demonstrate your discipline with coursework
- improvement of our class discussion by allowing students to crystallize thoughts ahead of time
- expansion of your ability to challenge the thinking of others and reflect on your own thinking, which in turn allows you to better understand the perspectives of others and increase the effectiveness of your communication.

Some elements to consider including in your reflections:
- Outline your general impressions of the readings
- Discuss ways in which the reading relates to your experiences, both past and present
- Discuss ways the reading has influenced your thinking
- Outline themes from the reading that you think will be important for the class to discuss
- Consider tying back to class discussions where appropriate

A separate grading rubric along with further instructions for reflections will be posted to Blackboard.

Independent Book Review (20% of Semester Grade):
Once during the semester, each student will submit a written book review. Books must be selected from the predefined list included in this syllabus. The written review, which will be shared with the class, should be approximately 4-5 pages in length (APA formatting). Book Reviews should include but are not limited to the following:
1. Full APA formatted citation
2. Summary of contents (no more than 2 pages)
3. Explanation of how the author defines or addresses leadership
4. Critique, including strengths and weaknesses and issues with which you agree or disagree
5. Examples of the book’s relevancy to the principalship and the art of educational administration
6. Assessment of the book’s relevance to your understanding of the principalship and what is required of good leadership.
A signup sheet for books will be available in class. The report should be submitted through Blackboard by the start of class on November 18th. Reports will be compiled into a single file and a copy will be emailed to all students in the class. A separate grading rubric along with further instructions for this assignment will be posted to Blackboard.

**Group Presentations on Theoharis Chapters (20% of Semester Grade):**

Students will be organized into groups of 3 to develop presentations on material from the Theoharis text. The resultant presentations should:

- be 15 minutes in length
- have a visual element (e.g. PowerPoint, Prezi, etc.)
- be geared toward guiding class discussions on the chapter
- suggest additional, related resources for reading

Significant contributions are required of all group members. A separate grading rubric along with further instructions for this assignment will be posted to Blackboard.

**Theory of Leadership (20% of Semester Grade):**

You will develop a theory of leadership around which you can organize and continually develop your understanding of quality leadership. This theory of leadership should be personal (uses "I" statements), based upon your belief system and values, informed by resources from class (as well as outside), and should contain key action steps to be taken by you as the educational leader. I expect that you will revisit and refine this theory of leadership based on learning and experience both during and after your time in the program. This assignment is due December 9th. A separate grading rubric along with further instructions for this assignment will be posted to Blackboard. **This assignment must also be submitted to tK20.**

**Semester Grade Contributions:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>Weekly Reflections</td>
<td>20%</td>
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<tr>
<td>Independent Book Review</td>
<td>20%</td>
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<tr>
<td>Group Presentation on Theoharis Chapter</td>
<td>20%</td>
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<tr>
<td>Theory of Leadership (Final)</td>
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<td><strong>Total</strong></td>
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**Grading Scale:**

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100%</td>
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<td>B</td>
<td>80-89%</td>
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<td>C</td>
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<td>D</td>
<td>60-69%</td>
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<td>F</td>
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**Resources Available to You:**

UTA Writing Center - [http://www.uta.edu/owl/index.html](http://www.uta.edu/owl/index.html)

From the Writing Center web page:

*The UT-Arlington Writing Center offers a welcoming and supportive environment for students who seek assistance on a wide variety of writing assignments and needs. We are here to encourage and to motivate student writers of all levels, and to provide our clients with the highest quality assistance available. Our first objective is to help*
student writers to elevate the writing project in hand, but always with the goal of improving the general quality of their written work. In addition, we intend to work together with faculty, administrators and other UT-Arlington community members to become a trusted and reliable campus resource.

• We offer a positive and supportive environment.
• Our writing consultants are professionally trained and can assist undergraduate and graduate students with writing assignments in multiple subject areas.
• We assist students across the spectrum of writing ability.
• We help clients develop their ability to critically evaluate their own writing and ideas.
• We offer students focused, extended, and personalized tutoring in an effort to increase their chances of becoming successful college-level writers.
• We also offer workshops for graduate and undergraduate student writers.

Andy Herzog, Reference & Instruction Librarian:
Andy works for the UTA library and is the Education specialist. He is eager to help you with your studies. Here is a quick note from him on the Education Subject Guide:
Need help defining your research topic? Not sure where to find articles? How do I cite in APA? Try the Education Subject Guide, [http://libguides.uta.edu/edad](http://libguides.uta.edu/edad) - For further help, contact the Education Librarian Andy Herzog (amherzog@uta.edu).

Semester Calendar:
Note: Required reading is to be completed before the class date in which it is listed. These readings will also serve as the basis of reflections due on that date. For example, before class begins on September 9th, students will need to have read and submitted to Blackboard their reflection on Matthews & Crow Chapter 1, Theoharis Chapters 1-2, and any additional materials posted to Blackboard.

<table>
<thead>
<tr>
<th>Date</th>
<th>Contents</th>
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<tbody>
<tr>
<td>August 26th</td>
<td><strong>No assignments due</strong></td>
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<tr>
<td></td>
<td>• Introducing our Community of Learners</td>
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<td>• Syllabus walkthrough</td>
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<td>• Discussion: <em>What is the principalship?</em></td>
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<td></td>
<td>• The principal as practitioner-scholar</td>
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<td></td>
<td>• Assignment: <em>Thoughts on the challenges of schooling and what makes effective leadership.</em></td>
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<td>Required reading:</td>
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<tr>
<td>September 2nd</td>
<td>No class meeting. Labor Day Holiday.</td>
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<tr>
<td>September 9th</td>
<td><strong>Reflection 1 due</strong></td>
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<td></td>
<td><em>&quot;Thoughts...&quot; assignment due</em></td>
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<td></td>
<td>Required reading:</td>
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<td>Matthews &amp; Crow, Chapters 1-2</td>
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<td>Theoharis, Chapters 1-2</td>
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<td>Additional reading on Blackboard</td>
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<td>September 16th</td>
<td><strong>Reflection 2 due</strong></td>
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<td>Required reading:</td>
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<td>Matthews &amp; Crow, Chapter 3</td>
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<td>Date</td>
<td>Reflection Due</td>
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<td>September 23rd</td>
<td>Reflection 3</td>
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<td>October 7th</td>
<td>Reflection 5</td>
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<td>October 21st</td>
<td>Reflection 7</td>
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<td>October 28th</td>
<td>Reflection 8</td>
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<td>November 4th</td>
<td>Reflection 8</td>
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<td>November 11th</td>
<td>Reflection 9 due</td>
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<td>November 18th</td>
<td>Book Review due</td>
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<td>November 25th</td>
<td>Reflection 10 due</td>
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<td>December 2nd</td>
<td>Final Day of Class</td>
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<tr>
<td>December 9th</td>
<td>Theory of Leadership (Final)</td>
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**Acknowledgement:**

The instructor owes a tremendous debt of gratitude to the following individuals whose teaching and syllabi have heavily influenced the development of this course and syllabus:

Michelle D. Young, Ph.D. – Professor and Director, University Council for Educational Administration, University of Virginia
Mark A. Gooden, Ph.D. – Associate Professor and Director, Principalship Program, The University of Texas at Austin
Ann O’Doherty, Ed.D. – Senior Lecturer and Director, Danforth Educational Leadership Program, University of Washington
Gretchen G. Generett, Ph.D. – Associate Professor and Associate Dean for Graduate Studies and Research, Duquesne University
Richard M. Gonzales, Ph.D. – Assistant Professor, University of Connecticut
Information from the College Concerning Tk20:
Tk20: The College of Education and Health Professions has implemented Tk20, a comprehensive data management system that provides powerful tools to manage growth and streamline processes to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called Tk20 HigherEd. The following is a partial listing of what the Tk20 system will enable you to do:

- Create your key assessments and performance artifacts online, which you will be able to access and use beyond graduation. This will enable you to present documented performance data and information to prospective employers, who are increasingly interested in data-supported evidence of an individual’s current and potential performance.
- Submit forms online, including applications for field-based experiences such as student teaching, practicum, internships, or other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.
- Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.
- Monitor your progress throughout the program and have access to a fully documented record of your program performance, creating a vested partnership between you and faculty in your progress through your academic program.

On-line tutorials and training materials will orient you to the Tk20 system and its use. For additional information, go to http://www.uta.edu/coehp/tk20. We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

Important University Information:
Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining
disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364. **Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless
specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.
Book review list: