

EDAD 5383-001: The Principalship
Spring 2018

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Office Hours: Tuesday and Thursday from 3-5 PM and by appointment. My goal is to meet your needs, I am happy to meet virtually (via Skype, Blackboard Collaborate, etc.) or in person (on campus at UTA, the coffee shop, your work, etc.). Please send an email with dates and times that you are available, along with your preferred communication method.

Time and Place of Class Meetings: Tuesdays, 5:30 PM – 8:20 PM, LS 102

Description of Course Content: The Principalship will address the role of the campus leader in the leadership, organization and administration of schools. The importance of campus culture, climate, vision and ethics will be stressed throughout standards-based instruction, case studies, developmental activities, readings, reflections and field experiences. The importance of appropriate principal induction will be stressed along with the concepts of the principal as scholar-practitioner and proactive leader. An emphasis will be placed on continuous school improvement and a commitment to professional development.

Required Textbooks and Other Course Materials:

-Difficult Conversations: How to Discuss what Matters Most (2010)

By Douglas Stone, Sheila Heen, Bruce Patton

-Get Better Faster: A 90-Day Plan for Coaching New Teachers (2012)

By Paul Bambrick-Santoyo

-Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools (2016)

By Jean Desravines, Jaime Aquino, Benjamin Fenton

-Additional readings to be provided on Blackboard.

Student Learning Outcomes:

1. Students will be able to state succinctly their Theory of Practice for the Principalship, detailing their beliefs about and anticipated actions in support of student academic success.
2. Students will learn to see the importance of moral purpose, understanding change, relationships, knowledge and coherence-making learn to role of the principal.
3. Students will become more expert and analytical in their observations of school settings.
4. Students will design and develop strategies on how to become an ideal principal incorporating the ways in which they focus on moral purpose, understanding change, relationships, building knowledge among school staff and patrons, and facilitating coherence-making in their efforts to build a school that supports student success.



5. Students will refine their Theory of Practice for the Principalship noting the ways in which those beliefs have changed or been modified through course experiences.

ELCC Standards

The course is intended to meet the following standards set by the Educational Leadership Constituent Council for “school building leadership.”

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by:

STANDARD 1: facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

STANDARD 2: promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

STANDARD 3: managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

STANDARD 4: collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

STANDARD 5: The Moral Dilemma. acting with integrity, fairly, and in an ethical manner.

STANDARD 6: The Politics of Administrative Leadership. understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

Assignments and Grading:

Participation and Attendance (40%) –

Participation includes your engagement in the classroom, planning and implementing assigned group discussion activities, and your written responses to online prompts. We will utilize online responses in the event that we do not meet due to inclement weather. You should come to class ready to discuss the assigned reading and should be prepared to lead discussion. To best meet the participation expectation, I recommend taking brief notes detailing: an outline of the major points of the chapters, questions you have from the material, and additional issues that arise from the readings. Additional expectations for written responses will be provided prior to our online work.

This I Believe Project – Media Presentation (20%) –

You will create a personal statement (approximately 500 words) and build a 5-minute presentation that illustrates your beliefs about schools and education. This is a more emotional piece that is a companion piece to the Ideal Principal Project. This project answers the questions of what you believe about education and why, and the next project translates how these beliefs translate into your future work as a principal. You can create an Ignite Presentation, a video, or other visual/verbal presentation to express your views. See additional guidelines in the handout.

The Ideal Principal Project – Key Assessment (40%) –

(see description of the assignment details and rubric below)

The written narrative will fully address required ELCC elements as noted below in the rubric. There is no specific page limit, though it should range between 10-20 pages for the narrative with possible additional pages as supplemental materials. Please use APA formatting guidelines for all written work. The narrative must be uploaded to TK20 and Blackboard. Due Sunday, May 6th.

Assignment Details: The Ideal Principal Project - 70 points.

This conceptual writing exercise is designed to crystallize your own perspectives and assumptions about the principalship and the ways in which you will pursue it in the future. You will write a 10 to 20 page paper detailing the “take-aways” from the course. Consider the possibilities...



- From reviewing our course materials, what will you do, work to accomplish, and/or set in motion as a new principal?
- In what ways will you define and establish your moral purpose, understand change, focus on relationships, build knowledge among school staff and patrons, and facilitate coherence-making?
- In what ways will you act and who will be involved in your work as principal?
- What kind of road map have the class readings class discussions, and your experiences provided for you and your future as a school principal?

I am purposefully providing a broad framework for this assignment. It is up to you to figure out the best way to present your perspectives and assumptions. In this paper, show me that you understand the principalship and that you have developed your own strategies for functioning in this administrative arena.

Please use APA formatting in this assignment: have an appropriate title page, margins, spacing, pitch, font, page numbering, and references if you use them. It is good practice!

Don't forget to submit it to both Blackboard and TK20.

Rubric – The Ideal Principal Project

Tasks	70 Expert Points Earned	55 Acceptable Points Earned	0 Unacceptable Points Earned
The Ideal Principal Project Must also be submitted to Tk20 to receive Course Credit	Ten (10) to twenty (20) pages. Details and examples of goals, beliefs, strategies/perspectives, knowledge and people needed for their success as a school principal including: <ul style="list-style-type: none">• moral purpose,• understand change,• focus on relationships,• build knowledge among school staff and patrons, and• facilitate coherence-making.	Ten (10) to twenty (20) pages. Details but few examples of goals, beliefs, strategies/perspectives, knowledge and people needed for their success as a school principal including: <ul style="list-style-type: none">• moral purpose,• understand change,• focus on relationships,• build knowledge among school staff and patrons, and• facilitate coherence-making.	Less than ten (10) pages. Little detail or specifics about goals, beliefs, strategies/perspectives, knowledge and people needed for their success as a school principal including: <ul style="list-style-type: none">• moral purpose,• understand change,• focus on relationships,• build knowledge among school staff and patrons, and• facilitate coherence-making.

**Grading Scale:**

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Course Schedule

Date	Topic	Required Reading*	Assignments Due
January 16 th	Course Introduction Leadership Styles Review	---	---
January 23 rd	Diagnosis and Action Planning <i>Tech Tips: Excel Worksheets</i>	BTP Chapters: Intro, 1,2	---
January 30 th	Learning and Teaching <i>Tech Tips: TAPR Reports (Elem)</i>	BTP Chap 3	---
February 6 th	School Culture New Teachers: Principles of Coaching <i>Tech Tips: TAPR Reports (MS)</i>	Kafele, 2017 BTP Chap 4 Bordas Part 1	Group 1
February 13 th	School Culture DC-The 3 Conversations	BTP Chap 4 Bordas Part 2 DC Chap 1	---
February 20 th	Talent Management <i>Tech Tips: TAPR Reports (HS)</i>	BTP Chap 5	---
February 27 th	Campus Administrator Panel	---	---
March 6 th	Talent Management New Teachers: Phase 1 DC-The "What Happened?" Conv	BTP Chap 5 DC Chap 2-4	Group 2
March 13 th	SPRING BREAK	---	---
March 20 th	District Administrator Panel	---	---
March 27 th	Planning and Operations New Teachers: Phase 2 <i>Tech Tips: School Report Cards</i>	BTP Chap 6	Group 3
April 3 rd	DC-The Feelings Conversation <i>Tech Tips: PBMAS Reports</i>	DC Chap 5&6	
April 10 th	Personal Leadership New Teachers: Phase 3	BTP Chap 7	Group 4
April 17 th	No Class Meeting (Time for Independent Project)	---	---
April 24 th	DC-Learning Conversations New Teachers: Final Thoughts <i>Tech Tips: Campus Plans</i>	DC Chap 7-12	---
May 1 st	This I Believe Presentations	---	Media Presentation Due Project paper due May 6th

**Additional readings to be assigned and will be posted in Blackboard. As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Catherine Robert.*



Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will allow a maximum of 1 absence without penalty, though it is your responsibility (*which means you should communicate with a **peer** to find out what you missed*) to make up any work missed and failure to do so could further reduce your grade. Please discuss any absence concerns with me directly. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Participation Expectations: As participants in this course, we all owe to one another and ourselves, the highest level of engagement that we can possibly offer. This includes utilizing technology to enhance our learning, not distract from it. The most important aspect of appropriate classroom engagement is respect for others. There may be an instance 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.

Tk20: You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd. We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. Tk20 is a purchase that you will use throughout your program, but you purchase it once. The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
- Tk20 also serves as the centralized location for submitting program forms and field placement documents.
- Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
- For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
- It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
- You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
- On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20:

<https://www.uta.edu/coed/academics/tk20/index.php> .

Professional Dispositions: Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as "unacceptable" in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If



digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

The College of Education Conceptual Framework serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: <http://www.uta.edu/coed/about/conceptual-framework.php>

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://www.uta.edu/aao/fao/>).

Disability Accommodations: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*



Academic Integrity: Students enrolled all UT Arlington courses 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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

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>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, 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 directly to the left upon exiting PH 207. 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 individuals with disabilities.

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 <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

Librarian to Contact: Michelle Reed, michelle.reed@uta.edu, 817-272-5127

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381