

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

UNIT: School of Education

DEPT: Educational Leadership and Cultural Foundations

COURSE SYLLABUS

1. **Course Prefix and Number:** ELC 660
2. **Course Title:** The School Principalship
3. **Credits:** 3.0
4. **Course Prerequisites/Corequisites:** None
5. **For Whom Planned:** Required course in the Masters of School Administration program.

6. **Instructor Information:**

Professor:	Ron Williamson	Office Hours:	
Office:	236 Curry	Monday	2:30 - 4 pm
Telephone:	(336) 334-3468 (office)	Tuesday	2:30 - 3:45 pm
	(336) 288-7376 (home)	Other times by appointment	
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7. **Course Purpose/Catalog Description:** For the prospective principal of the lower, intermediate, and secondary levels. Functions in providing a system of communications, organizing people to meet educational goals, defining and formulating goals and objectives, leadership in instruction, supervision, curriculum design and development, personnel administration, and ethical and legal responsibilities.
8. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*
9. **Course Goals and/or Objectives/Student Learning Outcomes:** Instructor's statement of learning outcomes OR goals/objectives from state or national professional standards (please identify the organization, e.g. DPI, CEC, etc.)
By the end of this course students will be able to:
 - Identify, describe and discuss critical elements in the role of the principal;
 - analyze and explain the relationship between these roles and school leadership;
 - articulate a statement of personal beliefs about the principalship based on professional experience and supported by the literature;

- examine a contemporary school problem, generate a variety of solutions, analyze the alternatives and select and defend one alternative as the most appropriate solution to the problem;
- evaluate a portfolio of "best practice" strategies used by school leaders, selecting strategies appropriate to the context, and providing the rationale for the selection

10. Teaching Strategies: For example, lecture, class discussion, group work, conferences, student presentations, electronic chat room, etc.

11. Evaluation Methods and Guidelines for Assignments: Statement of how students will be evaluated in the course and/or list of course requirements

COURSE REQUIREMENTS:

1. Attendance and Participation - Students are expected to attend every class. Active participation and involvement in class activities and discussions is essential. When a student is absent it detracts from the learning of others in the class. Therefore, if you are absent more than once you must complete the activities described later in this packet.

2. Culture Analysis - By September 26, analyze the culture of your current school setting, or one with which you are familiar, and write a reflective paper of no more than five pages describing and analyzing its operations and functioning in terms of our discussions about school culture.

Address the following questions:

Core Values: Is there a clearly articulated statement of core values in this school? What do those values convey?

Heroes and Heroines: Who are the school-wide heroes and leaders? How are they selected? How are they showcased? Are there any 'anti-heroes' in the school?

Rewards and Recognitions: What are the awards that the school gives? What proportion of the students receive the awards? Are there groups which seldom receive school awards? Why? Are there any punishments for demonstrating school values?

Culture Network: What stories are told around the school? Are they consistent with school values? Who gets attention in the school's network (formal and informal)? Does the network carry stories about success and achievement or failure? What rituals exist in school (e.g., daily events)?

Rituals and Ceremonies: What messages are conveyed by those rituals? What ceremonies does the school sponsor? What values are being placed on display?

Artifacts: What objects, artifacts, costumes and other physical evidence of the culture exist in your school? What do these artifacts represent?

Cite specific evidence from your observations to support your response.

3. Out-of-Class Activities - During the course you will be asked to complete three activities, each available via my web page. This will involve analysis of several cases and application of the leadership principles discussed during class. One detailed activity will replace the class scheduled for October 31. The due date for the other two will be determined by the pace of class discussions.

4. Interviews - Arrange a time to meet and interview two school administrators for 20-30 minutes each. If possible, you may wish to record the interview to help in preparing your report and analysis. Specific details regarding the assignment are included elsewhere in this packet. The interviews should be completed by October 10 and your report submitted by November 7.

5. Prepare your personal platform. This one page statement will describe your personal beliefs and guiding principles regarding school leadership. Why are you interested in school leadership? What key principles provide direction for your actions and decisions? Why is

leadership important? How will your life as a school leader impact students and/or your community?

You will prepare **three drafts** of the platform. The first draft is to be submitted by September 12 and subsequent drafts on October 24 and November 28. You must include all earlier drafts with the final platform on November 28.

- The first draft may be submitted electronically using my e-mail address.
 - The second draft is to be submitted in class but include evidence that you have transmitted the draft by e-mail to at least two other classmates and asked for their feedback and critique. Evidence might be copies of e-mail transmissions (e.g., your request and their response).
 - The third draft will be submitted on November 28.
6. Investigate Best Practices - During this course you will be working with several of your colleagues to prepare a portfolio of materials which you agree exemplifies "best practice" in the profession. Your team is to coordinate and assemble this information but each individual will prepare their report for my critique. The items you submit should include a description of why they constitute "best practice" and/or how you might modify or refine them to meet the needs of your own setting. The team is to work collaboratively at gathering and discussing information from all three levels--elementary, middle, high--and should include the following items. Each student will, however, submit their own portfolio for an individual grade by December 5.
- (1) opening school procedures/practices;
 - (2) school newsletters and other mechanisms for communication with parents and the community;
 - (3) student handbooks and guides, including codes of conduct;
 - (4) faculty handbook/guides.
7. Culminating Activity - On December 12 we will review the course and engage in an exercise which encourages thoughtful reflection about course topics and discussions. The specific activity will evolve from class activities.

PROFESSIONAL STANDARDS: This course is part of a professional preparation program for school administrators. Therefore, students are expected to adhere to the highest standards of ethical and professional behavior. Students are expected to cooperate with one another and with the instructor, to contribute to group discussions and projects, and to represent their own work fairly and honestly. It is also essential that during any school observations or visits that the student conduct themselves in a manner which reflects positively on the student and the University of North Carolina at Greensboro. If you have any questions about the propriety of an action, please do not hesitate to discuss it with me.

ACCOMMODATION: I will make all reasonable efforts to accommodate any handicap or disability in teaching and evaluating students. Please talk with me during the first two weeks of class regarding any specific needs and what I may do to accommodate them. As the course evolves, class schedules and/or assignments may be altered to accommodate the emerging interests or needs of the class.

TECHNOLOGY: Standards for the licensure of North Carolina school leaders incorporate the use of technology. Therefore, use of technology will be embedded in this course. You must have access to e-mail in order to complete some course assignments. Throughout the semester you may be required to access a variety of web sites to gather and disseminate information.

WRITING STYLE: All writing assignments are to be submitted in typing/word processing format. As aspiring school leaders I expect that you will write clearly, minimize the use of educational jargon, use appropriate references and citations and developed in conformity with the Style

Manual of the American Psychological Association (4th Ed.). Electronic references are acceptable and must be cited using appropriate APA style (www.apa.org/journals/webref.html).

School Culture Analysis

During the first weeks of class you are to assume the role of anthropologist and gather information about the culture of your school or one with which you are familiar. Use the rubric provided during class as a basis for your data collection (e.g., heroes/heroines, artifacts, rites & rituals, rewards & reinforcements, conversations).

Strategies for Data Collection:

- Review artifacts (e.g., newsletters, handbooks, letters, signs)
- Listen to the topic of conversations
- Observe which activities or behaviors get praised/ignored or punished;
- Identify the principal's priorities and the way time is used;
- Talk with teachers, students, parents, administrators, and others

Questions to Consider:

- Do stated priorities/goals align with those you observed?
- Is initiative and risk taking perceived positively or negatively?
- How are decisions-made?
- What is the role of parents and community in the school?
- Who is selected for honor or recognition?
- What type of behaviors get rewarded?
- How are leaders determined among the faculty?
- Outside of the school, what is said about the school's mission?

Personal Platform

Effective school leaders base their actions on a set of beliefs or guiding principles--a personal platform. The platform, similar to that of a political candidate or party, defines critical thoughts and beliefs. For most of us, our platform evolves over time based upon new knowledge, understanding, or insights.

During this course you are to develop your personal platform. The first draft is due on September 12 and subsequent iterations on October 24 and November 28. Your platform should reflect your beliefs, the things you value, your own internal gyroscope. It is critical that it reflect your own thinking, not that of the instructor, classmates, or colleagues.

There are no right or wrong answers. Each of us is guided by our own personal beliefs based upon our background and experience. In all cases you should be prepared to share your platform with the class and to describe how it guides your actions.

Interview Guide

During the first month of class select two school administrators and schedule a 20-30 minute interview with each. Following the interview you will be preparing a report on the content of the interview, lessons about school leadership, and "best practices" you identified. You may wish to record the interviews to assist in constructing your paper (NOTE: Always get permission before recording). Assure the person being interviewed of the confidentiality of the interview. You are not to use the real name of the school or administrator in your report.

Focus of the Interviews:

- a) preparation for school leadership - what preparation did they have for school leadership? what did they know how to do? what do they wish they had known? for what were they best prepared? least prepared?
- b) critical skills for school leaders - what skills are essential to success as a school administrator? what things (skills, attitudes, attributes) serve them best as a school leader? how did they develop those things?
- c) curriculum and instructional leadership - how do they provide curricular and instructional leadership? what strategies do they use to promote the continued professional growth of the faculty? how do they supervise and evaluate teacher performance? what strategies do they use to promote high levels of achievement and success for all students?
- d) parents and community - how are parents and community involved in school decision-making? what strategies do they use to assure that parents and community are informed about school issues and activities?
- e) challenges/frustrations - what do they find to be most challenging about their job? most frustrating? most rewarding?

Guidelines for the written report

Your report on the interview must include two elements: an introduction in which you describe the school leader and their school, and a summary of the content of the interview.

For example: This principal is an African-American female approximately 45 years of age and has been high school principal at this school for six years. Prior to that she was a high school assistant principal (3 years), middle school assistant (2 years), high school counselor (4 years), and middle school language arts teacher (6 years). Her school is located in a large urban area and has 1,200 students. The student body is quite diverse. Over 52% are African-American, 13% Hispanic, 38% Caucasian. Forty-nine percent qualify for free or reduced lunch. The faculty reflects less diversity. Of the 56 teachers, 12 are African-American, the rest Caucasian. In recent years there has been significant turn-over in the staff due to retirements and

The content should be constructed to identify themes which emerge from your conversations. Each theme should include the ample use of quotations to illustrate the administrators thinking.



Out-of-Class Activities

Three out-of-class activities will be required. Activity 2 will replace the class meeting scheduled for October 31. The other two (Activity 1 and Activity 3) will be assigned as we proceed through the course. In each case your response is due at the class meeting following the assignment of the activity.

Activity 1: Access my web site and select the prompt for courses, ELC 660 and class activities. Select one of the cases and prepare your response.

Activity 2: Due November 7. Visit the web site of two of the following professional organizations and respond to the following:

- What information is available at the site?
- Does this organization advocate for educational issues? If so, briefly describe them.
- Select two of their issues and describe the issue and the organization's position on the topic. Discuss the stakeholders served by the organization and how their needs are reflected in the position statement.

<u>Organization</u>	<u>Web Site</u>
National Association of Secondary School Principals	www.nassp.org
National Association of Elementary School Principals	www.naesp.org
National Middle School Association	www.nmsa.org
Association for Supervision and Curriculum Development	www.ascd.org
Council for Exceptional Children	www.cec.sped.org
National Assn. For Gifted Children	www.nagc.org
Southern Regional Educ. Board	www.sreb.org
National Forum to Accelerate Middle Grades Reform	www.edc.org/FSC/MGF

Activity 3: Access one of the following cases and respond to the questions identified on my web site.

DiPaola - Scandal at Placido High: Coincidence or Conspiracy
(www.ucea.org/cases/V2-Iss3/placido.html)

Hassenpflug - All in a Day's Work
(www.ucea.org/cases/V1-Iss2/dayswork.html)

Best Practices

You will be working with a group of your classmates to examine artifacts from each of your schools or districts. Gather the following and bring them to class on the listed dates. They will form the basis of your "best practices" portfolio.

Date	Artifact
Sep 12	Opening School Procedures
Sep 26	School Newsletter and other communications
Oct 24	School Schedules
Nov 7	Faculty handbooks and guides
Nov 21	Student handbooks and guides including

Best Practices Report Format

1. Cover Page - Title, Name, Other Pertinent Information

3. For each area:

Artifact #1: Opening School Procedures and Practices

Include one or more examples of artifacts that your group believes exemplify best practice. Describe in some detail why this example (or examples) was selected, its strengths, its weaknesses. Offer suggestions for refining or modifying.

Artifact #2: Newsletters and Other Communications

Artifact #3: Student Handbook/Guides

Artifact #4: Faculty Handbooks/Guides

3. It is essential that your group discuss artifacts which you agree reflect "best practice" and which might prove useful in your role as a school leader. Be generous with your praise, but also with your criticism. Imagine yourself as a faculty member (probably not too hard!), as a parent, as a student, as a principal! What do these documents need to include? What subtle messages do they send about school culture? What message would you want delivered?

NOTE: On November 28 you will have about half of the class period to work on your portfolios. This is planned as the final opportunity for this work. It is suggested that you

- 1) finalize your discussions,
- 2) establish responsibility for completing any of the components you will share,
- 3) discuss themes which might organize your work, and
- 4) determine what the final package will look like.

Self-Evaluation

Please comment on the following and submit along with your end-of-course best practice portfolio.

- Of all the things discussed this semester, which hold the most meaning for you. Indicate their application to your interest in becoming a school leader.
- Analyze our discussions about the assistant principalship, focusing on the activities which socialize one to the role. Reflect on their meaning for you and personal lessons which you will use when assuming this new role.
- Contemplate how your thinking about school leadership has been modified as a result of this class. How has it changed? How do you think it will continue to evolve? How will it impact your work as a school leader?

ACTIVITIES REQUIRED WHEN ABSENT

Absenteeism detracts from both the educational experience of other students in the class and limits the student's opportunity to explore and investigate topics discussed in class. More than one absence requires that a student complete additional requirements, which bear on their understanding of course topics.

For each absence greater than one the student must write an essay of no more than five pages which reports on his/her readings and research related to the issues discussed in the class session that s/he missed. The essay should conform to the requirements described earlier.

STUDENT EVALUATION:

- Student work will be evaluated using the rubric described below. No letter grades will be assigned until the end of the course.
- Students are expected to complete assignments according to the schedule described earlier in the syllabus. Those submitted after the due date will have the score reduced.
- All assignments may be refined and resubmitted as often as you wish until December 5.
- I will return all assignments to you at the first class session after they are submitted.

1. Attendance and participation in class activities	15%	
2. School Culture Analysis	20%	
3. Personal Platform	20%	
4. Interviews and Analysis		15%
5. Out-of-Class Activities (5% each)	15%	
6. Best Practices Portfolio		15%

STUDENT EVALUATION RUBRIC

Attendance and Participation

4	Student attends <u>all classes</u> and actively participates in class activities by contributing information or reflections on course topics
3	Student attends less than all class sessions and contributes regularly to class activities.
2	Student misses <u>more than two class</u> sessions and/or contributes minimally to class discussion and activities
1	Student misses more than half of class sessions and/or does not actively contribute to class activities

School Culture, Out-of-Class Activities, Personal Platform, Interviews

4	Assignment includes all required elements and reflects composition of a series
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	of related ideas with excellent skills; a thesis, fully developed and explored; and with sustained vitality and richness of expression. Materials submitted on due date.
3	All elements of the assignment are included. Expresses a completed series of related ideas with competent basic skills, good organization, use of vocabulary and varied sentence structure
2	Writing expresses a series of ideas about a topic which communicates an understandable message and contains a minimum of serious errors in basic skills
1	Writing does not address the assigned topic and structure does not lend itself to clearly communicating the message regarding the topic. Written work requires substantial rewrite in order to be acceptable

Best Practices Portfolio

4	Project includes all required components and reflects an understanding of course topics and ideas. Each artifact is explicitly linked to leadership topics and the role of the school principal. Research citations are complete and appropriate and extend beyond those in the course materials. A thesis is fully developed and explored with sustained vitality and richness of expression. Submitted on due date.
3	All elements of the assignment are included. Expresses a completed series of related ideas with competent basic skills, good organization, use of vocabulary and varied sentence structure. Clear evidence is present of analysis and reflection regarding "best practice" for school leaders. Research citations come primarily from items in course materials.
2	Project includes all elements of the assignment. Writing expresses a series of ideas communicating an understandable message and contains a minimum of serious errors in basic skills. A link to school leadership is present and appropriate research citations from course materials are present.
1	Project does not include all required components and does not clearly communicate a vision of "best practice" by school leaders. Little analysis and discussion of applicability of artifacts to school leadership is evident. Research citations are limited and/or inappropriate.

12. Required Text(s)/Readings/References: Use full citations

Printed

1. Ackerman, R., Donaldson, G., Vander Bogert, R. (1996). *Making sense as a school leader*. San Francisco: Jossey-Bass.
2. Hartzell, G., Williams, R. & Nelson, K. (1995). *New voices in the field: The work lives of first-year assistant principals*. Thousand Oaks, CA: Corwin.
3. Speck, M. (1999). *The principalship: Building a learning community*. Upper Saddle River, NJ: Prentice-Hall.
4. Readings available online or distributed in class.

Electronic

Successful completion of this course requires access to a personal computer with internet access. You may use your own computer, one at your school, or one in a UNCG computer lab. Each student must provide an e-mail address no later than class on August 31.

13. 13. Topical Outline: This might also be your calendar. The course outline should contain sufficient detail to permit assessment of agreement between actual content and stated objectives and catalog description.

MEETING SCHEDULE:

Week 1 - August 22

Topic: Course Overview
Working and Learning Styles (*True Colors*)

Reading: None

Assignment: None

Week 2 - August 29

Topic: Context of Contemporary Schools

Reading: Johnston - *The New American Family and the School*
Cetron & Cetron - *An Educational Renaissance*
(www.aasa.org/SA/dec9902.htm)
Hodgkinson - *Secondary Schools in the New Millennium*
(www.nassp.org/press_releases/dfclts_chlngs.htm)

Assignment: None

Week 3 - September 5

Topic: School Culture

Reading: Johnston, J. H. (1999) - *Values, Culture and the Effective School*
(www.middleschool.com/studentbehavior/sb_values.html)
Peterson and Deal - *How leaders influence the culture of schools*
Johnston, J. H. (1998) - *Four climates of effective middle schools*
(www.middleschool.com/studentbehavior/sb_schoolclimate_four_climates.html)

Assignment: None

Week 4 - September 12

Topic: The Role and Function of Contemporary School Leadership

Reading: Speck - Chapter 1
Ackerman - Chapter 1
Mizell - *New Principalship*
(www.middleweb.com/Newprincipal.html)
Sergiovanni - *Refocusing Leadership to Build Community*

(www.nassp.org/publications/hsmag/sergiovanni.htm)

Assignment: Personal Platform - 1st draft
Bring "Opening School Procedures"

Week 5 - September 19

Topic: Contemporary School Leadership

Reading: Speck - Chapters 2,3,4,5
Ackerman - Chapters 2,3

Read one of the following:

Rakar - *The Elementary Principalship: The hardest and most satisfying job you will ever have*
(www.aasa.org/TAP/winter00rakar.htm)

Brobeck - *In the middle: The principal's dream location*
(www.aasa.org/TAP/winter00brobeck.htm)

Alexander - *The high school*
(www.aasa.org/TAP/winter00alexander.htm)

Assignment: None

Week 6 - September 26

Topic: NC State Standards and Licensure Procedures
Principal as Change Agent

Reading: Standards for School Leaders
(www.ccsso.org) go to publications and then Interstate School
Leader Licensure Standards
Fullan & Miles - *Getting reform right*
Speck - Chapter 11
Ackerman - Chapter 4

Assignment: School culture analysis due
Bring "School Newsletters and Other Communications"

Week 7 - October 3

Topic: Leadership and School Reform

Reading: Johnston & Williamson - *Listening to four communities*
(www.middleweb.com/Concerns.html)
George & McEwin - *High schools for a new century: Why is the high school changing?*
(www.nassp.org/publications/bulletin/apr99bul.htm)

Ackerman - Chapters 5,6

Assignment: None

Week 8 - October 10

No Class - Fall Break

Interviews of school leaders completed

Week 9 - October 17

Topic: Supporting School Reform
Membership and Efficacy

Reading: Speck - Chapter 6
Arhar - *Enhancing students' feelings of membership*
Ackerman - Chapters 7,8

Assignment: None

Week 10 - October 24

Topic: Organizational and Structural Issues

Reading: Williamson - *Modifying structure: A resource for improved achievement at the middle level*

Assignment: Personal Platform - 2nd draft
Bring "School Schedules"

Week 11 - October 31

Topic: There will be no class this evening.

Reading: None

Assignment: Complete Out-of-Class Activity #2

Week 12 - November 7

Topic: Principal as Human Resource Developer

Reading: Speck - Chapter 8
Ackerman - Chapter 9,10

Assignment: Report on interview of school leaders due
Bring "Faculty Handbooks and Guides"
Out-of-Class Activity #2 due

Week 12 - November 14

Topic: Assistant Principalship

Reading: *New Voices in the Field* - entire text

Richard - *Toughest Job in Education?*
(www.edweek.org/ewstory.cfm?slug=31principal.h19&keywords=Toughest%20Job%20in%20Education)

Assignment: None

Week 13 - November 21

Topic: Assistant Principalship (continued)
Panel of current assistant principals

Reading: None

Assignment: Bring "Student Handbooks and Discipline Codes"

Week 14 - November 28

Topic: Discussion of Best Practices

Reading: None

Assignment: Personal platform - 3rd draft and critique due

Week 15 - December 5

Topic: The Political Side of School Leadership
Shared decision-making

Reading: Roy - *Participatory decision-making: A tool for reform or an empty promise*
Bergman - *Lessons for principals*
Miller - *Shared decision-making by itself doesn't make for better decisions*

Assignment: Portfolio of Best Practices due

Week 16 - December 12

Topic: Culminating Activity

Reading: None

Assignment: None

• All reading should be completed prior to the class for which they are assigned. Students will be expected to use the readings during class activities.

14. Other Information: Any other items you normally include on your course syllabus such as Academic Honor Code, Attendance Policy, Additional Requirements, etc.

15. Recommended Text(s) and/or Readings: A bibliography or list of references highlighting recent scholarship (pedagogy and research) in the subject are **BIBLIOGRAPHY**

Apple, M. W. & Beane, J. A. (1995). *Democratic schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Association for Supervision and Curriculum Development (1990). *Changing school culture through staff development: The 1990 ASCD yearbook*. Alexandria, VA: Author.

Association for Supervision and Curriculum Development (1992). *Supervision in transition: The 1992 ASCD yearbook*. Alexandria, VA: Author.

Association for Supervision and Curriculum Development (1995). *Toward a coherent curriculum: The 1995 ASCD yearbook*. Alexandria, VA: Author.

Barth, R. S. (1990). *Improving schools from within*. San Francisco: Jossey-Bass.

Bennis, W., Parikh, J. & Lessem, R. (1993). *Beyond leadership: Balancing economics, ethics and ecology*. Cambridge, MA: Blackwell Publishers.

Block, P. (1987). *The empowered manager: Positive political skills at work*. San Francisco: Jossey-Bass.

Block, P. (1993). *Stewardship: Choosing service over self-interest*. San Francisco: Berrett Koehler.

Bolman, L. & Deal, T. (1991). *Reframing organizations*. San Francisco: Jossey-Bass.

Brookover, et. al. (1982). *Creating effective schools*. Holmes Beach, FL: Learning Publications.

Boyer, E. L. (1995). *The basic school: A community for learning*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Carnegie Council on Adolescent Development (1989). *Turning points: Preparing American youth for the 21st century*. Washington, DC: Author.

Carnegie Council on Adolescent Development (1995). *Great transitions: Preparing adolescents for a new century*. New York: Carnegie Corporation.

Chubb, J. & Moe, T. (1990). *Politics, Markets & America's Schools*. Washington, D.C.: Brookings Institute.

Covey, S. (1990). *The seven habits of highly effective people*. New York: Simon & Schuster.

Covey, S. (1991). *Principle-centered leadership*. New York: Summit Books.

Deal, T. & Peterson, K. (1999). *Shaping school culture: The heart of leadership*. San Francisco: Jossey-Bass.

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Dewey, J. (1916). *Democracy and education*. New York: The Free Press.

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Etzioni, A. (1993). *The spirit of community: The reinvention of American society*. New York: Touchstone Books

Fullan, M. (1991). *The new meaning of educational change* (2nd ed.). New York: Teacher's College Press.

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Hampel, R. L. (1986). *The last little citadel: American high schools since 1940*. Boston: Houghton-Mifflin Co.

Hartzell, G., Williams, R. & Nelson, K. (1995). *New voices in the field: The work lives of first-year assistant principals*. Thousand Oaks, CA: Corwin.

Hechinger, F. M. (1992). *Fateful choices: Healthy youth for the 21st century*. New York: Hill and Wang.

Hersey, P. & Blanchard, K. (1993). *Management of organizational behavior*. Englewood Cliffs, NJ: Prentice Hall.

Hesselbein, F., Goldsmith, M. & Beckhard, R. (1996). *The leader of the future*. San Francisco: Jossey-Bass.

Jacobson, S. & Conway, J. (1990). *Educational leadership in an age of reform*. New York: Longman.

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16. Alignment with State and National Standards: Attach a matrix aligning the course goals/objectives with INTASC and/or NBPTS, DPI guidelines or competencies, standards of your professional organization (CEC, NCTM, NCTE, NCSS, NASD, etc.). See the CUI 553 matrix as an example. **If these were included as part of the course goals/objectives listed #9, you do not have to repeat them in a matrix.**