

University of North Carolina at Greensboro
School of Education
Educational Leadership and Cultural Foundations

The School Principalship
ELC 660: Spring 2004
3credits

1. **For whom planned:** For prospective principals of elementary, intermediate and secondary levels.
2. **Instructor Information:** Professor: Joanne Chesley, Office hours: drop-in and by appointment; Phone: 334-4095 (o) Email: jrchesle@uncg.edu; FAX: 334-4737 use cover w/instruct.
3. **Course Description/Purpose:** 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.
4. **Teachers Academy Conceptual Framework Mission Statement:** Professional education at UNCG prepares and supports the 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:
 - Equity and excellence in teaching, research, and service;
 - Professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based);
 - The construction of a professional knowledge base through collaboration and collegiality; and
 - The dissemination of professional knowledge, skills, and dispositions through the preparation and continuing professional development of teachers, principals, and other school personnel.

5.

Student Learning Outcomes: (Students will be expected to)	Indicators adapted from Educational Leadership Constituent Council (ELCC and the National Board for Educational Administration as approved by the National Council for the Accreditation of School Administrators (Jan 2002)
create a vision, individually and collaboratively	<p><u>Standard I</u> Indicator 1: Candidates articulate a vision of learning by using relevant knowledge and skills to ensure the success of all students</p> <p>Indicator 2: Candidates articulate school vision components by demonstrating leadership, providing support, and communicate a shared commitment to the vision.</p>
discuss the impact of culture on schooling and education	<p><u>Standard II</u> Indicator 1: Candidates promote positive school culture by using multiple methods and appropriate strategies that capitalize on diversity , (e.g., population, language, race, and socioeconomic status) of a school community to improve programs and school culture.</p>
articulate cause-effect relationships regarding ethnicity and achievement	<p>Standard II “...promoting and maintaining a positive school culture for learning by providing effective instructional programs...”</p> <p>Standard V “...promote the success of all students by demonstrating respect ...being sensitive to the needs in their interactions...”</p> <p>Standard VI “...promote the success of all students by articulating, analyzing ,describing, and applying the social, economic, and cultural context...”</p>
identify, describe, and discuss the role of the principal	All standards
link these roles to each other and to effective school leadership	All standards
state and support your position on an array of contemporary school issues	All standards
clarify your personal philosophy on school administration, supported by research	All standards
generate options to resolve school leadership and management problems	<p>Standard III “ ...promote the success of all students by managing the organization, operations, and resources that promotes a safe, efficient and effective environment.”</p>
make clear decisions on social context issues and support with analysis, research, experience	Standards II, V, VI (cited above)

6. **Teaching Strategies:** Lecture, class discussion, collaborative groups, virtual discussions, research/inquiry, student presentations, guest presenters.

7. Evaluation Methods:

- Reflective paper with summative comments, comparing the culture of the *middle or high school* you attended to one of which you are currently familiar. Include core values, heroes, rewards and recognitions, networks, rituals and ceremonies. Photos may be photocopied. Do not attach original photos or other artifacts pls. Due: February 17 (15%)
- Read “Why Are All the Black Kids Sitting Together in the Cafeteria?”. Discussion: April 6 and April 13. Take ‘margin notes’ please.
- Write a perspective paper on childhood/ adolescent identity in a multi-ethnic context, as you see it on a daily basis. Assess this view using Tatum’s themes and or theories. Be specific. Use citations please. Due: April 27 15%
- Principal Interview conducted by your team. Your team should formulate a set of 10 questions on the assigned topic. The questions should be guided by your own curiosity, issues in the news, or mandated changes from DPI or the federal government. **Team 1:** Discipline, **Team 2:** Teacher Supervision and Evaluation, **Team 3:** Resource Management, **Team 4:** School Community Relations, **Team 5:** Safety. Prepare a report of this activity to present on April 27 or May 4. (10%)
- Write a one-page statement expressing what you will contribute to school administration. Do this at three different points throughout the course. Due: Jan 13 (in class), March 16 (home), and May 4 (home). (10%)
- Class participation and preparation /articles assigned; other in-class work (30%)
- Quizzes (announced or unannounced) (20%)

8. Required Reading:

- Assigned readings by Jackson library links, are listed in your email.
- Tatum, B. D., (1997). “*Why Are All the Black Kids Sitting Together in the Cafeteria?*”. New York: Basic Books. You may want to order a new / used copy online. I did not order through the UNCG bookstore

9. Topics and Class Meetings:

- Jan 13** Introductions. Write personal statement. Discussion & Activity: Creating a vision, individually and collaboratively
- 20 Culture / *Reading #1*
 - 27 Culture/ 5pm ‘get-together’ at Dr. Chesley’s house
- Feb 3** Principal behavior /Leadership qualities / *Reading#2*
- 10 Getting to know your staff /*Reading #3*
 - 17 Learning the community / *Reading #4*
 - 24 Using data to inform change –teaching and learning
Guest Presenter: Wanda Legrand, Principal GCS
Reading #5
- Mar 2** School Climate: What matters to students
Guest Presenter: Dr. Sontag, Principal WSFCS
- 9 Supervising teachers/ *Reading #6*

- 16 Evaluating teachers / *Reading #7*
- 23 continued discussion / presentations
- 30 School Improvement –Forming and working with the team
Guest Presenter: Martha Snavelly, Principal GCS)
- Apr 6** Blackness, white privilege, and identity: discuss work by *B. Tatum, Ph.D.*
- 13 Cultural relevance in curriculum and activities:
discuss work by *B. Tatum, Ph.D*
- 20 Management Issues (budget, personnel, sports, volunteers):
Panel of 3 principals : Carolyn Preyar, Travis Ragins, Rob Garparello *Reading# 8*
- 27 Principal Interviews presented
- May 4** Principal Interviews presented
Course Evaluation

10. Other information: Attendance is important in that you cannot get credit for full participation if you are not present and on time.

11. Recommended Readings:

Brubaker, D. (2002). *Creative Curriculum Leadership*. Thousand Oaks, CA: Corwin Press.

Covey, S. (2004). *The 8th Habit*. New York: Free Press.

Deal, T. and Petersen, K. (1999). *Shaping School Culture*. San Francisco: Jossey Bass.

Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco: Jossey Bass.

Gardner, H. (1995). *Leading Minds*. New York: Basic Books.

Gay, G. (2000). *Culturally Responsive Teaching*. New York: Teachers College Press.

Nieto, S. (1999). *The Light in Their Eyes*. New York: Teachers College Press

Perry, T., Steele, C. and Hilliard, A. (2003). *Young, Gifted, and Black*. Boston: Beacon Press.

Spring, J. (2004). *The Intersection of Cultures*. New York: McGraw Hill.

Tatum, B. (1997). *Why are all the Black kids sitting together in the cafeteria?* New York: Basic Books.

Williams, M. (2001). *The 10 Lenses*. Herndon, VA: Capital Books.