UNIVERSITY OF NORTHERN COLORADO
EDUCATIONAL LEADERSHIP AND POLICY STUDIES PROGRAM

ELPS 670 Section 900 The Principalship:
Developing Leadership at the Site Level
Online Fall 2018

Amie Cieminski, Ed.D.   Office Hours: T 4-5 MST via Zoom;
amie.cieminski@unco.edu   W 5-6 PM; by appointment
970-351-1853 (o)   McKee #405
970-576-1068 (c)   Twitter @CieminskiAmie

COURSE DESCRIPTION:

This course is an introductory experience in a sequenced program designed to prepare individuals to assume formal and informal leadership roles in schools. Students examine problems and issues inherent in the role of principal as well as strategies for managing and leading a school organization. Six themes are addressed in the course: Principal as visionary, principal as ethical leader, principal as community leader, principal as culture builder, principal as instructional leader, and principal as manager.

RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE:

Students who enter study in educational leadership at UNC are exposed to five domains in which they (1) develop a personal vision for educational leadership; (2) examine and use modes of inquiry to frame problems and gather information; (3) understand organizational culture, communication, and change; (4) explore educational leaders' roles in supervising professionals and developing human potential; and (5) examine influences from the external environment that shape educational policies, structures, and operations. Learning experiences from this course contributes to students' understanding of the underlying beliefs of our leadership development program; particular emphasis is given to the underlined statements below:
- Human growth and development are lifelong pursuits;
- Organizations are artifacts of a larger society;
- Learning, teaching, and collegiality are fundamental activities of educational organizations;
- Validated knowledge and active inquiry form the basis of practice;
- Moral and ethical imperatives drive leadership behavior;
- Leadership encompasses a learned set of knowledge, skills, and attitudes; and
- Leaders effect positive change in individuals and organizations;
- Leaders' behaviors and actions model their beliefs;
- Effective leadership in educational organizations depends on individual and team efforts.

STANDARDS FROM PROFESSIONAL ORGANIZATIONS:
Students in this course will gain a deeper understanding of the knowledge and skills required to develop, articulate and implement a vision for a school.

DEVELOPING THE VISION: The written vision should be one that adequately describes an ideal vision for an elementary, middle, or high school. The vision should be based on relevant knowledge and theories associated with educational leadership and should be compelling and inspiring. It should be approximately 5 – 7 pages in length. (ELCC-NCATE 1.1)

ARTICULATING THE VISION: In addition to writing the vision, students will present their vision orally to the class. Students should assume they are articulating their vision to staff, parents, and community. Students should use stories/metaphors/symbols to communicate an inspiring vision. (ELCC – NCATE 1.2)

IMPLEMENTING AND STEWARDING THE VISION: Students will demonstrate their ability to implement a shared vision by developing a PROCESS for developing and implementing a shared vision. This process should include plans and processes for including staff and families/community in the process. Students will demonstrate effective communication strategies for involving others in the implementation. (ELCC – NCATE 1.3, 1.4)

RELATED COLORADO DEPARTMENT OF EDUCATION STANDARDS:

Learning activities of this course address selected standards for the licensure of principals (wording updated 12/2016).

Standard I: Principals demonstrate strategic leadership
1.A. **School Vision, Mission and Strategic Goals: Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determining the processes used to establish these foundations, and facilitate their integration into the life of the school community**. Principals engage all stakeholders in building a shared vision of student learning outcomes for the school community that reflects the State of Colorado's definition of school readiness, and Colorado's definition of postsecondary and workforce readiness, including student readiness for global citizenship. They ensure that the school's mission and strategic goals all directly support this vision of student success, in a way that is aligned with district priorities.
1.B. **School Plan: Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes and provides for data-based progress monitoring.** Principals ensure that the school improvement plan is an actionable, meaningful plan that includes the implementation of strategies to identify and support student engagement, healthy development, attendance and successful completion of school for all students. The plan should be reviewed frequently and revised to adjust strategies based on progress toward goals. The principal shall ensure that any school improvement plans are aligned with and mutually supportive of each other and existing district plans.
1.C. **Leading Change: Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that will result in improved achievement and developmental outcomes for all students**. Principals demonstrate the ability to effectively manage organizational change, developing and fostering a collaborative culture that inspires innovation, creativity, and continuous school improvement. They model self-awareness, reflective practice, transparency and ethical behavior. Principals analyze organizational practices and make changes as necessary based on a review of data. They understand the implications of changes for the school community, and demonstrate flexibility and adaptability. Principals can clearly define and communicate challenges to all stakeholders in their school community and can implement problem-solving strategies to seek positive solutions to school challenges.

2. Standard II: Principals demonstrate instructional leadership

2.A. **Curriculum, Instruction, Learning, and Assessment: Principals promote school-wide efforts to establish, implement, and refine appropriate expectations for curriculum, instructional practices, assessment, and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.** Principals demonstrate current knowledge of research in teaching, learning and child development, and ensure that their schools provide a comprehensive education that promotes cognitive, physical, mental, social emotional health and growth. They ensure that an age-appropriate curriculum consistent with the Colorado Academic Standards is taught and monitored through effective formative assessment practices, and the use of summative assessments. They engage staff in developing knowledge about student development, curriculum, instruction, assessment, and analysis and use of data in order to establish and achieve high expectations for students. Principals ensure high expectations for all students, including students identified as gifted, students with disabilities, and students considered "at risk" of school failure.

2.B. **Instructional Time: Principals create processes and schedules which maximize instructional, collaborative, and preparation time**. They ensure that teachers and other adults working with students have time, structures, opportunities and the expectation of planning, working, reflecting and celebrating together to improve instructional practice.

2.C. **Implementing High-Quality Instruction: Principals support teachers through ongoing, actionable feedback and needs-based professional development in order to ensure that rigorous, relevant, and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.** They demonstrate current knowledge of best practices in PK-20 instruction and assessment, and are able to monitor delivery of high-quality instruction. They encourage and support teachers in utilizing research-based methods to develop and employ multiple instructional approaches; developing personalized learning opportunities for diverse learners; planning lessons that allow students to apply and demonstrate learning connections in creative and meaningful ways; integrating technology and formative assessment practices into instruction to increase student engagement and learning; and using multiple methods of progress monitoring to track student learning and adjust instruction as needed. Principals ensure that the school's structures and daily schedules are supportive these instructional goals. They are good listeners and coaches and are able to give and receive feedback.

2.D. **High Expectations for All Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students and empower staff to achieve these goals across content areas.** Principals make available to the school community, as appropriate, data about student performance. Principals actively engage the school community to interpret and respond to available data on student achievement and other performance indicators. Principals collect and analyze available data regularly to monitor progress and make appropriate adjustments designed to improve performance outcomes. Principals ensure that data are turned into meaningful information that can be used by teachers, students and parents/guardians to identify goals, implement evidence-based strategies, monitor and evaluate the impact of instructional programs, and promote organizational learning.

3. Standard III: Principals Demonstrate School Cultural and Equity Leadership

3.A. **Intentional and Collaborative School Culture: Principals articulate, model, and positively reinforce a clear vision of the school's culture, and involve students, families, and staff in creating an inclusive and welcoming climate that supports it**. Principals articulate a strong and clear vision for the school's culture, and foster broad ownership among the school community for that vision. Principals deploy school structures in a manner the supports the culture. They build relationships that create a trusting, collaborative, innovative, respectful and supportive school culture where teachers want to work, students want to learn and all families feel welcomed and empowered to help their students succeed.

3.B. **Commitment to the Whole Child: Principals promote the cognitive, physical, social, and emotional health, growth, and skill development of every student.** Principals build a school culture that supports comprehensive education that promotes cognitive, physical, mental, social and emotional health and growth of students. They engage school and community-based resources to support students and their families.

3.C. **Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture, and provide instruction in meeting the needs of diverse students, talents, experiences, and challenges in support of student achievement**. Principals ensure that all adults in the school have high expectations for all students, and believe that all students can reach those high expectations. They support the use of a variety of teaching styles designed to meet the diverse needs of individual students. Students' individual backgrounds are valued as a resource, and principals advocate for approaches to instruction and behavioral supports that build on student strengths.

3.D. **Efficacy, Empowerment, and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and teachers, and a valid assessment of outcomes.** Principals foster a school culture which supports and celebrates ongoing efforts at improvement through innovation and risk-taking.

They facilitate candid discussions with the school community about student achievement and other performance indicators. They recognize the achievements of individuals and the school as a whole while acknowledging areas needing improvement by modeling self-awareness, transparency and ethical behavior.

4. Standard IV: Principals Demonstrate Human Resource Leadership

4.A. **Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning, and develops teacher leaders in a manner that is consistent with local structures, contracts, policies, and strategic plans**. Principals communicate regularly about the changing context for teaching and learning, and create a collaborative culture and overall structure for on-going learning that fosters teacher learning and develops teacher leaders.

5. Standard V: Principals Demonstrate Managerial Leadership

5.D. **School-wide Expectations for Students and Staff: Principals ensure that clear expectations, structures, rules, and procedures are established for students and staff.** They promote cultural competence among teachers, staff and students, and foster respects for individual needs and differences among students, staff and families. Principals design and implement a plan for proactive student discipline that addresses discrimination, harassment and bullying, and safeguards the values of democracy, equity, citizenship, patriotism, and diversity among students, staff and parents/guardians.

6. Standard VI: Principals Demonstrate External Development Leadership

6.A. **Family and Community Involvement and Outreach: Principals design and/or utilize structures and processes which result in family and community engagement, support, and ownership for the school**. They create a culture of engagement and communication with families and community to build relationships that support students and families to improve student learning, achievement and healthy development, and school performance. Principals engage parents/guardians in understanding and taking part in activities to improve their student's learning, and partner with school- and community-based resources to support students and their families. They build and sustain school-community partnerships with businesses and other civil and social organizations to ensure multiple learning opportunities for students.

6.B. **Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, school district leadership, and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers, and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, school district and board policies, and negotiated agreements where applicable.** Principals act as leaders in the field to influence local/district/state or national decisions that have an effect on student learning. They are aware of federal and state laws, and district and board policies including negotiated agreements, and ensure that the protocols and processes they adopt in their schools are consistent with these requirements. As necessary they advocate for changes that better serve students, teachers and schools. They establish and maintain systems to protect the confidentiality of student records and family communications.

7. Standard VII: Principals Demonstrate Leadership around Student Growth

7.A. **Student Academic Achievement and Growth: Principals take responsibility for ensuring all students are progressing toward post-secondary and workforce readiness standards to be mastered by high school graduation. Principals prepare students for success by ensuring mastery of all Colorado Academic Standards, including 21st century skills.**

7.B. **Student Growth and Development: Principals take responsibility for facilitating the preparation of students with the skills, dispositions, and attitudes necessary for success in work and post-secondary education, including democratic and civic participation**.

7.C. **Use of Data: Principals use evidence and data to evaluate the performance and practices of their schools, in order to continually improve attainment of student academic growth. They take responsibility and devise an intentional plan for ensuring that staff is knowledgeable in how to utilize evidence and data to inform instructional decision making to maximize the educational opportunities and instructional program for every child.**

Course Objectives:

Based on individual readings, in-class individual and group activities, class discussion, guest lectures, and reflective activities, students will:
- Acquire an understanding of the range of principal responsibilities and roles and the changing role of the principal;
- Develop strategies for vision development and develop a vision statement for a school;
- Comprehend the principal's role in developing a school culture that fosters the development of a community of learners;
- Identify the major issues faced by first-year principals;
- Enhance understanding of the political nature of the principal's role and dilemmas therein;
- Develop managerial skills in areas such as resource use, delegating, planning and decision-making;
- Develop skills in organization, prioritizing, judgment, sensitivity, oral and written communication;
- Recognize, understand, and analyze ethical dilemmas faced by principals;
- Establish a problem-solving approach to the issues facing the school principal;
- Understand the role of the principal in special education;
- Use data to improve student achievement and communicate data to parents, community, staff, and district personnel.

Course Themes:

Principal as Visionary (CO St. 1)
Principal as Instructional Leader (CO St. 2, 4, 7)
Principal as Community Leader (CO St. 6)
Principal as Culture Builder (CO St. 3)
Principal as Ethical Leader (CO St. 3 and woven throughout the standards)
Principal as Manager (CO St. 5)

Required Readings:

Hall, P., Childs-Bowen, D., Cunningham-Morris, A., Pajardo, P. & Simeral, A. (2015). *The Principal Influence: A framework for developing leadership capacity in principals.* Alexandria, VA: ASCD.

Shields, C. M. (2013). *Transformative leadership in education: Equitable change in an uncertain and complex world.* New York, NY: Routledge. ISBN 9780415892544

Choose ONE of the following for small group discussion (I have included a short synopsis and a link to learn more):

Fullan, M. (2015). *The principal: Three keys to maximizing impact.* San Francisco, CA: Jossey Bass. (Discusses the importance of leading the learning, being a system player, and leading change. Link to Book).

Hoerr, T. (2005). *The art of school leadership.* Alexandria, VA: ASCD. (Written by a principal in a more narrative form and contains chapters on vision, management, collegiality, dealing with parents, etc. Link to Art of School Leadership).

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Alexandria, VA: ASCD. (Meta-analysis of 21 leadership responsibilities and how to apply them to first and second order change in school. Also discusses factors from *Schools that work* Link to Marzano).

Additional readings and supplementary resources as assigned (accessed through Canvas).

Student Evaluation:
Student performance is evaluated by various written and/or oral assessments, including participation in class sessions.

Participate and contribute to class. Students are expected to read all assigned readings and complete assignments. Written assignments should follow the guidelines provided by the instructor and be concisely written, well organized, and address all parameters of the assignment. Class attendance for synchronous sessions and participation are important aspects of this class. Students who need to miss class for personal or professional reasons should contact the instructor for work missed. Class participation should be active and relevant to the topic of discussion. Active and relevant includes:

       *Providing informed opinions and commentary
       *Raising insightful, thought provoking questions and observations
       *Remaining focused on the topic of discussion
       *Clarifying others' ideas
       *Challenging ideas in a constructive, professional manner
       *Leading discussions and activities
       *Making small presentations
       *Providing leadership/followership in group work
       *Displaying a professional demeanor
       *Accepting responsibility for preparation for each class session, completion of work on schedule, and completion of any make up work

Final grades are awarded in accordance with the Graduate Bulletin that specifies: "Superior is indicated by 'A,' above average is 'B,' average is 'C,' below average but passing is 'D,' and failure is 'F.'" The University of Northern Colorado recently introduced pluses and minuses to its grading system. In Educational Leadership and Policy Studies the following grading scale is used:

			A	3.8-4	93-100%	A-	3.5-3.7	90-92%
B+	3.2-3.4	87-89%	B	2.8-3.1	83-86%	B-	2.5-2.7	80-82%
C+	2.2-2.4	76-79%	C	1.8-2.1	69-75%	C-	1.5-1.7	66-68%
D+	1.2-1.4	63-65%	D	.8-1.1	59-62%	D-	.7	58%
F	≤ 6	≤ 57%						

Assignments are graded according to a rubric with ratings from 4 (high) to 1 (low). The ELPS faculty feels that aspiring educational leaders must be able to communicate clearly and accurately in order to have the necessary credibility to successfully lead schools in the 21st century. For that reason, students are advised that <u>excessive violations (five or more) of any combination of the rules listed in the Writing Tips document posted on the ELPS Forms website may result in at least a .25 reduction in the final score assigned to each assignment.</u> For that reason, students are encouraged to review these writing tips and apply them in all of their assignments.

Assessment:

Weekly assignments, class discussions, and synchronous sessions	35%
UIP Communication	5%
Vision	10%
Shadowing	15%
Ethics Interviews	15%
Entry Plan	20%
	100%

Unified Improvement Plan Communication
Students will analyze a school's performance and growth data and its improvement plan and develop a one-page summary for stakeholders, a meeting agenda, or a press release based on the school's UIP and data.

Vision statement
Students will develop a written statement of their vision for an elementary, middle, or high school.

Ethics Interviews (see page 10)
Students will interview two practicing school principals regarding ethical dilemmas in school leadership. They will write up and critique the interview responses.

Shadowing a Principal (pages 11-13)
Students will spend a day shadowing a principal to understand the roles and responsibilities associated with the principalship.

Entry Plan (pages 14-15)
Students will develop a written entry plan for the leadership of their current school based on current data which details how the needs of stakeholder can and will be assessed and responded to.

<u>Disability Access:</u>
The University of Northern Colorado is an Affirmative Action Equal Opportunity institution. Students with disabilities or other special needs should feel free to contact the course instructor if there are services or adaptations that can be made to accommodate special needs. Staff of the Disability Access Center (970- 351-2209) can also be helpful in this effort.

<u>Diversity Statement:</u>

The College of Education and Behavioral Sciences (CEBS) is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, CEBS seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. CEBS prohibits discrimination against any member of the College's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, political affiliation or veteran status.

Ethical Standards:
Plagiarism or other academic dishonesty of any kind will not be tolerated. Penalty for such action will result in an "F" letter grade for the course. If you are unsure of how to properly paraphrase or cite a source in APA style, we encourage you to seek assistance immediately. Problems, concerns or complaints should be discussed with the Disability Access Center.

Tentative Outline for class is listed below. Schedule of synchronous sessions and final outline for each section will be published on Canvas before August 15. Synchronous sessions will be from 5-7 pm MST on Tuesdays as outlined below.

TENTATIVE OUTLINE ELPS 670 Section 900 The Principalship Fall 2018 ****Please note most updated syllabus, specifics on readings, synchronous session information, and assignment information will be in Canvas.**			
Week	**Topic**	**Readings****	**Activities/ Assignments Due****
1 August 20-26	Introduction, Principal Roles, History of Principal	*Principal Influence* Chapter 1 Principal Standards*	Weekly discussion/activity per Canvas
2 August 27-September 2	Understanding Self as Leader/Being Reflective	*Principal Influence* Chapter 2	Weekly discussion/activity per Canvas *Synchronous session #1 on 8/27*
3 September 3-9	Principal as Visionary	Vision-Barth* Vision as Compass-Robbins & Alvy*	Weekly discussion/activity per Canvas
4 September 10-16	Principal as Visionary	*Principal Influence* Chapter 3	Weekly discussion/activity per Canvas
5 September 17-23	Principal as Instructional Leader-overview	*Principal Influence* Chapter 4	Weekly discussion/activity per Canvas *Synchronous session #2 on 9/17*
6 September 24-30	Principal as Instructional Leader-data and UIP	Collaborative Inquiry and Data Dialogue Wellman & Lipton* UIP Quality Criteria*	Weekly discussion/activity per Canvas **Vision Paper Due September 25**
7 October 1-7	Principal as Engager-Communication	*Principal Influence* Chapter 5 Communication-Stronge*	Weekly discussion/activity per Canvas *Synchronous session #3 on 10/1*

8 October 8-14	Principal as Engager-Ethics and Transformative Leader	Ethics-various* Shields Chapters 1-2	Weekly discussion/activity per Canvas **UIP Communication Assignment Due October 9**
9 October 15-21	Principal as Engager-Equity and Transformative Leader	Shields Chapters 3-4 Equity*	Weekly discussion/activity per Canvas *Synchronous session #4 on 10/15*
10 October 22-28	Principal as Engager-Change and Transformative Leader	Shields Chapters 5-6 Change Leader-Fullan*	Weekly discussion/activity per Canvas
11 Oct. 29-November 4	Principal as Engager-Climate and Culture and Transformative Leader	Shields Chapters 7-8 Climate and Culture Readings*	Weekly discussion/activity per Canvas **Ethics Interview Assignment Due Oct. 30** *Synchronous session #5 on 10/29*
12 Nov. 5-11	Principal as Instructional Leader-Curriculum and Planning	Book Discussion Book Curriculum and Planning Readings*	Weekly discussion/activity per Canvas
13 Nov. 12-18	Principal as Learner-Technology	Book Discussion Book Choice of Technology Article*	Weekly discussion/activity per Canvas **Principal Shadowing Assignment Due Nov. 13** *Synchronous session #6 on 11/12*
14 Nov. 19-25	Principal as Learner-Decision Making	Book Discussion Book *Principal Influence* Chapter 6 and 7	Weekly discussion/activity per Canvas *Synchronous session #7 on 11/21 or 12/3?*
15 Nov. 26-Dec. 2	Principal as Instructional Leader-Special Education	Book Discussion Book Special Ed Reading*	Weekly discussion/activity per Canvas
16 Dec. 3-7	Final Week		*Synchronous session #7 on 11/21 or 12/3?* **Entry Plan Assignment Due Dec. 5** Make sure that all assignments, discussions, etc. are complete

Ethics Interview
ELPS 670 The Principalship

Using as a framework the class readings and discussions on ethics and the Principalship, interview two principals (from different levels and not your own preferably) about the ethical dilemmas they have faced and how they resolved them. If possible, audiotape the interviews, as this will provide the necessary data to complete the written portion of the assignment. Be sure to ask permission to audiotape and indicate that no names will be used to identify the respondent.

Questions for interviews:

1. What does the term "ethics" mean to you?

2. Please describe one or more ethical dilemmas you have faced as a principal.

3. How did you resolve these dilemmas? Why did you choose to resolve them as you did?

4. Have you noticed that the types of ethical dilemmas you faced have changed over the years? If so, how have they changed?

5. In what ways might educational leadership programs help prospective principals deal with ethical dilemmas they are likely to face?

6. Do you have advice for those entering the Principalship in regard to ethics?

You may find that you want to ask follow up questions as well.

In the written summary of the interview responses, please include an introduction citing demographic background of the principals (school level, years of experience, gender, school information, etc). **Do not include real names or schools of the principals**. In addition to summarizing the principals' responses, include **a reflective analysis** of the interviews. For example, what themes did you hear in the interviews? Were there differences between school levels? Were there similarities in responses? Were the principals willing to share ethical dilemmas openly? How did what you learned in the interviews impact your definition of ethics and ethical behavior as a school leader?

Shadow a Principal
ELPS 670 The Principalship

This assignment is designed to provide a snapshot of a principal's responsibilities during one day. Your task is to observe a principal (preferably not your own) for a day and take notes that will create a "snapshot" of the day. During the shadowing, you should write a behavioral account of the events, activities, and actions that transpire during the day (see attached example). When shadowing, you are a "fly on the wall" and not actually involved in the activities. Ideally, shadowing a principal at a different level than that which you work is beneficial. <u>You are strongly encouraged to shadow a principal serving a low SES population.</u>

Part of the shadowing also involves interviewing the principal so that the principal can paint a picture of the school, discuss his/her role, and explore the relationship between the real and intended roles. The purpose of the interview is not to judge or evaluate, but to understand the principal's reasons for his/her actions, and to recognize how this individual portrays the nature of the job. See attachment for possible interview questions.

From the notes gathered from the **shadowing and the interview**, you should analyze the data using reflection and theme building. You will probably be able to categorize certain activities as instructional leadership, management, community relations, special education, personnel, etc.

Write an analytical description of a day in the life of the principal you shadowed. Your written paper should include:

- an account of the events, activities, and actions that transpire
- an analysis of the tasks and demands of the principal
- an analysis of the balance between managerial and instructional leadership duties
- an indication of your perceptions of the culture and climate of the school
- an indication of evidence of input, or lack of, from others
- an assessment of how the shadow extended your understanding of the roles and responsibilities of the Principalship
- other observations made about the Principalship from your shadowing experience

The **conclusion** of your reflection/posting should include your reactions and reflections about the shadowing experience. How does this activity impact your thinking about the role of the principal (new insights and reinforcement of previous ideas)? Did the shadowing experience impact your desire to be a principal?

Interview of the Principal (Part of Shadowing Assignment)

1. How was today a typical day in the life of a principal?

2. How do you balance managerial and instructional leadership tasks?

3. How would you describe the culture/climate of your school?

4. What are some of the other roles and responsibilities that you as principal have that I wasn't able to observe today?

5. What is the relationship between your "real" role (what you do) with your "intended" role (what you would like to be doing)?

6. If you had more freedom on how you spent your time, how would you choose to reallocate your time?

Example of Detailed Description
A Typical Day for a Secondary School Principal

6:00 am – Marc leaves his home in Parker and records notes and thoughts on his micro recorder. These notes include staff memos, appointments, mileage or expense charges and ideas he may not wish to forget.
6:30 am – As Marc approaches his school he calls his head custodian on his two-way radio and discusses facilities issues.
6:35 am – Marc arrives at the school and drops off his coat in his office.
6:45 am – After reading any important memos and responding to any urgent phone messages he then walks the halls and greets the staff and students as they arrive.
7:00 am – He returns to his office and has two teachers and one student and parent wishing to talk to him. He troubleshoots some minor concerns.
7:20 am – He gives his secretary his micro recorder for transcription and she in turn updates him on the next 5 days of his calendar. Marc brings in his two calendars for updating with his secretary's calendar.
7:30 am – School is in session and Marc walks the halls and helps open any rooms that may be left unopened to a late arriving teacher. He helps encourage students to get to class on time.
7:45 am – He returns to his office and goes over the papers in his in-basket. He signs some requisitions and gives his approval on others. He returns calls and makes a few more to parents.
8:15 am – He has a parent conference in his office regarding the reentry of a suspended student.
8:35 am – He returns a few more calls that have come in.
9:00 am – Teacher conference regarding unsatisfactory evaluation, union representative present.
9:20 am – He is in the halls at passing time to greet the students and staff.
9:30 am – He returns to his office and is welcomed by about 10 inches of paperwork that needs his attention.
10:20 am – He is in the halls at passing time and greets the students and staff.
10:30 am – Meeting with the social studies department chair and another teacher from the department to discuss their plans for classroom design for the renovation that will take place in the summer.
10:45 am – He returns to his office and returns to the phones and more paperwork.
11:20 am – He dismisses his administrative staff to lunch and he helps supervise the lunch room and the halls. His administrative staff shares lunch together each day and troubleshoots or collectively problem solves. Marc does not break for lunch and drinks a cup of coffee.
12:20 pm – Marc returns to his office and has three teachers waiting to share an idea with him. One teacher could not wait and returns to her class.

Develop a Principal Position Entry Plan
ELPS 670 The Principalship

Based your knowledge of student performance, school and community culture, resources, and needs at the school you currently serve (or one of your choice, if not currently employed at a school), develop a strategic plan to assess and respond to the needs of education stakeholders. This will include identifying what you already know (and how), what additional or ongoing information you will need, and how the stakeholders' needs are determined. After you have articulated the needs you have identified, develop a plan of action for how you would use your leadership skills to address those needs.

Stakeholder groups you should address, as well as the Colorado principal standards that you should demonstrate in your response are listed below for you to refer to.

A. Students (achievement and assessment, safety, equity/diversity, culture)
B. Teachers (supervision and evaluation, professional development resources and needs, culture)
C. Parents (perceptions, support, school interactions, communications)
D. Community (perceptions, resources, support, interactions, communications)
E. District Office (reporting requirements, resources, rules/regulations, finance, communication lines, hiring/termination processes, evaluation process, negotiated agreements)
F. State (reporting requirements, rules/regulations)

Colorado Principal Standards (updated 12/2016)

1) Strategic Leadership
   a. School vision, mission, and strategic goals
   b. School plan
   c. Leading change
   d. Distributive leadership
2) Instructional Leadership
   a. Curriculum, instruction, learning, and assessment
   b. Instructional time
   c. Implementing high-quality instructional time
   d. High expectations for all students
   e. Instructional practices
3) School Culture and Equity Leadership
   a. Intentional and collaborative school culture
   b. Commitment to the whole child
   c. Equity pedagogy
   d. Efficacy, empowerment, and a culture of continuous improvement
4) Human Resource Leadership
   a. Professional development/learning communities
   b. Recruiting, hiring, placing, mentoring, and dismissal of staff
   c. Teacher and Staff Evaluation
5) Managerial Leadership
   a. School resources and budget
   b. Conflict management and resolution
   c. Systematic communication
   d. School-wide expectations for students and staff
   e. Supporting policies and agreements
   f. Ensuring an orderly and supportive environment
6) External Development Leadership
   a. Family and community involvement and outreach
   b. Professional leadership responsibilities
   c. Advocacy for the school
7) Evidence of Student Growth
   a. Student academic achievement and growth
   b. Student academic growth and development
   c. Use of data

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