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.

Standard I: Principals demonstrate strategic leadership

1.1. Vision, Mission and Strategic Goals: Principals develop the vision, mission, values, beliefs and goals of the school, collaboratively determining the processes used to establish these attributes, 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.

1.2. School Improvement Plan: Principals ensure that the unified improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement and developmental outcomes for all students, and provides for tracking of progress based on data. 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.

1.3. Leading Change: Principals collaboratively develop a vision and implementation strategies for improvements and changes which 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

2.1. Curriculum, Instruction, Learning, and Assessment: Principals enable school-wide conversations about standards for curriculum, instruction, assessment, and data on student learning based on research and best practices, and ensure that the ideas developed are integrated into the school’s curriculum and instructional approaches. 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.
2.2. 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.

2.3. Implementing High-Quality Instruction: Principals support teachers through feedback and appropriate professional development in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences, aligned across P-20, are delivered to and for all students. 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.

2.4. 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 ambitious student outcomes. 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

3.1. Intentional and Collaborative School Culture: Principals articulate and model a clear vision of the school’s culture, and involve students, families, and staff in creating a 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.

3.2. Commitment to the Whole Child: Principals value the cognitive, physical, mental, social, and emotional health and growth 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.

3.3. Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and provide direction in meeting the needs of diverse student talents, experiences, and challenges. 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.

3.4. Efficacy, Empowerment, and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through innovation, risk-taking, and an honest 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.


4.1. 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
5.4. School-wide Expectations for Students and Staff: Principals understand the importance of clear expectations, structures, rules, and procedures 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.

6.1. Family and Community Involvement and Outreach: Principals design structures and processes which result in family and community engagement, support, and ownership of 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.

6.2. Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, 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, 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
7.1. Student Academic Achievement and Growth: Principals take responsibility for ensuring all students are progressing toward post-secondary and workforce readiness by high school graduation. Principals prepare students for success by ensuring mastery of Colorado Academic Standards, including 21st century skills.

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

7.3. Use of Data: Principals use evidence to evaluate the performance and practices of their schools, in order to continually improve attainment of student growth.

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
Principal as Instructional Leader
Principal as Community Leader
Principal as Culture Builder
Principal as Ethical Leader
Principal as Manager

STUDENT EVALUATION:

Student performance is evaluated by various written and/or oral assessments. Final grades will be assigned according to the A-F format. 90-100% = A, etc.

Assignments are due on BlackBoard at the posted date and time. Late assignments will be penalized as follows: up to 24 hours late = 20% reduction, 24-48 hours late = 40% reduction, over 48 hours = no credit

YOUR ASSIGNMENTS ARE DUE REGARDLESS OF WHETHER YOU ARE IN CLASS OR NOT. ANY ILLNESS OR OTHER ISSUE THAT IMPEDES YOUR PROGRESS OR ABILITY TO ADHERE TO AN ASSIGNMENT DUE DATE MUST BE COMMUNICATED TO ME BEFOREHAND AND MOST LIKELY WILL REQUIRE DOCUMENTATION (doctor’s note) IN ORDER TO EXCUSE/GIVE YOU FULL CREDIT. COMMUNICATION IS THE KEY. CHECK YOUR EMAIL FREQUENTLY AND STAY IN TOUCH WITH ME IN REGARDS TO PROBLEMS.

Participation includes:
• providing informed opinion and relevant commentary
• raising insightful, thought provoking questions and observations
• displaying a professional demeanor
• accepting responsibility for preparation for each class session including completion of work on schedule
• reading assigned readings and preparation to discuss those readings in class
• ATTENDANCE: You may miss up to two classes with no penalty. Further absences will be grounds for reduction in participation points.
• Continual tardiness will result in reduction in participation points.

Assessment:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30</td>
</tr>
<tr>
<td>Vision</td>
<td>50</td>
</tr>
<tr>
<td>Ethics Interviews</td>
<td>30</td>
</tr>
<tr>
<td>Shadowing Project</td>
<td>30</td>
</tr>
<tr>
<td>Entry Plan</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>200 points</td>
</tr>
</tbody>
</table>
**Vision statement**
Students will develop a written statement of their vision for an elementary, middle, or high school.

**Ethics Interviews**
Students will interview two principals at different levels about ethical dilemmas faced in the principalship and how they resolved them. Guidelines will be provided.

**Shadowing a Principal**
Students will spend a day shadowing a principal to understand the roles and responsibilities associated with the principalship. Specific guidelines will be provided.

**Entry Plan**
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.

**Required Reading:**


**Disability Access**
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.

**Diversity Statement**
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.
Bibliography


commitment, and get results. Alexandria, VA: Association for Supervision and Curriculum Development.


Vision Assignment

The purpose of this assignment is to give you the opportunity to develop and present your vision for an ideal school. While it is important to develop a shared vision with staff, oftentimes you will have an opportunity to share your vision in an interview or other venue.

Each individual will prepare a 5-7 page vision paper (double-spaced) that describes the ideal school.

You will likely, in some context, have to share your vision of an ideal elementary, middle, or high school upon interviewing and/or accepting a principalship.

- Address the various constituencies in your school: students, parents, staff, community stakeholders.

- The format is up to you and your style. You should not simply use bullets and lists, but describe your vision in narrative (see Barth article).

- The written version should be compelling to read. For example, you might choose to use metaphors or stories for creativity. What will the school look like, feel like, how will people treat each other?

- YOU WILL ALSO PROVIDE A POWERPOINT PRESENTATION OF YOUR VISION. This presentation should contain a minimum of 10 slides and be 10-12 minutes long.
# VISION ASSESSMENT RUBRIC

## ELPS 670

<table>
<thead>
<tr>
<th>Category</th>
<th>1-Unsatisfactory</th>
<th>2-Needs Improvement</th>
<th>3-Proficient</th>
<th>4-Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Development of Written Vision</strong> (ELCC 1.1)</td>
<td>Weak articulation of vision, no metaphors, reads vision, lacks organization</td>
<td>Partially develops and articulates a vision (1.1a), some use of metaphors, poor communication strategies, weak organization</td>
<td>Sustains audience attention in acceptable fashion, use of metaphors, acceptable communication strategies, acceptable organization of ideas in the development of a vision (1.1a). Develops the vision based on relevant theory or research (1.1b).</td>
<td>Excellent ability to sustain audience attention, uses metaphors effectively; effective communication strategies; inspiring and compelling development of a vision (1.1a). Develops the vision based on relevant theory and research (1.1b).</td>
</tr>
<tr>
<td><strong>Articulation of Vision</strong> (ELCC 1.2)</td>
<td>Written product lacks organization and coherence; does not describe author’s vision for ideal school</td>
<td>Written product is somewhat organized and coherent; partially describes author’s vision of ideal school (1.2a).</td>
<td>Written product is adequately organized and coherent; adequately describes author’s vision of ideal school (1.2a). Data-based research is used to inform (1.2b) or communicate vision (1.2c).</td>
<td>Written product is well organized, highly coherent; effectively describes author’s vision of ideal school (1.2a). Inspiring and compelling. Data-based research is used to inform (1.2b) and effectively communicate (1.2c) vision.</td>
</tr>
<tr>
<td><strong>Process for Implementing Vision</strong> (ELCC 1.3)</td>
<td>Does not develop specific steps and processes for developing and implementing a shared vision; does not include students, staff, community</td>
<td>Includes a few steps and processes for developing and implementing a shared vision (1.3b), but not comprehensive. Includes one or two groups in vision development and implementation (1.3a).</td>
<td>Includes several steps and processes for developing and implementing a shared vision (1.3b); includes groups in developing shared vision (1.3a).</td>
<td>Provides thorough sequence of steps and processes for developing and implementing a shared vision (1.3b); includes students, staff, and parents/community in development of shared vision and motivation to implement the vision (1.3a); very comprehensive process.</td>
</tr>
<tr>
<td><strong>Process for Stewarding Vision</strong> (ELCC 1.4)</td>
<td>Does not develop specific steps and processes for stewarding a shared vision; does not include students, staff, community</td>
<td>Includes a few steps and processes for communicating (1.4a) and stewarding shared a vision (1.4c), but not comprehensive. Includes one or two groups in vision development and implementation.</td>
<td>Includes several steps and processes for stewarding and communicating a shared vision (1.4a); includes groups in developing shared vision. Discusses data-based research strategies to inform the vision (1.4b) or monitor vision implementation (1.4c).</td>
<td>Provides clearly communicated and thorough sequence of steps and processes for stewarding a shared vision with stakeholders; includes students, staff, and parents/community in development of shared vision (1.4a); very comprehensive process. Includes a design for using data-based research strategies (1.4b) and data collection to monitor vision implementation (1.4c).</td>
</tr>
</tbody>
</table>

Total Performance (An overall average of 3 or above, with no more than one score below 3):
Guidelines for Ethics Interview

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 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? I expect your reflective analysis to be at least one full page for each interview.

The written product will be assessed on a 1-4 rubric (see below).
ETHICS INTERVIEWS

RUBRIC

ELPS 670 THE PRINCIPALSHIP

<table>
<thead>
<tr>
<th>Category</th>
<th>Not Evident</th>
<th>Partially Evident</th>
<th>Usually Evident</th>
<th>Always Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Writing: Clear, concise writing, free of grammatical, spelling, punctuation, and technical errors.

|                               | 1           | 2                 | 3               | 4              |

Organization: The writing is cogent and appropriately organized to facilitate comprehension of the interview responses. The writer incorporates a clear introduction, demographic description of interviewees, and includes a reflective analysis.

|                               | 1           | 2                 | 3               | 4              |

Response: The writer’s response to the assignment is thoughtful and insightful. The writer clearly contrasts the similarities and differences among interviewee responses. The writer includes all interviewee responses to the interview questions.

|                               | 1           | 2                 | 3               | 4              |
Shadow a Principal Project

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.

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 MUST 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 paper 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?

The paper should be as long as appropriate to include the parameters of the assignment. It will be assessed according to a rubric (1-4).
Interview of the Principal

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?

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 troubleshooting 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.

Etc. etc.
# SHADOWING PROJECT

## RUBRIC

<table>
<thead>
<tr>
<th>Category</th>
<th>Not Evident</th>
<th>Partially Evident</th>
<th>Usually Evident</th>
<th>Always Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Writing:** Clear, concise writing, free of grammatical, spelling, punctuation, technical errors.

|          | 1           | 2                 | 3               | 4             |

**Organization:** The response is clearly organized to include introduction, an account of the events and activities of the day (include timeline as appendix), analysis of the tasks and demands of the job, observations about the balance between managerial and instructional leadership tasks, analysis about the climate and culture of school, insights about level of input from others, and assessment of how the shadowing extended understanding of principalship.

|          | 1           | 2                 | 3               | 4             |

**Response:** The writer’s response to the shadowing experience is thoughtful and insightful. The writer identifies feelings, observations, and reflections related to the experience. The response includes responses to a short interview with principal (see assignment).

|          | 1           | 2                 | 3               | 4             |
Develop a Principal Position Entry Plan

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**

1) Strategic leadership
   a. School vision, mission, and strategic goals
   b. School improvement plan
   c. Change implementation and management
   d. Distributive and collaborative 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

3) School Culture and Equity Leadership
   a. Intentional and collaborative school environment
   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 recommendations for 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 expectations for students and staff
   e. Supporting policies and agreements

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 Growth and Development
   c. Use of Data