COURSE #/TITLE: EAD 830: Principles of Educational Leadership

COURSE DESCRIPTION: A study of the principles of elementary, middle, and secondary school organization, leadership, and management. The primary focus of this course is on development of the skills and knowledge required to meet the Pennsylvania Inspired Leadership Standards and responding to the day-to-day decisions and problems that confront school principals. Several scenario-based experiences are included in this course. The primary assessment is the development of a standards-based school improvement plan.

INSTRUCTOR: Dr. Eugene “Geno” Thomas
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Phone: 740-357-2677
Virtual Office Hours: By arrangement.


Excerpts from articles provided by instructor. Narrated slide presentations, podcasts, videos, and websites will also be used to supplement readings.

MEETINGS: This is an eight week online course.
<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topics and Assignments</th>
<th>Meets PDE Core/Corollary #’s</th>
</tr>
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<tbody>
<tr>
<td>Module #1</td>
<td>READ</td>
<td>Core Standards N/A</td>
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<tr>
<td>October 15 - 21</td>
<td>• Text Chapters 1-2</td>
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<tr>
<td></td>
<td>POST</td>
<td>Corollary Standards 2F, 4C, 5A, 5D</td>
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<tr>
<td></td>
<td>• Week #1 Forum: (20 points) Initial post by midnight Oct. 17th. Comment by midnight Oct. 19th</td>
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<td>SCENARIO-BASED ASSIGNMENT</td>
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<td></td>
<td>• A Routine Day in the Office (10 points) Submit via dropbox by midnight Oct. 21st</td>
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<tr>
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<td>TOPICS</td>
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<tr>
<td></td>
<td>• Effective schools and school reform</td>
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<td></td>
<td>• Schools as social systems: inputs/processes/outputs</td>
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<td>• Principal as leader and manager</td>
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<td>• Traditional and emerging role of school principals</td>
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<td>RESOURCES</td>
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<tr>
<td></td>
<td>• Pennsylvania Inspired Leadership Framework</td>
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<td>• NASSP Descriptors</td>
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<td>• PA Standards Aligned System and Principal Effectiveness Link</td>
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<td>Module #2</td>
<td>READ</td>
<td>Core Standards IF</td>
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<td>October 22-28</td>
<td>• Text Chapters 3-4</td>
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<td>• Building a New Structure for School Leadership</td>
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<td>POST</td>
<td>Corollary Standards 4C</td>
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<td>• Week #2 Forum: (20 points) Initial post by midnight Oct. 24th Comment by Oct. 26th.</td>
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<td>SCENARIO-BASED ASSIGNMENT</td>
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<td>• Persistent Parent (20 points) Submit via dropbox by midnight Oct. 28th</td>
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<td>TOPICS</td>
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<td>• School reform and the principal</td>
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<td>• Principal behavior and instructional leadership</td>
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<td>• Leadership styles and strategies</td>
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<td>PROJECT</td>
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<td>• Wonder Area School District files will be distributed.</td>
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<td>RESOURCES</td>
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<td>• Wonder Area School District simulation data.</td>
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<tr>
<td>Module #3</td>
<td>READ</td>
<td>Core Standards IIA, IIIB</td>
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<tr>
<td>October 29 - November 4</td>
<td>• Mission, Vision, Values, and Goals: An Exploration of Key Organizational Statements and Daily Practice in Schools</td>
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### Module #4  
**November 5-11**

**READ**
- Text Chapters 5 and 12
- Creating a Professional Learning Community

**POST**
- Week #4 Forum (20 points) Initial post by Nov. 7th. Comment by Nov. 9th.

**SCENARIO-BASED ASSIGNMENT**
- Scheduling problem (25 points) Submit via dropbox by midnight Nov. 11th.

**TOPICS**
- Instructional delivery
- Organizing the school day
- Organizational decisions and instructional delivery
- Daily school schedules
- Learning organizations and learning communities

**RESOURCES**
- NASSP Descriptors

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### Module #5  
**November 12-18**

**READ**
- Text Chapter 11
- Developing the Strategic Thinking of Instructional Leaders

**POST**
- Week #5 Forum: (20 points) Initial post by midnight Nov. 12th. Comment by midnight Nov. 15th.

**QUIZ PROMPT (20 points)**

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### Core Standards
- IC
- 3A, 5A

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### Corollary Standards
- Standards 5A

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### Pennsylvania Department of Education Standards-Aligned System website (www.pdesas.org)
**SCENARIO-BASED ASSIGNMENT**
- Persistent Parent Part II (10 points) Submit via dropbox by midnight Nov. 18th.

**Continued from page -3-
**
**TOPICS**
- Strategic thinking and action
- Decision-making models
- Evaluating the impact of the principal's decisions on stakeholders
- Satisficing
- Group decision-making

**RESOURCES**
- NASSP Descriptors
- PersistentParentVideo

| **Module #6**  
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<tr>
<td><strong>READ</strong></td>
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<td>- Text Chapters 7-8</td>
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<td><strong>POST</strong></td>
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| - Week #6 Forum: (20 points) Initial post by midnight Nov. 21st.  
  Comment by midnight Nov. 23rd. |

| **Module #7**  
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<th><strong>November 26-December 2</strong></th>
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<td><strong>READ</strong></td>
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<tr>
<td>- Text Chapter 9-10</td>
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<tr>
<td><strong>POST</strong></td>
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</tbody>
</table>
| - Week #7 Forum: (20 points) Initial post by midnight Nov. 28th.  
  Comment by midnight Nov. 30th. |

| **SCENARIO-BASED ASSIGNMENT** |
| - Senior Project Problem (15 points) Submit via dropbox by midnight Nov.25th. |

| **TOPICS** |
| - Human and material resource management  
- Aligning resources with organizational goals and standards-based school reform  
- Understanding conflict and conflict management strategies |

| **RESOURCES** |
| - NASSP Descriptors  
- Veteran Teacher video |

**Core Standards**
- IIC

**Corollary Standards**
- N/A
Module #8
December 3-9

READ
• Chapter 13

Continued from page -4-

POST
• Week #8 Forum: (20 points) Initial post by midnight Dec. 5th. Comment by midnight Dec. 7th.

SCENARIO-BASED ASSIGNMENT (OPTIONAL)
• American School Simulation

TOPICS
• Career planning
• Professional resources
• Career planning and Pennsylvania Inspired Leadership Framework

RESOURCES
• National Association of Secondary School Principals
• National Association of Elementary School Principals
• Pennsylvania Association of Elementary and Secondary School Principals
• Pennsylvania Inspired Leadership Framework

FINAL PROJECT
• Complete work on Wonder Area School Simulation. Submit via dropbox by midnight Dec 9th.

STUDENT EVALUATION: (370 points)
• Weekly Forum discussions (160 points/ 43%)
• Scenario-based/ field-based experiences (100 points/ 27%)
• Quizzes (40 points/ 11%)
• Final Wonder Area School Improvement Plan (75 points/ 19%)

Note: Percentages are rounded.

GRADING POLICY:
Grading is based on a point system. Letters grades will be assigned based on the course catalog as follows:

- 94-100   A
- 84-93.99 B
- 74-83.99 C
- 64-73.99 D
- 0-63.99 F
LATE WORK AND MAKE-UP WORK:
Meeting deadlines is important for any professional employee. As prospective school leaders, students enrolled in the Educational Administration program are preparing for a career that will require them to manage time and meet deadlines. However, the need to hold students accountable for deadlines must be balanced with the need for students to meet course goals and learning outcomes. With this in mind, a grading system should reward students who meet the highest level of professionalism while encouraging students to benefit from all learning activities.

When students must submit an assignment late due to a serious illness, family emergency, or other compelling reason, work submitted beyond the due date is considered make-up work and, absent other arrangements with the instructor, may be submitted seven days beyond the original due date without penalty. Beyond this, make-up work becomes a "late" assignment and is scored accordingly.

Late assignments are those submitted beyond the original due date without a compelling reason or permission of the instructor. Such assignments will be accepted up to seven days beyond the original due date. However, the final score for assignments submitted late will be reduced by an amount equal to 5% per day of the maximum points that can be earned on the assignment. (Example: A paper worth 40 points, submitted three days late and scored 35/40 would be reduced as follows: 35-(3 x 2 points) = 29. After seven days the assignment will receive a zero. All forum posts will be scored per the forum rubric.

GOALS AND OBJECTIVES

Learning Outcomes

1. Given data and background information describing a fictional school district, the student will be able to apply knowledge of the following areas to the development of a school improvement plan:
   a) Schools as social systems
   b) Standards-based systems and alignment
   c) School culture, continuous improvement, and organizational change
   d) Leadership styles, strategies, and behavior related to instructional leadership
   e) Transformational leadership
   f) Collaboration, visioning, and learning communities
   g) Strategic thinking and action
   h) Management and alignment of human and material resources

2. Presented with real-world scenarios, the student will employ macro-thinking skills to making decisions, solving problems, and resolving conflict.

   Course Goals and Objectives

1) Students will advance competencies required to meet the PIL standards.
   a. Analyze school data and apply knowledge and skills developed during the course to create a standards-based school improvement plan for a fictional school.
b. Develop an informal career plan.

2) Students will practice the macro-thinking skills required to accomplish the day-to-day work of school principals.
   a. Communication.
   b. Collaboration
   c. Decision-making
   d. Organizational skills
   e. Judgment
   f. Results orientation
   g. Visioning
   h. Conflict Management

3) Students will study the complex nature of schools as social systems and attempts to improve school effectiveness.
   a. Describe the characteristics of effective schools.
   b. Identify the inputs, processes, and products associated with effective schools.
   c. Explain how the socio-political frame creates natural conflict regarding both the need to reform schools and the approach to school reform.
   d. State and defend a position for or against the need for school reform (improvement).
   e. State and defend a position on the principal's capacity for leading school reform as required in PIL standards.

4) Students will study the traditional, contemporary, and emerging roles of school principals and explore current expectations for principals as instructional leaders.
   a. Compare and contrast traditional, current, and emerging roles for building level school leaders.
   b. Compare and contrast leadership and management roles for school principals.
   c. Differentiate between administrative strategies and administrative styles including autocratic, democratic, and delegative leadership styles.
   d. Discuss principal's role in school reform leadership and the principal's role in visioning.

5) Students will learn about the organization of instruction and the principal behaviors that impact instruction and school improvement.
   a. Describe leadership strategies that are calculated to affect change in schools, especially in relation to standards-based school improvement.
   b. Explain how and why principal behavior affects school performance.
c. Identify primary determinants of principal behavior.

d. Differentiate transformational and transactional leadership styles and their role in standards-based school reform.

6) Students will know the components of a standards-based system and how they must be aligned to increase student achievement.
   a. Identify the components of a standards-based school system.
   b. Describe relationship between components of a standards-based school system.
   c. Define and generate a mission and vision statement.
   d. Discuss the principal's role in leading standards-based school reform.
   e. Explain why standards-based systems must be aligned and why the principals must lead the alignment process.
   f. Discuss the role of vision in standards-based systems.

7) Students will explore school culture, its impact on school change, and the theories related to leading school change.
   a. Identify structural and cultural barriers to change within schools and suggest strategies for overcoming these barriers
   b. Describe the impact of teacher isolation and loose coupling on standards-based school reform.
   c. Explain the purpose and processes of learning communities.
   d. Explain how learning communities support the implementation of standards-based school reform.
   e. Describe strategies for nurturing a learning community with a school system.

8) Students will gain insight into strategic thinking and decision-making and their role in the management of human and material resource management and leading systems change.
   a. Define strategic thinking and explains its role in successful implementation of standards-based systems.
   b. Compare and contrast options for daily school schedules.
   c. Apply scheduling approaches to a scheduling problem.
   d. Analyze a decision prompt to determine the appropriate decision-making model (ideal or satisficing)
   e. Describe the relationship between a specific decision and the school, students, parents, and the community.
Identify types of conflict in schools.

Analyze a conflict situation and apply the proper strategy to manage the conflict.

Describe a school safety audit and its value to crisis planning.

Identify the essential aspects of a school crisis plan.

Describe how staff and students should be prepared to respond in a crisis situation.

ACADEMIC INTEGRITY
Online students are expected to adhere to standards for academic integrity as presented on the Westminster College graduate school website:

http://www.westminster.edu/academics/graduate/ethics.cfm

COURSE EXPECTATIONS
EAD 830 is a core course within the certification program for school leaders. The willingness of students to contribute their ideas to online discussions is a critical factor in the success of this course. In addition, the ability to effectively communicate and collaborate with other educators is a key skill for school leaders. Thus, it is expected that students will participate fully in all discussions and required chats and, in doing so, will adhere to professional standards. This includes providing substantive and clearly articulated comments regarding the work of other class members.

ADDITIONAL REQUIRED READINGS
In addition to the textbook, these readings, provided by the instructor, will be required.


COURSE WEB LINKS

- https://www.nassp.org/School-Improvement
  National Association of Secondary School Principals- School Improvement Resources

- http://www.education.pa.gov/TeachersAdministrators/PAInspiredLeaders/Pages/default.aspx - Va7XKypViko
  PA Inspired School Leadership standards
PROFESSIONAL ORGANIZATIONS
Students seeking a career as a building level school leader will want to consider joining one or more of the following professional associations:

- National Association of Secondary School Principals
- National Association of Elementary School Principals
- Pennsylvania Association of Elementary and Secondary School Principals
- Association for Supervision and Curriculum Development
- Pennsylvania Association for Supervision and Curriculum Development

PROFESSIONAL JOURNALS AND MAGAZINES
- Educational Administration Quarterly
- Educational Leadership (Association for Supervision & Curriculum Development)
- Journal of Educational Change
- Journal of Cases in Educational Leadership
- Journal of School Leadership
- National Forum of Educational Administration & Supervision Journal

ADDITIONAL SUGGESTED READINGS
Students actively pursuing a career as a school leader may find the following books helpful to their professional growth.


