Rationale

The current school reform movement has increased society’s awareness of leadership as a necessary catalyst for the transformation of schools. The torch has been passed to leaders at the school site; however, transformation will occur only as the cooperation and contribution of others is actualized. Leaders must provide faith and inspiration for the task through their ability to shape values, create meaning, develop visions, and shape a school culture dedicated to higher moral values. The principal is at the focal point of more responsibility and authority in operating the educational enterprise and is challenged to be a community builder and developer of human resources. The job of principal is made up of a collective series of roles and functions that must be carried out for a school to operate successfully. The principal arranges the organizational conditions within which these functions are carried out to productive ends.

Today, the emphasis in educational leadership is at the school site. The principal is at the focal point of more responsibility and authority in operating the educational enterprise. This course stresses both the leadership and management aspects of the principalship; but beyond that, it will provide you with an intellectual challenge and cause to reflect on what, with effort and analysis, “might be.”

Objectives

Each participant will:

1. Increase his/her understanding of the nature and functions of administrative leadership in school settings.
2. Assess his/her ability and that of others in the performance of administrative and leadership roles.
3. Assess his/her potential as an effective school administrator and leader.
4. Expand his/her administrative and leadership skills through participation in reflective practice, simulations, group activities and exercises, analysis of case studies, and other activities.
5. Develop an understanding of the organizational structure and operation of schools; the human dimension of schools, including organizational culture and climate; and the social, political and economic environment in which schools exist.

Textbook


Supplementary:

COURSE REQUIREMENTS

1. **Textbook**: Each class member will indicate through written reflections in your e-mail log on a weekly basis throughout the course (five due this summer), what insight he/she has gained from the text. Reading assignments are to be matched to the class schedule.

2. **Additional Readings**:
   - Locate and read two journal articles each week appropriate for the scheduled class topic (a total of 10) and submit an annotated list of readings done for the course. The annotations should be no longer than two or three sentences in length.
   - Read the assigned books that are part of the overall Leadership 21 responsibility.
   
   **Due Date**: Sergiovanni Chapters 1-3  Session 4
   Chapters 4-6  Session 7
   Chapters 7-9  Session 9

3. **Journals**: Read one issue of the NASSP Bulletin or the NAESP Principal from cover to cover. Prepare no more than a two page summary, review, analysis and reaction to the issue that you read. Date due: **Session 4**.

4. **Position Paper or Policy Options Brief**: Prepare a position paper or policy options brief on a topic or issue of your choice. The topic or issue should be of current interest and import to the principalship. Your paper should be two to four pages in length and should include the following points:
   a. Delimitation of the topic
   b. What others have said about the topic
   c. Your position on the topic
   d. A defense of your position on the topic
   Date due: **Session 11**

5. **In-basket Sets**: You will be asked to respond to an in-basket set in written form. Specific directions will be given in class. Due Date: **Session 3**

6. **Reflective Practice Journal or Log**: Throughout your entire two-year program you will keep a log of your activities on a weekly basis. You are to file your journal entry each week for the next two years ubben@utk.edu with a cc to cnorris@utk.edu and fpatter1@utk.edu. The purpose of the log is to make you stop and reflect on what you are learning and to record your growth as a professional educator. In this log you should record significant readings (see item One above) from your texts and journals you would like to remember, events from class discussions and activities that are particularly meaningful to you, events from your school that contribute to your professional growth, and other activities and relationships that contribute to your professional growth and future plans. While it may report activities and events its purpose is for professional reflection. **It is not a diary**. An entry for a week should in most cases be no more that a few paragraphs. Your log is not a report for this EAPS 583 class but should reflect all of your courses and activities. It is part of your overall Leadership 21 responsibility and will continue throughout the entire two-year program.

7. **Final Examination**: There will be a take home final examination. It will be given to you at session 11 and it will be due a week later at Session 12.
**EVALUATION**

The final grade for the course will be based on (1) reflective practice journal entries; (2) performance on the in-basket set; (3) the weekly journal selection; (4) the outside readings; (5) the Journal review and annotation; (6) the aptness and quality of contributions to class discussions; and (7) the final examination. Each of these areas will be judged in relation to the course objectives.

**SELECTED BIBLIOGRAPHY**

You may use the Books in Print catalogs, the University’s on-line computer catalog, the ERIC system, the Reader’s Guide to Periodical Literature, the Internet system, and other sources to find material suitable for this course. You may also access my personal library. The following is a brief list of suggested texts and periodicals.

*Selected Periodicals and Other Publications*

The *Kappan* and other Phi Delta Kappa publications

*NASSP Bulletin* and other National Association of Secondary School Principal’s (NASSP) publications

*The National Elementary Principal* and other National Association of Elementary School Principal’s (NAESP) publications

*Educational Leadership* and other publications of the Association for Supervision and Curriculum Development (ASCD).

American Educational Research Association (AERA) Publications

American Association of School Administrators (AASA) Publications

National School Board Association (NSBA) Publications

Tennessee School Board Association (TSBA) Publications

National Association of Middle Schools (NAMS) Publications

*Educational Administration Quarterly,* University Council for Educational Administration

*Educational Administration Abstracts,* University Council for Educational Administration
Selected Articles and Books


* Covey, Stephen R. The Seven Habits of Highly Effective People. Simon and Schuster, 1989.


Lightfoot, S. L. The Good High School.


EAS 583 Summer 200X Schedule:

(Reading assignments are always for the next class discussion)

I. Creating a Vision of Leadership and Learning
   ELCC Standards: 1, 3, and 5

   Session 1  Course Overview, Registration, Team Building
              Introduction - The Role of the Principal
              Ubben, Hughes, and Norris, Chapter 1 and 2

   Session 2  Learning Community
              ISLLC Standards
              Ubben, Hughes, and Norris, Chapter 3 & 4, Sergiovanni Ch. 1-3
              In-basket Assigned, Journal summary due on Monday

   Session 3  The Decision Process, Systematic Planning and Time Management
              Ubben, Hughes, and Norris, Chapter 5, 6 & 7, Journal summary due.
              Discuss Sergiovanni Ch 1-3. Read Sergiovanni Ch. 4-6.

II. Fostering a Climate for Learning
    ELCC Standards: 2, 3, 4 and 6

   Session 4  School Organization, School Curriculum and Instruction
              Ubben and Hughes, and Norris, Chapter 8
              Discuss SergiovanniCh. 4-6, Read Sergiovanni Ch. 7-9.

   Session 5  Team Building Activity (All day)

   Session 6  Social Justice, Special Students and Special Services
              Ubben, Hughes, and Norris, Chapter 11 & 12,

   Session 7  School Organization, Staffing and Scheduling
              Ubben, Hughes, and Norris, Chapter 9 & 10
              Discuss In-basket , Discuss Sergiovanni Ch. 7-9.

III. Managing the Organization
     ELCC Standards 3, 5 and 6

   Session 8  Human Resource Management and Development
              Ubben, Hughes and Norris, Chapter 13 & 14
              Discuss In-basket

   Session 9  Fiscal Management and Technology Applications
              Ubben, Hughes, and Norris, Chapter 15,

   Session 10 Marketing your school
              Ubben, Hughes, and Norris, Chapter 16,

   Session 11 Legal Issues
              Open Discussion
              Position Paper Due, Journal Readings Due.
              Take home final exam distributed

   Session 12 Final Exam due, discussion
              Papers returned
              Internship Planning