Instructor: Brian Castellani, Ed.D.
Phone: (239) 206-0459
E-mail: castelbr@ufl.edu
Office Hours: appointments arranged through e-mail

REQUIRED TEXTBOOKS:


One of the following, student choice:


Websites:

American Psychological Association (APA)
http://apastyle.org/
*it is recommended that students purchase the APA Publication Manual, Sixth Edition as it will be needed throughout your graduate coursework!

Florida Educational Leadership Examination
http://www.fldoe.org/asp/fele/

https://www.floridaschoolleaders.org/fpls.aspx

Kanter, Rosabeth
http://www.hbs.edu/faculty/Pages/profile.aspx?facId=6486
I. COURSE GOALS AND OBJECTIVES

Goals:

The major goals of this course are to: (1) understand the changing role of the principalship (2) examine the Florida State Principal Leadership Standards (3) understand the essential administrative competencies which are linked to successful principals as the administrator and instructional leader. The course will focus on the relationship of the school leader to positive outcomes for student learning and achievement. Course assignments will relate to the Florida Principal Leadership Standards and the Educational Leadership Constituent Council (ELCC) Standards.

Objectives:

1. Students will increase their understanding of the nature and functions of administrative leadership in school settings.
2. Students will demonstrate an understanding of the principal’s role in improving student achievement.
3. Students will understand the role of leadership in the development of long range plans for meeting the needs of staff retention and professional development.
4. Students will recognize the importance of legal and ethical conduct in the principalship.
5. Students will understand fundamental concepts of decision making, and problem solving.
6. Students will participate in discussions focused upon problem analysis.
II. COURSE EXPECTATIONS

Students are required to participate in all on-line activities, actively participate in all discussion forums, complete reading and written assignments, and successfully complete the final paper.

- Confidentiality—the purpose of class discussion, through on-line module postings, is to share perspectives, debate, and learn from one another. We must all remain sensitive to information learned through forum posts and papers and use discretion when talking and writing about the work viewed during this class.
- Communication—the course will require bi-weekly posts as well as additional assignment as indicated in the modules. Build on others' postings—do not reiterate ideas, reference them. Each post must take the discussion further.
- Readings—students are expected to read the assigned material prior to posting on discussion forums. Additional outside readings are expected throughout the course to help fully understand concepts and to provide scholarly support for ideas.
- Class Participation—20% of the course grade will be based on contributions during on-line forums. Attention should be paid to quality responses that move discussions to a higher level. This may include using additional resources to highlight your point. Be certain to cite sources when referencing published work. We are all expected to value everyone’s opinions and perspectives and provide points and counterpoints in a professional manner. Students must participate in all discussion forums. It is expected that students will contribute a thoughtful response (with appropriate citations from the readings or outside sources—approximately 2-4 paragraphs) to instructor posed questions and respond (approximately 1 to 3 paragraphs) to a minimum of three other students during each forum. Modules may include one to three questions and will open and close on Tuesday evenings. Since modules will be two weeks in length you may use the first week for initial forum posting and the second week for responses. Grading for class participation will occur 2X during the semester.

III. COURSE GRADING PROCEDURES

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>% OF FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Forum Posts and Responses/Participation</td>
<td>20%</td>
</tr>
<tr>
<td>PPT (12 slides) related to the assigned book (WEEK 7-8)</td>
<td>10 %</td>
</tr>
<tr>
<td>Hot Button Paper (4-6 pages) (WEEK 13-14)</td>
<td>30 %</td>
</tr>
<tr>
<td>ASSIGNMENT 1 (PD PLAN WITH KANTER—WEEK 3-4)</td>
<td>10%</td>
</tr>
</tbody>
</table>
ASSIGNMENT 2  (PRINCIPAL INTERVIEW—CLIMATE—WEEK 5-6)  10%
ASSIGNMENT 3  (VIDEO TEACHER—WEEK 9-10)  10%
ASSIGNMENT 4  (TECHNOLOGY—WEEK 11-12)  10%

The following guidelines will be used to evaluate class participation:

**Outstanding Contributor (5):** Contributions reflect exceptional preparation. Ideas offered are based on a review of the readings as well as outside sources. Outside sources are cited and credited. This individual enhances the quality of discussion and provides engaging insights for class members.

**Good Contributor (4):** Contributions reflect thorough preparation. Ideas offer insights that often provide direction for the class.

**Adequate Contributor (3):** Contributions reflect satisfactory preparation. Ideas sometimes offer insights but seldom provide direction for the class.

**Non-participant (2):** This individual contributes nothing to the class discussions. While this individual may respond to posts they never provide insight to help move discussions forward.

**Unsatisfactory Contributor (1):** Contributions reflect inadequate preparation and do not help move conversations along. Most comments are either unrelated or demonstrate a lack of understanding of course content.

Please be sure that:

- Your writing is clear and grammatically correct.
- Papers are double-spaced with a 12 – point font size. Papers that do not adhere to these requirements will be returned to the student for revision.
- **Assignments are submitted on time.**
- Properly cite sources using APA style.
- Personal reflection and application are evident.

**COURSE GRADING SCALE & EQUIVALENT POINTS**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A +</td>
<td>100-98</td>
<td>5.0</td>
</tr>
<tr>
<td>A</td>
<td>97-93</td>
<td>4.8</td>
</tr>
<tr>
<td>A -</td>
<td>92-90</td>
<td>4.6</td>
</tr>
<tr>
<td>B +</td>
<td>89-87</td>
<td>4.4</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
<td>4.2</td>
</tr>
<tr>
<td>B -</td>
<td>82-80</td>
<td>4.0</td>
</tr>
<tr>
<td>C +</td>
<td>79-77</td>
<td>3.9</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
<td>3.8</td>
</tr>
</tbody>
</table>
The final course grade will be determined on the basis of letter grades earned on class assignments. These grades will be multiplied by the weight indicated for each assignment. Grades are earned on the basis of scholarly writing and professor judgment based on comparisons to written products of other students in the class. Students are reminded that a letter grade of “A” is only given to students who do exceptional work and demonstrate a high level of scholarship.

Late papers will be marked down one letter grade for each day they are late, unless an extension was provided by the instructor due to an extenuating circumstance. Since the class is on-line, and students can work from anywhere, it will be the rare case that an extension will be granted. Students may be asked for documentation if an extension is requested. The key is to plan ahead and complete work prior to the due date!

Principal Leadership Standards Taught and Addressed in this Course:

**Section: Instructional Leadership (Standard 3: Instructional Plan Implementation)**

- **Indicators**
  - c. Communicates the relationships among academic standards, effective instruction, and student performance.
  - d. Identifies faculty instructional proficiency needs, including standards-based content, researched-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.

  *Assessment: View instructional video and offer instructional suggestions based on your district’s observation system. Describe in detail areas for improvement for the teacher in the video. (2 pages—no citations needed). WEEK 9-10 ASSIGNMENT 3*

**Section: Instructional Leadership (Standard 4: Faculty Development)**

- **Indicators**
  - a. Generates a focus on student and professional learning in the school that is clearly linked to the system-side strategic objectives and the school improvement plan those needs, and drives the learning process.
  - e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.
  - f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.
Assessment: Students will select a school problem based on evidence (data or survey). Students will create a school-wide professional development implementation plan using Kanter’s steps. Create PPT presentation (13 slides—1 title, 10 steps, 2 reflection).

WEEK 3-4—ASSIGNMENT 1

Section: Instructional Leadership (Standard 5: Learning Environment)

Indicators
a. Maintains a safe, respectful and inclusive student centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.

Assessment: BOOK STUDY PROJECT PPT—students select one out of three book choices Title, 2 Summary Pages, 4 Key Point Pages, 3 Quotes Pages, 2 Reflection Pages

WEEK 7-8 BOOK PROJECT

Section: Organizational Leadership (Standard 6: Decision Making)

Indicators
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning.

Assessment: HOT BUTTON PAPER WEEK 13-14

Final Paper: 4-6 pages, APA Style, 5-7 Citations
“Hot Button” General Topics Include (must be approved and narrowed down prior to starting):

Prayer in Schools
Religious Clubs in Schools
Selection of Books
Violence in Schools
Helicopter Parents
Privatizing Educational Services (Custodial, Food Service, Speech/Language)
Fencing/Single Point of Entry
Professional Learning Communities
Parent-Teacher Conferences
Benchmark Testing
Single Gender Classes and Schools
Gender Discrimination
Sexual Orientation and Discrimination
Native American Mascots and School Nicknames
Importance of Business Partners
Role of Sports Programs
Students and Cell Phones
Role of Teacher Unions
Teacher Tenure
Reports Cards
Teacher Performance Pay
School Counseling Programs
Role of Instructional Coaches
Third Grade Retention Law
End of Course Testing
Role of Volunteers
Role of PTA/PTO
Booster Clubs
After School Programs
Student Sexual Harassment
Confidentiality
Homeless Students
Gangs in Schools
Elected vs. Appointed Superintendents
School Board Size (5, 7, or 9)

Here are two examples of narrowing down a topic:

Has the third grade retention law benefited students in the state of Florida over the past ten years?

Do reading coaches make a difference at the middle schools level?

Section: Organizational Leadership (Standard 8: School Management)

Indicators
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans.
b. Establishes appropriated deadlines for him/herself and the entire organization.
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.

Assessment: School Climate –DORN book—reflection WEEK 5-6 ASSIGNMENT 2

Section: Organization Leadership (Standard 9: Communication)

Indicators
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.
Assessment: Select your districts’ primary technology initiative and study the history of the initiative, the implementation plan, and positives and negatives. **Week 11-12 Assignment 4**

IV. PROFESSIONALISM AND ACCOMMODATIONS

The Honor Code at the University of Florida is implicit in this course.

“We, the members of the University of Florida community pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.”

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

Accomodations for students with disabilities.

“Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must provide this documentation to the instructor when requesting accommodation.”

Complaints.

“As a totally online course, federal law required the publishing of the following link to UF’s student complaints page. The link is http://www.distance.ufl.edu/student-complaints.”

V. SCHEDULE

The following provides a proposed weekly schedule. Changes may occur throughout the semester. Modules will open and close on Monday evenings. **All work is to be submitted on the due date.** Modules will include readings for the week, additional PPT presentations for review, attached additional readings (as needed), and forum questions/assignments. Responses to discussion posts should occur throughout the week and students are expected to respond at least three times weekly in addition to their initial post.

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>MODULE #</th>
<th>DATES</th>
<th>SESSION TOPICS—REQUIRED READINGS</th>
<th>FORUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #1-2</td>
<td>Module #1</td>
<td>January 7-21</td>
<td>Topic: The Principal, The Learning Community Readings: Ubben Chapters 1-2 Selected Articles Select Additional Book</td>
<td></td>
</tr>
<tr>
<td>Week #3-4</td>
<td>Topic: Decision Making and School Improvement</td>
<td>ASSIGNMENT #1 FORUMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module #2</td>
<td>Readings: Ubben Chapters 3-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 21-</td>
<td>Rosabeth Kanter Websites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week #5-6</th>
<th>Topic: Creating a Positive Learning Climate</th>
<th>ASSIGNMENT #2 FORUMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module #3</td>
<td>Readings: Ubben Chapter 5</td>
<td></td>
</tr>
<tr>
<td>February 4-18</td>
<td>Dorn Book</td>
<td></td>
</tr>
</tbody>
</table>

| Week #7-8          | Topic: Curriculum, Student Achievement, and   | BOOK PROJECT FORUMS  |
|--------------------| Special Needs Students                        |                      |
| Module #4          | Readings: Ubben Chapters 6-7-8                |                      |
| February 19-        | Jeannie Oakes Websites and Video              |                      |
| March 4            |                                               |                      |

| Week #9-10         | Topic: Human Resources, Staffing, and        | ASSIGNMENT #3 FORUMS |
|--------------------| Personnel                                      |                      |
| Module #5          | Readings: Ubben Chapters 9-10-11              |                      |
| (March 4-11 off—   | View Marzano instructional video              |                      |
| Spring Break)      |                                               |                      |
| March 11-18        |                                               |                      |

<table>
<thead>
<tr>
<th>Week #11-12</th>
<th>Topic: Technology</th>
<th>ASSIGNMENT #4 FORUMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module #6</td>
<td>Readings: Ubben Chapter 14</td>
<td></td>
</tr>
<tr>
<td>March 18-</td>
<td>BYOD link</td>
<td></td>
</tr>
<tr>
<td>April 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week #13-14</th>
<th>HOT BUTTON PAPER DUE APRIL 15</th>
<th>PAPER DUE APRIL 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module #7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 1-15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Week #15-16        | Topic: Legal Issues                            | FORUM                |
|--------------------|-----------------------------------------------|                      |
| Module #8          | Readings: Ubben Chapter 16                     | Class Participation  |
| April 15-22        |                                               | Part 2               |