SYLLABUS

**EDAD 6425, The Role of the Principal in Instruction & Learning**

**Class # 14883**

1. **Semester:** Fall semester, 2018
2. **Seminar/class session dates and time periods:**
3. **Seminars**:
* The seminars are scheduled from 8:30 a.m. until 4:30 p.m. for (a) Saturday, August 25 (b) Saturday, September 15; (c) Saturday, October 6; (d) Saturday October 27; and (e) Saturday, December 1.
* Online activities: Information, which emerges during class sessions, will typically be posted to the course listserv or its Blackboard site.
* In addition, a repository of course materials will be maintained in the course’s Blackboard site.
1. **Seminar locations:**
* The seminars are scheduled for the Library in Waverly Junior High School.
1. **Credits:** Four (4) credit hours.
2. **Professor:** William K. Larson, Ph.D.
3. **Office Location, Phone Numbers, E-Mail Addresses, Fax Number, Appointments:**
	* Mailing address: Ohio University
* Athens Campus, Room 302P, McCracken Hall, Athens, OH 45701
* Southern Campus, Kemp Lane House, 1011 Kemp Lane., Ironton, OH 45638
	+ Phone numbers:
* Athens Campus (740) 597-1324
* Southern Campus (740) 533-4579 and 533-4580
* Cell phone (740) 352-2465
	+ E-mail addresses: larsonw@ohio.edu
	+ Fax number: (740) 533-4632 (Southern)
	+ Appointments: Ask before or after class, phone, or e-mail the instructor
	+ Best ways to contact the instructor: send him an email message, phone Robin Boyd (740) 533-4579 and ask her to get a message to him, or use his cell phone #, (740) 352-2465.
1. **The Core Values and Dispositions:** They include a Commitment to (1) Social Justice, (2) Ethics, (3) Well-Being of Students, Families, and Communities, and (4) Professional Competence and Ongoing Professional Development.

1. **The Conceptual Core Knowledge Base:** As a Unit, leader-educators/practitioners are prepared to share a commitment to serve society responsibly as change agents in meeting diverse human/social needs and in lifelong learning. More specifically:
2. **Leader-Educators/Practitioners:**  the Unit prepares expert, ethical and reflective leader-educators/practitioners and decision-makers who are committed to holistic learning, and engage in collaborative and professional service to society.
3. **Change Agents:** the Unit prepares leader-educators/practitioners who address the changing human/social needs through inquiry, research, assessment, critical thinking, problem-solving, and proactive use of technology.
4. **Diversity**: the Unit prepares leader-educators/practitioners who appreciate the variety of human cultural expression, employ multiple approaches to inquiry, use knowledge and practice for the benefit of a diverse society, and promote social equity and justice for effective civic engagement.
5. **Lifelong Learning:**  the Unit prepares leader-educators/practitioners who engage in self-reflection and professional development for continuous personal growth, and who inspire such practices in those whom they serve.
6. **Conceptual Core Candidates Proficiencies (Please see attachment)**
7. **Student Accessibility**: “Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs and provide written documentation from Student Accessibility Services. If you are not yet registered as a student with a disability, please contact Student Accessibility Services at 740-593-2620 or visit the office in 348 Baker University Center.”
8. **Respect for Other Students and Faculty:** A rich learning experience is a primary objective of the Principal Preparation Programs. For this reason, an environment conducive to learning is important. The exhibition of respect by each of the students for the other students and the instructor and by the instructor for the students is important. Based upon this premise, respect is strongly encouraged and expected.
9. **Course materials**: The materials associated with this course are considered to be the property of the course. Use of the materials outside of the course should be discussed before the fact with the instructor.
10. **Course Book:** The course books are:
11. Hoy, W. K. and Miskel, C. (2012). *Educational Administration: Theory, Research, and Practice* (9th ed.)*.* McGraw-Hill: New York, NY.
12. Ury, W. (1993). *Getting Past No.* Bantam Books: New York, NY.
13. **Course Description:** This course *focuses on practices that enhance instructional leadership for aspiring principals. Practices built on an understanding of what is meant by ‘student-centered’ or differentiated instruction as well as on the abilities to design instruction that is responsive to the developmental stages; learning needs; cognitive abilities and skills; affective competencies and proclivities; and social, economic and cultural circumstances of various individual students.* (From the Ohio University Graduate Catalog).
14. Course goals and student objectives: The goals and objectives of this course are listed below. They have been identified for the development of future practitioners. The goals and objectives hopefully represent a reflective approach to the craft of the role of the principal with instruction and learning. In addition, careful consideration has been given to the guidelines found in the national standards for principal preparation. The goals and objectives are:
15. Goal: The ingredients, importance, and relationship of teaching and learning to the other aspects of a school’s operations will be studied.

Objective: The students, as aspiring or current school administrators, will understand and be able to provide leadership in a manner that teaching and learning can be given appropriate and effective attention. The attention will be considered in a manner that recognizes and is compatible with the other dynamics of a school, namely the managerial and political.

1. Goal: The manner in which teaching and learning integrate with relevant concepts pertaining to leadership, organizational systems/structures/cultures/climates, and human behaviors will be studied.

Objective: The students will be able to approach their role as an aspiring or current school administrator with an integrated perspective to leadership, organizational systems/structure/cultures/climates, human behaviors, and teaching and learning.

1. Goal: Approaches to pedagogy will be identified, discussed, and addressed.

Objective: The students, as aspiring or current school administrators, will know, understand, and be able to provide leadership, among the teachers in their schools, for useful applications of the effective approaches to pedagogy. In other words, the students will be able to coach and encourage the teachers to use successful approaches pedagogy.

1. Goal: Learning, the ways in which it happens and the ways in which it is most effectively nurtured, will be pursued.

Objective: The students, as aspiring or current school administrators, will know, understand, and be able to provide leadership among the teachers in their schools regarding the ingredients of learning. More precisely, the students will be able to coach and motivate the teachers to understand and nurture effective learning among the students in their classes.

1. Student requirements and expectations: The requirements and expectations are found below. Also included are the criteria for the determination of each student’s final grade. The requirements, expectations, and criteria are:
2. Behavioral-based assignment (20 points, 20% of course grade):
* Needs paper: 5 points, 5% of course grade
* Three beliefs papers: each 5 points (15%) of course grade
1. Climate-based assignment: 20 points, 20 % of course grade
2. Conflict-based assignment: 15 points, 15% of course grade
3. Learning-based assignment (45 points, 45% of course grade):
* Behavioral approach to learning: 15 points, 15% of course grade
* Cognitive approach to learning: 15 points, 15% of course grade
* Constructivist approach to learning: 15 points, 15% of course grade
1. Regular class attendance and participation in the class activities:

The growth of the students and the success of the course will be significantly impacted by the attendance and the participation of the students. Contribution to the effectiveness of the course will be influenced through a display of respect for fellow students and the instructor.

Points have not been designated for attendance and participation. However, a flagrant failure to attend or participate could influence the overall course grade in a negative manner: 5 points, 5% of grade.

1. **General grade scale:** The evaluation of each of the assignments will be completed with a rubric, which reflects the # of points designated for each of the assignments, as noted above. The determination of a letter grade for each of the assignments will be reflected in the rubric.
2. **Assignment and schedule**: The assignments can be found in the attachment titled Assignments. It is being sent to the students via an e-mail message and is being posted on Blackboard.
3. **Timely Feedback Regarding Student Progress:** While it is unlikely, it is within the realm of possibility that some students might complete the last session of the class having received little in some way of formal grades. The situation may create understandable anxiety with some students. The grading structure was not developed to create anxiety. Students experiencing such discomfort should discuss it with the professor.
4. **Notebooks/Jump-Drive/External Driver:** Please keep all of your class materials in a three-ring notebook and/or a jump-drive/external hard-drive. The notebook and/or jump-drive/external hard drive should be brought to class each and every time. This approach will facilitate the utilization of materials distributed during the quarter.
5. **Completion of Course:** It is expected that students will complete all work for this course in accord with the prescribed deadlines unless there is some unavoidable circumstance that prevents it. In that event, it is the student’s responsibility to work with the other members of her/his group and the instructor to resolve the situation.
6. **Utilization of Directions:** Utilization of the directions found in this syllabus will significantly enhance the success of the student’s efforts. Failure to use the directions will cause the opposite effect.