

Wilmington University  
College of Education  
Syllabus

The Principalship, Pre -K-8

Course Number: MED7706

Course Title: The Principalship, PreK8

Faculty Contact:

Term:

Required Texts: (Check Bookstore for Edition):

Program Competencies: [Masters in School Leadership Framework](#)

Specialized Professional Association Standards: [NELP-Building-Standards.pdf](#)

Technology Standards: [International Society for Technology Administrator Standards](#)

Wilmington University Graduate Graduation Competencies: [Graduate Graduation Competencies](#)

Delaware Performance Appraisal System II: [DPAS II for Administrators](#)

Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site

### Assignments and Grading

This course uses a variety of educational tools and techniques in examining the role of the building principal. These include role-playing, simulation, small group interaction, lectures, discussion and presentation. Throughout the course, participants are expected to take active roles in discussion, lead parts of the course, and exchange ideas and information.

1. Class Discussion, Simulation and Collaboration

2. Candidate prioritizes the short term planning team based on high quality instruction and optimal student learning.
3. Candidate determines a supervision plan to gain maximum teaching and learning engagement which involves faculty staff and families.
4. Candidate identifies and reports strategies and training for the safety and security of the school and the role of his/her leadership in the school.
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teaching and learning Candidate's communication must be clear and must incorporate traditional and digital means of communication for collaboration with all families.

Continuous Improvement Plan  
Candidates will develop and



Unsatisfactory

Emerging

Basic

	Unsatisfactory	Emerging	Basic	Proficient	Distinguished
			and program management.		

NELP6.1 Educational Leadership Skills  
Candidates demonstrate skills required to use a

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Boyan, Norman (Ed.), Handbook of Research on Educational Administration. New York: Longman, 1988.

Bucher, Richard, Diversity Consciousness. Columbus, Ohio: Prentice Hall, 2004.

Burns, James MacGregor, Leadership

Iacocca, Lee, Iacocca, An Autobiography. Toronto: Bantam Books, 1984.

Irby, Beverly; Brown, Genevieve; Lara-Alecio, Rafael; and Jackson, Shirley, The Handbook of Educational Theories. Charlotte, North Carolina: Information Age Publishing, 2013.

Johnston, Joseph, et. al., Educating Managers: Executive Effectiveness Through Liberal Learning. San Francisco: Jossey-Bass Publishers, 1986.

Knight, Jim, Unmistakeable Impact: A Partnership Approach for Dramatically Improving Instruction. Thousand Oaks: Corwin, 2011.

Voltz, Deborah; Sims, Michele Jean; and Nelson, Betty, Connecting Teachers, Students, and Standards. Alexandria, Virginia: ASCD, 2010.

Zaleznik, A., "Managers/Leaders: Are They Different?" Harvard Business Review, May/June, 1973, p. 86-108.

Zhao, Yong, Catching Up or Leading the Way. Alexandria: ASCD, 2009.

JOURNALS: (Note: Journals usually provide the most up-to-date research.)

*Change*. Philadelphia, PA: Taylor & Francis Group. Published bi-monthly.

*Educational Administration Quarterly*. Los Angeles: Sage on behalf of UCEA. Published four times a year.

*Educational Leadership*. Alexandria, VA: ASCD. Published monthly September through May.

*Educational Leadership and Administration*. Pomona, CA: California Assoc. of Professors of Ed. Admin. Published bi-annually.

*Education Leadership Review*. Ypsilanti, MI: National Council of Professors of Educational Administration. Published bi-annually.

*Educational Policy*. Thousand Oaks, California: Corwin Press. Published bi-monthly.

*Issues in Teacher Education*. San Francisco: Gaddo Gap Press in behalf of the California Council on Teacher Education. Published bi-annually.

*Journal of School Leadership*. Ladham, MD: Rowman & Littlefield. Published bi-monthly.

*Leadership*. Sacramento, California: Association of California School Administrators. Published bi-monthly.

*Phi Delta Kappan*. Bloomington, IN: Phi Delta Kappan. Published monthly.

*Principal Leadership*. Reston, VA: National Association of Secondary School Principals. Published monthly.

*Teacher Education Quarterly*. San Francisco: Gaddo Gap Press. Published four times a year.

*The School Administrator*. Arlington, VA: The American Association of School Administrators. Published monthly.

Understanding Learning – Links – Supporting Resources –

[Rethinking Leadership: The Changing Role of Principal Supervisors](#) (October 2013). Corcoran, Michael Casserly, A., Price-Baugh, R., Walston, D., Hall, R. & Simon, C. looks at the six districts participating in The Wallace Foundation's Principal Pipeline Initiative. Part I presents a description of the organizational structure.



Mendels, P., Mitgang, L.D. (April 2013). Creating Strong Principals. *Educational Leadership*, v70 n7 p22-26.

The Wallace Foundation reports on dozens of districtwide efforts that are aiming to make school leaders more effective. <http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Educational-Leadership-Creating-Strong-Principals.pdf>

Gil, J. (December 2012). Strength Training: Aspiring Principals Need Fortified Programs to Prepare Them for the Challenges They Face. *JSD the Learning Forward Journal*, v33 n6 p24-31.

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[\*School Leadership in Action: Principal Practices\*](#) (2015). This video series follows 10 principals in four metropolitan areas through their workdays, showing how they use five practices of effective school leadership to improve teaching and learning in their classrooms. The practices, described in [The School Principal as Leader](#), are based on more than a decade of Wallace-supported research to identify what successful principals do.

[\*Six Superintendents' Experiences Building Principal Pipelines\*](#) (2015). Six large school districts have been participating since 2011 in The Wallace Foundation's Principal Pipeline Initiative, a six-year effort to train, hire and support talented principals. In this series of eight videos, the superintendents of these districts discuss details of their effort, lessons they have learned and advice they can offer to other districts. Many of the experiences they recount are detailed in a January 2015 [report about the initiative](#), one in a series by independent researchers evaluating the effort.

[\*The Principal Story Learning Guide\*](#). (May 2014). This web-based professional learning guide uses excerpts from the award-winning PBS documentary film, *The Principal Story*, to illustrate the five practices. The guide is intended to help those who prepare and support aspiring and current principals probe these essential practices. Use this [facilitator guide](#) to explore options for using these tools.

[Wallace Foundation Videos: "Great School Leadership in Action."](#) (April 2013). These videos ask, "What makes for an effective principal?" And they answer: *Five practices, done well*. Listen as 13 school leaders talk about how they have put those practices to work. Identified by local administrators for their efforts to boost teaching and learning, often under difficult circumstances, the principals come from districts receiving Wallace Foundation grants to improve school leadership.

[\*THE PRINCIPAL STORY\*](#) (September 2009) – a critically-acclaimed PBS documentary that follows two school leaders determined to make successes of the difficult schools they lead – with specially-prepared materials to help users promote excellence among principals. Videos and conversation guides can be used by principals, state or district officials, policymakers and concerned parents.

For additional resources from the Wallace Foundation, [visit their website](#).

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