



## **EDUC 698 and 699 Building Level Principal Internship**

Term: Fall 2019

Time/Time: Arranged

### **Professor Contact Information**

Faculty: Dr. Jeremy Shireman

Title: School of Education

E-mail: [jshireman@gccschools.com](mailto:jshireman@gccschools.com)

Phone: 812-972-3148 (Cell Phone)

### **Course Description**

**(3 credit hours)**

The experience provides an opportunity to (a) learn new skills or role patterns through internship with an acknowledged mentor or (b) generate, implement, and evaluate a special project that demonstrates the integration of theory into practice. Reports appropriate to these experiences are presented to relevant audiences. The Intern is to work with the Mentoring Principal 9-12 hours per week during each semester.

### **Diversity in the Oakland City School of Education**

The School of Education (SoE) is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations;
- Respect for the individual and deviating perspectives that challenge us;
- Collaboration; and
- Creativity in thought and action.

To further the mission of diversity in the School of Education, SOE has a primary goal that: Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

The SoE is dedicated to preparing educators who value diversity in all its forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical manner. The SoE utilizes multiple indicators on clinical evaluations, dispositions assessments, and alumni and employer surveys to evaluate performance related to diversity.

Key Assessment Course

### **Course Objectives**

Upon successful completion of this course Principal Intern will be able to:

1. By successful completion of the Internship experience, the Intern will respond to active participation in the area of Policy and Procedure.
2. By successful completion of the Internship experience, the Intern will respond to active participation in the area of Curriculum Leadership.

### **Instructional Design**

Students will explore Building Level Administration through course readings, independent research, and active collaboration with the mentoring and supervising building principal.

### **Notional Hours**

Students can expect the following volume of learning in meeting the Course Objectives:

Reading required course materials and textbooks: 3 hours per week.

Participating in and observing the responsibilities of a building level administrator: 9-12  
hours per week

Preparing reports and communicating with supervisor and professor: weekly.

### **Barger-Richardson Learning Resource Center**

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through [www.oak.edu/library/Discover.html](http://www.oak.edu/library/Discover.html) or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit [www.oak.edu/library/Ask.html](http://www.oak.edu/library/Ask.html).

### **Required Course Materials**

The following Textbooks are required in the completion of course learning activities.

#### **Textbooks**

Downloaded version of: Educational Leadership Standards (ELCC Standards)  
<http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676>

The Interstate School Leaders Licensure Consortium (ISLLC Standards)  
[http://www.ccsso.org/Documents/2008/Educational\\_Leadership\\_Policy\\_Standards\\_2008.pdf](http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf)

Other readings will be posted on-line or emailed.

#### **Resources**

Green, Reginald L. (2010). Four Dimensions of Principal Leadership, The: A Framework for Leading 21st Century Schools. Pearson. ISBN-13: 9780131126862

Hoy, Wayne K. and Tarter, C. John. *Administrators Solving the Problems of Practice: Decision-Making Concepts, Cases, and Consequences*, 3/E. Pearson. ISBN-13: 9780205508013  
Robbins, Pam and Harvey B. Alvy. (2014) *The Principal's Companion: Strategies to Lead School for Student and Teacher Success*. Sage. ISBN978-14522-8759-1

### **Suggested Reading**

In addition to the required text, the student is encouraged to explore other scholarly works in the course subject area (e.g., monographs, journals, theses, dissertations, etc.). Many of these types of works can be found online and provide the most current snapshot of the state of the art in the course subject matter.

*Beginning the Principalsip: A Practical Guide for New School Leaders* - By John C. Daresh

*First Things First Every Day: Because Where You're Headed Is More Important Than How Fast You're Going* -By Stephen R. Covey, A. Roger Merrill, Rebecca R. Merrill

*Leadership for the Schoolhouse: How Is It Different? Why Is It Important?* - By Thomas J. Sergiovanni

Other Readings will be provided over the course of the two semesters

### **Tentative Course Outline for Fall Semester**

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topics	Learning Activities Schedule
Week 1	Internship hours	Log 9-12 Internship hours
Week 2	Internship hours	Log 9-12 Internship hours
Week 3	Internship hours	Log 9-12 Internship hours
Week 4	Internship hours	Log 9-12 Internship hours
Week 5	Internship hours	Log 9-12 Internship hours
Week 6	Internship hours	Log 9-12 Internship hours
Week 7	Internship hours	Log 9-12 Internship hours
Week 8	Internship hours	Log 9-12 Internship hours
Week 9	Internship hours	Log 9-12 Internship hours
Week 10	Internship hours	Log 9-12 Internship hours
Week 11	Internship hours	Log 9-12 Internship hours
Week 12	Internship hours	Log 9-12 Internship hours
Week 13	Internship hours	Log 9-12 Internship hours

EDUC 698 and EDUC 699

Unit	Lesson Title and Topics	Learning Activities Schedule
Week 14	Internship hours	Log 9-12 Internship hours
Week 15	Internship hours	Log 9-12 Internship hours
Week 16	Internship hours	Log 9-12 Internship hours

Assignment	Points available
Participation and Attendance	300 points    EDUC 698 150pts EDUC 699 150pts
Text Assignments	492 points    EDUC 698 364pts EDUC 699 128pts
Monthly Diversity paper	608 points    EDUC 698 304 EDUC 699 304
Log Book	300 points    EDUC 698 150pts EDUC 699 150pts
Reflection Paper	150 points    EDUC 698 75pts EDUC 699 75pts
Portfolio	100points    EDUC 699 100pts
Semester Observations and Evaluations	Must maintain acceptable progress throughout each semester.
Total for EDUC 698:	1043 points
Total for EDUC 699:	907points

**Participation and Attendance**

Principal candidate is required to be actively participating in all facets of the Internship. Requirements to meet with supervisor, mentor Principal as directed are expected.

Note: The instructor will maintain consistent interaction with the respective intern through email and telephone. This will include question and answers related directly to the principal internship, as well as areas for assistance.

Note 1: Prior to August 26, 2018, the principal intern should provide the following information to the instructor, as well as the other members of the class:

1. Brief biography
2. Name of school where the internship will be served
3. Name, and contact information of school mentor
4. Why the interest in serving as a building administrator

5. Two questions that one would like answers to as the internship moves forward

The information should be provided via email.

**PROFESSIONAL EXPECTATIONS:**

The faculty of the School of Education believes that the Internship is a critical component in the preparation of a building principal. As such, the future building administrator is expected to dress and act appropriately.

The Internship should reflect a blend of several different events that relate to the educational process found within a school building. As mature adults, the graduate student has an opportunity to grow in several areas through the use of the Internship experience. Students are expected to attain experience (K-12) in the following areas:

- Observations of content methodologies,
- Student interactions,
- Parent relationships,
- Community relations,
- Diversity issues,
- Budgeting,
- Building and class schedules,
- Professional development within a school building,
- Role of extra-curricular activities within the school building,
- Grant writing,
- District Policies and School building guidelines,
- Staff relationships,
- Union relationships,
- Classroom observations,
- Teacher and staff evaluations,
- Special education conferences and hearings,
- Student discipline and discipline hearings,
- School board/administrator/faculty relations, and
- Professional relations.

<b>Internship by Category</b>		
<b>Category</b>	<b>Potential Experiences</b>	<b>Verification</b>
Observation of content Methodology	Observe a minimum of four different teachers in more than on school- (K-12).	Reflective journal and a sample of something given to a student from the teacher. i.e. copy of student work or a worksheet Date and log of hours.

EDUC 698 and EDUC 699

Students interactions	Interact with students while supervision extracurricular activities, cafeteria, hallways, etc. (from the administrative point of view)	Reflective journal Date and log of hours
Parent relationships	Attend a parent-teacher meeting regarding a student Attend a parent-teacher association meeting Talk to parent with children in schools to learn of their concerns	Reflective journal Date and log of hours Documents from meetings
Community relationships	Join a community organization and attend meetings	Reflective journal Membership card Date and log of hours
Diversity issues	Observe how teachers, staff and administrator work with different diverse populations within a school. Try to visit schools in an urban, suburban, and rural setting different from your own. (Diverse includes sp. Needs, ENL, and gifted children, etc.	Reflective journal Date and log of hours Brochures and information from different schools
Budgeting	Review a building budget Participate in the budget building process	Reflective journal Date and log A sample page from the budget A copy of a page seeking faculty input into the budget
Building and class schedules	Review the building and class schedule Discuss how the schedule of classes and building schedules were developed Assist in the revision of the schedule and the special events that will take place within the building	Reflective journal Sample of the revised schedules Date and log
Professional development within a school building	Review the current building level professional development plan Observe how it ties into the school district plan and the school's PL221 (or state submitted) plan Assist in the implementation and revisions of the plan	Reflective journal Faculty meeting documentation where professional development is the focus Date and log of hours
Role of extra-curricular activities within the school building	Attend various extra-curricular events, with an administrator, learning how to effectively deal with the various situations that occur.	Reflective journal Date and log of hours
Grant writing	Review grants that have been written and implemented Assist in the data gathering and preparation of a new grant or revision of an existing grant	Reflective journal Data and log of hours Pages from various

EDUC 698 and EDUC 699

District policies and school building guidelines	<p>Review faculty guidelines</p> <p>Review student guidelines</p> <p>Review school district policies and administrative guidelines</p> <p>Attend principals' meetings</p>	<p>Reflective journal</p> <p>Date and log of hours</p> <p>Agendas from meetings</p>
Staff relationships	<p>Read memos to staff</p> <p>Observe building administrators' working relationships with staff</p> <p>Observe administrative facilitation of faculty meetings</p>	<p>Reflective journal</p> <p>Date and log of hours</p> <p>Sample of memos</p>
Union relationships	<p>Attend union discussion meetings</p> <p>Study the union contract i.e. how does it affect student learning, the budget, scheduling etc.</p>	<p>Reflective journal</p> <p>Date and log of hours</p> <p>Agenda of discussion meetings</p>
Classroom observations	<p>Observe various subject areas and classes in K-12 settings and discuss with the building principal regarding classroom management, instruction, teacher-student interactions, alignment of curriculum, standards, and assessment, etc.</p>	<p>Reflective journal</p> <p>Date and log of hours</p> <p>Documents from the classroom</p>
Teacher and staff evaluations	<p>Review the district policies and forms.</p> <p>Arrange to evaluate a teacher (one who is willing to participate) and follow through the process discussing the evaluation with the cooperating teacher and principal</p>	<p>Reflective journal</p> <p>Date and log of hours</p> <p>Copy of the evaluation Form</p>
Special education conferences and hearings	<p>Attend special education conferences</p> <p>Assist in developing an IEP</p> <p>Attend a school district special education hearing i.e. suspension, expulsion, instructional, parent advocate instigated</p>	<p>Reflective journal</p> <p>Date and log of hours</p> <p>Documentation from hearings and conferences</p>
Student Discipline and discipline hearings	<p>Observe the principal/assistant principal handle discipline situations at the building level</p> <p>Sit in on discipline conferences</p> <p>Arrange to assist with building level discipline situations</p> <p>Attend a school district discipline hearing i.e. expulsion, drug related</p>	<p>Reflective log</p> <p>Date and log of hours</p> <p>Discipline forms</p> <p>Documentation from discipline situations</p>
School Board/administrator/faculty relations	<p>Attend a faculty meeting called by a building administrator</p> <p>Attend a grade level of dept. meeting called by a building administrator</p> <p>Attend a school board meeting as a visitor</p> <p>Meet with a Superintendent and discuss that person's job</p>	<p>Reflective journal</p> <p>Date and log of hours</p> <p>Copy of agendas and notes from meetings</p>

	Talk to a school board member and learn that role and function	
Professional Relations	Join a professional organization and attend meetings, i.e. IASP, ISTA, IASCD	Reflective journal Date and log of hours Membership card Handouts from meetings

\*Names of staff and students should not be included in documentations of events. \*\*The suggested activities are not all-inclusive and may be adjusted to fit each individual school building situation

### Assignments

**Assignment 1.** Students are required to complete minimum of 9-12 clock hours per week of Internship. Students are required to keep a reflective journal during these experiences. Since these experiences will vary from student to student and location to location, it is critical that the student keep the School of Education faculty mentor abreast of these experiences. Candidates for licensure as building level administrators will participate in a variety of substantive administrative experiences during the fall and spring terms of the program of study for licensure (ELCC 7.2a) in one main setting and two supplementary settings. The activities are based on the *Indiana Developmental Standards P-12 matrix Building Level Administrator Program for licensure of Beginning Administrators* and the Educational Leadership Consortium Council (ELCC) *Standards for Advanced Programs in Educational Leadership for Building-Level Administrators*.

Begin observations and working with the building principal as early as possible, near the beginning of the school year, continue throughout the school year. At a minimum, complete the category list of experiences as listed in this syllabus. Record your experiences in your log book. The log book and reflective paper are due on the first day of May.

The Log book template is attached to this syllabus (**Appendix F of Handbook**) and pages can be duplicated as needed. Note: It is recommended the intern copy and save the log book template for use during the internship. The log book should be saved with the following naming convention: First Initial, Last Name, Course Title, Semester, Log Book...ie...ksmitheduc698-1logbook.

**Note: The candidate/student is encouraged to maintain the log book, at a minimum, on a weekly basis.**

**Due Date – November 15, 2019**

**Assignment 2.** By paying particular attention to the standards listed below, write a position paper focusing attention on each of the **Building-Level Leadership Skills** required to be an effective building level administrator. Specifically, the **Building-Level Leadership Skills**

needed to **support *Building-Level Leadership* (1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2, and 6.1)**. See attached rubric

**Assignment Due Date – November 15, 2019**

1. Steward a Shared Vision **(ELCC 1.1)**
2. Achieve School Goals **(ELCC 1.2)**
3. Continual and Sustainable School Improvement **(ELCC 1.3)**
4. Revise School Plans supported by School Stakeholders **(ELCC 1.4)**
5. Promote Positive School Culture **(ELCC 2.1)**
6. Provide Effective Instructional Program **(ELCC 2.2)**
7. Apply Best Practice to Student Learning **(ELCC 2.3)**
8. Promote Effective and Appropriate Technologies **(ELCC 2.4)**
9. Manage the Organization **(ELCC 3.1)**
10. Manage Operations **(ELCC 3.2)**
11. Time Focuses on Supporting Quality Instruction and Learning **(ELCC 3.5)**
12. Collaborate with Families and Other Community Members **ELCC 4.1)**
13. Mobilize Community Resource **(ELCC 4.2)**
14. Respond to Community Interests and Needs **(ELCC 4.3)**
15. Acts with Integrity and Fairness **(ELCC 5.1)**
16. Acts Ethically **(ELCC 5.2)**
17. Understand the Larger Context **(ELCC 6.1)**

**Assignment 3.** Candidates are required to complete a monthly reflection on diversity topics. Included learning theory (ELCC 5.1) about diversity issues such as religion, culture, race, language, poverty, gay, lesbian, and sexual orientation (ELCC 5.3). The experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates' effectiveness as teachers.

As an educator reflect multicultural and global perspectives that draw on the histories, experiences, and representations of students and families from diverse populations. **(Appendix H of Handbook)**

**Due Dates:**

**September 30, 2019**

**October 30, 2019**

**November 30, 2019**

**Assignment 4.** Each semester, write a reflection paper covering your total

experience. The length of the paper shall be no shorter than 4 full pages, and a maximum of 7 pages not including the Title Page or artifacts. Each ELCC Standard must be addressed. The questions below should be a guide for the intern's reflections on the Internship:

- a) What have I learned from this internship experience?
- b) How has this experience increased my general competence?
- c) How were ELCC Standards 1-6 addressed in your internship experience? Be very specific. Include supporting artifacts as attachments.
- d) How did this assignment make a difference in the school?
- e) What does the internship experience suggest for those areas of interest in your future Principalship?

**Due Date – November 29, 2019**

**Assignment 5.** Construct a Portfolio with artifacts from the Internship experience and throughout your two semester Internship experience. Artifacts in this professional portfolio demonstrate your ability to impact faculty engagement and student learning. The Portfolio must be set-up based on the current ELCC criteria. Artifacts should be collected from the beginning of the Internship to the end of same. **See attached guidelines and rubric. (Appendix I and J of Handbook) Portfolio will be due Spring Semester, April, 2019.**

**Learning Outcome:** Upon successful completion of this learning activity students should be able to

- The Principal candidate will shadow a principal and interview members of the school staff and assist in the stewardship of a shared vision, and present the experience as a part of a reflective paper at the end of the Internship.
- The Principal candidate will complete a minimum 9-12 clock hours per week during Internship in their school by the end of the Fall Term. Also logged is Duration of Activity in hours/days, ELCC Standard(s) Addressed, Activity, and Reflection
- The Principal candidate will complete a minimum 9-12 clock hours per week during Internship in their school by the end of the Spring Term. Also logged is Duration of Activity in hours/days, ELCC Standard(s) Addressed, Activity, and Reflection
- The Principal candidate will maintain an internship Log Book documenting a minimum of 9-12 clock hours per week by the end of the Fall Term. Also logged is Duration of Activity in hours/days, ELCC Standard(s) Addressed, Activity, and Reflection
- The Principal candidate will complete an internship Log Book documenting minimum of 9-12 clock hours per week the experience by the end of the Spring Term. Also logged is Duration of Activity in hours/days, ELCC Standard(s) Addressed, Activity, and Reflection
- The Principal candidate will complete a Log Book Tally Sheet in clock hours by the end of the Spring Term.
- The Principal candidate will complete three Chapter Responses for each of 7 chapters including Chapters 3-9 by the end of the Spring Term.
- The Principal candidate will complete an experience based Portfolio by the end of the Spring Term.

- The Principal candidate will complete an Internship Reflection Paper by the end of each semester.

**Assessment Rubrics and Scoring Guides**

The rubrics and scoring guides are followed in the assessment of student performance with course learning activities. These are found at the end of this syllabus and in the internship handbook.

**Grading Scale**

The University grading system consists of letter grades and grade points. The grading system for graduate programs is as follows:

A = 97-100%	B+=89-92%	C+=77-80%
A- =93-96%	B=85-88%	C=73-76%
	B- 81-84%	

Graduate Grading System EDUC 698			
Points	Grade	Value	Definition
1012+	A	4.0	Superior
970-1011	A-	3.7	Excellent
928-969	B+	3.3	High Average
887-927	B	3.0	Average
845-886	B-	2.7	Low Average
803-844	C+	2.3	Below Average, Counting as Graduate Credit
761-802	C	2.0	Below Average, Counting as Graduate Credit
00-760	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	GP		Graduate in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval

<b>Graduate Grading System EDUC 699</b>			
<b>Points</b>	<b>Grade</b>	<b>Value</b>	<b>Definition</b>
880+	A	4.0	Superior
844-879	A-	3.7	Excellent
807-843	B+	3.3	High Average
771-806	B	3.0	Average
735-770	B-	2.7	Low Average
698-734	C+	2.3	Below Average, Counting as Graduate Credit
662-697	C	2.0	Below Average, Counting as Graduate Credit
00-661	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	GP		Graduate in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval

**Attachment**

EDUC 698 and EDUC 699

**Candidate Disposition Audit  
(To be completed by Instructor)**

Candidate \_\_\_\_\_

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

<b>SCORING GUIDE</b>							
Not Applicable or Not Observed	Serious Concerns	Needs Improvement	Acceptable	Exemplary			
NA	1	2	3	4			
	Behaviors displayed are contrary to those expected	Expected behaviors are occasionally displayed	Expected behaviors are often displayed, but not consistently	Expected behaviors are consistently displayed			
<b>REGARD FOR OTHERS</b>							
<b>1.1 Empathy and Compassion:</b> Ability to identify with the perspective of others and demonstrate a desire to relieve their distress.			Circle the Choice				
			NA	1	2	3	4
<b>1.2 Rapport and Respect:</b> Ability to develop appropriate relationships with others while showing regard for the needs, ideas, and experience of all involved.							
			NA	1	2	3	4
<b>1.3 Passion:</b> Demonstrates interest, enthusiasm, and optimism for the people, content, and responsibilities of the profession.							
			NA	1	2	3	4
<b>COMMUNICATION</b>							
<b>2.1 Responsiveness:</b> Attentive to the needs of others, while mindful of the best interests of all.							
			NA	1	2	3	4
<b>2.2 Authenticity:</b> Genuineness in interpersonal relationships and interactions with others.							
			NA	1	2	3	4
<b>2.3 Collaborativeness:</b> Active involvement in responsibly working other in planning, problems solving, and learning.							
			NA	1	2	3	4
<b>CREATIVITY</b>							
<b>3.1 Flexibility:</b> Adapts, adjusts, and modifies as needed; responds to needed change quickly; is comfortable with change.							
			NA	1	2	3	4
<b>3.2 Inventiveness:</b> Visualizes and implements novel ways; and varied practices.							
			NA	1	2	3	4

<b>3.3 Resourcefulness:</b> Utilizes resources in effective ways; is able to seek additional, alternative resources.	NA	1	2	3	4
<b>3.4 Resilience:</b> Endures stress and remains stable in chaotic circumstances; recovers poise, enabling progress.	NA	1	2	3	4
<b>REFLECTION</b>					
<b>4.1 Reflectiveness:</b> Evaluates larger goals in education; reflects on own growth and accountability.	NA	1	2	3	4
<b>4.2 Initiative:</b> Exhibits willingness to pursue solutions in a persistent effort to improve situations.	NA	1	2	3	4
<b>4.3 Efficacy:</b> Nurtures high expectations; demonstrates self-direction and confidence.	NA	1	2	3	4
<b>PROFESSIONALISM</b>					
<b>5.1 Professionalism:</b> Endeavors to meet the standards expected of an administrator: appropriateness of dress, grooming, demeanor, punctuality, tact, discretion, courtesy, and maturity.	NA	1	2	3	4
<b>5.2 Work Ethic/Responsibility:</b> Is cognizant of the importance of attendance; completes related tasks in a thorough, organized, timely, and efficient manner.	NA	1	2	3	4
<b>5.3 Oral and Written Communication:</b> Uses correct voice modulation, grammar, and clarify of delivery; uses correct format, spelling, and grammar.	NA	1	2	3	4
<b>5.4 Cultural Competence:</b> Appreciates and capitalizes on diversity; is aware of and acts to reduce own biases; employs culturally sensitive pedagogy.	NA	1	2	3	4
<b>COMMENTS:</b>					

## **Bibliography**

- Blanchard, K. & Peale, N. V. (1988). *The power of ethical management*. New York: Fawcett Crest Book.
- Bloom, B.S. (1956) Taxonomy of educational objectives. Handbook 1: Cognitive domain, New York: McKay
- Bogue, E. G. (1985). *The enemies of leadership: Lessons for leaders in education*. Bloomington, IN: A Publication of the Phi Delta Kappa Educational Foundation.
- Bolman, L. G. & Deal, T. E. (1997). *Reframing organization: Artistry, choice, and leadership* (2<sup>nd</sup> ed.). San Francisco, CA Jossey-Bass.
- Fenwick, L.T., & Pierce, M.C. (2001). The principal shortage: Crisis or opportunity? *Principal*, 80, 24-28
- Fry, Betty; Bottoms, Gene, and O'Neill, Kathy (2005). *The Principal Internship: How Can We Get It Right?* Southern Regional Education Board (SREB)
- Green, Reginald L. (2010). *Four Dimensions of Principal Leadership, The: A Framework for Leading 21st Century Schools*. Pearson. ISBN-13: 9780131126862
- Hanson, Karen L. (2009). *Casebook for School Leaders, A: Linking the ISLLC Standards to Effective Practice*, 3/E. Pearson. ISBN-13: 9780136126829
- Hoy, Wayne K. and Tarter, C. John. *Administrators Solving the Problems of Practice: Decision-Making Concepts, Cases, and Consequences*, 3/E. Pearson. ISBN-13: 9780205508013
- Kowalski, T. J. (2001). *Case studies on educational administration* (3<sup>rd</sup> ed.). New York: Longman.
- Kowalski, T. J. (2003). *Contemporary school administration: An introduction* (2<sup>nd</sup> ed.). Boston, MA: Allyn and Bacon.
- Maxwell, J.C. (1999). *The 21 indispensable qualities of a leader: Becoming the person others will want to follow*. Nashville, TN: Thomas Nelson.
- Portner, H. (2002) *Being Mentored: A guide for proteges*. Thousand Oaks, CA Corwin Press
- Razik, Taher A. and Swanson, Austin D. (2010). *Fundamental Concepts of Educational Leadership and Management*, 3/E. Pearson. ISBN-13: 9780132332712

- Rebore, R. W. (2001). *Human resources administration in education: A management approach* (6<sup>th</sup> ed.). Boston,
- Robbins, Pam and Harvey B. Alvy. (2014) *The Principal's Companion: Strategies to Lead School for Student and Teacher Success*. Sage MA: Allyn and Bacon.
- Sergiovanni, T.J. (1996). *Leadership for the schoolhouse: How is it different? Why is it important?* San Francisco, CA: Jossey-Bass.
- Wilmore, E.L. (2001) *Passing the principal ExCet exam: How to get certified the first time*. Thousand Oaks, CA: Corwin Press

### **Course Policies**

The following polices apply to anyone participating in this course.

**Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.

**Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit [www.oak.edu/campus-life/student-services.php](http://www.oak.edu/campus-life/student-services.php).

**Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancelations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle ([www.nixle.com](http://www.nixle.com)) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter ([@ocu47660](https://twitter.com/ocu47660)). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.

**Document Formatting** – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include:

Use correct spelling and grammar.

Some assignments require a specific form or format—use as directed.

Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.

Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.

Use your name, course number, and assignment name as the file name of a document when submitted electronically.

Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.

**Extra Credit** – No extra credit activities are provided for this course.

**Late Work** – Assignments are due by the date indicated. If you do not submit the assignment by the due date it is counted as late and an automatic extension penalty of 20% is applied to the late assignment. All late assignments are due no later than one week after the final course session—thereafter an automatic grade of zero will be received for the assignment.

**Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.

**Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

**Use of Electronic Devices** – Allowances and restrictions on the use of electronic devices in the classroom will be announced by the instructor as necessary. An electronic device permitted in a classroom should be used in a non-disruptive manner to the instructor and fellow students.

Cell phones, pagers, and similar devices must be set to silent notification for incoming messages while in a face-to-face classroom. Please step outside of the classroom before you answer an incoming call.

The use of computers and/or other electronic devices in the classroom is determined by the instructor and ADA provisions for students with special learning needs.

**Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

### **Targeted Standards of Course Learning**

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

#### **OCU Mission Statement**

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

#### **OCU School of Education Mission Statement**

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

## **School of Education – Graduate Programs Conceptual Framework and Objectives**

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

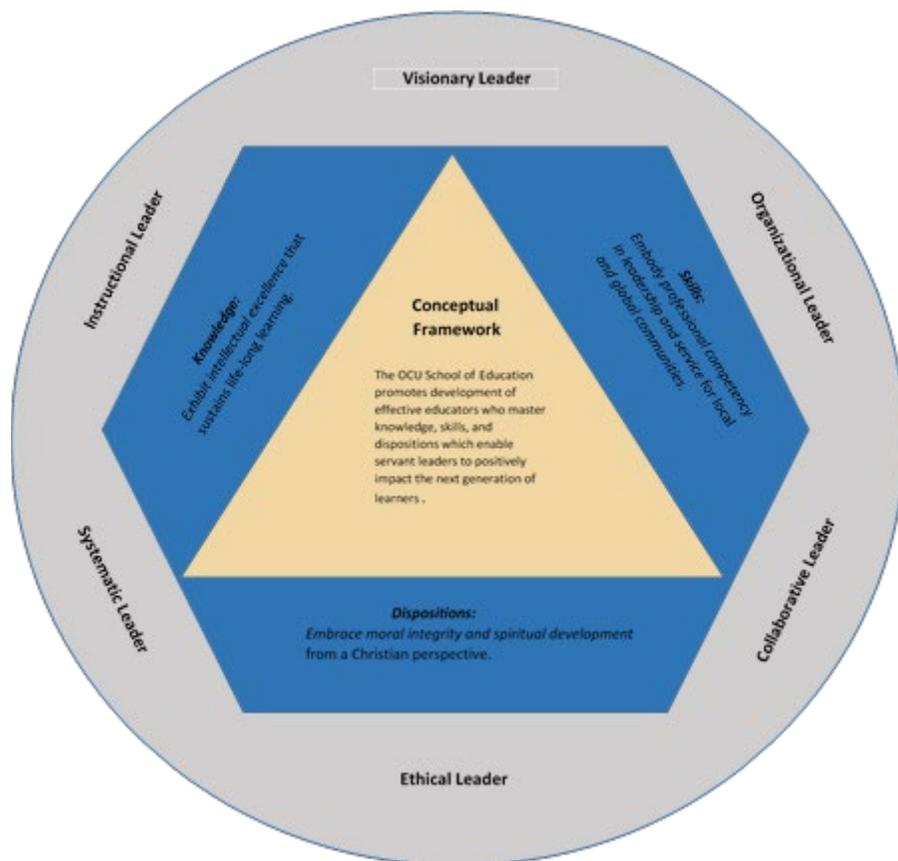
- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

## **Conceptual Framework OCU School of Education Advanced Programs**

### **SOE Conceptual Framework Components**

1. Skills
  - 1.1 Technological Skills
  - 1.2 Pedagogical proficiency

2. Disposition
  - 2.1 Promotion of ethical and moral values
  - 2.2 Community service through positive leadership
  - 2.3 Lifelong learning and Collaboration
3. Knowledge
  - 3.1 Knowledge of Student
  - 3.2 Knowledge of Content



### MASTER OF SCIENCE IN EDUCATION BUILDING LEVEL ADMINISTRATION PROGRAM OBJECTIVES

1. The Building administrator as a servant leader facilitates and conveys the knowledge and skills to create a “Vision of Success” for a school community that embraces educational goals of democratic equity and social justice, social and personal development, as well as continues to emphasize academic and vocational excellence.
2. The Building administrator as a servant leader facilitates and conveys leadership theory and ethical, reflective decision-making to manage and administer schools at the building level while continuing to be caring, humane, effective and skilled manager of a school organization to provide safe, efficient, and effective learning environments.
3. The Building administrator as a servant leader facilitates and conveys the knowledge and skills required to manage effectively to changing institutional and organizational conditions, skills to integrate

community resources into the educational process in order to augment student learning, and develop facilitative management and social organizational structures and procedures, providing service to all stakeholders as a fundamental element of school leadership.

4. The Building administrator as a servant leader facilitates and conveys skills to re-conceptualize curriculum, instruction and assessment consistent with advanced standards; in developing, implementing and assessing curricular and instructional plans that integrate disciplines, apply current educational research findings, encourage parental involvement, consider students' current developmental levels, and exhibit sensitivity to individual student differences and cultural backgrounds.
5. The Building administrator as a servant leader facilitates and conveys best practices in instruction using effective teaching practices, emerging technologies, and assessment techniques to achieve optimal educational outcomes.
6. The Building administrator as a servant leader facilitates and conveys skills in the design, implementation, and presentation of an action research project developed specifically to improve some aspect of the educational process.
7. The Building administrator as a servant leader facilitates and conveys their understanding to daily management of schools regarding the legal, financial, and human resource management aspects of school-level leadership.
8. The Building administrator as a servant leader facilitates and conveys values, ethics, beliefs, and attitudes that support the educational goals of the university, the state, district, and local school communities.
9. The Building administrator as a servant leader facilitates and conveys a desire to continue professional and leadership development.

## **INDIANA CONTENT STANDARDS FOR EDUCATORS-SCHOOL LEADER-BUILDING LEVEL**

### **Standard 1: Human Capital Management**

School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement.

### **Standard 2: Instructional Leadership**

School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.

### **Standard 3: Personal Behavior**

School building leaders model personal behavior that sets the tone for all student and adult relationships in the school.

### **Standard 4: Building Relationships**

School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

### **Standard 5: Culture of Achievement**

School building leaders develop a school-wide culture of achievement aligned to the school's vision of success for every student.

### **Standard 6: Organizational, Operational, and Resource Management**

School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes.

## **Indiana Developmental Standards P-12 matrix Building Level Administrator Program**

### **Standard 1: Student Development and Diversity**

Building Level Administrators of grades P–12 have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.

**Standard 2: Learning Processes**

Building Level Administrators of grades P–12 have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.

**Standard 3: Instructional Planning and Delivery**

Building Level Administrators of grades P–12 have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.

**Standard 4: Assessment**

Building Level Administrators of grades P–12 have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.

**Standard 5: Learning Environment**

Building Level Administrators of grades P–12 have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students.

**Standard 6: The Professional Environment**

Building Level Administrators of grades P–12 have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.

**Standard 7: Reading Instruction**

Building Level Administrators of grades P–12 have a broad and comprehensive understanding of reading development and disciplinary and content-area literacy skills, and demonstrate the ability to plan and deliver developmentally appropriate reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research.

**Educational Leadership Constituents Council (ELCC) Standards for Advanced Programs in Educational Leadership**

**Standard 1:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community. *(Sub-set 1.1, 1.2, 1.3, 1.4)*

**Standard 2:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. *(Sub-set 2.1, 2.2, 2.3, 2.4)*

**Standard 3:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. *(Sub-set 3.1, 3.2, 3.3, 3.4, 3.5)*

**Standard 4:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. *(Sub-set 4.1, 4.2, 4.3, 4.4)*

**Standard 5:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. *(Sub-set 5.1, 5.2, 5.3, 5.4, 5.5)*

**Standard 6:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. *(Sub-set 6.1, 6.2, 6.3)*

**Standard 7:** The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. *(Subset 7.1, 7.2, 7.3)*

### **Courseware Usage**

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

### **Copyright**

© Copyright Oakland City University  
138 North Lucretia Street  
Oakland City, Indiana 47660  
(800) 737-5125