

UNIVERSITY OF KENTUCKY
College of Education
Department of Administration and Supervision

SPRING SEMESTER 2000

EDA771 (201, 202, 203) - The School Leadership Practicum

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Office Hours:

M-F: 9 AM-4:30 PM

CLASS MEETINGS:

Tuesdays, 5-6 PM (per syllabus)

Place: Tates Creek High School, Room 206

I. DESCRIPTIVE INFORMATION

A. GRADUATE BULLETIN DESCRIPTION

An analysis of the building unit as a subsystem within a larger complex organization. Special emphasis on the changes in the role of the principal as a result of changes in society and in the schools.

B. COURSE CREDIT

1 Credit hour

C. PREREQUISITES

Admission to Department program or consent of the instructor.

D. COURSE OVERVIEW

Most educational reform reports released during the current reform era (1983-1999) present compelling arguments for redefining expectations for schooling, improving classroom instruction and student performance, and fundamentally altering the manner in which schools are structured, managed, and governed. Several noted that you can't expect to have excellent schools without excellent principals. During the past two decades, the move towards school-based decision making and shared governance involved new stakeholders (teachers, parents, and community members) in school operational and policy-making processes. It also shifted administrative emphases from management to instructional and transformational leadership. These changes in time-honored ways of "doing" administration also are changing professional preparation programs.

Changes in the context of schooling and leadership have a direct bearing on the preparation of school leaders. First, preparing the next generation of school leaders is being defined as a shared, school-university responsibility. Second, professional knowledge gained in university graduate classes, rather than being inert, is integrated with practical knowledge of school administration gained in field-based settings. Third, training prescribed by the Kentucky Department of Education (KDE) and required for certification will be scheduled to coincide with the acquisition of professional knowledge and related field activities. This strategy has proven highly successful in fostering an understanding of the principal as leader and developing management skills needed in contemporary school contexts.

Developing effective practicum experiences that integrate professional knowledge and practical skills may require programs to "backwardmap" (Odden, 1992) from the work of school principals to understand the nature and annual cycle of their work. A template that describes the principals annual work cycle has been developed and is divided into several segments: Strategic (annual), Periodic (monthly), and Episodic (daily recurrences) events. Defining principals work in this manner helps to create "teachable moments" (Van Meter, 1996) by scheduling Seminar topics to coincide with principals' work and KDE prescribed skill training. The Principal Practicum is student focused rather than professor dominated which places considerable responsibility for learning on individuals. The quality of the Principal Practicum experience, to a large extent, relies heavily on the relationship between the practicum student and the cooperating principal. They can provide opportunities for professional and organizational socialization (understanding administrator values) and technical competency (how things are done). Thus, identifying an exemplary principal with whom you will work over the coming year is uncommonly important.

This approach to the Principal Practicum will require that students begin work shortly after schools open, and continue through June, when schools end the academic year. Seminars will be scheduled periodically throughout the year, will coincide with different aspects of the principal work cycle, and will integrate prescribed KDE training in a timely manner.

Practicum activities are designed to provide experiences relevant to building a professional portfolio that provides opportunities for students to demonstrate their proficiency at managing and leading schools. Thus the program emphasizes **Performances** (school-based applications), applying formal and experiential **Knowledge** to accomplish those tasks, and **Dispositions** (reflecting on their experiences) as described in the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders adopted by The Kentucky Education Professional Standards Board.

II. STATEMENT OF COURSE OBJECTIVES

The primary objectives of this course include:

1. Acquiring knowledge that undergirds school administration as a profession.
2. Observing the nature, scope, and function of school leadership in a field setting which will help students prepare for the principalship.
3. Assuming a leadership role in planning, decision making, implementation, and evaluation of selected practicum experiences in a school setting.
4. Acquiring and synthesize formal and experiential knowledge through field-based applications.
5. Completing training required by the KDE for initial certification.
6. Relating Principal/Practicum activities and the Portfolio to the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders adopted by The Kentucky Education Professional Standards Board.
7. Engaging in "Mock Interviews" to help members of the cohort succeed in job searches.

STANDARDS-BASED INSTRUCTION: The content of this course is based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders adopted by Kentucky in 1998.

III. ACADEMIC RESOURCES

REQUIRED TEXTS:

Lane, K., Richardson, M., & D. van Berkum (1996). *The school safety handbook: Taking action for student and staff protection*. Lancaster, PA: Technomic ISBN NO. 1-56676-397-5.

Short, P., Short, R. and C. Blanton (1994). *Rethinking student discipline: Alternatives that work*. Thousand Oakes, CA: Corwin Press.

BOOKSTORES:

University of Kentucky Bookstore: (606) 257-6309. Toll Free Number: 1-800-327-6141

Kennedy Bookstore: (606) 252-0331

Joseph Beth Booksellers: 606-273-2911 (Toll free/KY: 800-248-6849)(E-Mail: jbeth@mis.net)

REQUIRED READINGS

All assigned readings will be available in the College of Education Library for photocopying.

SUPPLEMENTARY READINGS

Additional references may be included under seminar topic headings to assist students in expanding their knowledge.

IV. ADMINISTRATIVE COURSE REQUIREMENTS AND POLICIES

The instructor will adhere to University of Kentucky policies pertaining to attendance, make-up tests, cheating/plagiarism, withdrawals, incomplete grades and examinations. Students are expected to read and understand these policies prior to course work. Specific policies that obtain to the course include:

ATTENDANCE:

Class attendance requirements will conform to University policies.

1. The student is expected to attend all seminar classes as genuine and informed participation is a criterion for a grade in the course. Students who are unable to attend class because of illness, a death in the immediate family, professional obligations, religious holidays, or other circumstances which the instructor finds reasonable cause for non attendance must inform the instructor in advance of class meetings. If possible, students missing class must provide the instructor with advance notice. The instructor, according to University policy, may request a written excuse no later than the week following the absence.
2. Unexcused absences will result in a reduction in the students' grade for class participation up to 10% of the total grade for the class.
3. Unexcused and excused absences that exceed four (4) class meetings during the semester may result in the instructor requesting the student take a **W** (withdraw) or **I** (incomplete) for the course.

COMPLETION OF ASSIGNMENTS

The student is expected to carry out all required work and take examinations at class periods designated by the instructor. In instances in which students have an excused absence, the instructor will make appropriate arrangements for students to make up work.

SUBMITTING ASSIGNED WORK LATE

No penalty will be assessed students for late work if they have an excused absence. Grades for papers submitted late will be reduced one full letter grade below what is earned.

STANDARDS FOR WRITTEN WORK

All written work must be typed or produced from a word processor. **APA style is required.**

ASSIGNMENTS, EVALUATION & COURSE GRADING

Your grade for this course will be based upon the instructor's and Principal/Practicum supervisor's judgment regarding the quality of your performance in the areas noted below. The relative weight given to each of these areas in determining your grade is indicated in parentheses. Specific factors and points for each are included in Principal/Practicum Proposal information packet.

EDA 770 (201 & 202) (CKEC)

1. Practicum product or process-80%
2. Principal Shadowing (10%)-Instructor's Evaluation
3. Core Activities (Minimum-17)-10%

EDA 771 (203)-Completing Certification Spring 2000

1. Practicum product or process-80%
2. Principal Shadowing (10%)-Instructor's Evaluation
3. Completed portfolios-All project entries with ISLLC cover sheets-10%

GENERAL MARKING SYSTEM

A grading curve will not be used to determine letter grades.

A = 90-100 represents **exceptionally high achievement** as a result of aptitude, effort, and intellectual initiative. It is valued at four grade points for each credit hour.

B = 80-89 represents a **high achievement** as a result of ability and effort. It is valued at three grade points for each credit hour.

C = 70-79 represents **average achievement**. It is valued at two grade points for each credit hour.

E = 0- 59 represents **unsatisfactory performance** and indicates failure in the course. It is valued at zero (0) grade points and zero (0) credit hours.

EXAMINATIONS

No examinations will be given. Student evaluations will be performance-based.

PRACTICUM SEMINAR TOPICS

Seminar topics will coincide with major areas of the principal's annual work cycle.

MODE OF INSTRUCTION

1. Field-based practicum assignments;
2. Seminar discussions that coincide with the principals annual work cycle;
3. Integrated Training (areas specified by KDE);
4. Simulations (Mock Interviews).

STUDENT PARTICIPATION

Students are expected to have read all assigned materials prior to attending seminars and be prepared to apply concepts to practicum experiences in a genuine and informed manner.

STUDENT COURSE EVALUATION

At the conclusion of the course you will be asked to complete an evaluation of the teaching, processes, and general substance of the course. You are not to place your name or any other identifying mark on these evaluation sheets.

RETURN OF PORTFOLIOS

All students in the program will prepare a Certification Program Portfolio which will be reviewed by faculty at the end of each semester and will be returned by the instructor in a timely manner.

V. PRACTICUM STRUCTURE

TIME FRAME

The EDA Practicum course sequence is composed of three one-hour courses taken in the Fall, Spring, and Intersession during the 1999-2000 academic. This schedule allows students to participate in activities over the principals' annual work cycle during the school academic year beginning August 1999 and concluding June 2000.

RELEASE TIME:

Students participating in the CKEC program are given ten (10) days release time by their districts to engage in Practicum related, school-based activities.

Students not in the CKEC program will have to make arrangements with their respective schools or districts for release time to participate in the five KDE training modules, two conferences, the Mock Interview and complete two shadowing assignments or use personal or vacation days.

PERSONAL TIME COMMITMENT:

Principal Practicum students will be expected to commit adequate time needed to complete a demanding schedule of field-based activities and seminars. Over the course of the academic year students should expect to spend approximately 150 hours in field-based activities and 45 hours in classroom seminars over an eleven-month period. For example, these 150 hours may include 25 hours spent on completing Core Activities and 125 hours distributed across two (2) Practicum areas, collecting data on the school, completing the principal shadowing exercise, the formal interview, and completing two products or process.

PRINCIPAL PRACTICUM SITE

It is advised that Practicum students select a school based on opportunities to engage in school-based activities and the quality of supervision. Participating school districts will identify exemplary principals to be associated with the EDA 610/611/612 Principal Practicum experience. Students may engage in practicum experiences in schools lead by these selected principals. If students are currently a member of the faculty or staff of one of these schools, they may ask the principal to serve as the site supervisor for Principal Practicum activities. With approval of the Principal Practicum Instructor and the site supervisor(s), a student may complete some activities at two different approved sites.

SUPERVISION OF THE PRINCIPAL PRACTICUM

University Instructor: The instructor in the Principal Practicum course sequence* for 1990-2000 will assist the student in clarifying questions regarding the characteristics of desirable Practicum experiences, organizing the Practicum experiences, and preparing the Proposal and the Portfolio. The instructor may meet with the student and site supervisor during the Practicum experience. The instructor will provide informal evaluations of the student periodically in the Practicum experience and a final evaluation at the end of the Practicum experience. (nd a final evaluation at the end of the Practicum experience. (* The course sequence for the CKEC group is EDA 770, EDA 611, and EDA 612. The course sequence for the non-CKEC group is EDA 770, EDA 771, and EDA 611).

Site Supervisor: The Principal Practicum Site Supervisor should be a principal in a school other than the one in which you are currently working and is highly regarded as an effective principal. The role of the Site Supervisor and expectations for their involvement in the Principal Practicum will be described and included in the Principal Practicum Proposal (Part II) in the near future.

VI. PRACTICUM PROCEDURES

School-Community Analysis (Practicum Site): A key element in managing and leading a school is understanding the characteristics of students, staff, and the community served. Thus, an important initial task will involve **collecting and analyzing school-community data** for your Practicum site (school/district/community). The parameters for this activity are more fully described in the Practicum Proposal section of the Syllabus.

Formal Principal Interview:

The key to providing a worthwhile Practicum experience for aspiring school leaders is understanding the nature of the work of exemplary principals. The goal of this formal interview is to listen carefully to what these individuals say about the nature of their work, the problems that seem most irritating, and identifying areas in which they needed more extensive preparation before assuming a principalship, and how these insights may improve professional preparation programs. This study is divided into two phases. Phase one calls for in depth interviews with individual principals in rural, suburban, and urban schools. Phase two entails sharing results of phase one data collection with colleagues in the Principal Practicum seminar.

This interview represents phase one and consists of seven sections, covering background information on the person being interviewed, perceptions of their job, their most irritating problems, how they deal with those problems, the quality of their professional preparation program, and advice on how better to prepare future educational leaders, and the annual work cycle.

Principal Shadowing:

It is important to understand the multiple and diverse influences on principals' work and how they take these factors into account when leading schools. While formal interviews may help understand their ideas of effectiveness, instructional and transformational leadership, shadowing

may provide greater insight into how situations, pressures, and ambiguity influence finding solutions to problems that affect teaching, learning, and organizational climate.

This initial glimpse of the complex nature of the principalship may be expanded and enriched by observing a principal in action. To obtain first-hand knowledge of a principal's work you will be asked to shadow a principal in a school for a full day. During this shadowing exercise you will be asked to keep copious notes of the principals activities and actions including direct quotations of conversations whenever possible. This shadowing exercise will have two parts: Part I is the observation and Part II is an interview with the principal regarding activities and actions observed. In completing Part II, you may want to focus on several events and probe more deeply into the reasons for actions taken.

Development of a Product or Process: Each student will be expected to develop two (2) **different** products such as a student-teacher handbook or a school-community relations plan or processes such as a planning document or personnel interview procedure. These products or processes will be left with the school. Completing these projects for the school will reward participating Site Supervisors for time spent on the Practicum. The products or processes should be developed in areas that coincide with (a) major components of the principal's work cycle and (b) provide evidence of **Knowledge, Dispositions and Performances to conform with ISLLC Standards**, and (c) be directly related to enhancing individual leadership and management skills.

Proposal for the Principal Practicum Experience: The student will prepare a Practicum proposal (See Practicum Proposal handout and example). These activities are organized under the ISLLC Standards for School Leaders adopted by the Kentucky Professional Standards Board. The proposal should be developed in consultation with the site supervisor and a preliminary Proposal should be reviewed by the instructor before being submitted for approval.

Practicum Approval: After submitting the preliminary proposal for review by the site supervisor and the instructor the student should submit the final copy for approval/signature of the site supervisor and the instructor. This document will guide the students work during the Practicum. The instructor and the site supervisor must receive a photocopy of the signed Proposal and the student should include the original as part of the Portfolio. (An example of a complete Proposal is included in the class handouts. Please note that **all** pages of the proposal are included as a "packet" when you hand copies out to the instructor and cooperating principal and when you turn the complete the Principal Practicum during the Spring 2000 or Intersession 2000 (for CKEC only).

Core Activities: Core activities are designed to provide a broad understanding of the multiple dimensions of the school and principal's work. Although no documentation (evidence) is required for these activities, the site supervisor must initial each activity to certify completion. A minimum of 20 activities must be completed to receive a grade of "B" for the Principal/Practicum course. **To the extent feasible, students should schedule participation in Core Activities to coincide with the principal's annual work cycle and contribute to enhancing leadership and management skills.**

Although Core Activities have been placed under one of the ISLLC Standards, experience suggests that they may fit under several standards.

Program Portfolio: The Portfolio will be structured according to the class handout and entries will conform to ISLLC Standards. The Program Portfolio should include activities completed for the Principal Practicum as well as other Educational Administration classes. While you are enrolled at the University of Kentucky, you will be preparing a cumulative Program Portfolio. **Program Portfolio entries will be introduced by using a standard, brief 2-3 page (single spaced) piece that describes your Knowledge, Dispositions, and Performance.** The Portfolio Cover Sheet will be handed out in class. This format provides a useful way for you to present information required by ISLLC and will be helpful to those reviewing your portfolio.

The Program Portfolio will also serve as a central resource for your Certification Portfolio, as well as your Job Interview Portfolio. Each will use the same format and be based on ISLLC Standards, however, they have slightly different purposes so, you will add or remove entries as needed.

Job Interview Portfolio: The Interview Portfolio will include items **selected from the Program or Certification Program Portfolio** and other items such as certificates, resume, professional development plan etc. The instructor will provide a description of how the Interview Portfolio should be organized in the Spring, prior to the Mock Interviews.

Mock Interview: Mock Interviews are will be scheduled during the early Spring and are designed to help students analyze specific job requirements, prepare letters of application, organize resumes and professional portfolios in a manner that highlights their past experiences and potential as school leaders, and successfully interact with members of principal selection panels.

Seminars: The Principal Practicum course is based on the annual cycle of principal activities. These activities provide the framework for scheduling seminar meetings, defining knowledge-base content, and focusing discussions. Thus, seminar discussions will precede or coincide with important events in the principal's work cycle and KDE required training. These seminars will focus on contributing important background knowledge to enhance field-based learning and performance, and furnish members of the Practicum with opportunities to share observations, examine successful school-based practices, and to discuss management tasks, leadership, and decision making in schools.

Training Activities: An important part of the Principal Practicum is the integration of training required by the Kentucky Department of Education. Although individuals typically complete this training during their first year on the job, their internship year, we have found that integrating these activities to coincide with discussions of professional knowledge and field-based experiences is a powerful way to prepare aspiring principals. Members of previous cohorts confirm the value of this approach and veteran administrators serving on Mock Interview teams concur that completing KDE required training strengthens candidate portfolios.

SPRING SEMINAR SCHEDULE

1. Jan. 18 INTRODUCTION TO SPRING PRACTICUM SCHEDULE

Required Readings

Course Syllabus-Handout

2. Jan. 25 THE PRINCIPAL: TIME MANAGEMENT

ISLLC STANDARD 3 - ORGANIZATIONAL MANAGEMENT AND LEADERSHIP: A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Required Reading

Covey, S. (1989). *The seven habits of highly effective people*. NY: Fireside Books.

3. Feb. 1 STAFF RECRUITMENT, SELECTION, AND INDUCTION

ISLLC STANDARD 3 - ORGANIZATIONAL MANAGEMENT AND LEADERSHIP: A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Required Reading:

Guthrie, J. W. and R. J. Reed (1991). *Educational Administration and policy: Effective leadership for American education*. Boston: Allyn and Bacon.

Chapter 14: Human resource administration.

4. Feb. 8 & 9 STAFF EVALUATION AND PROFESSIONAL DEVELOPMENT: CORRELATED TRAINING COMPONENT (two days)

KDE Professional Development and Evaluation of Certified Personnel

ISLLC STANDARD 2 - LEARNING COMMUNITY (SCHOOL CULTURE/CLIMATE): A school administrator is an educational leaders who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

ISLLC STANDARD 3 - ORGANIZATIONAL MANAGEMENT AND LEADERSHIP: A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

ISLLC STANDARD 5 - ETHICAL LEADERSHIP: A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

Review Readings:

Haller, E. and Strike, K. (1986). *An introduction to educational administration: Social, legal, and ethical perspectives*. New York: Longman.

Chapt. 8: Teacher evaluation.

Gusky, T. (1986, May). Staff development and the process of teacher change. *Educational Researcher* (pp. 5-12).

Joyce, B. and Showers, B. (1995). The essential role of staff development systems. In Joyce, B. and Showers, B., *Student achievement through staff development*. New York: Longman.

5. Feb. 15 **PORTFOLIOS AND RESUMES**

Required Reading

@ ISLLC STANDARDS 1-6

@ Class Handouts

Discussion: Job Analysis, Portfolios, Resumes, and Interviewing

6 Feb 22 **PORTFOLIOS AND RESUMES**

Required Reading

@ ISLLC STANDARDS 1-6

@ Class Handouts

Discussion: Job Analysis, Portfolios, Resumes, and Interviewing

7. March 7 **SAFE SCHOOLS: CORRELATED TRAINING COMPONENT**

Kentucky School Boards Association (One Day)

ISLLC STANDARD 3 - ORGANIZATIONAL MANAGEMENT AND LEADERSHIP: A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Review Readings:

Grady, M. (1996). Creating safe schools: Policies and practices. In Lane, K., Richardson, M., and Von Berkum, D. *The school safety handbook: taking action for student and staff protection*. Lancaster, PA: Technomic.

Björk, L. (1996). Educational reform in changing contexts of families and communities: Leading school interagency collaboration. In Lane, K., Richardson, M., and Von Berkum, D. *The school safety handbook: taking action for student and staff protection*. Lancaster, PA: Technomic.

Wanat, C. (1996). Creating and keeping safe schools: The roles of parents and community. In Lane, K., Richardson, M., and Von Berkum, D. *The school safety handbook: taking action for student and staff protection*. Lancaster, PA: Technomic.

8. March 14 MOCK INTERVIEWS

University of Kentucky (One Day)
Department of Administration and Supervision
College of Education
111 Dickey Hall
(606) 257-8921

9. March 28 SCHOOL-BASED DECISION MAKING: CORRELATED TRAINING COMPONENT (One Day) **Kentucky Department of Education**

University of Kentucky (One Day)
Department of Administration and Supervision
College of Education
111 Dickey Hall
(606) 257-8921

ISLLC STANDARD 1 - VISION: The administrator is the instructional leaders who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

ISLLC STANDARD 2 - LEARNING COMMUNITY (SCHOOL CULTURE/CLIMATE): A school administrator is an educational leaders who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

ISLLC STANDARD 3 - ORGANIZATIONAL MANAGEMENT AND LEADERSHIP: A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Review Readings

Johnson, M. and Pajares, F. (1996). When shared decision making works: A three year longitudinal study.

Marks, H. and Seashore Louis, K. (1997). Does teacher empowerment affect the classroom? The implications of teacher empowerment for instructional practice and student academic performance.

10. April 11 **STUDENT DISCIPLINE**

Required Reading:

Short, P., Short, R. and C. Blanton (1994). *Rethinking student discipline: Alternatives that work*. Thousand Oakes, CA: Corwin Press.

Chapt. 1: Introduction: Toward the development of self-discipline.

Chapt. 2: The foundation: A school-wide discipline program

11. May 2 **FINAL SEMINAR & COURSE EVALUATIONS**

All papers due

ISLLC STANDARDS

ISLLC STANDARD 1 - VISION: The administrator is the instructional leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

ISLLC STANDARD 2 - LEARNING COMMUNITY (SCHOOL CULTURE/CLIMATE): A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

ISLLC STANDARD 3 - ORGANIZATIONAL MANAGEMENT AND LEADERSHIP: A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

ISLLC STANDARD 4 - SCHOOL-COMMUNITY RELATIONS: A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

ISLLC STANDARD 5 - ETHICAL LEADERSHIP: A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

ISLLC STANDARD 6 - CONTEXT OF SCHOOLING: A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**