To: EDAD 756 Students (Spring 2013)
From: Valeri R. Helterbran, Ed.D.
Date: November 6, 2012

Re: Important Details Regarding Preparing for this Course

Greetings, Future Principals:

EDAD 756 is an exciting class designed to strengthen your theoretical and practical foundations for the principalship. To prepare for this course, I recommend the following:

- Read the course syllabus and Internship Handbook (available at: http://www.iup.edu/page.aspx?id=59719) to familiarize yourself with expectations.
- Purchase all books listed in the syllabus. I ***do not*** order them through the IUP bookstore because graduate students typically prefer to shop for books online. The *PSBA Law Handbook* is an exception and must be **ordered directly through PSBA** (see web site on p. 4 of this syllabus). The "member" price is typically lower; if you are not a member, tell PSBA that you are enrolled in this course to receive the "member" price.
- Begin reading your books. Some are more content-rich than others and will require a greater amount of time to read and digest.
- For each book (with the exception of the *Law Handbook*), you will be expected to create a one page "talking points" handout. A bulleted format works well. This summary will inform your class literature circle discussions and serve as a review for you when you respond to certain portions of your portfolio requirements during your internships. **Bring 5 copies of your one page talking points summary to class.** See p. 13 of this syllabus for the format.
- Certain professional journal articles have been selected for you to read during this class. Each article is noted on the syllabus when the reading is due. These articles are **available to you on the IUP Principal Certification Program web site**.
- Start collecting a few articles from the newspaper, popular magazines (i.e., *Time*, *Newsweek*, etc.) or the Internet related to the school principalship and/or matters that will cross the principal's desk. These may run the gamut of disciplinary cases, legal matters, curriculum and instruction problems, athletic program matters, teacher misconduct, parental complaints--anything impacting the principal's office that made the news!
- As you review the syllabus, **look specifically for items you need to bring to class**, i.e., mission statement, supervisory instruments, search and seizure policy, etc.
- Parking at IUP can be a challenge. Allow time to find a parking spot so that you can arrive to class on time.
- Review the syllabus calendar dates to avoid personal conflicts on class evenings.

Thank you for your attention to these preparatory details.

I look forward to meeting you and working with you this spring!

Principal Certification Program

School Administration

EDAD 756 (3 credits)

Spring 2013
Tuesday evenings: January 29 - April 2, 2013
(minus March 19, Spring Break)
Main Campus, 309 Davis Hall

Instructor: Dr. Valeri R. Helterbran
Office: 323 Davis Hall
Phone: 724-357-2400
Office Hours: Before class, after class, or as needed
E-mail:vhelter@iup.edu

Course Description

This course serves as an introduction to the principles and practices of school administration. It is designed for experienced educators who aspire to obtain administrative positions as elementary or secondary school principals and establishes the scholarly foundation for the two semesters of administrative practice and reflection in the internships that follow this course in the program sequence.

IUP's Principal's Program is distinguished by its performance foundation and embodies the combined documented outcomes focused on the competencies of knowledge, performance, and professional disposition. Seminar topics target leadership in a learning organization, ongoing professional development in strengthening school culture, curricular improvements and the integration of electronic resources, supervisory strategies, inclusive practice, school policy, state and federal law, safety, labor relations, facilities management, human relations, and community involvement.

During the introductory course, EDAD 756, students will discuss the application of contemporary scholarship and research to each competency area. Students will leave the preparatory course and enter the internship with an Action Plan describing how they will develop personal administrative competency and promote learning for students and staff.

EDAD 756 focuses on the six competency areas of IUP's Performance-based Principal's Program. Specifically, the program is designed to reflect the PA Inspired Leadership Initiative (PIL) Core Standards as follows:

1) The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.

2) The leader is grounded in standards-based systems theory and design and is able to transfer that knowledge to his/her job as the architect of standards-based reform in the school.

3) The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.

In addition, the PIL Corollary Standards will also be integrated into the program and are as follow:

1) The leader creates a culture of teaching and learning with an emphasis on learning.
2) The leader manages resources for effective results.
3) The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.
4) The leader operates in a fair and equitable manner with personal and professional dignity.
5) The leader advocated for children and public education in the larger political, social, economic, legal, and cultural context.
6) The leader supports professional growth of self and others through proactive and inquiry.

The following matrix relates each project area to Core Standards and program objectives:

Program Objectives	PIL Standards	Course Foci
1) FACILITATING THE DEVELOPMENT, ARTICULATION, IMPLEMENTATION, AND STEWARDSHIP OF A VISION OF LEARNING THAT IS SHARED AND SUPPORTED BY THE SCHOOL AND COMMUNITY	CORE: 1, 2 CORELLARY: 1, 2, 5	COMMUNICATING SCHOOL MISSION & MANAGEMENT OF CURRICULAR TECHNOLOGY AND INFORMATION SYSTEMS
2) ADVOCATING, NURTURING, AND SUSTAINING A SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM CONDUCIVE TO STUDENT LEARNING AND STAFF PROFESSIONAL GROWTH	CORE: 1, 2 CORELLARY: 1, 3, 4, 6	SUPERVISION OF INSTRUCTION AND LEARNING
3) ENSURING MANAGEMENT OF THE ORGANIZATION, OPERATIONS, AND RESOURCES FOR A SAFE, EFFICIENT, AND EFFECTIVE LEARNING ENVIRONMENT	CORE: 2, 3 CORELLARY: 2, 5	DEVELOPING SKILLS FOR ORGANIZATIONAL MANAGEMENT & PROVIDING STUDENT SERVICES
4) COLLABORATING WITH FAMILIES AND COMMUNITY MEMBERS, RESPONDING TO DIVERSE COMMUNITY INTEREST AND NEEDS, AND MOBILIZING COMMUNITY RESOURCES	CORE: 1 CORELLARY: 1, 3, 5, 6	IMPROVING HUMAN RELATIONS IN SCHOOL AND COMMUNITY
5) ACTING WITH INTEGRITY, FAIRNESS, AND IN AN ETHICAL MANNER	CORE: 3 CORELLARY: 4, 5	DEMONSTRATING UNDERSTANDING OF SCHOOL LAW, PUBLIC POLICY, AND CONTRACT NEGOTIATIONS
6) UNDERSTANDING, RESPONDING TO, AND INFLUENCING THE LARGER POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT	CORE: 2, 3 CORELLARY: 5, 6	USING EVALUATION DATA AND DEVELOPING MEDIA MANAGEMENT PLAN

<u>Required Texts</u>: Books will not be available through the IUP bookstore.
They are available through Amazon.com and other Internet providers (See exception: *School Law Handbook*: Tell PSBA that you are in this class for the "members" price).

DuFour, R., Eaker, R., & DuFour, R. (2005). *On common ground: The power of professional learning communities*. Bloomington, IN: National Educational Service.

Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive.* San Francisco, CA: Jossey-Bass.

Jenkins, L. (2005). *Permission to forget: And nine other root causes of America's frustration with education.* Milwaukee, WI: ASQ Quality Press.

Monroe, L. (1999). *Nothing's impossible.* New York, NY: Public Affairs.

Pennsylvania School Boards Association. (2012). *Pennsylvania school law handbook* (10th ed.). New Cumberland, PA: Author.

Maxwell, J. C. (2008). *Leadership gold: Lessons I've learned from a lifetime of leading*. Nashville, TN: Thomas Nelson.

Schmoker, M. (2006). *Results now.* Alexandria, VA: ASCD.

Whitaker, T. (2012). *What great principals do differently: Eighteen things that matter most (2nd. ed.).* New York, NY: Eye on Education.

- An updated résumé guide book of your choice (or Internet sites)
- Regular use of *<u>www.nassp.org</u>* and *<u>www.naesp.org.</u>*
- All articles provided in a PDF format on the IUP Principal Program web site.
- Other readings may be required for this class.

<u>Common Project Assignment for EDAD 756</u>: This certification program is geared to a clientele of experienced educators preparing for a broader more systemic role in school leadership at the elementary and/or secondary levels. Students must prepare an Action Plan Proposal (see sample entry on page 12 of this syllabus) detailing how they will draw upon the knowledge base of this course to meet project requirements in each of the program's six competency areas; this first Action Plan may be focused on either the elementary or secondary principalship. Students will actualize the plan submitted in EDAD 756 during their first internship. A second Action Plan (for whichever level the student did not elect to complete in EDAD 756) will be created during the first internship for use in the second internship. Each Action Plan will be submitted in a 3-ring binder and feature an introductory page noting contact information for all applicable parties including the student/intern. A final exit portfolio will be submitted to the assigned supervisor for each internship (6-credits each). This final exit portfolio (for each internship) will highlight administrative competencies as defined by the standards for school principals established by the National Policy Board for Educational Administration and addresses each category on IUP's checklist for School Principal Candidates. The checklist/evaluation rubric is located at the end of the Internship Handbook (online at http://www.coe.iup.edu/principal).

Evaluation: Student progress will be monitored and evaluated as follows:

--Attend all scheduled classes and complete the texts reflecting best practices in the assigned leadership domain. Being on time to class is expected as tardiness is not an admirable trait for aspiring principals.

--Complete written and/or oral preparation assignments. Participate in classroom activities.

--Demonstrate a comprehensive knowledge base of texts and required readings reflecting strategic, instructional, organizational, ethical, community, and political dimensions of school leadership through reflections on your use of these resources during the internship.

--The required outcome project for this course is the proposed Action Plan (for your first of two internships) detailing the candidate's design for meeting internship requirements through projects reflecting the administrative standards for each of the six core competency domains.

Grading Scale: The final grade for EDAD 756 will result from meeting the requirements detailed in the course schedule and the final project (Action Plan proposal). Each component is ranked as 3/Target, 2/Acceptable, or 1/Unacceptable as follows:

Target: Assignment portrays outstanding work significantly enhancing the school/district.

Acceptable: Assignment meets basic competencies that it assesses.

Unacceptable: Assignment fails to meet basic competencies outlined in the course objectives and falls significantly below the performance of the class.

A=all *Target* ratings
B=mixture of *Target* and *Acceptable* ratings
C=*Acceptable* ratings
F= majority of *Unacceptable* ratings
There is no provision for a D grade in IUP graduate work.

Policy on Missed Class Sessions: Each class session is designed to meet required competencies focused on PIL Core Standards, Praxis II assessment, and state certification requirements. Class learnings are typically not replicable. With only nine (9) classes, missing any class session for non-contractual or non-emergency reasons will result in a minimum of 11% loss of grade or one letter grade. Your instructor will determine what reasons meet these criteria. Any class(es) missed due to inclement weather, will be made up April 9 and so on.

Policy on Missed Assignments: No credit is given for any missing component of the program since all relate to state certification requirements.

Students with Disabilities: Students with disabilities are encouraged to register their needs at Advising-Testing@iup.edu or www.iup.edu/advisingtesting (Disability Support Service link).

Civility in the Classroom: All electronics are to be powered down in the classroom unless otherwise approved. Laptops/tablets may be open/on only if the class is in a note-taking mode. It is expected that students will refrain from using language in class that is not "school-friendly."

Class Schedule (1-2 months prior to class):

- **Be sure to review your personal calendar to assure no conflicts with class dates.**
- Registration information to enter the program (contact Brenda Rising at 724-357-2222)
- PA Certification/Licensure Requirements for exiting the program (contact Judy Geesey at 724-357-2485)
- Preview syllabus in order to prepare for the coursework and extensive readings.
- Examine competency projects in six domains of school leadership in the *Internship Handbook* (available at: http://www.iup.edu/page.aspx?id=59719).

SESSION 1: VISION AND GOALS **January 29, 2013**
(ORGANIZATIONAL, STRATEGIC, AND MANAGERIAL LEADERSHIP)
(Program Objective 3; PIL Core Standards 2, 3)

PREPARATION

- Read Whitaker (2003) text. (Prepare "talking points" paper.)
- Read Easton article related to standards-based reform (PDF on program web site).

IN CLASS

- Discuss the relationship between school structure and organizational change.
- Discussion issues:
  - What is the PURPOSE of today's schools?
  - Why have educational systems been seen as fragmented and disconnected?
  - Why are there more school success stories than district success stories?
  - What are the changing ROLES of the principal in today's schools?
  - Discuss programmatic requirements including mentor selection
- Examine various methods through which to create your Action Plan.

OUTCOME

- Begin to design your internship plan for the competency area of organization and management focusing on the role of the principal as a primary agent of school reform. Discuss with involved personnel how your work in managing the multiple elements in this extensive category (see Internship Handbook) relates to implementation of standards-based reform and the use of data to inform decision-making.

SESSION 2: VISION AND GOALS/TEACHING AND LEARNING **February 5, 2013**
(SCHOOL MISSION; LEADERSHP OF CURRICULUM AND INSTRUCTION, CURRICULAR TECHNOLOGY, AND INFORMATION SYSTEMS)

(Program Objective 1; PIL Core Standards 1, 2)

PREPARATION

- Read DuFour, Eaker, and DuFour (2005) text. (Prepare "talking points" paper.)
- Locate and bring a copy of your school's/district's mission and/or vision statement.
- Visit the NASSP, NAESP, and ASCD websites and identify helpful resources for enhancing learning experiences for students and staff.
- Be prepared to discuss how your school makes use of qualitative and quantitative data in determining best practices in curricular decisions.

IN CLASS

- What issues appear in these administrative, curricular, and supervisory websites that reflect DuFour's arguments regarding the issue of creating professional learning communities?
- Is your school and/or district mission communicated to the various stakeholders in ways that facilitate the kinds of learning communities advocated by DuFour *et al*.? How will you assure that your vision/mission statement is reflective of and supported by the community?
- Examine different missions/visions/purposes regarding teaching and learning transactions in other cultural settings through selected video visits. Identify motivating strategies in these successful learning environments.

OUTCOMES

- Integrate into your Action Plan a project that enables the public to better understand how your district makes curricular decisions related to organizational vision and personalized student success and based on data related to best practices and your particular population.
- Discuss with involved personnel the principal's role as architect of standards-based reform in the school. Include aspects of initiating, managing, assessing, and influencing improvement initiatives in your building and across the district.

SESSION 3: TEACHING AND LEARNING **February 12, 2013**
(INSTRUCTIONAL & STRATEGIC LEADERSHIP;
SUPERVISION OF INSTRUCTION AND LEARNING OUTCOMES)
(Program Objective 2; PIL Core Standards 1, 2)

PREPARATION

- Read Monroe (1999) text. (Prepare "talking points" paper.)
- Read Spillane article on distributed leadership (PDF on program web site).
- Read (skim) NAESP Executive Summary (PDF on program web site)
- Explore electronic resources relating to the supervision of instruction. Investigate the meaning and applicability of *differentiated supervision*.
- Investigate NCLB report cards for your school and district (PDE web site) and be prepared to describe instructional improvement plans in your district.

IN CLASS

- Discuss the application of Monroe's suggestions in your school district in terms of motivation, appropriate evaluations, cooperative learning, and grading.
- Identify how Monroe's strategies for the teaching staff helps teachers determine what students really need in terms of curricular knowledge and skills.
- How does Monroe's "doctrine" compare to the ideas discussed about distributed supervision and differentiated supervision?
- Discuss how success for all students can be promoted through a positive school culture, providing an effective instructional program, and applying best instructional practice.
- Link successful supervisory experiences in your workplace with the supervisory techniques and adult learning beliefs.
- Analyze facilitating factors and obstacles to staff development in instructional supervision models you examined. How do these different approaches provide for mentoring the marginal teacher, for using stress management for staff, and for counseling adult staff in crisis situations? Propose elements related to planning and supporting professional growth in your future school.

OUTCOMES

- Integrate your proposed framework for enhancing the ongoing professional development for adults into your internship proposal.
- Factor professional development and a culture of learning into your strategic thinking linked to personalized student success and standard-based reforms.

SESSION 4: MANAGING ORGANIZATIONAL SYSTEMS **February 19, 2013**
(CHANGE IN EDUCATION & SOCIETY; DISCIPLINE; USING SUPERVISION & EVALUATION TO SUPPORT STUDENTS WITH DISABILITIES)
(Program Objective 2; PIL Core Standards 1, 2)

PREPARATION

- Read Fullan (2008) text. (Prepare "talking points" paper.)
- Bring supervisory instruments used by your school and other schools on the Internet to class to investigate how supervision and evaluation can be used to lead effective instructional strategies including those for students with disabilities in inclusive settings.
- Read Marshall article on supervision of instruction (PDF on program web site).
- Bring a copy of your district's *Search and Seizure* policy.

IN CLASS

- Use Internet-based and case study simulations.
- Discuss and role-play elements related to the establishment of an institutional culture valuing teaching and learning.

OUTCOMES

- Apply successful practices in other districts to your suggestions for enhancing the personalized success of students.
- Determine how effective supervision can be further linked to standards-based reform and to establishing a culture that values effective instructional strategies including adaptations and accommodations.

SESSION 5: COLLABORATING WITH KEY STATEHOLDERS **February 26, 2013**
(SAFETY AND HUMAN RELATIONS IN THE SCHOOL AND COMMUNITY)
(Program Objective 4; PIL Core Standard 1)

PREPARATION

- Read Jenkins (2005). (Prepare "talking points" paper.)

IN CLASS

- Link the leadership messages set forth in Jenkins about school culture and human relations to that of your district. Reflect on how the issues discussed can be addressed by you as principal.
- Consider how to build closer links with social service agencies and/or create policies relating to safety and police presence in the schools.
- Identify particular in-house peer experts in various leadership domains. (View the chart on page two of the syllabus. What area is your particular forté?)
- Discussion of excellence, equity, and district financial implications.
- Consider how, as principal, you can better collaborate with and respond to families, other community members, and mobilize community resources.

OUTCOMES

- Develop projects through which you will bring the community into the school and also take the school into the community. One of these projects must specifically address *school to workplace* transitions. Be sure to focus on organizational vision and success of all students.
- Determine the correlations between equity and funding in your district.
- Evaluate your district's communication with minority families and parents of students with special needs.

SESSION 6: COMMUNITY INTERESTS AND NEEDS **March 5, 2013**
(USING EVALUATION DATA; MANAGING INFORMATION FLOW AND MEDIA; COMMITTING TO THE SUCCESS OF ALL STUDENTS)
(Program Objective 6; PIL Core Standards 2, 3)

PREPARATION

- Read Schmoker (2006) text. (Prepare "talking points" paper.)
- Read Berliner article on poverty (PDF on program web site).
- Read Garcia and Ortiz article on disproportionality (PDF on program web site).
- Locate useful information at the PA Department of Education website focusing on "special education guidelines."
- Explore survey needs with your on-site mentor.
- Find out how your district manages communications with the media.

IN CLASS

- Share tools for managing student achievement in your district. Discussion will focus on building and assessing support for high quality instruction, particularly related to issues of student learning rates and levels of performance, and response to intervention strategies as they interface with regular and special education.
- Share software applications for more effective information management systems and cyber charter alternatives.
- Share successful cases of providing alternative education and advocating for the special needs of students in inclusive settings using PDE Guidelines.
- Learn more from internal peer experts about issues of assessment, inclusion, guidance and student services, and technology.
- Explore concerns specific to elementary and secondary settings.

OUTCOMES

- Address a need in your district for which you will design and conduct a survey and analyze the results. Determine how to use gathered data to inform decision-making related to your project.
- Record how your district is progressing with meeting annual yearly progress (AYP). As a future architect of standards-based reform, determine how district plans are designed to measure school reform and to strengthen results in an ongoing manner. Assessment of this competence may be found in Sections 1 and 6 of the action plan in the Internship Handbook.
- Discuss and assess the leadership function regarding skills and dispositions toward factors related to over-representation of minorities in special education. Special attention will be given to cultural, economic, and linguistic differences, and their impact on making placement decisions in the school.

SESSION 7: MANAGING OPERATIONAL SYSTEMS REVISITED **March 12, 2013**
(HUMAN AND BUDGETARY SKILLS; SCHOOL BOARD RELATIONS; DAY-TO-DAY OPERATIONS)
(Program Objective 6; PIL Core Standards 2, 3)

PREPARATION

- Read Maxwell (2008) text. (Prepare "talking points" paper.)

IN CLASS

- Discuss leadership and managerial skills in scenario-based settings.
- Discuss the overall management of the organization and day-to-day operations.
- Determine how to manage resources by bringing resources into the school and taking your school into the community. Discuss the development of a school budget.
- Participate in a workshop in class to strengthen your administrative résumé.

OUTCOMES

- Discuss with your on-site mentor techniques and strategies for establishing and sustaining positive relations with the school board and other community agencies. Determine if these elements are represented in your districts reform efforts and if additional data is needed to make this determination for decision-making purposes.
- Explore, discuss, and assess scenarios/cases that reflect issues of special student circumstances.

NO CLASS MARCH 19: SPRING BREAK

SESSION 8: ETHICAL AND LEGAL LEADERSHIP **March 26, 2013**
(SCHOOL LAW AND NEGOTIATIONS)
(Program Objective 5; PIL Core Standard 3)

PREPARATION

- Read through the *PSBA Handbook* (2007). Contemplate how this information translates into framing, analyzing, and resolving problems in the educational environment. (No "talking points" paper required)
- Prepare questions for a visiting consultant in the area of educational law.

IN CLASS

- Consider the historical, philosophical, cultural, and economic influences on educational law.
- Share insights into successful negotiation and collective bargaining techniques.
- Explore legal actions relative to special education, due process, suspension/expulsion and due process, and student privacy.
- Review legal cases; discuss avenues of advocacy for all children.
- Articulate personal and professional beliefs about ethical decision-making.

OUTCOMES

- Become increasingly familiar with legal rulings, contract management, and due process. Examine case scenarios presented in class and demonstrate an understanding of school law principles.
- Relate data collection to the decision-making process related to legal, ethical, and contract issues. Develop ideas for advocacy of all children.

SESSION 9: THE EDUCATIONAL SYSTEM (PROFESSIONAL INFLUENCE; ADVOCATING FOR EXCELLENCE AND EQUITY; PREPARING FOR CERTIFICATION) **April 2, 2013**

PREPARATION

- Reconstruct your resume to reflect administrative competencies; bring it to class.

IN CLASS

- Learn about application for the State Praxis exam, internship registration, and data entry for the internship.
- Discuss professional influence in the school and community.
- Share drafts of your reconstructed résumés.
- Submit hard copy of ACTION PLAN *and* CD of ACTION PLAN in paper sleeve.

EDAD 756: NCATE KEY ASSESSMENT (COMMON) PROJECT
ACTION PLAN PROPOSAL FOR REQUIRED INTERNSHIP

ELCC* GUIDE-LINES	PIL STANDARDS	COMPETENCY AREA	3 TARGET	2 ACCEPT-ABLE	1 UN-ACCEPT-ABLE
3.0 9.0	CORE: 1, 2 CORELLARY: 1, 2, 5	SCHOOL MISSION & MANAGEMENT OF CURRICULAR TECHNOLOGY AND INFORMATION SYSTEMS			
3.0 4.0	CORE: 1, 2 CORELLARY: 1, 3, 4, 6	SUPERVISION OF INSTRUCTION AND LEARNING			
5.0 6.0 8.0	CORE: 2, 3 CORELLARY: 2, 5	ORGANIZATIONAL MANAGEMENT & STUDENT SERVICES			
7.0 10.0	CORE: 1 CORELLARY: 1, 3, 5, 6	HUMAN RELATIONS			
1.0 11.0	CORE: 3 CORELLARY: 4, 5	SCHOOL LAW, PUBLIC POLICY AND CONTRACT NEGOTIATIONS			
2.0	CORE: 2, 3 CORELLARY: 5, 6	EVALUATION DATA AND MEDIA MANAGEMENT			

* **E**ducational **L**eadership **C**onstituent **C**ouncil

SAMPLE ACTION PLAN ENTRY: The following provides an example of how a student may address each competency project/assignment as described in the Principal Program Internship Handbook.

Objective #1.1: Design a project that communicates the mission of your school to teachers, parents, and community. Enable these populations to know more about the district's overall vision of student learning, state standards, national policies and how local data is used to improve individual performance of students and staff.

Action Plan Project

I will design a brochure that communicates Erikson Township's school mission and provide examples regarding how we infuse it into our instruction. The brochure will include the mission of the school, academic goals, administration, important numbers, and other school building offices important to parents and community members. It will be given to parents, students, and new members of the community to learn more about the mission of Erikson Township School District as well. I will also distribute copies of the brochure to each building, the central office, and various community agencies, such as the town library, community center, etc. I will periodically check all locations to see how many brochures have been taken and replenish them as needed.

Unique and Innovative Aspects

Parents are interested in knowing more about their child's school's mission, but do not always have access to the Internet or the time to find this information on their own. New members of the community are also interested in knowing more about their school districts' mission but do not always know where to find that information if they do not have children in the schools. This project will provide parents and community members with pertinent information exemplifying the mission of Erikson Township School District.

Timeline

I will work on this project from January 2012 to March 2012. Distribution will occur in September, 2012.

Evaluation

This project will be reviewed by our Media Relations Coordinator and High School Principal before it is reproduced and distributed.

District Personnel Involved

Dr. Andrew Solenski, District Media Relations Coordinator
Mrs. Paula Ellington, Erikson High School Principal
All other principals will be contacted for brochure placement.
Community leaders will be contacted for brochure placement.

EDAD 756: Talking Points Summary

Student Name: _____

Book: _____

Date: _____

(Bulleted entries are suggested)

Basic Points of the Book:

Quotes/Comments that Caught My Attention:

Questions to Pose to Small Group/Class (4 or 5):

Final Portfolio Information: To assist students in aligning readings to the Internship Handbook/Checklist competencies, the following list identifies ***suggested*** pairings. Students may feel free to cite any of these or other books as they respond to the reflections detailed in the Internship Handbook.

I. Communication of School Mission and Management of Curriculum:
- DuFour
- Technology book of choice (May fit in other competency areas)
- Fullan
- Article on standards (Easton) and student-selected research on standards-based systems.

II. Supervision of Instruction and Learning Outcomes:
- Monroe
- Article on supervision (Marshall)
- NAESP Executive Summary

III. Organizational Management:
- Maxwell
- Article on distributed leadership (Spillane)

IV. Human Relations in School & Community:
- Jenkins
- Whitaker

V. School Law & Negotiations
- PSBA Handbook

VI. Data Informed Decision-Making and Information Management:
- Schmoker
- Article on disproportionality (Garcia & Ortiz)
- Article on certain matters affecting learning (Berliner)

Suggested Readings:

Bolman, L. G., & Deal, T. E. (Eds.). (2010). *Reframing the path to school leadership: A guide for teachers and principals* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Chapman, C. (2011). *Rethinking schools: Improved educational outcomes for all?* New York, NY: Routledge.

Franco, C. S., Ott, M. G., Robles, D. P., Lindsey, R. B. , & Graham, S. M. (2011). *A culturally proficient society begins in school: Leadership for equity.* Thousand Oaks, CA: Corwin Press.

Fullan, M. (2011). *Change leader: Learning to do what matters most*. San Francisco, CA: Jossey-Bass.

Gorton, R., & Alston, J. (2012). *School leadership and administration: Important concepts, case studies, and simulations* (9th ed.). New York, NY: McGraw-Hill.

Green, T. (2009). *Your first year as principal: Everything you need to know that they don't teach in school.* Ocala, FL: Atlantic Publishing Group.

Gregory, G. H. (2003). *Differentiated instructional strategies in practice, training, implementation, and supervision*. Thousand Oaks, CA: Corwin Press.

Hargreaves, A., & Shirley, D. L. (Eds.). (2009). *The fourth way: The inspiring future for educational change*. New York, NY: Routledge.

McEwan, E. K. (2003). *Ten traits of highly effective principals: From good to great performance.* Thousand Oaks, CA: Corwin Press.

Osborne, A. G. (2003). *Special education and the law: A guide for practitioners.* Thousand Oaks, CA: Corwin Press.

Owings, W. (2003). *Best practices, best thinking, and emerging issues in school leadership.* Thousand Oaks, CA: Corwin Press.

Peery, A. (2004). *Deep change: Professional development from the inside out.* Lanham, MD: Rowman & Littlefield.

Richin, R. (2003). *Induction: Connecting teacher recruitment to retention.* Thousand Oaks, CA: Corwin Press.

Sanders, E. (Ed.). (2011). *Leading a creative school: Initiating and sustaining school change.* New York, NY: Routledge.

Turnbull, J. (2012). *Creative educational leadership: A practical guide to leadership as creativity*. New York: Continuum.

Ubben, G. C., Hughes, L. W., & Norris, C. J. (2011). *The principal: Creative leadership for excellence in schools* (7th ed.). Boston, MA: Allyn & Bacon.

Whitehead, B. M., Boschee, F., & Decker, R. H. (2013). *The principal: Leadership for a global society*. Thousand Oaks, CA: Sage.

Zubay, B., & Soltis, J. F. (2005). *Creating the ethical school: A book of case studies.* New York, NY: Teachers College Press.

The growth and development of people is the highest calling of leadership.

-- Harvey S. Firestone