

Marquette University – College of Education



EDPL 6750: The Principalship
Mondays, 4:30 – 7:10; Johnston Hall, 025

Prerequisite: EDPL 6700
Instructor: Martin Scanlan, Ph.D.
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Office: Schroeder Room 116F
By appointment

Required texts:

1. Starratt, R. (2003). *Centering educational administration: Cultivating meaning, community, responsibility*. Mahwah, N.J.: L. Erlbaum Associates.
2. Bryk, A., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. (2009). *Organizing schools for improvement: Lessons from Chicago*. Chicago: University of Chicago Press.
3. Johnson, R., & La Salle, R. A. (2010). *The Wallpaper Effect: Data strategies to uncover and eliminate hidden inequities*. Thousand Oaks, CA: Corwin.

Recommended texts:

1. Frattura, E., & Capper, C. (2007). *Leadership for social justice in practice: Integrated comprehensive services for all learners*. Thousand Oaks, California: Corwin Press
2. Bryk, A. and B. Schneider (2002). *Trust in schools: A core resource for improvement*. New York, Russell Sage.

Course description:

The Principalship is designed to promote the knowledge, skills and dispositions to effectively promote social justice in school communities. This course will help educational leaders access and utilize theoretical and empirical literature in the field of educational administration. Participants will gather, analyze, and present data pertinent to a specific initiative in a school setting. Through the readings, writings, discussions, and activities, participants will deepen their understanding of how to foster school communities that celebrate learning, excellence, and growth in our pluralistic society. This course is aligned with the mission of the College of Education, which promotes an Ignatian view of educators as intellectual, moral, and spiritual leaders, guided by ethics of care and social justice.

Inclusion: This course is conducted in a manner that affirms the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class (Marquette University, 2006).

- *Accommodations.* Please let me know if you need any special accommodations in the curriculum, instruction, or assessments in this course to enable you to fully participate. Contact me as early in the course as practicable about such accommodations.

- *Disability Services:* If you have questions about campus policies and services related to disabilities, contact the Marquette Office of Disability Services, Alumni Memorial Union room 317 (www.marquette.edu/oses/disabilityservices/index.shtml); 414-288-1645)
- *Diversity Advocates:* The Diversity Advocates are a network of faculty, staff and administrators committed to creating an inclusive campus environment by promoting awareness and appreciation for diversity and by providing support, mentorship, and advocacy to students of all backgrounds. To learn more about the network, find an advocate, or ask questions of the Diversity Advocates, you may consult with your instructor or go to: <http://www.marquette.edu/diversityadvocates>.

Intended learner outcomes:

In this standards-based course (<http://www.dpi.state.wi.us/tepd/standadm.html>) participants:

- Analyze how principals cultivate meaning, responsibility, and community
- Deepen their understanding of theoretical and empirical literature to help school leaders identify and redress inequities across multiple dimensions of marginalization in schools
- Demonstrate understanding of the role of school leaders in fostering a school mission and vision, culture, and organizational resources that support all members
- Conduct a data-driven and research-based needs assessment of a learning or curricular/instruction/assessment need in a school. Based on this needs assessment, students will develop an action and implementation plan for school improvement.

Specific WI Administrator Standards:

Wisconsin Standard 2 – The school administrator is an educational 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.

Wisconsin Standard 4 – The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

Student responsibilities:

<i>Grade component</i>	<i>Percent of final grade</i>	<i>Due Date</i>
1. Participation	15%	Assessed Weekly
2. PLC Literature Guides (3)	20%	9/19; 10/3; 10/17
3. Equity Audit / School Improvement Plan	30%	9/26 (check-in); 10/10 (draft); 10/24 (final)
4. Presentation of School Improvement Plan	10%	10/31
5. Educational Leadership Case Study	25%	11/14 (draft); 12/5 (final)

Unexcused late assignments are downgraded 10% per day.

1: Participation

Participation in class requires coming prepared, engaging in discussions, and actively listening. Successful class discussions involve tolerance and respect for the diversity of opinions expressed. Given that most learning takes place via discussion, activities, and other experiences in the classroom, please attend all class sessions, arrive on time, stay the entire class, and return

promptly from breaks. If an emergency situation occurs when you must miss all or part of a class, please let me know before your absence.

Opening and Closing of the Class Session: All participants are asked to lead a five-minute opening and closing ritual for one class period. This ritual signals that our class is ready to begin, and at the end of the class, signals the transition out of the class. Aligned with the Ignatian pedagogy that imbues Marquette University, this promotes a mindful and reflective pursuit of knowledge and understanding.

Participation and attendance will be graded as pass/fail weekly. You will only be notified if you receive a failing grade. An unexcused absence is automatically a failing grade.

2: PLC Literature Guides (three due over the course of the semester)

As a school leader, you will be responsible for facilitating the learning of your colleagues. Robust group learning in schools can occur in what some call Professional Learning Communities (PLC). For this assignment you will summarize an article that you think will generate creative, critical reflection and interaction within a PLC.

- a) Select an article from high quality, practitioner-oriented journals (e.g., Educational Leadership, Phi Delta Kappan). I strongly recommend conducting a research consultation to facilitate this: <http://www.mu.edu/library/training/consultations.html>
- b) **Write a reflection** (max = 1250 words) in which you describe the main ideas of the article, make appropriate connections back to class readings and discussions, and justify its use with colleagues in a PLC. I am the intended audience for this reflection: show me your thinking about the article and its connection to our course.
- c) **Create a handout** with a few discussion questions / activities that you think would be useful to augment the reading. The intended audience for this is the PLC: show me what you might provide your colleagues along with the article itself.

Three PLC Literature Guides are due over the course of the semester (by noon each due date). (You may substitute one book (subject to approval) for two articles, writing one longer reflection for this.) Each submission should contain the two documents described above:

- Document 1 – **Reflection**
Includes Reflection (max = 1250 words) and article citation (APA format)
- Document 2 – **Handout**
Includes citation and 2 – 4 discussion questions / activities

PLC Literature Guide Rubric		
Area	Description of exemplar	Points
Article Choice	Article is engaging, current, and well written. It is published in a quality journal and its content clearly connects to the course.	3
Reflection	Reflection accurately and carefully links key concepts from the article to the course, and provides a compelling case for both how and why this article could be used with a PLC.	7
Handout	Discussion questions / activities build from the content of the article in a strategic and creative manner.	3
Mechanics	Submitted on time; writing is stylistically strong and error free	2
TOTAL		/15

3: Equity Audit / School Improvement Plan

Grounded in the literature of the course readings, students will conduct an equity audit. This is a data-driven and research-based equity audit of curricular/ instructional/ assessment data in a school. Based on this equity audit, the student will develop a focused action plan for school improvement. This assignment serves as Performance Assessment 1 for EDPL Students. In addition, Students must complete the EDPL Field Project Reporting Form for this assignment (available as a download from the D2L site). See Appendix A for complete description.

4) Presentation of School Improvement Plan

Students will present their School Improvement Plan in a 15-minute presentation. This will be a *simulated presentation* to a school group, such as the school board, a group of parents, or a faculty meeting. Students are encouraged, but not required, to use this simulation to prepare for an actual presentation to this group. Students may use PowerPoint, digital slides, posters, or other visual aids in their presentations.

Presentation Rubric		
Area	Description of exemplar	Points
Data	Communicates key sources of data used to generate plan.	3
Literature	Grounds plan in research literature.	4
Presentation Focus	Highlights and describes essential dimensions of plan	5
Mechanics	Presents material in compelling manner suitable to the audience	3
TOTAL		/15

5) Educational Leadership Case Study

During the second half of the semester students will conduct an abbreviated case study of an educational leader. See Appendix B for a complete description.

See Appendix C for a tentative schedule

Appendix A:

KSPA 1
Marquette University – Educational Policy and Leadership
Master’s in Educational Leadership
Equity Audit and School Improvement Plan

Wisconsin Standards Addressed:

Standard 2 – The school administrator is an educational 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.

Indicators:

- 2.1 Student connects inequities identified in audit to the school vision and goals.
- 2.2 Student clearly articulates objectives and strategies of generating support from throughout school community.

Standard 4 – The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

Indicators:

- 4.1 Student uses various demographic and student learning data pertaining to students and families to identify areas of inequity and poor performance in the school, paying particular attention to traditionally marginalized students.
- 4.2 Student’s implementation plan is grounded in empirical literature describing effective leadership and organizational learning.

Task Description: This task involves (a) conducting an equity audit and (b) creating a school improvement plan. This task provides an opportunity for students to identify and articulate ways to redress inequities in schools.

Student will first conduct a data-driven and research-based equity audit of curricular/ instructional/ assessment data in a school. This “needs assessment” should enable students to identify the most salient and pressing educational inequities. Based on this equity audit, the student will develop a focused action plan for school improvement.

Directions

Equity Audit:

In one school, audit data to identify curricular/instructional/assessment needs. The audit should identify and prioritize areas of inequity and poor performance in the school, paying particular attention to traditionally marginalized students.

Implementation Plan:

Choose one or two of the most pressing needs from the equity audit on which to focus implementation plan. Using data-driven analysis methods, formulate a plan to redress inequities identified in the audit. The plan should include:

- a. Review of relevant empirical literature on best practices related to inequities noted
- b. Clear vision of learning and theory of action
- c. Specific strategies to cultivate a school culture and instructional program to support action plan, including professional development and collaboration
- d. Specific strategies to involve others (teachers, families, students)

Graded Component	Points
Equity audit clearly presents data from multiple sources and appropriately identifies areas of inequity and poor performance in the school, paying particular attention to traditionally marginalized students.	/ 20
Implementation plan identifies significant examples of relevant empirical literature and articulates a clear vision of learning and theory of action	/5
Implementation plan identifies connections between inequities noted in audit and school vision and goals	/10
Implementation plan articulates objectives and strategies to generate support along with potential barriers to implementation	/10
Drafts and final draft are on time and work is presented in a manner that is error-free (grammar, spelling) and professionally organized.	/ 5
TOTAL	/50

Scoring Rubric KSPA 1

Indicators	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Equity Audit			
4.1: Equity audit uses various demographic and student learning data pertaining to students and families to identify areas of inequity and poor performance in the school, paying particular attention to traditionally marginalized students	Equity audit fails to provide clear description of data from multiple sources and/or inappropriately interprets data, resulting in an unsatisfactory identification of inequities and poor performance in the school.	Equity audit provides clear description of data from multiple sources and appropriately identifies areas of inequity and poor performance in the school, paying particular attention to traditionally marginalized students.	Equity audit provides nuanced, compelling description of data from multiple sources and prioritizes areas of inequity and poor performance in the school, paying particular attention to traditionally marginalized students.
Implementation Plan			
4.2 Implementation plan is grounded in empirical literature describing effective leadership and organizational learning	Implementation plan fails to draw upon relevant empirical literature and to articulate a clear vision of learning and theory of action	Implementation plan identifies significant examples of relevant empirical literature and articulates a clear vision of learning and theory of action	Implementation plan identifies prominent examples of relevant empirical literature and articulates compelling vision of learning and theory of action
2.1: Implementation plan connects inequities identified in audit to the school vision and goals	Plan fails to identify connections between inequities noted in audit and school vision and goals	Plan identifies connections between inequities noted in audit and school vision and goals	Plan makes thoughtful and compelling connections between inequities noted in audit and school vision and goals
2.2: Implementation plan clearly articulates objectives and strategies of generating support from throughout school community	Objectives and strategies to generate support are minimally articulated	Objectives and strategies to generate support are clearly articulated and acknowledge potential barriers to implementation	Objectives and strategies to generate support are clearly articulated, creatively designed, and demonstrate critical reflection on overcoming barriers to implementation

Student Name: _____

Evaluator: _____

Date: _____

Rating:

_____ Demonstrates Mastery (All ratings are satisfactory or exemplary.)

_____ Does Not Demonstrate Mastery (One or more ratings are unsatisfactory)

Appendix B:

Educational Leadership Case Study

Working individually or in a team of 2-3, students will identify an example of educational leadership that would make for an interesting case to study. This should be some **event or experience of transformation** within a school that resulted from educational leadership. Some examples include the introduction of a new schedule or curriculum, the consolidation of several schools into one, or the transformation of the special education service delivery model in the school. Using the conceptual framework that Starratt articulates (leadership as cultivating responsibility, meaning, and community), create a case study capturing this event or experience. Data for this case should come from several sources, such as interviews, documents, artifacts, and observations. The conceptual framework will guide the analysis of these data.

Generally, the case can be modeled after samples from the Journal of Cases in Educational Leadership (<http://www.sagepub.com/journalsProdManSub.nav?prodId=Journal201765>). Cases from this journal would serve as a useful guide in preparing the paper. The one caveat from is that your case should include a clear section in which you analyze the data and provide some conclusions. (Max = 3000 words).

Educational Leadership Case Study Rubric		
Area	Description of exemplar	Points
Case Study Topic	Salient and compelling experience of transformation chosen.	3
Conceptual Framework	Starratt's conceptual framework clearly guides the evidence gathered for the case and the analysis of these data	6
Data	Variety of data creates a textured perspective on the experience	6
Analysis & Conclusions	Clear analysis looks at data through the lens of the conceptual framework and draws lucid and insightful conclusions	6
Mechanics	Presents material in clear, compelling manner and on time	4
TOTAL		/25

Appendix C:

Session	Readings	Assignments
Session 1 (8/29)	Johnson, R., & La Salle, 2010: Part I	
Session 2 (9/12)	Johnson, R., & La Salle, 2010: Part II	
Session 3 (9/19)	NO CLASS MEETING - Online viewing of "The Principalship"	PLC Literature Guide 1
Session 4 (9/26)	Bryk et al., 2009: pp. 1 – 41 E-Reserves: Louis et al., 2010	Equity Audit / School Improvement Check-in
Session 5 (10/3)	NO CLASS MEETING - Online viewing of "Organizing Schools" Webinar	PLC Literature Guide 2
Session 6 (10/10)	Bryk et al., 2009: Ch. 2 – 4	Equity Audit Draft Due
Session 7 (10/17)	Bryk et al., 2009: Ch. 5 - Conclusion	PLC Literature Guide 3
Session 8 (10/24)		Equity Audit / School Improvement Due
Session 9 (10/31)	Starratt, 2003: Ch. 1 – 3	School Improvement Plan presentations
Session 10 (11/7)	Starratt, 2003: Ch. 4 – 5 & p. 174-181	
Session 11 (11/14)	Starratt, 2003: Ch. 6 – 7	Case Study Draft
Session 12 (11/21)	Starratt, 2003: Ch. 8, 13	
Session 13 (11/28)	E-Reserves: Spillane, J., Halverson, R., & Diamond, J. (2004); Cambron-McCabe, N., & McCarthy, M. (2005)	
Session 14 (12/5)		Case Study Final