"Committed to the Development of All Learners"

Committed to the Development of All Learners is the theme that undergirds the Conceptual Framework for all professional education programs in the College of Education and Human Services (COEHS) at Northern Kentucky University. The Conceptual Framework is supported by the missions of the university and the college and used by faculty to continuously assess and update the curricula of the initial and advanced programs. The COEHS created its Conceptual Framework after input from its constituents: education and arts and science faculty, candidates, staff, and community members. The graphic depicts a framework of continuously assessing the knowledge, skills, and dispositions that classroom teachers, instructional leaders, and school counselors must have to facilitate student learning and academic achievement.

Kentucky Core Academic Standards
Preparation of Kentucky’s students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to post-secondary education, work, and the community. The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. The purpose of the Kentucky Core Academic Standards is to outline the minimum content standards required of all students before graduation from Kentucky public high schools. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the Kentucky Core Academic Standards, which are posted at this link: http://education.ky.gov/curriculum/docs/Pages/Kentucky-Core-Academic-Standards---NEW.aspx

Professor:  Rosa Weaver  
Office:  MEP 217 off of MEP 209  
Telephone:  859-572-5536  
Office Hours:  By appointment  
Email:  weaverro@nku.edu  

Student Activities, Evaluation, and Grading Policy:

Students will complete all modules and participate in class discussions and group activities. In addition, students will complete the following assignments:
Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Equal to or Greater than</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>93-94.99</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>91-92.99</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>87-90.99</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>85-86.99</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>83-84.99</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>77-82.99</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0-76.99</td>
<td>0</td>
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</table>

Please note: C minus grades do not meet the criteria of C or better for continuing in the education program.

Course Description and Student Learner Outcomes:
This is the second of two classes for candidates who have completed the thirty hour Education Specialist degree program. This class will provide support for first year principals and assistant principals. For graduates who do not move into principal jobs, this class will keep their knowledge current. This class will be in the spring semester for new principals and assistant principals. This class will be set up in modules including work on Blackboard, research, webinars and face to face.
Candidates in this course will:
Understand the responsibilities of principals regarding teacher evaluations, tenure, nonrenewal, retirements and dismissals
Understand the role of principal and council members in planning for the next school year
Create and monitor school budgets
Understand the responsibilities of the principal in state assessments
Understand the responsibilities of the principal in the closing of school

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment (Assignments)</th>
<th>ISLLC Standards</th>
<th>TSSA Standards</th>
<th>PPGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply legal requirements, state and district personnel policies and procedures</td>
<td>Special Ed. &amp; Finance discussions and workshop</td>
<td>Standard 1, 2, and 5</td>
<td></td>
<td></td>
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<tr>
<td>Understand the responsibility of school principals in school finance</td>
<td>Finance Discussions and workshop</td>
<td>Standard 1, 3, and 4</td>
<td></td>
<td></td>
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<tr>
<td>Understand the importance of treating all individuals with fairness, dignity and respect. Model a personal and professional code of ethics</td>
<td>Discussions</td>
<td>Standard 2 and 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand school</td>
<td>Discussions &amp;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Understand district policies and state regulations. Understand the responsibility of training faculty and staff in effective teaching.

Understand the legal responsibilities of the Education Professional Standards Board and the Kentucky Department of Education.

Understand the federal laws that relate to Title programs, free and reduced lunch.

<table>
<thead>
<tr>
<th>Assessments:</th>
<th>Participation: 20 points</th>
</tr>
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<tbody>
<tr>
<td>Students will post on discussions, prepare for class, site visits, attendance and participation in Assistant Principal workshops.</td>
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</table>

Observations: 30 points

Teacher observations using the PGES materials.

Chapter Discussions 10 points

There are six chapters in the text we are using. You should actively participate in the discussions and share your thoughts about The Principal.

Presentation: 10 points

Student will submit a video of a presentation to faculty, parents, school council or students. The presentation will be scored by NKU faculty using a rubric.

Project: 30 points

This project will demonstrate your knowledge of Standard 6. Select a project that involves a connection with a community agency. You have many choices for a community agency: Social service agency, Gateway, Community Business Partner, businesses that hire graduates, Service Learning would be an excellent project although your principal may have different thoughts. Your project should include a proposal, a plan on how to complete the project, a timeline for completion, documentation of meetings, research, discussions with people at your school and the agency, and demonstration of your leadership skills.

ISLLC Standards and Functions related to this course:

**Standard 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

**Student Honor Code:** The Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at
the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at http://deanofstudents.nku.edu/policies/student-rights.html#policies.

In addition, students in the education programs must also adhere to the education programs’ Code of Ethics: http://coehs.nku.edu/content/dam/coehs/docs/COEHS_code_ethics_20.doc and the Professional Code of Ethics for Kentucky School Certified Personnel: http://www.kyepsb.net/legal/ethics.asp.

**Credit Hour Policy Statement:** In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

<table>
<thead>
<tr>
<th>Example 2: On-line. The following provides an example of a fictional on-line 3-credit hour course. Faculty shall develop appropriate assignment categories and time allocations to reach the minimum course time expectations.</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

| Online Communication with instructor: 1 hour x 15 weeks | = 15.0 Hours |
| Required Text Readings: 6 chapters x 2 hours each & 2 hours questions | = 25.0 Hours |
| Online PowerPoints/Podcasts: 9 x 2 hours each | = 18.0 Hours |
| Homework Assignments: 15 assignments x 1 hour each | = 20.0 Hours |
| Discussion Board Responses: 1 per week x 1 hour each | = 15.0 Hours |
| Video presentation | = 8.0 hours |
Attendance at Assistant Principal Network meetings = 10.0 hours
Preparation and submission of final project = 24.0 Hours
Total = 135.0 Hours

**Student Evaluation of Instructor and Course:** Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to http://eval.nku.edu. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor’s department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

**Accommodations Due to Disability:** Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with me at the beginning of the semester. More information on Disability Services can be found at [http://disability.nku.edu](http://disability.nku.edu).

Functions

A. Ensure a system of accountability for every student’s academic and social success
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

C. Safeguard the values of democracy, equity, and diversity

D. Consider and evaluate the potential moral and legal consequences of decision-making

E. Promote social justice and ensure that individual student needs inform all aspects of schooling

**ISLLC Standards (link to the complete set of standards):**

**Kentucky Continuum for Principal Preparation and Development - Dimensions & Functions related to this course:**
Dimension 3
Functions 3.1c, 3.1d
Dimension 4
Functions 4.1g, 4.1h, 4.2b, 4.2d, 4.3a, 4.3b, 4.3c, 4.3d
Dimension 5
Functions 5.3a, 5.3b, 5.4a
Dimension 6
Functions 6.1g, 6.1h, 6.1i, 6.2a, 6.2b, 6.2c, 6.3a, 6.3b

**Kentucky Continuum for Principal Preparation and Development (link to complete set of standards):**
http://www.education.ky.gov/kde/administrative+resources/school+improvement/leadership+and+evaluation/kentucky+cohesive+leadership+system+%28kycls%29/principal+preparation+redesign+initiatives.htm

**Dispositions:**
The Principal candidate believes in, values, and is committed to:
1. The educability of and life-long learning for everyone;
2. Student learning as the fundamental purpose of schooling;
3. Making management decisions to enhance learning and teaching;
4. Schools operating as an integral part of the larger community;
5. Bringing ethical principles to the decision making process for the common good of the community;
6. The importance of continual engagement with families, community stakeholders, and other decision makers;
7. Education as key to opportunity and social mobility;
8. Being an advocate for the protection of student rights and the improvement of student opportunities.

**Technology Standards for School Administrators (TSSA) related to this course:**
Standard 1 Leadership and Vision (C, D)
Standard 2 Learning and Teaching (B, C)
Standard 3 Productivity and Professional Practice (A, B, E, F)
Standard 4 Support, Management and Operations (A, B, C)
Standard 6 Social, Legal and Ethical Issues (A,B,C,D,E)

**Tentative Schedule**

**Module 1 – January 11 - 31** Teacher Evaluation. Students will evaluate teachers using the latest model by KDE. Students will read the first chapter of *The Principal* and respond to the discussion questions. There will be additional discussion questions on leadership.

**Module 2 – February 1 – 28** Students will begin the process of planning for next year including staffing, courses, graduation, spring testing, and summer professional development. Students will read Chapters 2 and 3 in *The Principal*. Students will present their project proposal.

**Module 3 - March 1 -31** Presentation. Student will make a presentation to a stakeholder group. Preparation will be shared with the class. The presentation will be videotaped and discussed with the mentor and NKU faculty and the class. Students will read and discuss Chapter 4 and 5. Students will give an update on their project.

**Module 4 – April 1 -30** Project will be presented to the mentor, NKU faculty and the class who will all provide feedback. The project should include why the topic was chosen, how it was researched and how the project was completed. Your project may be on going so you can talk about the progress you made and plans for next year. Students will read chapter 6 in *The Principal* and participate in the discussions.
BIBLIOGRAPHY


