



EDLR 5401: Principalship & Administration of Educational Organizations
UCAPP
Summer Year 1

Syllabus information may be subject to change.

Course and Instructor Information

Course Title: Principalship & Administration of Educational Organizations

Credits: 2

Format: Hybrid (in person and online synchronous)

Professors:

Email:

Mobile:

Office Hours: by appointment

Required Texts

Bolman, L. & Deal, T. (2017). *Reframing Organizations: Artistry, Choice, and Leadership* (6th ed.). San Francisco: Jossey Bass.

Oluo, Ijeoma. (2018). *So You Want to Talk About Race*. Seal Press.

Additional course readings and media will be available within HuskyCT

Course Description

This course introduces students to concepts and skills which are fundamental to the principalship and successful administration of educational organizations. The overarching goal of the course is to provide pragmatic knowledge which will give students an understanding and appreciation of the complexity of educational organizations.

Course Objectives

In this course, aspiring leaders will gain the knowledge and skills to:

- Use “multi-frame thinking” to understand educational organizations;
- Apply Bolman and Deal’s organizational frames to analyze educational cases;
- Understand the connection between core values, organizational mission, and a leadership vision;
- Articulate a working definition of organizational coherence, organizational leadership, and a leadership theory of action;
- Articulate a basic understanding of the principal’s role in leading successful schools;
- Demonstrate awareness of your own and others’ work style preferences and assets in order to enhance your leadership skill to work effectively with individuals and teams; and
- Understand key practices of effective principal leadership.

Leadership for Equity

UCAPP is committed to developing and preparing transformational school leaders with the competence and disposition to effect school policies and practices that realize equitable **achievement, participation, service, and support outcomes** for every student.

Through strategically aligned coursework and practicum experiences, UCAPP graduates will enter schools ready to:

- Lead with an anti-racist and equity driven perspective
- Lead by listening to and working collaboratively with all constituencies -- teachers, students, families, and communities -- which they serve
- Lead with honesty and courage to confront and disrupt systemic policies and practices which have perpetuated disparate achievement, participation, service, and support outcomes

Session 1: *Making Sense of Organizations and the Principalship*

Objectives:

- Understand the nature of organizations and the problems they face
- Understand the meaning and purpose of framing
- Understand five key actions of effective principals

Assignment Due: Reflection #1

Standards:

(7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

(9a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

Readings to be completed before class:

- 1) Bolman & Deal, Ch. 1-2; The School Principal as Leader:
- 2) Guiding Schools to Better Teacher and Learning. Wallace Foundation (2013).
[The School Principal as a Leader: Guiding Schools – Wallace Foundation](#)
- 3) Oluo: So You Want to Talk About Race

Session 2: *The Structural Frame*

Objectives:

- Understand the various facets of organizational structure and how the structure must align with the state of the organization

Assignment Due: Leadership Story Presentation

Standards:

(9b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

Readings to be completed before class:

- 1) Bolman & Deal, Ch. 3-5; Elmore: Improving the Instructional Core

Session 3: *The HR Frame*

Objectives:

- Understand organizations as a "family" of individuals who need to feel good about what they are doing in order to give the organization their best

Standards:

(6a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

(6c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

Readings to be completed before class:

- 1) Bolman & Deal, Ch. 6-8

Session 4: Equity in Education

Objectives:

- Understand the importance of appreciating the uniqueness of the individual
- Understand how implicit biases can negatively impact the culture of the organization.

Assignment Due: Reflection #2

Standards:

(1c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

(3e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

(3h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Readings to be completed before class:

- 1) View video - So You Want to Talk About Race? <https://www.youtube.com/watch?v=TnybJZRWipg>
- 2) Articles posted online

Session 5: The Political Frame

Objectives:

- Students will understand that organizations are inherently places of conflict and power struggles, which must be carefully dealt with for the benefit of the organization.

Standards:

(7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

(9K) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

Readings to be completed before class:

- 1) Bolman & Deal, Ch. 9-11

Session 6: The Symbolic Frame

Objectives:

- Understand the importance of ceremonies, symbols, and rituals in the organization

School Leader Visit

Assignment Due: Reflection #3

Standards:

(1f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

(6h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

Readings to be completed before class:

- 1) Bolman & Deal, Ch. 12-14

Session 7: Improving Leadership Practice

Objectives:

- Understand the real nature of management and decision making
- Develop an understanding of when each frame can be help or hindrance
- Examine the intersection of leadership, context, and circumstances

Assignment Due: Reflection #4

Standards:

(9h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

(9K) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

Readings to be completed before class:

- 1) Bolman & Deal, Ch. 15-17

Session 8: Improving Leadership Practice

Objectives:

- Understand how to create change via the four frames
- Develop an awareness and appreciation for ethical decision making

Assignment Due: Theory of Action Outline

Assignment Due: Equity and Access Presentation

Standards:

(1f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

(9c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

(9K) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

Readings to be completed before class:

- 1) Bolman & Deal, Ch. 18-21.

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Reflections	20%
Presentations	30%
ToA for Effective School Leadership	10%
Participation and Engagement	40%

Reflections (25%)

In 3-4 pages for each reflection, discuss:

- 1) As an aspiring school leader about to embark on your UCAPP journey, what resonates for you personally and professionally about The School Principal as Leader: Guiding Schools to Better Teacher and Learning?
- 2) Reflect on your school or district using the Structural and Human Resource frames. How do these frames play out in your school/district? How would you use these frames to improve the work at your school/district?
- 3) Reflect on your school or district using the Political and Symbolic frames. How do these frames play out in action in your school/district? How would you use these frames to improve the work in your school/district?
- 4) Reflect on how the leaders who visited the class, utilize the four frames to move the work in their schools. What strategies do they utilize to address issues of equity? Which of their examples will you carry forward in your leadership journey?

Presentations (25%)

- 1) Leadership Story Presentation – 5-7 minutes
 - Identify a significant person who has influenced you
 - Identify a significant event that has influenced you
 - Explain who you want to be as a leader
- 2) Equity and Access Presentation
 - Students will examine their mentor school's Profile and Performance Report on EdSight and identify issues related to equity and access for all students
 - Students will develop a 5–7-minute presentation focused on the plan segment of the continuous improvement cycle (plan, do, check, act)
 - Students will share presentation with cohort members during class

Theory of Action for Effective School Leadership Outline (25%)

In UCAPP, the leadership theory of action represents an aspiring leader's understanding of research-based actions to affect change and promote excellence and equity for all students in every school community. Although a theory of action is a personalized way of thinking about your values and priorities for acting as a leader, you will construct a preliminary theory of action while in UCAPP by reflecting on successful leaders' practices, studying current leadership research in your courses, and learning from your internship experiences.

You will begin to organize your developing leadership theory of action in this course by identifying 3-5 practices of successful school leaders with whom you have worked or know personally. Your outline of these high leverage actions will take an **if/then** form.

Example: If principals provide teachers the opportunity and support to plan collaboratively, then instruction will improve.

Participation and Engagement (25%)

- Readings completed before class; participation in class discussions

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

You are also responsible for abiding by the expectations and policies defined the UCAPP Student Handbook.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](#))

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))

- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

NOTE: This course has NOT been designed for use with mobile devices.

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.