

Rutgers, The State University of New Jersey
Graduate School of Education
Foundations of Educational Administration & Supervision
15:230:500 - Fall 2013

Instructor: Dr. Thomas W. Tramaglini
(732) 713-4899 (Cell)
ttram@rci.rutgers.edu
twtramaglini@gmail.com

Required Texts:

Hoy, W. K. & Miskel, C. G. (2013). Educational administration: Theory, research, and practice, 9th edition. New York: McGraw-Hill.

Other readings as assigned

This course serves as an introduction and overview of school leadership within an organizational context. Among a host of different perspectives associated with the topic, this course specifically focuses on the development and facilitation of organizational conditions that support healthy and schools and districts. The attainment of organizational outputs through a host of different theoretical constructs and practical applications will be covered, specifically addressing various issues associated with student achievement and other organizational outputs important to authentic experiences in the 21st century.

Statement regarding the use of eCollege in this course: This course is designed and delivered mainly in person. However, much of the content for this course is found online through eCollege. It is expected that the student will learn and manipulate the eCollege interface as necessary, including attaining professional development to develop skills for operation if the student does not have those skills at the beginning of the class. It is not the professor's responsibility to provide instruction on eCollege. Given that, the professor will do his best to support the students to be successful in this course. Rutgers Tech Support 1-877-778-8437 is really helpful if you have an issue.

eCollege: Content for this class will be available using the Rutgers eCollege online system
<https://ecollege.rutgers.edu/index2.jsp>

All major assignments will be downloadable at least one week in advance on eCollege.

All reading assignments are due at the end of the week the reading is assigned.

Rutgers University Interim Academic Integrity Policy

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the university be able to maintain the necessary commitment to academic integrity.

The university administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity.

The faculty shares the responsibility for educating students about the importance and principles of academic integrity. Individual faculty members [For purposes of the Academic Integrity Policy, the term faculty member includes not only tenured, tenure-track, and nontenure-track faculty members, but also part-time lecturers, TAs, staff members, and administrators who are serving as the instructor of record in a course; i.e., the instructor responsible for assigning final course grades] are also responsible for informing students of the particular expectations regarding academic integrity within individual courses, including permissible limits of student collaboration and, where relevant, acceptable citation format. Finally, all members of the faculty should report all violations of academic integrity they encounter.

Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the university. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred.

This interim academic integrity policy (effective September 2, 2008) was approved by the Rutgers University Senate for adoption for a period of two years. After the two-year period, the policy will cease to be in force unless reapproved by the senate for an additional period. The policy can be viewed at <http://academicintegrity.rutgers.edu/integrity.shtml>.

Coursework:

9.4.2013

Course introduction; Policies; Overview of course; Introduction to organizational theory and practice: Why we are here

Topics Covered: Syllabus; policies; overview of course; course pre-assessment

Readings for Week

- Hoy & Miskel (2013) Chapter 1

9.11.2013

The School as a Social System

Topics Covered: Theory and Research; Schools and Systems; Key Elements of Schools

Readings for Week

- Hoy & Miskel (2013) Chapter 2

9.18.2013

The Technical Core: Learning and Teaching

Topics Covered: Various applications associated with teaching and learning; basics of organizational theory and focus on student achievement; theories of teaching and learning; Instructional leadership

Readings for Week

- Hoy & Miskel (2013) Chapter 3

9.25.2013

Structure in Schools

Topics Covered: Seminal structures of schools and systems; basics of organizational structures

Readings for Week

- Hoy & Miskel (2013) Chapter 4

10.2.2013

Individuals in Schools

Topics Covered: Basic characteristics of school culture and climate; needs, beliefs and goals of organizations; The School Board and Their Role in the Educational Organization

Readings for Week

- Hoy & Miskel (2013) Chapter 5

10.9.2013

Organizational Culture of Schools

Topics Covered: Organizational culture; measurement; operations

Readings for Week

- Hoy & Miskel (2013) Chapter 6

10.16.2013

Organizational Climate of Schools

Topics Covered: Organizational climate; measurement; operations

Readings for Week

- Hoy & Miskel (2013) Chapter 7

10.23.2013

Organizational Research Project Week (directions will be downloadable by October 1, 2013 via eCollege)

10.30.2013

Power and Politics in Schools

Topics Covered: Authority; Power; Perspectives of politics in schools; Rational systems, power and manipulation

Readings for Week

- Hoy & Miskel (2013) Chapter 8

Organizational Research Project Due

11.6.2013

External Environments and Accountability of Schools

Topics Covered: Perspectives of accountability in schools; how social forces influence schools

Readings for Week

- Hoy & Miskel (2013) Chapter 9

November 11.13.2013

School Effectiveness

Topics Covered: Social Systems and School Effectiveness

Readings for Week

- Hoy & Miskel (2013) Chapter 10

Demonstration Task Provided

11.20.2013

Decision-Making in Schools

Topics Covered: Models of decision making in school systems

Readings for Week

- Hoy & Miskel (2013) Chapter 11

11.27.2013

Shared Decision Making: Empowering Teachers

Topics Covered: Final Examination (Demonstration Task); Vroom Model; Systems of Shared Decision-Making; Hoy-Tarter Model; Peer Review for Demo Task

Readings for Week

- Hoy & Miskel (2013) Chapter 12 & 13

First draft of Demonstration Task Due in Class on the 27th

12.4.2013

Communication and Leadership in Schools; Final Assessment (Demonstration Task) By December 11th

Topics Covered: Models of communication in schools; The nature of administrative work; Leadership models and research

12.11.2013

Final Assessment Revisions Due and Uploaded to SAKAI (Demonstration Task); Course Presentations I; Praxis Preparation Overview

12.18.2013

Course Presentations II

Course Requirements:

Students will be expected to:

- a) Participate in class discussions (online is not required but strongly suggested) and on Blogs as required, synthesize information, and provide insightful commentary based on readings, lectures, and practical experiences
- b) Submit all work on time - There is not a mechanism available for handing in assignments late. Late assignments may be penalized at least 20% for being late
- c) Provide maximum effort in the course
- d) Understand and synthesize literature, class lectures, and other information to understand curriculum as it relates to the middle-level and beyond

Assignments:

Blog Entries and Responses

There will be several opportunities to work on both developing blogs regarding topics associated with the content of the course. These assignments will be provided via eCollege. Blogs are opinion pieces, which have evidence to support your claims. There will be at least 4 Blog Entries and 4 Blog Response Opportunities throughout the semester.

In-Class Assignments/Tasks

Throughout the course, various learning projects, assignments, tasks, etc. will be conducted upon the relevant tasks associated with the week's topics. The purpose of the project, assignment and task work is to deepen content understanding and work on transfer of knowledge by connecting content to authentic contexts.

Organizational Research Project

The organizational research project is an investigative assignment meant to further operationalize concepts learned in the course. A host of topics are provided for the students to choose from, as well as project ideas.

Demonstration Task

Departmental Common Assessment/Task that is provided by department expressing accreditation required assignment with appropriate rigor; assignment is uploaded to department portfolio via SAKAI. For this course, this assignment will constitute the Final Examination; Presentation of content will also be required.

Grading:

Final Assessment (Demonstration Task)	30 points possible
Blogs and Responses	30 points possible
Organizational Research Project (Mid Term)	25 points possible
Classroom Participation/Work/Positions	15 points possible

Knowledge Objectives: TLWBT –

New Jersey Professional Standards for School Leaders

- Identify four major curriculum philosophies and evaluate the strengths and weaknesses of each **(1.1, 2.13, 2.19, 5.5)**
- Evaluate the impact of philosophy on curriculum development and delivery **(1.1, 2.13, 2.19)**
- Analyze and evaluate the Industrial model of school and develop practical alternatives **(3.1, 4.1, 5.5, 6.7)**
- Evaluate the impact of social forces, nature of the learning, nature of knowledge, and theories of human development on curriculum design and delivery **(2.1, 2.2, 4.1, 6.7)**
- Evaluate a curriculum and provide cogent commentary and suggestions for improvement **(2.4)**
- Identify the principles of a comprehensive assessment system and develop a model assessment strategy for a grade band **(2.6)**
- Synthesize the cognitive science research related to instructional delivery models **(2.2, 2.5, 2.12, 2.13, 2.14, 3.16)**
- Develop a practical, research-based process for curriculum writing **(2.4, 2.32, 2.33, 3.13, 5.5)**
- Exhibit leadership and organizational skills while working in a cooperative group situation **(1.15, 1.16, 3.32)**

NJPSTSL Standards Assessed: (1.1,15, 16) (2.1,2,4-6,.9,12-14,16,19,21,32,33)

(3.1,13,32) (4.1) (5.5) (6.7)

6A:9-3.4 Professional standards for school leaders

This course is aligned to the following standards as required:

Standard One: School administrators shall be educational leaders who promote 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.

Standard Two: School administrators shall be educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school

Standard Three: School administrators shall be educational leaders who promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

Standard Four: School administrators shall be educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard Five: School administrators shall be educational leaders who promote the success of all students by acting with integrity, fairness and in an ethical manner.

Standard Six: School administrators shall be educational leaders who promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.