

Rutgers University
Graduate School of Education
Foundations of Educational Administration & Supervision
15:230:500
Wednesdays, 4:50-7:20 PM
Scott Hall, 230

15:230:500

Catherine A. Lugg

(848) 932-0721

catherine.lugg@gse.rutgers.edu

Office Hours: Wednesdays, 3:00 PM-4:30 PM

Other hours by appointment

Fall 2015

GSE 19

Course catalog description:

This course is designed to help prospective public school principals better understand the foundational aspects of educational administration. It presents an analysis of conceptual, technical, and human resource skills associated with administrative and supervisory behavior in schools. It further emphasizes the foundations of leadership, communication, decision-making and human resource management.

Expectations:

The success of this class depends on the thoughtful, engaged participation of all class members. You should be well prepared to discuss all assigned readings and cases. Because classroom discussions are most productive when a variety of voices shape the dialogue, I ask you to come ready to participate as both a speaker and a listener. It is the responsibility of all class members to make room for, and to learn from, individuals with different views and different ways of engaging in public conversation. This means honoring the participation of others by respecting, critiquing, and building on the ideas of those who have spoken before you.

Texts

Callahan, R.E. (1962). *Education and the cult of efficiency*. Chicago: University of Chicago Press.

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

Class Management Website:

<https://sites.google.com/a/gse.rutgers.edu/foundations-of-educational-administration-fall-2015/>

Case for Report A (on the management website)

Lincoln School Case Study

Grading for class

Class discussion regarding the assigned readings and their relevance to current practice is a vital component of this class. Additionally, each student is expected to complete two reports that examine the culture of your school.

Class discussion		15 points
Report A: The Standards Report	October 14	30 points
Report B:	December 9	55 points
Total		100 points

Schedule of events

September 2	Introduction, Syllabus
September 9	Callahan, Chapters 1-3 Hoy & Miskel, Chapter 1
September 16	Callahan, Chapters 4-6 Hoy & Miskel, Chapter 2
September 23	Callahan, Chapters 7-8 Hoy & Miskel, Chapter 3
September 30	Callahan, Chapters 9-10 Hoy & Miskel, Chapter 4
October 7	Hoy & Miskel, Chapter 5
October 14	Hoy & Miskel, Chapter 6 Report A--The Standards Report Due
October 21	Hoy & Miskel, Chapter 7 <i>Graded Report A Returned</i>
October 28	Hoy & Miskel, Chapter 8
November 4	Hoy & Miskel, Chapter 9
November 11	Hoy & Miskel, Chapter 10
November 18	Hoy & Miskel, Chapter 11
November 25	Thanksgiving
December 2	Hoy & Miskel, Chapters 12-13
December 9	FINAL Draft of Report B DUE. It must be e-mailed to Professor Lugg Revised Report A must be submitted to Sakai

15:230:500 – Foundations of Educational Administration
Demonstration Task
Assignment Guide

Foundations Demonstration Task – Analysis of a Case Study

- Read the case study “Scott O’Neill and Lincoln Elementary School by Michael Salmonowicz.
- Put your self in the role of Principal O’Neill. It is your responsibility in your first year as principal to organize and lead the reshaping of Lincoln Elementary to meet the needs of all its students and restore high levels of academic performance.
- Write a 10 – 12 page paper (double-spaced) providing your analysis of the school’s situation and your action plan(s) to address the identified issues. Be sure your discussion covers each of the topics outlined below.

Objectives of Assignment:

- Critically examine a realistic case study; identify the issues to be addressed and develop a strategy for action.
- Apply the ISLLC standards to the proposed strategy.
- Practice writing a concise, complete action plan.
- Practice providing sound rationale for proposed actions.

A. Analysis of School Situation

- Carefully study the facts presented in the case study.
- Identify the three (3) most important issues that face Lincoln School at present.
- Be sure to provide rationale for why you have categorized an issue as “most important.”
- It is the principal’s responsibility to remedy each of these “most important” issues. In considering corrective actions, it is essential that a clear picture of the desired end results be established. For each issue that you have identified, present a concise statement of the desired results that must be achieved to correct that issue.
- Accurately determining the achievement of desired results is an important step in any proactive corrective action. Identify what specific measures you can use as principal to determine if the school has successfully addressed each “most important” issue.

B. Develop Action Plans to Address the Priority Issues during one School Year

- Develop a specific, detailed action plan to address each “important issue” and achieve the desired results within one (1) school year.
- As principal, it will be your responsibility to lead and monitor the implementation of each plan.
- In preparing your plan it may be helpful to consider the findings of D. L. Duke in his study of organizational issues commonly found in schools that implemented improvement efforts (Duke, 2006). Duke found that schools seeking to improve were successful if they addressed:

- | | | |
|-----------------|----------------------------|------------------------|
| * Assistance | * Organizational Structure | * High Expectations |
| * Collaboration | * Staff Development | * Parental Involvement |
| * Use of Data | * Alignment | * Scheduling |
| * Leadership | * Assessment | |

- Be sure that your plan for each issue includes a concrete way to assess achievement of the desired results.
- Please organize the written presentation of your plans as three separate discussions, one per each issue.
- You may choose to present your plans in chart or essay format. However, be sure that all details are covered in your choice of format.

C. Connect Your Plan with the ISLLC Standards

- Conclude your paper with a brief discussion of how your three plans align with the ISLLC standards.
- How are the actions that you propose consistent with the six ISLLC standards that guide educational administrative practice?
- You may choose to discuss the alignment for each plan separately, or discuss alignment for the combined activities of all three plans.
- Be sure to consider all six (6) standards in your discussion.

References:

Duke, D. L. (2006). What we know and don't know about improving low-performing schools. *Phi Delta Kappan*, 87, 728-734.

NEW JERSEY STANDARDS FOR SCHOOL LEADERS/ISLLC Standards

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 culture and instructional program conducive to student learning and staff professional growth.

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.

Standard Seven: A school administrator is an educational leader who promotes the effective use of technology to maximize student learning and efficiently manage school operations.

Name: Foundations of Ed Admin: Demonstration Task: Evaluation Rubric			
Component	Not Acceptable	Proficient	Superior
<p>Priority Issues Identified <i>Three (3) most important issues facing school are clearly identified and described in a clear and concise manner.</i></p>	<input type="checkbox"/> Choice of actual issues as “most important” is questionable. Descriptions are fair. Some items are vague or unclear. Issues are poorly defined. Limited understanding of issues demonstrated.	<input type="checkbox"/> Choice of issues to address is valid. Descriptions and definitions of issues are adequate and reflect a basic understanding. Nuances of situation not recognized.	<input type="checkbox"/> Issues are well chosen and described clearly and concisely. Each issue is accurately defined with sufficient detail and nuances of issue are recognized. Presentation demonstrates significant understanding of each issue.
<p>Rationale For Issue Choice <i>Specific rationale is provided for why each selected issue is “most important.”</i></p>	<input type="checkbox"/> Rationale for importance of issue is not valid. Argument poorly presented with insufficient detail. Some points are extraneous.	<input type="checkbox"/> Rationale for importance of issues is valid. Arguments presented clearly and logically. Arguments demonstrate average depth of understanding.	<input type="checkbox"/> Rationale for designation of each issue as “most important” is well constructed and provided clearly and concisely. Rationale validates high priority of addressing the issue. Discussion demonstrates above average depth of understanding.
<p>Identification of Desired End Results <i>Desired end results of successfully addressing each issue are specifically identified and stated in operational (measurable) terms.</i></p>	<input type="checkbox"/> Minimal discussion of desired end results. Chosen desired results are inappropriate, inadequate, or not presented in measurable terms.	<input type="checkbox"/> Chosen end results are valid indicators of improvement of specific issues. Desired end results are stated in some detail, but not necessarily in operational terms.	<input type="checkbox"/> Chosen end results are valid indicators of improvement of specific issues. Desired end results are clearly detailed in operational terms for each issue.
<p>Identification of Measures of Success <i>Means of appraising achievement of desired results are clearly identified and described in sufficient detail. Appropriate assessment measures are employed.</i></p>	<input type="checkbox"/> Discussion of the methods for measuring achievement of end results is too limited. Methods chosen are inappropriate or do not provide full assessment. Methods chosen may also be unrealistic for school setting.	<input type="checkbox"/> Chosen assessment measures are valid. Measures are discussed in some detail. Chosen methods may not, however, provide information about all desired results. Assessment planning does not include mechanism for continuous feedback.	<input type="checkbox"/> Methods of measuring achievement of end results are specifically identified and described in sufficient detail. Chosen methods are appropriate to assess desired results and realistic in a school setting. Methods are also continuous providing feedback as work progresses.
<p>Presentation of Action Plan One <i>A specific, detailed action plan to improve Issue One is clearly presented. Plan includes results to be achieved, progression of steps to be taken, individuals to be involved, and timeline to be followed.</i></p>	<input type="checkbox"/> Presented plan is very basic and may not contain all required components. Details are insufficient or vague. Plan has limited probability of achieving desired results.	<input type="checkbox"/> Plan is organized and presented in reasonable detail. All components of required plan provided. Plan may, however, be missing steps to be taken. Plan has reasonable probability of achieving desired results.	<input type="checkbox"/> Critical thinking demonstrated in design of a thorough action plan. Plan is well organized and presented in sufficient detail. All components of required plan provided. Plan has high probability of achieving desired results.

<p>Presentation of Action Plan Two</p> <p><i>A specific, detailed action plan to improve Issue Two is clearly presented. Plan includes results to be achieved, progression of steps to be taken, individuals to be involved, and timeline to be followed.</i></p>	<p><input type="checkbox"/> Presented plan is very basic and may not contain all required components. Details are insufficient or vague. Plan has limited probability of achieving desired results</p>	<p><input type="checkbox"/> Plan is organized and presented in reasonable detail. All components of required plan provided. Plan may, however, be missing steps to be taken. Plan has reasonable probability of achieving desired results.</p>	<p><input type="checkbox"/> Critical thinking demonstrated in design of a thorough action plan. Plan is well organized and presented in sufficient detail. All components of required plan provided. Plan has high probability of achieving desired results.</p>
<p>Presentation of Action Plan Three</p> <p><i>A specific, detailed action plan to improve Issue Three is clearly presented. Plan includes results to be achieved, progression of steps to be taken, individuals to be involved, and timeline to be followed.</i></p>	<p><input type="checkbox"/> Presented plan is very basic and may not contain all required components. Details are insufficient or vague. Plan has limited probability of achieving desired results</p>	<p><input type="checkbox"/> Plan is organized and presented in reasonable detail. All components of required plan provided. Plan may, however, be missing steps to be taken. Plan has reasonable probability of achieving desired results.</p>	<p><input type="checkbox"/> Critical thinking demonstrated in design of a thorough action plan. Plan is well organized and presented in sufficient detail. All components of required plan provided. Plan has high probability of achieving desired results.</p>
<p>Connection of Action Plans to ISLLC Standards</p> <p><i>Alignment of proposed action plans with the six ISLLC standards is discussed.</i></p>	<p><input type="checkbox"/> Discussion of alignment of action plans and standards is cursory. Limited detail provided. Aspects of some standards may be overlooked.</p>	<p><input type="checkbox"/> Discussion covers alignment of each action plan with each of the standards. Reasonable detail provided. However, only a limited understanding of the meaning of each ISLLC standard is demonstrated.</p>	<p><input type="checkbox"/>. Alignment of each action plan with each of the standards is discussed clearly and in some detail. Alignments presented are valid. A more thorough understanding of the meaning of each ISLLC standard is demonstrated.</p>
<p>Organization and Writing Quality</p>	<p><input type="checkbox"/> Paper is poorly organized and/or writing is average quality. Reasoning is at the surface level with incomplete analysis. Sentences and paragraphs weakly constructed. Noticeable errors in grammar, spelling, or mechanics.</p>	<p><input type="checkbox"/> Above average organization and writing quality. Reasoning and analysis of case study at an average level. Limited critical thinking however. No errors in grammar, spelling mechanics.</p>	<p><input type="checkbox"/> Paper is presented in a well-organized, logical fashion. Reasoning reflects critical thinking and careful analysis. Clear, concise high - quality writing. Proper mechanics and presentation.</p>
<p>J.W.A. August 2012</p>			

Particulars regarding Research Report B.: The Context of YOUR school

To complete this you must be able to discuss the various contexts in which your school operates. You should check your district and school's web sites, and any district and school-sponsored publications in determining the pressing issues that are currently confronting your school and district. It might be very helpful to see where your district and school "stand" in relation to the state DOE website (DFG's, etc.). Furthermore, your local newspaper can be a gold mine of information--particularly in the editorial/op-ed section. You should also be able to describe the school's physical plant as well as the community in which it is located.

You will need to take fairly detailed notes throughout your data collection. Please note how school personnel interact with different constituents and the quality of these interactions (for ex., warm, business-like, brusque, hostile, etc.). You may wish to interview several teachers and principals regarding their perceptions of your school contexts, if space permits. **Students are strongly encouraged to begin their data collection *early* in the semester so they will have enough time to analyze their data and complete their reports.**

Report B will consist of 15 - 18 computer-written pages. **YOU WILL NOT USE ACTUAL NAMES OF INDIVIDUALS, SCHOOLS OR SCHOOL DISTRICTS.** Pseudonyms are fine and can be very descriptive. Report B should introduce the reader to your district and then the school in question by presenting relevant demographic, SES and DFG data. Only once the district and the school are introduced may the report proceed to the analytic section. This section **MUST** draw on the research presented in Callahan, as well as Hoy and Miskel. Report B may address the actions of students, parents, teachers, administrators, as well as janitorial staff and the like.

Report B is due December 9, 2015.

The student is strongly cautioned that the instructor expects professionally written reports and will grade accordingly. Students may submit additional drafts of both reports for additional (and ungraded) editorial assistance.

If you have problems in completing this report, you must see the professor.