

Foundations of Educational Administration & Supervision 15:230:500

Syllabus- Spring 2018

Mondays, 4:50-7:30 PM

Scott Hall Room 202

CAC

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Office Hours: Mondays, 3:00 PM-4:15 PM

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Course 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.

Applicable Administrative Code and Standards

This course is designed to align with N.J.A.C. 6A:9B-12.5 Principal and the Professional Standards for Educational Leaders 2015, detailed in N.J.A.C. 6A:9-3.4 Professional Standards for School Leaders:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

1. General Leadership:

Effective educational leaders:

Standard 1. develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Standard 2. act ethically and according to professional norms to promote *each* student's academic success and well-being.

Standard 3. strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 10. act as agents of continuous improvement to promote *each* student's academic success and well-being.

2. **Instructional Leadership:**

Effective educational leaders:

Standard 1. develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Standard 4. develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7. foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 10. act as agents of continuous improvement to promote *each* student's academic success and well-being.

3. **Management:**

Effective educational leaders:

Standard 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 9. manage school operations and resources to promote each student's academic success and well-being.

4. **Context/Community:**

Effective educational leaders:

Standard 3. strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 8. engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Course 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.

Text:

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

Readings: (for Report A- on Sakai Resources)

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

Salmonowicz, Michael J. (2007). Scott O'Neill and Lincoln Elementary School. *Journal of Cases in Educational Leadership*, Vol. 10 #2, 28-37

Additional Readings on Course Assignment and Reading Schedule

Course Assignment and Reading Schedule

*Students are expected to have completed the designated readings prior to class and come to class prepared to discuss the topic.

*All class topic PowerPoint presentations available on Sakai Resources.

January 22, 2018	Course Introduction/Overview; Syllabus Course Procedures and Expectations 2015 PSEL Standards Topics Covered: What is the historical foundation of present educational administrators? <ul style="list-style-type: none">• PowerPoint Presentation: Leadership Within Instructional Settings- Historical Foundations (Sakai Resources)• School administrators as organizational managers• School leaders as sources of influence and change
January 29, 2018	Hoy & Miskel, Chapter 1- The School as a Social System Topics Covered: <ul style="list-style-type: none">• theory and research• schools and systems• key elements of schools
February 5, 2018	Hoy & Miskel, Chapter 2- The Technical Core: Learning and Teaching Topics Covered: <ul style="list-style-type: none">• various applications associated with teaching and learning• basics of organizational theory and focus on student achievement• theories of teaching and learning• instructional leadership
Additional Reading: Knapp, M., Copeland, M. Plecki, M. et al (2006). Leading, learning, and leadership support. Center for the Study of teaching and Policy, University of Washington. (Sakai Resources)	
February 12, 2018	Hoy & Miskel, Chapter 3- Structure in Schools Topics Covered: <ul style="list-style-type: none">• seminal structures of schools and systems• basics of organizational structures
February 19, 2018	Hoy & Miskel, Chapter 4- Individuals in Schools Topics Covered: <ul style="list-style-type: none">• basic characteristics of school culture and climate• needs, beliefs and goals of organizations• school boards and their role in the educational organization
Additional Reading: Dweck, C.S. (January 2010). Mindsets and equitable education. <i>Principal Leadership</i> , p.26-29. (Sakai Resources)	

February 26, 2018 Hoy & Miskel, Chapter 5- Organizational Culture of Schools

Topics Covered:

- organizational culture
- measurement
- operations

March 5, 2018 Hoy & Miskel, Chapter 6- Organizational Climate of Schools

Topics Covered:

- organizational climate
- measurement
- operations
- Discussion of Analysis of Lincoln School Case Study

***Report A due- Analysis of Lincoln School Case Study** (note: This is a required Demonstration Task assignment for the Ed Admin Student Portfolio. See rubric on Sakai Assignments)

A hard copy should be submitted at the beginning of class.

A second copy must be uploaded as a Word Document to the student's Sakai Assignments.

Save and upload your files as follows: 501.Spring2018.Jones

March 12, 2018 **Spring Break**

March 19, 2018 Hoy & Miskel, Chapter 7- Power and Politics in Schools

Topics Covered:

- authority
- power
- perspectives of politics in schools
- rational systems
- power and manipulation

Additional Reading: Mayrowetz, D. & Price, J. (2005). Contested territory: Parents and teachers wrestle for power in an urban neighborhood located within a gentrifying community. *Journal of Cases in Educational Leadership*, 8(3), 72-87 (Sakai Resources)

March 26, 2018 Hoy & Miskel, Chapter 8- External Environments and Accountability of Schools

Topics Covered:

- perspectives of accountability in schools
- how social forces influence schools

Additional Reading: Newmann, F.M., Smith, B., Allensworth, E., & Bryk, A.S. (2001). Instructional Program Coherence: What It Is & Why It Should Guide School Improvement Policy. *Educational Evaluation and Policy Analysis*, Vol.23 (4), 297-321

April 2, 2018 Hoy & Miskel, Chapter 9- School Effectiveness

Topics Covered:

- social systems and school effectiveness

Additional Reading: Lavigne,A.L. (2014). Exploring the intended and unintended consequences of high-stakes teacher evaluation on schools, teachers, and students. *Teachers College Record*, 116 (1). (Sakai Resources)

April 9, 2018 Hoy & Miskel, Chapter 10- Decision- Making in Schools

Topics Covered:

- models of decision making in school systems

Additional Reading: Pitre, P.E. & Smith, W. ISLLC standards and school leadership: Who's leading this band? *Teachers College Record* (Sakai Resources)

April 16, 2018 Hoy & Miskel, Chapter 11- Shared Decision- Making: Empowering Teachers

Topics Covered:

- Vroom Model
- systems of shared decision-making
- Hoy-Tarter Model

April 23, 2018 Hoy & Miskel, Chapter 12 - Communication in Schools

Topics Covered:

- models of communication in schools

Additional Readings: (Sakai Resources)

Honig, M. I., Kahne,J., McLaughlin, M. W. (2001). School-community connections: Strengthening opportunity to learn and opportunity to teach. In V. Richardson (Ed) *Handbook of Research on Teaching*. 4th Edition. Washington, DC: AERA.

Little, J.W. (1990). The persistence of privacy: Autonomy and initiative in teachers' professional relations. *Teachers College Record*, 91, 509-536.

April 30, 2018 Hoy & Miskel, Chapter 13- Leadership in Schools; Chapter 14- Review of School as a Social System

Topics Covered:

- the nature of administrative work
- leadership models and research
- Reflection on course learning

Additional Readings: (Sakai Resources)

Marks, H.M., & Printy, S.M. (2003). Principal leadership & school performance: An integration of transformational & instructional leadership. *Educational Administration Quarterly*, 39(3), 370-397.

York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316

Report B due -Context of Your School

A hard copy should be submitted at the beginning of class. A second copy must be uploaded as a Word Document to the student's Sakai Assignments. (format- 501.Spring2018.Jones)

Report A- Analysis of Lincoln School Case Study- Due March 5, 2018
(Foundations “Demonstration Task” for Student Portfolio- See
Demonstration Task Rubric and e-mail instructions on Sakai Resources)

- Read the case study “Scott O’Neill and Lincoln Elementary School by Michael Salmonowicz. (in Sakai Resources)
- Put yourself 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 PSEL 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 3 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 plans it may be helpful to consider the findings of D. L. Duke (Sakai Resources) 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
 - * Collaboration
 - * Use of Data
 - * Leadership
 - * Organizational Structure
 - * Staff Development
 - * Alignment
 - * Assessment
 - * High Expectations
 - * Parental Involvement
 - * Scheduling

- 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 Plans with the PSEL Standards

- Conclude your paper with a brief discussion of how your three plans align with the PSEL standards.
- How are the actions that you propose consistent with the ten PSEL 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 ten (10) standards in your discussion.

Professional Standards for Educational Leaders (PSEL) 2015

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

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Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

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Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.

Report B.: The Context of Your School- Due April 30, 2018

To complete this assignment, 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 NJDOE 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 Hoy and Miskel and supplemental readings. Report B may address the actions of students, parents, teachers, administrators, as well as janitorial staff and the like.

Grading

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. **The professor expects professionally written reports and will grade accordingly.**

Grades will be assigned on a point-basis. Class discussion regarding the assigned readings and their relevance to current practice is a vital component of this class. Students will be evaluated on the basis of participation in all course activities, presentation of ideas, and quality of written assignments. All assignments must be posted to Sakai Assignments on the stipulated dates they are due. No late assignments will be accepted. Students are reminded of the Rutgers Academic Integrity Policy, which governs all class activities and assignments. [<http://academicintegrity.rutgers.edu/>]

Activity	Point Values
Classroom discussion	15 points
Report A: Lincoln School Case Study March 5, 2018	30 points
Report B: Context of Your School April 30, 2018	55 points
Total Points	100 points

Grading Scale (based on points)

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
F	Below 60

Rutgers Sakai Site

To use this resource you must:

- Have a Rutgers NetID - see <http://oit.rutgers.edu/services/account/quick.html>
- Access Sakai at: <https://sakai.rutgers.edu/portal/site/!gateway/page/!gateway-100>
- Click the Upper Tab for Foundations in Education and then click Resources on left margin

Disability Accommodation Policy

Any student who believes that s/he may need an accommodation in this class due to a disability should contact Rutgers Office of Disability Services (<https://ods.rutgers.edu/>) in order to receive appropriate accommodations. Any student who has already received a “letter of accommodation” should contact the professor at the start of the semester to discuss implementation of his/her accommodations. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodation(s).