

San Jose State University
College of Education
“Excellence and Equity in Education”

Department of Administration and Higher Education
“The vision of the Educational Administration Program is to prepare courageous, reflective leaders who will guide their educational communities to create and sustain schools in which all students and staff use their minds and hearts well.”

The School Administrator: The School Leader and Manager
Ed.Ad. 200-201 (6 units)

Catalog Description:

Management and leadership theories and applications to the school, organizational development, clarification of professional beliefs, group process skills, dynamics of change, school reform, collaboration and resiliency.

Course Purposes:

This course focuses on management and leadership and how the educational leader carries out those important roles. We shall also deal with the educational leader’s persona and the dynamics of change as they relate to the leader’s role.

Course Objectives:

By the end of the course you will:

ADMINISTRATIVE CONCEPTS AND MANAGEMENT STRATEGIES

Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. (1.1)*

Communicate and implement the shared vision so the entire school community understands and acts on the mission of the school as a standardized-based education system. (1.2)

Establish school structure, patterns and processes that support student learning. (3.2)

Utilize the principles of systems management, organizational development, problem solving and decision-making techniques fairly and effectively. (3.6)

Sustain a safe, efficient, clean, well-maintained and productive school environment that nurtures student learning and supports the professional growth of teachers and support staffs. (3.5)

Model personal and professional ethics, integrity, justice and fairness and expect the same behaviors from others. (5.2)

Reflect on personal leadership practices and recognize their impact and influence on the performance of others. (5.4)

Encourage and inspire others to higher levels of performance, commitment and motivation. (5.5)

Sustain personal motivation, commitment, energy and health by balancing professional and personal responsibilities. (5.6)

Demonstrate skills in decision-making, problem solving, change management, planning conflict management and evaluation. (5.1)

Collect and report accurate records of school performances.

Articulate purposes of education and school based on research.

Facilitate effective and productive meetings where participants become informed and share responsibilities.

Develop and practice effective and skillful communication skills, including listening, speaking, presenting, writing and publishing.

ROLE OF SCHOOL IN A DEMOCRATIC SOCIETY

Shape a culture where high expectation for all students and for all subgroups of students is the core purpose. (2.3)

Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership and shared responsibility. (2.6)*

Protect the rights and confidentiality of students and staff. (5.10)

View oneself as a leader of a team and also as a member of a larger team. (6.1)

Understand the importance of, and have the ability to open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement. (6.6)

Understand the historical perspective of school reform.

BUILDING EQUITY IN DIVERSE COMMUNITIES

Use the influence of diversity to improve teaching and learning. (1.1)

Promote equity, fairness and respect among all members of the school community. (2.1)

Foster resiliency that demonstrates caring and high expectations.

MANAGING AND LEADING CHANGE

Identify and address any barriers to accomplishing the visions. (1.4)

Shape school programs, plans and activities to ensure integration, articulation and consistency with the vision. (1.5)

Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (6.4)

Create a culture that values risk taking and courage.

Support participation for all members of the educational community.

Know the history of change within organizations.

RESEARCH AND REFLECTION ON PRACTICE

Make and communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices and equity. (5.3)

* The complete *California Standards for School Leaders* is published in the *Educational Leadership Student Handbook* and on the website www.sweeneyhall.edu/edad

ESSENTIAL QUESTIONS

1. What is the role for a school leader given the new context for California public schools?
2. What are the leadership skills, attitudes and behaviors of leaders working successfully to improve the quality of life within a diverse, pluralistic school setting?
3. What do school leaders do in order to empower and to enlarge the circle of leadership at a resilient school?
4. Using the Hand of Leadership model as a starting point, which of the skills, attitudes and behaviors are well developed within yourself, and which do you need to continue to develop?
5. What do you do to motivate people in your organization to higher performance?
6. What is your specific action plan to assure and assess your continuing professional and personal growth? Include in your action plan: the specific skill/attitude/behavior for development, what you will do, when you will do it, and how you will assess the effectiveness of this effort.

OUR FIVE THEMES IN THE EDUCATIONAL LEADERSHIP PROGRAM:

Administrative Concepts and Management Strategies

Role of Schooling in a Democratic Society

Building Equity in Diverse Communities

Managing and Leading Change

Research and Reflection on Practice

COURSE REQUIREMENTS

GRADES

You determine the grade you earn in this seminar. The assumption is because you are professionals your grade will be an A. You determine if the grade is lower. All assignments are required as well as regular attendance. If you are critically engaged-identifying new questions, demonstrating curiosity, assuming diverse perspectives and challenging assumptions as well as participating through personal engagement, praxis, personal reflections and completing assignments at a timely, thoughtful, reflective and professional level, you will earn a grade of A or credit for a credit/no credit course.

ATTENDANCE AND PARTICIPATION IN THE SEMINARS.

The expectation for all graduate seminars is that educational leaders will attend and participate in all of the presentations, large and small group activities, and reading and writing assignments. If a professional conflict or an emergency intervenes, professional courtesy requires that the graduate student notify the instructor of the course in advance. If conflict warrants it, the student may request a substitute learning assignment from the instructor and the work may be made up by the date set by the instructor. If no advance

notice is given (cutting a class), then the work cannot be made up and a lower letter grade should be expected.

REQUIRED ASSIGNMENTS

1. YOUR RELECTIVE JOURNAL – due: Weekly

Active reflection is a vital component of leadership; school change will not occur without it. At the close of each class, you will receive a writing prompt for your journal to guide reflection. The prompt will relate to the leadership standards and topics discussed in class or you may choose your own topic for reflection. Use this reflection to analyze what value the class discussion has for your workplace or to your emerging leadership vision or style. The reflection may take the form of analyzing leadership opportunities in your workplace: what was significant, what puzzled you or what you learned. It might also include what you wished you would have done differently now that you are a step away from the situation. One of the weekly reflection activities will be replaced with a leadership self-assessment tool and the opportunity to collect a matching assessment from an “observer” in your workplace. The reflective journal writing assignment is due no later than the Wednesday following class.

2. INTERVIEW OF AN ADMINISTRATOR – due: September 24, 2001

Interview an administrator. Describe his/her position and years in administration. Ask why this person chose administration, what preparation or experience was helpful and what else would have been helpful. Ask about what the person finds most rewarding, most frustrating about the job, what s/he would like to be able to do over again, in what group s/he finds allies, in what group s/he finds resisters or saboteurs, and what the priorities are for the year. Ask him/her about her/his greatest strength and any area for improvement. Ask about district support for new administrators and about any formal or informal mentoring relationships that have been established to help him/her in this role. Ask what s/he feels is “worth fighting for” and how s/he prioritizes responsibilities, time and people to wage this “fight.” In addition, feel free to ask whatever else is of interest to you. Summarize this interview, especially your reflective comments, in one page.

3. STUDENT INTERVIEW- due: October 29, 2001

You are to interview a student with special needs such as language, special education, Title I, etc. What is the child’s reality both inside and outside the school? What are the primary obstacles this student faces for a successful future? What recommendations can you make for removing the obstacles? Use the resiliency material in your analysis. Without revealing anything that would specifically identify the student, summarize this interview in one page.

4. OBSERVATION AT A BOARD MEETING – due: November 26, 2001

You are to attend at least one school board meeting. You may use the guide that will be distributed in class to organize your comments or write your thoughts as a one-page summary. Be a critical observer. Focus on the clarity of purpose, roles, preparation, effectiveness, sequence of items on the agenda, time allocated to each item, opportunity for public input and what that says to you about the culture of the district.

5. LEAD A MEETING AT SCHOOL- due: December 10, 2001

Leading a productive meeting, facilitating discussions, or conducting a group problem solving session is an authentic opportunity to synthesize strategies you have learned in class and the chance to improve upon ineffective meetings you have attended. Choose one of the topics discussed in class, a problem at your school, a pending decision from your worksite, or a typical faculty or committee meeting that you will lead now or in the future. Plan your presentation with the focus you have chosen. We can all learn from each other. If you have trouble locating a school problem or a focus for this presentation, I am certain that we can think of one together. Prepare a ten-minute report of your experience to present to the class. Explain the problem, the plan you used to solve it or work on it, how it turned out and what you might do differently in the future.

6. ESSENTIAL QUESTIONS PAPER- due: December 3, 2001

Write this paper using what you have learned in this class and on the job while reflecting on the issues raised in this class. Demonstrate your understand of the essential questions and the course content by specifically referring to the discussions, readings, theories, leadership assessments, authentic experiences, and your reflections. This paper should be four to five pages in length. A scoring rubric will be provided in class.

GRADES:

You determine the grade you earn in this class. All assignments are required. If assignments are done with pride and if you actively participate in class, you will earn a grade of A. With the same high expectations you have as a professional educator, I do not accept late work happily.

You are professionals, and it is possible that these assignments do not meet your learning needs. I am available to listen to alternatives. My office is SH443 or you may call me

either at the university or at home or send me an e-mail message. I want this class to be helpful to your future.

Remember that the skills necessary for effective written communication are very important for school leaders. I will read and reflect on each assignment. Since my acceptance is a necessary condition, I may return a paper to you for revision or polishing if it does not demonstrate pride and serious reflection on your part as a professional educator.

The professors in our department have high expectations of each of you. Schools will improve if our leaders have pride, passion and vision. We want the community to know that each educator who emerges from the SJSU Educational Leadership program is that kind of leader.

REQUIRED READING

Barth, Roland (1990) *Improving Schools from Within: Teachers, Parents and Principals Can Make a Difference*. San Francisco: Jossey-Bass

Gadwell, Malcom (2000) *Tipping Point: How Little Things Can Make a Big Difference*. Boston: Little, Brown and Company.

Krovetz, Martin (1999) *Fostering Resiliency: Expecting All Students to Use Their Minds and Hearts Well*. Thousand Oaks: Corwin Press, Inc.

Sergiovanni, Thomas (2000) *The Lifeworld of Leadership: Creating Culture, Community, and Personal Meaning in Our Schools*. San Francisco: Jossey-Bass

ASCD: *How to Solve Typical School Problems, and How to Run Effective Meetings*

Articles as assigned.

In addition to the required reading, you may wish to use educational journals as important sources of cutting-edge information. Many of these journals can be found on-line. Among the best are:

ASCD (Educational Leadership)
1703 North Beauregard St.
Alexandria, VA 22311
www.ascd.org (sign up for the daily SmartBriefs and on line full text articles)
www.ascd.org/ubd (for information on Understanding by Design)

Educational Weekly
www.edweek.org (free news on-line)

Kappan
Phi Delta Kappan International
P.O. Box 789
Bloomington, IN 47402-9961
Available on-line through the SJSU library resources