

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: Leader in the Community
EdAd 205 (3 units)

Course Description

EdAd is a core course leading to the Preliminary Administrative Services Credential and/or the Masters Degree in Educational Administration/Supervision. The focus of the course is the development of a knowledge base and skills in order to develop a stronger relationship and increased collaboration between our ever-increasing diverse schools and communities.

Course Purposes

The course will prepare prospective administrators to become knowledgeable of the cultural/socio-economic makeup of our students/communities (national, state, regional, local), and to develop the attitudes and skills necessary to involve and utilize the total community resources in the enterprise of schooling.

OUR EDUCATIONAL LEADERSHIP THEMES:

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 Objectives

ADMINISTRATIVE CONCEPTS AND MANAGEMENT STRATEGIES

Students will learn to:

*Note: California Professional Standards for Educational Leaders (CPSEL)

- Identify and address any barriers to accomplish the vision. (CPSEL 1.4)
- Use the influence of diversity to improve teaching and learning. (CPSEL 1.6)
- Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership and shared responsibility. (CPSEL 2.6)
- Use the influence of the office to enhance the educational program rather than for personal gain. (CPSEL 5.9)

ROLE OF SCHOOLING IN A DEMOCRATIC SOCIETY

Students will learn to:

- Communicate and implement the shared vision so the entire school community understands and acts on the mission of the school as a standards-based education system. (CPSEL 1.2)
- Communicate information about the school on a regular and predictable basis and through a variety of media. (CPSEL4.6)
- Use the influence of the office to enhance the educational program rather than for personal gain. (CPSEL 5.9)
- Protect the rights and confidentiality of students and staff. (CPSEL 5.10)
- Generate Support for the school by two-way communication with key decision-makers in the school community. (CPSEL 6.3)
- understand the political power of school/community collaborations to improve the quality of life and learning for all students
- Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement. (CPSEL 6.7)

BUILDING EQUITY IN DIVERSE COMMUNITIES

Students will learn to:

- Leverage and marshal sufficient resources to implement and attain the vision for all students and all sub groups of students. (CPSEL 1.3)
- Identify and address any barriers to accomplish the vision.(CPSEL1.4)
- Use the influence of diversity to improve teaching and learning. (CPSEL1.6)
- Incorporate information about family and community expectations into school decision making and activities. (CPSEL4.1)
- Promote equity, fairness and respect among all members of the school community. (CPSEL 2.5)
- Recognize and respect the goals and aspirations of diverse family and community groups. (CPSEL 4.2)
- Treat diverse community stakeholder groups with fairness and respect. (CPSEL 4.3)
- Strengthen the school through the establishment of community, business, institutional and civic partnerships. (CPSEL 4.5)

MANAGING AND LEADING CHANGE

Students will learn to:

- Facilitate the use of appropriate leaning materials and learning strategies which include the following: students as active learners, a variety of appropriate materials and strategies, the use of reflection and inquiry, an emphasis on quality vs, quantity, and appropriate and effective technology. (CPSEL 2.7)
- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (CPSEL 6.4)
- describe and understand the cultural/socio-economic makeup of students/communities (national, state, regional, local)

RESEARCH AND REFLECTION ON PRACTICE

Students will learn to:

- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (CPSEL 5.8)

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

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.

Essential Questions

What is the impact of the changing student/community demographics on my school or district?

What leadership skills will be required to provide educational leadership in a very diverse/pluralistic setting? Which skills do I now possess? Which skills will I need to develop?

What is my specific professional and personal action plan to assure and assess my continual growth as an effective leader in the area of school-community relations?

Link theory to practice

- Students will apply theoretical concepts of this course to practice at their worksites

Required Reading

Darling-Hammond, Linda. (1997). *The right to learn: A blueprint for creating schools that work*. San Francisco: Jossey-Bass.

Ladson-Billings, G. (1994). *The dreamkeeper: Successful teachers of African American children*. San Francisco: Jossey-Bass.

Lindsey, Randall B. Robins, Kikanza Nuri, and Terrell, Raymond D. (1999) *Cultural Proficiency*. Thousand Oaks, California: Corwin Press, Inc.

Recommended Reading

Delpit, Lisa. (1996). *Other people's children: Cultural conflict in the classroom*. New York: The New York Press

Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York: The Free Press.

Freire, Ana Marie Araujo, and Macedo, Donald. (Eds.). (1998). *The Paulo Freire Reader*. New York: the Continuum Press.

Glickman, C. (1998). *Democracy in education: Revolution, change and the real renewal of American schools*. San Francisco: Jossey-Bass.

Goodlad, John. (1997). *In praise of education*. New York: Teachers College Press.

Hesselbein, Frances, Goldsmith, Marshall, Beckhard, Richard, Schubert, Richard E. (1998). *The community of the future*. The Drucker Foundation Future Series. San Francisco: Jossey-Bass Publishers,

Kirst, Michael, Fuller, Bruce, Hayward, Gerald, Burr, Elizabeth. (2000). *Crucial issues in California education 2000: Are the reform pieces fitting together?* . PACE (Policy Analysis for California Education).

National PTA. *Building successful partnerships*. Foreward Dr. James P. Comer, National Educational Service, Bloomington, Indiana. 2000.

Nieto, S. (1999) *The light in their eyes*. New York: Teachers College.

Nicholan, S. & Ramos, C. (1990). *Together is better: Building strong partnerships between schools and Hispanic parents*. Hispanic Policy Development Project. New York.

- Oakes, Jeannie, Quartz, Karen, Hunter, Ryan, Steve, & Lipton, Martin. (2000). *Becoming good American schools: The struggle for civic virtue in education reform*. San Francisco: Jossey-Bass Publishers.
- Payne, R.K. (1998). *A framework for understanding poverty. (rev.ed.)*. Texas: RFT Publishing Co.
- Pine, G. L. and Hilliard, A. (1990). RX for racism: Imperatives for America's schools. *Phi Delta Kappan*. April.
- Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Jossey-Bass.
- Senge, P. Kleiner, A., Roberts, C., Ross, R., & Smith, B. (1994). *The fifth discipline fieldbook: Strategies and tools for building a learning organization*. New York: Doubleday.
- Senge, P, Kleiner, A., Roberts, C., Ross, R., Roth, G. & Smith, B. (1999). *The dance of change: The challenges of sustaining momentum in learning organizations*. New York: Doubleday.
- Sergiovanni, Thomas J. (2000). *The lifeworld of leadership*. San Francisco: Jossey-Bass.
- Sergiovanni, Thomas J. (1996). *Moral leadership: Getting to the heart of school improvement*. San Francisco: Jossey-Bass.
- Study Group on Services Integration. (1993) *Together We Can: A guide to crafting community based family centered strategies for integrating education and human services*. : Washington, D.C: Institute for Educational Leadership.
- Tatum, B. D. (1992). *Talking about race, learning about racism: The application of racial identity development theory in the classroom*. Harvard Educational Review.
- Wheelock, Anne. (1992). *Crossing the tracks: How untracking can save America's schools*. Massachusetts Advocacy Center. . New York: The New Press.

Required Web Sites:

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

www.pdkintl.org (on line full text articles)