

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 Advocate for All Children
EdAd 206 (3 units)

CATALOG DESCRIPTION

EdAd 206 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 to develop, implement and evaluate specialized school programs, and to develop skills in the area of grantsmanship.

COURSE PURPOSE

The course will prepare prospective administrators to become knowledgeable and skilled in the administration of specialized programs to meet the needs of a diverse student population, and to acquire the necessary skills to develop resources from the public/private sectors to plan/implement/evaluate these specialized programs.

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 MANAGMENT STRATEGIES

Students will learn to:

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

- Use the influence of the office to enhance the educational program rather than for personal gain. (CPSEL 5.9)
- Examine a variety of specialized programs to meet the needs of diverse student populations.
- Explore strategies for assessing and improving specialized programs.

ROLE OF SCHOOLING IN A DEMOCRATIC SOCIETY

Students will learn to:

- 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)
- 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)
- 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:

- Support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services. (CPSEL 4.4)
- Examine a process for the identification of public/private sector funding sources to meet special student needs.

MANAGING AND LEADING CHANGE

Students will learn to:

- Facilitate the use of appropriate learning 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)
- Understand the unique, special role of parents and other community groups in the planning and implementation of specialized programs.

RESEARCH AND REFLECTION ON PRACTICE

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

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 leadership skills are needed to develop, implement and evaluate specialized programs to meet the needs of diverse student populations?

What is my professional and personal action plan to assure and assess my continual growth as an effective leader in the areas of specialized school programs and student advocacy?

LINK THEORY TO PRACTICE

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

REQUIRED READING

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

*Olsen, Laurie and Jaramillo, A. (1999). *Turning the tides of exclusion: A guide for educators and advocates for immigrant students*. The California Tomorrow Equity-Centered School Reform Series.

RECOMMENDED READING

Brandt, R. (Ed.). (2000). *Education in a new era: ASCD Year Book 2000*. Arlington, VA: Association for Supervision and Curriculum Development.

Chanez, R., et. al. (1991). Dropping out of school: Issues affecting culturally, ethnically and linguistically distinct students. *The Journal of Educational Issues of Language Minority Students*. Volume 8.

- Cole, R. (Ed.). (1995). *Educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: ASCD.
- Davis, D., et. al. (1991). "On the track of comprehensive reform: The whole school for the whole child. *Equity and Choice*.
- Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York: The Free Press.
- First, Joan, Kellogg, John B., Almeida, Cheryl A., Gray, Richard. (1991). *The good common school: Making the vision work for all children*. Boston, MA: National Coalition of Advocates for Students.
- Freire, Ana Marie Araujo and Macedo, Donald. (Eds.). (1998). *The Paulo Freire Reader*. New York: the Continuum Press.
- Gibson, M. and Ogbu, J. (1991). *Minority status and schooling*. New York: Garland Publishing.
- Glickman, C. (1998). *Democracy in education: Revolution, change and the real renewal of America's schools*. San Francisco: Jossey-Bass.
- Goleman, Daniel. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books:
- Gutman, A. (1987). *Democratic Education*. NJ: Princeton University Press.
- Hilliard, A. G. (1990). *Teachers and cultural styles in a pluralistic society*. Rethinking Schools. December.
- hooks, bell. (1995). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Krovetz, M.L. (1999). *Fostering Resiliency*. Thousand Oaks, CA: Corwin Press, Inc.
- Means, B., Knapp, M. (1991). Cognitive approaches to teaching advanced skills to educationally disadvantaged students. *Phi Delta Kappan*, December, 282-289.
- Nieto, S. (1992). *Affirming diversity: The sociopolitical context of multicultural education*. New York: Longman Publishers.

Olsen, L. (1990). *Bridges: Promising programs for immigrant children*. San Francisco: California Tomorrow.

Olsen, Laurie. . (1997). *Made in America: Immigrant students in our public schools*. New York: The New Press.

Sarason, S. (1997). *How schools might be governed and why*. New York: Teachers College Press.

Sarason, S. (1994). *Parent involvement and the political principle*. San Francisco: Jossey-Bass.

Simons, J., and Jablonski, D. M. (1991). *An advocate's guide to using data*. Washington, D. C. Children's Defense Fund.

Thorne, Barrie. (1997). *Gender play: Girls and boys in school*. New Brunswick, NJ: Rutgers University Press.

Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD

Wheelock, A. (1992). *Crossing the tracks: How "untracking" can save American schools*. 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)

