

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 Educator
EdAd 202 (6 units)

CATALOG DESCRIPTION

Curriculum development and implementation. Instructional program organization and improvement. Student progress assessment and intervention. Instructional program and curriculum evaluation. Characteristics of effective schools. Curriculum balance, integration and congruence. Student characteristics. Social developments affecting schools.

COURSE PURPOSES

The instructional program is the central focus of schooling. All management and leadership activities in schools need to be directed toward improving the quality of life and learning for all students. The primary role of the school administrator is to facilitate teaching and learning in schools. In order to provide this leadership the administrator needs to have an understanding of curriculum, instruction, student assessment and program evaluation and an appreciation for the interdependence of each. Effective administrators facilitate, lead, evaluate, and create opportunities for the educational program to better meet the needs of all students. Students will complete a two page essay at the end of each class session reflecting the topic. The instructor will correct and score the essays for progressive writing competency. Students will also learn the first six components of Action Research, which is the Master’s thesis for this program. At least two drafts of each of the six elements will be due each two weeks of the course. The final draft for the six elements in proper APA format with no errors will be due two weeks before the last class session.

COURSE OBJECTIVES

ADMINISTRATIVE CONCEPTS AND MANAGEMENT STRATEGIES

Students will learn to:

- 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. (California Standards for School Leaders [CSSL] 1.1).
- Create an accountability system of teaching and learning based on content standards. (CSSL, 2.1)
- Monitor and evaluate the program and staff at the site. (CSSL, 3.1).
- Establish school structures, patterns, and processes that support student learning. (CSSL, 3.2).
- Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades. (CSSL, 5.8)
- Understand and clearly define curriculum, instruction and assessment and describe the importance of their alignment through the use of backward design.
- Understand and apply learning theory in designing meaningful staff development focused on maximizing learning for all students
- Understand and apply standards-based instruction as it relates to curriculum, assessment and accountability
- Understand the role of principal as instructional leader
- Demonstrate the use of technology as a tool in research and instruction

ROLE OF SCHOOL IN A DEMOCRATIC SOCIETY

Students will learn to:

- View oneself as a leader of a team and also as a member of a larger team. (CSSL, 6.1).
- Understand the values and concerns of the many communities that constitute a democracy and the importance of involving these communities in the life of the school
- Understand the history and current role of education in a democratic context and the political context of educational policy making

BUILDING EQUITY IN DIVERSE COMMUNITIES

Students will learn to:

- Use the influence of diversity to improve teaching and learning. (CSSL, 1.6).
- Know well and describe the increasingly diverse student population (race, ethnicity, gender, physical disability, culture, SES, language, sexual orientation and religion) and how to design curriculum, instruction and assessment to narrow the achievement gap
- Articulate a philosophy of instructional leadership and demonstrate the courage to ensure success for all students, especially the underserved and underachieving
- Engage critically the predominant theories in education that are used to explain why children from low socio-economic backgrounds, and children of color, tend to fail academically, and their families tend to be less involved in schools.

MANAGING AND LEADING CHANGE

Students will learn to:

- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all student relative to the content standards. (CSSL, 2.4).
- Describe action research as an instrument of change
- Understand and apply the key elements of effective implementation of change theory centered on curriculum, instruction and assessment
- Understand the role of educational leadership in developing and sustaining a learning organization, using collaborative inquiry, equity and respect.

RESEARCH AND REFLECTION ON PRACTICE

Students will learn to:

- 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. (CSSL, 1.1).
- Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students. (CSSL, 2.2).
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (CSSL, 5.3).

- Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades. (CSSL, 5.8).
- Conduct action research through the first six elements
- Practice critical analysis by reading research and reflecting on its implications

ESSENTIAL QUESTIONS: this is the final exam for the course. Students are expected to complete the Essential Questions in essay form, typed and double spaced, by the penultimate (next to last) class session. After the instructor has scored and graded each essay, the essay will be an exhibit in the student's exit portfolio for the Tier 1 program.

1. How do teachers in your school discuss curriculum – what we teach?
2. How do teachers in your school discuss assessment – how we measure what we teach?
3. How do teachers in your school discuss instruction – the methods of delivery, the art and science of teaching?
4. How are these three domains of professional teaching discussed at grade levels or department levels?
5. What changes will your Action Research make in your school in how professional educators discuss curriculum?
6. What changes will your Action Research make in your school in how professional educators discuss assessment?
7. What changes will your Action Research make in your school in how professional educators discuss the strategies, the art, and the science of the act of teaching?
8. How will you present your Action Research to colleagues and teachers in your school?
9. How have your leadership skills improved during Ed Ad 202?
10. How will you transfer the learning, the readings, the simulations, the projects, and the discussions to the application level of your work at school?

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 READING

Bohn, Anita Perna & Sleeter, Christine E. (2000, October). Multicultural education and the standards movement: A report from the field. *Kappan* 82 (2), 156-159.

Lee, Enid (1996). Anti-racist education: Pulling together to close the gaps. Keynote address to the annual METCO conference. Boston, MA.

Marzano, Robert; Pickering, Debra; Pollock, Jane. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Sagor, Richard (1998). Collaborative action research for educational change. In Hargreaves, A. (ed.). *Rethinking educational change with heart and mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

Schmoker, Mike (1999). *Results: The key to continuous school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Westwater, A. & Wofle, P. The brain compatible curriculum. *Educational Leadership* 58 (3), 49-52.

Wiggins, Grant & Jay McTighe (1998). *Understanding by design*. Alexandria, VA; Association for Supervision and Curriculum Development.

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)

CLASS SCHEDULE of TOPICS: EFFECTIVE INSTRUCTIONAL LEADER
CURRICULUM
ASSESSMENT
INSTRUCTION
PROGRAM EVALUATION
STAFF DEVELOPMENT
ACTION RESEARCH
6 credits: 90 contact hours

Session

1. Introductions, Effective Schools, Instructional Leadership of the Principal, The Action Research Requirement.
2. Relationships of Curriculum, Assessment, Instruction, and Program Evaluation
3. Curriculum and Curriculum Mapping
4. Principles of Assessment: Popham
5. Understanding by Design: Wiggins and McTighe
6. Backward Design: Wiggins and McTighe
7. Planning Lessons, Units, and Staff Development with Backward Design
8. Defining Action Research, Sagor article, Background Description
9. Statement of Problem, Statement of Purpose, Collecting Data
10. Collecting Data, Schomaker's Results
11. Research sources, Research Questions, Annotated Bibliography
12. Marzano *et al*: Classroom Instruction that Works
13. Changing Teaching Strategies: What Is and What Could Be
14. Methodology: Interventions, Changes, Measuring Changes
15. Building equity among diverse student groups: Bohn and Sleeter article, Enid Lee's article: Implications for Curriculum and Instruction.
16. Teaching-Learning Styles and Brain-Compatible Curriculum: Westwater and Wolfe article, Facet 3 from Understanding by Design

17. Staff Development Plan (UBD): How we talk about curriculum, assessment, and instruction by grades, departments, school
18. Final paper on 6 components of Action Research due: presentation by problem-alike categories
19. Essential Questions: final exam