

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.”

Seminar in Administration in Educational Settings
EdAd 253 (3 units)

CATALOG DESCRIPTION

EDAD 253

Analysis of practical problems in educational administration. Application of planning , evaluation and research methodologies to problems in education.

PREREQUISITES

The prerequisite is Ed Ad 202. Since this is the required capstone course for the M. A. degree in Educational Administration, it should be taken the third or fourth semester in the second year. No M. A. degree will be awarded by the SJSU Graduate Studies Division unless this course appears on the student’s transcript.

COURSE PURPOSES

This course focuses on the thirteen elements of the Master’s thesis for Educational Administration which is an Action Research project to solve a school problem. Students will write, review and critique the first six elements of the Action Research Master’s thesis: background to the problem, statement of the problem, purpose of the intervention/study, research questions, review of the literature, and methodology. During this course, students will complete the data collection, analyze the data, and describe the results. Instruction by the professor in data collection charts and the writing of the sections entitled research findings, conclusions, recommendations, evaluation of the process for student and workplace, references, appendices, and abstract will constitute the bulk of the course. Instruction will delineate the format, writing, and procedures. Students will write each assigned section, bring it to class, and will share each section for peer and instructor critique.

Expectations for this course include drafts and final copies for each of the 13 sections and completion of the Master’s thesis. The final product will be in correct APA format with no errors in narrative, format, charts, abstract or research findings.

The course will also review the components of the exhibition portfolio that each student presents to the work site supervisor, the SJSU advisor and others.

All work for the course will be completed by April 15 in spring semester and November 15 in fall semester.

The course will also take a look at future plans for individual professional development in administration and leadership.

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

Students enrolled in this course will receive instruction in writing, editing, and completing the Master's thesis in proper APA format. They will receive individual and group coaching in order to successfully complete the M. A. thesis and the exhibition of competency portfolio for the M. A. and credential in a timely fashion.

Ed Ad 253 is concern entirely with the fifth theme in Educational Leadership.

RESEARCH AND REFLECTION ON PRACTICE

Students will learn to:

- Reflect on personal leadership practices and recognize their impact and influence on the performance of others. (CPSEL 5.4)*
 - 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. (CPSEL, 2.2).
 - Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (CPSEL, 5.3).
- Practice critical analysis by reading research and reflecting on its implications.
- California Professional Standards for Educational Leaders

The Essential Questions are the final exam for the course. This should be in essay form and handed in at the penultimate (next to last) class session. The essay will be an exhibit in the exit portfolio for this course.

* 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 are the key dimensions of human resources for leading schools?
How can I, as an educational leader, promote student achievement through the key dimensions of human resources?
What are my professional career interests, goals, and qualifications in educational leadership and how do I intend to continue to grow as a professional leader throughout my career?

REQUIRED READING

American Psychological Association. (2001). *Publication Manual*. 5th edition. Washington, DC: APA.

California School Leadership Academy at WestEd (2001). *California Professional Standards for the Educational Leaders*. Oakland, CA: California School Leadership Academy at WestEd.

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.

WEB SITES: Professional Organizations

Association for Supervision and Curriculum Development
www.ascd.org

National Association of Secondary School Principals
www.nassp.org

American Association of School Administrators
www.aasa.org

Association of California School Administrators
www.acsa.org

California School Leadership Academy
www.csla.org

International Principals Network
www.gse.harvard.edu/principals

Phi Delta Kappa
www.pdkintl.org/kappan.htm

Education Week
www.edweek.org

National Staff Development Council
Web page: www.nsd.org

EdSource Online
www.edsource.org

California State Department of Education
www.cde.ca.gov/edu

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)

COURSE SESSIONS:

Spring 2002

Lindstrom Lamb

1. Introduction, Review of first 6 elements	Thursday, Jan. 23	Monday, January 28
2. Peer Critiques of first 6 in draft	January 30	February 4
3. Rewriting and editing	February 6	February 11
4. Descriptions of Data Collection, Charts	February 13	February 18
5. Research Findings, First Draft	February 20	February 25
6. Peer and Instructor Critiques of Findings	February 27	March 4
7. Research Findings, Final Draft	March 6	March 11
8. Conclusions, Peer Critique	March 13	March 18

9. Recommendations, Peer Critique	March 20	March 25
10. Evaluation, References, Appendices, and Abstract due	March 27	April 1
11. Review of Portfolio Reflections Essay due	April 3	April 8
12. Final M. A. Action Research due Review of Portfolio	April 10	April 15