

University of Illinois at Urbana Champaign - College of Education
Department of Educational Organization and Leadership
Educational Leadership and Policy Online Program

EOL 540: Introduction to Educational Administration (Online)¹

Wednesdays, 6:00 – 8:00 p.m. Central U.S. Standard Time (online) January 7 – March 18

Instructor

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332 Education

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By appointment

THANK YOU FOR READING THIS SYLLABUS CAREFULLY

From its earliest days, an underlying assumption behind public education has been that a well-educated citizenry is vital if democracy is to survive...Over the past two centuries, [the] sense of pride in public schools has become muted, especially in communities where there are inequitable opportunities and resources. Public education, once viewed as one of the most important resources fueling America's growth, has become contested and politicized, and educational leaders have born the brunt of this changing perspective. Some of this criticism is well deserved, and some was not.

~ Introduction, The Sage Handbook of Educational Leadership

I hate the phrase "All kids can learn." Of course, all kids can learn... The question is, what are they learning?

~ Audrey Union, Middle School Principal

Course Overview

Welcome to Introduction to Educational Administration! This course provides the basic common understanding of theory and practice in operation and administration of schools and analyzes both formal and informal influences on governance. Prerequisite: Graduate standing in the College of Education or consent of instructor.

Course Objectives

Upon completion of this course, the student will be able to:

1. Effectively use synchronous and asynchronous learning platforms
2. Understand and critically analyze the assumptions, purposes, and application of educational leadership theories
3. Identify and explain the interactive nature, context, and culture of leadership and schooling and understand the human dimension of school organizations.
4. Develop an understanding of quality teaching and learning
5. Identify and discuss current trends and issues in education, including an understanding of the change process as it relates to schools.
6. Demonstrate the application of scientific reasoning in consuming and reporting research and how research is used to make and support educational decisions.

¹ Our online program is not designed for students interested in Illinois Type 75 certification

Required texts:

Jossey-Bass. (2007). *The Jossey-Bass reader on educational leadership* (2nd ed.). San Francisco: Author.

Book group texts: (wait until after the first class to choose one)

Apple, M. W. (2006). *Educating the "right" way: Markets, standards, God, and inequality* (2nd ed.). New York: RoutledgeFalmer.

Frattura, E. M., & Capper, C. A. (2007). *Leading for social justice: Transforming schools for all learners*. Thousand Oaks, CA: Corwin.

Loewen, J. W. (2007). *Lies my teacher told me: Everything your American history textbook got wrong* (2nd ed.). New York: Simon & Schuster.

Olssen, M., Codd, J., & O'Neill, A.-M. (2004). *Education policy: Globalization, citizenship, and democracy*. Thousand Oaks, CA: Sage.

Shields, C. M. (2008). *Courageous leadership for transforming schools: Democratizing practice*. Norwood, MA: Christopher-Gordon Publishers.

Recommended texts:

*American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2001). *How people learn: Brain, mind, experience and school* (Expanded ed.). Washington, DC: National Research Council.

English, F. W. (Ed.). (2004). *The Sage handbook of educational leadership: Advances in theory, research, and practice*. Thousand Oaks, CA: Sage.

Owings, W. A., & Kaplan, L. S. (Eds.). (2003). *Best practices, best thinking, and emerging issues in school leadership*. Thousand Oaks, CA: Corwin Press.

* Highly recommended. You are expected to use APA format in your courses at UIUC.

Important information

Electronic reserves: <http://www.library.uiuc.edu/ugl/mrc/faq2.htm#Access>

OR <http://web.library.uiuc.edu/ereserves/querycourse.asp> This is where you will find course articles which are either organized by author's or editor's last name.

Note: some posted readings are optional. E-reserves should be available soon.

Technology Support 217-244-3368, moodle@ed.uiuc.edu

Username. You must have a user name and password to access your UIUC email, this course and related resources. Your username should have arrived with your welcome letter. Contact Vaughn Page for questions vpag@illinois.edu

Department Website and email redirection (**You must regularly check your UIUC email.** You can automatically forward it at <http://www.ed.uiuc.edu/eol/>)

Academic Outreach – access to resources, information, library services, registration, etc.

<http://www.continuinged.uiuc.edu/outreach/>

I-Card: You'll want to obtain an I-Card number for multiple reasons including the ability to access library books: <https://www-s.continuinged.uiuc.edu/ao/library/iCard.cfm>

Writer's workshop support. <http://www.cws.uiuc.edu/> Free writing feedback that can be used with distance education.

Article search via UIUC <http://www.library.uiuc.edu/edx/articles.htm#freq> (e.g., use Education Full Text)

To save time, money and paper, consider reading articles electronically (you can typically add notes or highlight in PDFs). Or consider printing two pages onto one: for windows, go to File. Print. Click on box "properties." Select 2 pages per page. Many printers will additionally allow you to print front to back.

Full Inclusion

I wish to include fully persons with disabilities in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments to enable you to participate fully. I will try to maintain the confidentiality of the information that you share. Please contact me as early in the course as practicable.

Considerations for Online Learning

Several considerations are important to understand for this online program or course. Please plan accordingly.

1. Partially based on student feedback, we have condensed semester 16 week courses into 10 week courses so you are taking 1 10 week class at a time rather than 2 simultaneous 16 week classes. As we want to maintain high quality courses, you will have a semester's amount of work in 10 weeks. It is very important that you plan ahead; it will not be possible to complete readings and assignments at the last minute.
2. Nearly all of your courses will require synchronous learning class sessions – you cannot miss these sessions and pass courses. As you need to devote your full attention to synchronous sessions, find a place that is free of distractions (e.g., children) and avoid outside of class activities (email, etc.).
3. Instead of designing all "contact hour" learning opportunities in a 4 hour synchronous session each week, many instructors will design "off-line" or asynchronous learning opportunities prior to a 1.5 or 2 hour synchronous learning session (e.g., discussion boards, recorded lectures, videos, etc.). Thus, you should plan on 30 – 120 minutes of asynchronous learning activities each week beyond your reading assignments or major assignments. Asynchronous activities can be done at any time (e.g., 3:00 a.m. or 3:00 p.m.).
4. Downloads and technology requirements. In this course we will use the asynchronous platform called "Moodle" and the synchronous platform called "Elluminate." For synchronous communication with course colleagues outside of synchronous sessions, you should create a gmail (email) account and download/install American Online voice/chat (you can text, talk, and use video in real time). At minimum you should have a computer headset with a microphone in which to speak. A video camera is recommended but not required. You will have opportunities to practice each of these prior to the first class ("tech practice" session).

Working Assumptions and Expectations for the Course

1. Ideas, not individuals are open to challenge. The nature of this seminar will entail substantial discussion and a diversity of ideas. To ensure that multiple voices are heard, all of us must feel safe to express our ideas. You should feel comfortable voicing your opinions and viewpoints in interactive writing and synchronous learning. You should also feel comfortable challenging the ideas and thinking of others (and open to others challenging your ideas). However, that challenge cannot disparage the personhood of others. We are here to learn with, from, and about each other. Creating this safe and interactive space provides a rich, engaging and collective learning opportunity which cannot be experienced through individual learning pursuits.
2. Questions represent an opportunity to learn. It is somewhat ironic that as we progress in our educational journeys, sometimes we are more reluctant to ask questions believed to be “unintelligent.” On the contrary, questions are usually an indication of one’s engagement with the subject matter. Do not self-censor because your questions will likely lead to clearer understanding for us all.
3. Participants assume responsibility for their own learning and success. The oft quoted adage “You reap what you sow” is worth repeating here. As with any graduate course that takes learning seriously, this seminar requires a substantial amount of intellectual work. By fully preparing for class, you will optimize your opportunities to learn in your current role and for your future endeavors as an educational leader or policy analyst. Stated differently, use this experience to pursue your own questions and practice interests. No one course can be all things to all students. Keep in mind this program includes students interested in K-12 leadership, higher education leadership, and K-20 educational policy. The expectation is that you take an active or inquiry approach rather than a passive one in your learning. Thus, you should “mine” the course for experiences and knowledge that suits your individual needs and purposes. This assumption also means that you must make your needs known, and sooner than later (I can’t help you much at the end of the course!). I am very willing and interested to listen to your ideas and concerns.
4. Participants prevent and take responsibility for relevant issues. You should ASSUME you will unintentionally lose work because of technology issues. I WILL NOT ACCEPT technology issues as a valid reason for assignment extensions. Please create a plan for backing up and storing your work in multiple places. (see technology tips powerpoint). I WILL adapt deadlines, etc. to unforeseen issues including medical, significant others, psychological, kids, death in the family, etc. as long as you immediately communicate your concerns and demonstrate that you have taken reasonable responsibility. Foreseen conflicts related to a busy schedule, annual family vacation, etc. are not valid reasons for extensions. Additionally, you should take responsibility for organizing your program and course materials, staying on track, and seeking relevant information. Before you request information, ask whether you could reasonably answer your own question (e.g., by looking on the department website, consulting the student handbook, etc.).

Course Association to UIUC Conceptual Framework for Professional Education Programs

The objectives of this course are directly associated with University and College of Education Professional Education Program goals in the following areas:

- Establishing community in teaching and learning environments
- Examining the sociological, philosophical and psychological context of public schools and the development of positive learning environments through collaborative administrative practices

- Guiding the development of inquiring and reflective minds
- Emphasizing a reflective approach to understanding administrative leadership roles and practices, focusing particularly on critical thinking and analysis of research and leadership theory applications to public school administration
- Fostering a commitment to service
- Exploring the essential role and commitment of educators to serving the professional and school communities
- Pursuing the understanding and application of technology

CORE ASSIGNMENTS AND GRADING

Attendance and participation

(25% of course grade)

- *Attendance:* You are expected to attend and participate in all sessions. There is no good way to make up for missed class time. Grade reductions will likely be applied to partially or completely missed class sessions. More than 2 missed classes will result in a failing grade for the course.
- *Your participation responsibilities* are to prepare for, actively engage in, and bring a positive learning disposition for each session. The curriculum for this course is heavily dependent on substantive reading assignments each week. Continuing to hone effective and efficient reading skills as an educational leader and/or policy analyst (with many personal and professional responsibilities) is paramount for your current and future success.
- *Moodle & Reading Responses:* You are expected to prepare written notes for each assigned chapter or article. You will post these responses to the electronic platform “Moodle” Monday night before the Wednesday session. You should record (a) the authors’ main ideas, (b) your critique, and (c) how educational leaders or policy analysts might apply these ideas. To the extent possible, you should synthesize your response across readings rather than respond to each reading separately. A typical response is 200-500 words. Each reading response will be scored out of 10 points and your highest 8 scores will be used toward your grade. You should post reading responses for at least 8 of 10 sessions (you can miss two at no penalty). You should respond to at least one colleague 8 of 10 sessions. Some weeks you will have other Moodle assignments, such as responding to video clips that will also be scored out of 10 points.

Participation Guide

	Unsatisfactory	Satisfactory	Excellent
Punctuality	Student is often more than a few minutes late.	Student is almost always on time.	Student is always on time.
Preparation	Student does not read assignments, prepare reading notes, and/or prepare other non-graded assignments. Student loses course information.	Student almost always thoughtfully prepares reading responses and/or other non-graded assignments.	Student always thoughtfully prepares reading responses and/or other non-graded assignments.

Participation	Student remains passive and silent during small group or large group discussions. Or student overly dominates discussions. Comments are not informative, relevant, or appropriate.	Student participates in small and large group discussions at a reasonable level, following the working assumptions of the course. Comments are relevant, insightful, build on others ideas, and/or propel the discussion.	Student participates in small and large group discussions at a reasonable level, following the working assumptions of the course. Comments are relevant, insightful, build on others ideas, and take the discussion to a new level. Student skillfully challenges others ideas including the professor.
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Assignment #1

Shadowing/Interviewing Activity (15% of grade)

Maximum: 5 pages (APA format)

The objective of this activity is to acquire first-hand information about administration or policy making, especially the rewards and demands of serving as a leader. Depending on your career goals, choose a veteran principal, higher education administrator, or policy analyst and shadow him/her for a morning or afternoon of a typical day (minimum three hours). Also obtain a copy of his/her job description. Either during your shadowing experience, or at another scheduled time, you also should interview this person. Take notes and write a reflection. Your paper must include an introduction to briefly explain the organization that the administrator leads (if applicable) and a final section reflecting on the most important things you learned from this experience (I don't need to know everything!). Clearly state important areas of agreement, concern, limitation, or insight: do not merely report what happened—reflect on your experience. Regardless of your chosen position, some of your interview questions and written analysis should link to K-12 education and the content of this course. Listed below are some suggested questions, although you may add to and/or remove from the list at your discretion.

1. What are your primary roles and responsibilities?
2. Why do you think there is a national and state-wide achievement gap?
3. What key skills are needed for your position, and why are they important?
4. Please describe the leadership style that you use in working with your faculty and staff.
5. What do you see as the most important challenges and opportunities for bringing secondary and postsecondary education?
6. How has *No Child Left Behind* affected your role?
7. What percentage of your time would you estimate that you devote to your instructional leadership responsibilities?
8. What are the most challenging aspects of your job and how do you handle them?
9. What changes are happening in education and what demands will they place on future leaders?
10. Why did you become a _____? What are your reasons for remaining in _____?
11. What personal rewards and sacrifices have you experienced as a public figure?
12. Please describe some lessons learned during your administrative career.
13. Describe some common mistakes beginning administrators make and how to avoid them.
What advice would you give someone who is considering a career in educational administration?

Include a signed copy of the “consent form” (at the bottom of the syllabus) when you turn in your assignment (sent as a PDF).

Assignment #2

Book Critique. (20%). Maximum of 5 pages. (APA)

Choose one book from the list provided earlier in the syllabus. Most likely, you will discuss this book with other class members. Your critique should have four sections: (a) a summary of the author's most important points, (b) a critique of these big ideas (e.g., limitations, issues, biases, etc.), (c) an analysis of how these ideas might be applied to practice/policy, and (d) a reflection, if applicable, on how discussing this book with others influenced your learning related to the book.

Assignment #3

Position paper. (40%) The purpose of this activity is to develop an in-depth understanding of a significant and/or controversial K-12 educational issue. Select a topic from the attached list and prepare a position paper related to this issue. The paper consists of three parts. The first component is an identification of the issue, carefully delineated so you can develop a discrete and defensible position within the narrow limits of the paper. The second section is a concise review and synthesis of existing points of view pertaining to the issue. A synthesis means ideas are organized by themes, NOT by authors (never should your paper read this author said, this author said, etc.). You should carefully delineate the primary arguments and implications that can be drawn from these perspectives. Do not hesitate to be critical as you evaluate these materials (but clearly distinguish your ideas from the authors' perspectives). From this analysis of existing points of view, build your personal position in the final section. State conclusions based upon your findings, providing logical and consistent justifications, with appropriate citations to support your viewpoint. Your paper should be 12-15 pages in length, excluding title page and references, and must follow APA style. Cite a minimum of 12 references (at least seven must be in the year 2002 or more recent; at least four should be from scholarly journals – not “how to” practitioner journals); do not use unpublished papers or unsupported Internet references.

Possible Position Paper Topics (must involve K-12 educational leadership or policy)

1. Alternative scheduling models and student success
2. Neoliberal/market-driven approaches to education
3. Leadership for social justice
4. Explanations for achievement gap(s)
5. Charter schools
6. Class size/School size
7. School district consolidation
8. The erosion of local control in public schools
9. Kindergarten screening
10. Middle school movement and its success in promoting student achievement
11. National standardized testing
12. National teacher testing
13. Alternative teacher preparation
14. No Child Left Behind mandates
15. School safety
16. School principals: To what extent do they impact student achievement?
17. Service learning
18. School tracking/detracking
19. Schools without principals (i.e., teachers lead the schools)

20. Voucher plans
21. Year-round education (extended school year)
22. Single-Sex Classrooms
23. Zero tolerance policies
24. Alternative schools
25. Professional learning communities
26. High school responsibility in transition to postsecondary education
27. High school reform
28. School discipline: using positive and negative reinforcement
29. A topic of your choice approved by the instructor

Though not intended to be exhaustive, selected journals central to EOL are:

Practitioner journals: *American School Board Journal, Educational Leadership, Middle School Journal, Principal Leadership, Phi Delta Kappan*

Scholarly Journals: *American Educational Research Journal, Community College Review, Educational Administration Quarterly, Education Policy Analysis Archives, Educational Evaluation and Policy Analysis, Educational Policy, Journal of Applied Research in the Community College, Journal of Community College Research and Practice, Journal of Educational Administration, Journal of Education Policy, Journal of Higher Education, Leadership and Policy in Schools, Research in Higher Education, Journal of School Leadership, Review of Educational Research, and Review of Higher Education, Urban Education*

Grading System

Assignments will have detailed rubrics for scoring. Assignments turned in late will be lowered one letter grade or 10 percentage points. Assignments turned in after course completion will not be accepted; incomplete grades will not be provided without a justification of special circumstances.

Course grades are based on the following scores:

100-94 A	89-87 B+	79-77 C+	69-67 D+	< 60 F
93-90 A-	86-83 B	76-73 C	66-63 D	
	82-80 B-	72-70 C-	62-60 D-	

Class Schedule

Note: Recommended sources are available online unless designated as a “book.”

(Subject to Change)

	Big Ideas	Reading	Assignment Due (completed before the session)
Tech practice Jan 7 Jan 12 if necessary	<ul style="list-style-type: none"> • Moodle • Elluminate • AOL instant messenger (AIM) 	This session is mandatory. You will use these technologies in this course and most others.	<ul style="list-style-type: none"> • BEFORE JANUARY 7: • Complete tasks sent in EOL email welcome message <ul style="list-style-type: none"> ○ Create an AOL instant messenger screen name/download AIM ○ Download and test Elluminate ○ Obtain computer headset with microphone • Login to Moodle and find EOL 540 online; course password will be sent to you via email http://learn.ed.uiuc.edu/ <ul style="list-style-type: none"> ○ Click on, respond to “community building” information in moodle ○ Read “Course overview” powerpoint in moodle ○ Read “Technology tips” powerpoint in moodle ○ Test that you can watch a video in moodle, respond to prompt
Class 1 Jan 14	<ul style="list-style-type: none"> • Brief K-12 U.S. historic and contemporary educational context • Distinction between practice, theory, and research • Course and program overview • Choose book group 	<ol style="list-style-type: none"> 1. Deschenes - Mismatch: Historical perspectives on schools and students who don't fit them 2. Hodgkinson – Changing demographics – A call for leadership 3. Bogotch – A History of Public School Leadership 4. Moodle Powerpoints <ol style="list-style-type: none"> a. Course Overview (available soon) b. Technology Tips <p><u>Recommended:</u> Zinsser - On Writing Well (other chapters) Loewen – Lies My Teacher Told Me (book) Sage Handbook of Educational Leadership (book)</p>	<ul style="list-style-type: none"> • Moodle reading response due Monday before the session at 11:59 p.m. Central U.S. time (CST); Response to peer reading response due Tuesday at 11:59 CST.

Class 2 Jan 21	<ul style="list-style-type: none"> Principles of Leadership Graduate level writing APA writing 	<ol style="list-style-type: none"> Jossey-Bass (JB) Reader 1-5 APA overview and headings (read on moodle) Zinsser – Chapter 2 Simplicity (One essential way to improve your writing – you do not need to write a “reading response.”) Moodle Powerpoints <ol style="list-style-type: none"> Writing tips Theory Research Practice Adult development <p>Recommended: Zinsser - On Writing Well (other chapters)</p>	<ul style="list-style-type: none"> Moodle reading response due Monday before the session at 11:59 p.m. CST; Response to peer reading response due Tuesday at 11:59 EST. Order book group text Post position paper topic to Moodle
Class 3 Jan 28	<p>The Primary Purpose of Education: Quality Teaching and Learning</p> <ul style="list-style-type: none"> Philosophical Perspectives Research-based 	<ol style="list-style-type: none"> Zeichner & Liston – Traditions of Reflective Teaching Bransford et al. (National Research Council) Chapter 6 (note Figure 6.1), Chapter 7 http://www.nap.edu/html/howpeople1/ Nieto – Affirmation, solidarity, and critique Use article link posted under “important information” in syllabus to find at least 2 articles for your position paper. Moodle video – Is this good teaching? <p>Recommended National Research Council – How People Learn (book) Wiggins – Backward Design; Banks - Citizenship Noddings – Educating Citizens; Bigelow – Teaching for Equity and Social Justice Lee – Beyond Heroes & Holidays (book) Tomlinson – Differentiated Leadership & Teaching</p>	<ul style="list-style-type: none"> Moodle reading response due Monday before the session at 11:59 p.m. CST; Response to peer reading response due Tuesday at 11:59 EST. Moodle video response
Class 4 Feb 4	<ul style="list-style-type: none"> Leadership for Learning Transformational Leadership Balanced Leadership 	<ol style="list-style-type: none"> Leadership for Learning Sourcebook pages 1-54 http://depts.washington.edu/ctpmail/PDFs/LforLSourcebook-02-03.pdf Hoy – Three Types of Leadership Waters et al. – Balanced Leadership Darling-Hammond et al. – Excellent and equitable schools Moodle video – principal as instructional leader 	<ul style="list-style-type: none"> Moodle reading response due Monday before the session at 11:59 p.m. CST; Response to peer reading response due Tuesday at 11:59 EST. Moodle video response
Class 5 Feb 11	<ul style="list-style-type: none"> Diversity and Leadership Transformative Leadership 	<ol style="list-style-type: none"> McIntosh JB Reader: Choose 2 chapters from 19-21 Kose Shields Loewen (skim) Moodle – video of struggling high school 	<ul style="list-style-type: none"> Moodle reading response due Monday before the session at 11:59 p.m. CST; Response to peer reading response due Tuesday at 11:59 EST. Moodle video response

		<p>Recommended: Scheurich & Skrla – Leadership for Equity and Excellence (book) Delpit; Brown; Capper; Ladson-Billings; Lipman; Skiba</p>	
Class 6 Feb 18	Special Topic: Book Group	Book Group Discussion & Informal Presentations (Read your book before class)	<ul style="list-style-type: none"> • No Moodle • Shadowing Assignment Due
Class 7 Feb 25	Organizational Theory – Modern Period through Postmodernist <ul style="list-style-type: none"> • Theory X – Theory Y, Contingency Theory • Human Dimension of organizations 	Shank - Common work, common time, common space Owens – Org Theory in the Modern Period Owens - The Human Dimension of Organization Argyris & Schon – What is an organization that it may learn? Moodle video – paper clips	<ul style="list-style-type: none"> • Moodle reading response due Monday before the session at 11:59 p.m. CST; Response to peer reading response due Tuesday at 11:59 EST. • Moodle video response • Book Critique due for peer feedback in Elluminate
Class 8 Mar 4	Moral Leadership	1. JB Reader: Choose 4 of the following chapters: 6, 7, 8, 9, 10 Recommended: Sergiovanni – Moral Leadership (book)	<ul style="list-style-type: none"> • Moodle reading response due Monday before the session at 11:59 p.m. CST; Response to peer reading response due Tuesday at 11:59 EST. • Book Critique due • Detailed Outline of Position Paper Due
Class 9 Mar 11	Culture and change	JB Reader 11-15 Recommended Senge – Schools that learn – A primer on the Five Disciplines	<ul style="list-style-type: none"> • Moodle reading response due Monday before the session at 11:59 p.m. CST; Response to peer reading response due Tuesday at 11:59 EST.
Class 10 Mar 18	Student Presentations	Choose 2 chapters: JB Reader 23-26	<ul style="list-style-type: none"> • Moodle reading response due Monday before the session at 11:59 p.m. CST; Response to peer reading response due Tuesday at 11:59 EST. • Position Paper Due, be prepared to share powerpoint or bullet points of main findings on Elluminate
March 25 if necessary			

References and Other Recommended Readings

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- Bransford, J. D., Brown, A. L., & Cocking, R. R. (2001). *How people learn: Brain, mind, experience and school* (Expanded ed.). Washington, DC: National Research Council.
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- Darling Hammond, L., & Friedlaender, D. (2008). Creating excellent and equitable schools. *Educational Leadership*, 65(8), 14-21.
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- Kose, B. W. (2007). Principal leadership for social justice: Uncovering the content of teacher professional development. *Journal of School Leadership*, 17, 276-312.
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- Loewen, J. W. (2007a). "Gone with the wind": The invisibility of racism in American history textbooks. In *Lies my teacher told me: Everything your American history textbook got wrong* (2nd ed., pp. 135-171). New York: Simon & Schuster.
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- McIntosh, P. (1988). *White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies*. Wellesley College, MA Center for Research on Women.
- Nieto, S. (2002). Affirmation, solidarity and critique: Moving beyond tolerance in education. In E. Lee, D. Menkart & M. Okazawa-Rey (Eds.), *Beyond heroes and holidays: A practical guide to K-12 anti-racist, multicultural education and staff development* (2nd ed., pp. 7-18). Washington, D.C.: Teaching for Change.
- Noddings, N. (Ed.). (2005). *Educating citizens for global awareness*. New York: Teachers College Press.
- Owens, R. G. (2004). *Organizational behavior in education: Adaptive leadership and school reform*. New York: Pearson Education.
- Scheurich, J. J., & Skrla, L. (2003). *Leadership for equity and excellence*. Thousand Oaks, CA: Corwin Press.

- Senge, P. M., McCabe, N., Cambron, H., Lucas, T., Kleiner, A., Dutton, J., & Smith, B. (Eds.). (2000). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Doubleday.
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Observation/Interview Consent Form

You are invited to participate in an observation and interview with _____ who is fulfilling a course requirement for Introduction to Educational Administration. This activity is assigned by me, Professor Brad Kose, Department of Educational Organization and Leadership at the University of Illinois at Urbana-Champaign.

If you agree to participate, at your convenience, the student will observe you for approximately one-half of a work day. The purpose of this observation is for the student to begin to understand the role, challenges, and rewards of your position, particularly as it relates to PK-12 education. In addition, you will be asked to participate in one 45 to 60 minute interview, again at your convenience. In this interview, you will be asked various questions that relate to your role. As this activity encourages students to generate their own questions based on course content, these questions will vary from student to student. All information obtained during this activity will be kept confidential (with the use of pseudonyms) and secure. This activity and related information will only be used for this paper assignment.

Your participation in this project is completely voluntary, and you are free to withdraw at any time and for any reason without penalty. You are also free to refuse to answer any questions you do not wish to answer.

If you have any questions about this research project, please contact me at by telephone at 217-333-2802 or by e-mail at bkose@uiuc.edu.

I have read and understand the above information and voluntarily agree to participate in the research project described above. I have been given a copy of this consent form.

Signature

Date

Student observer/interviewer

Date

If you have any questions about your rights as a research participant please contact Anne Robertson, Bureau of Educational Research, 217-333-3023, or arobrtsn@uiuc.edu