

**University of Illinois at Urbana-Champaign – College of Education**  
**Department of Educational Organization and Leadership**  
**EOL 540 Introduction to Educational Administration**  
**Summer 2008**

July 8, 9, 10, 11, and July 15, 16

Multi-University Center, Oakbrook 8am – 4pm

**Instructor**

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Academic Outreach (access to resources, information, library services, registration, etc.: <http://www.continuinged.uiuc.edu/outreach/>

*...many - too many - of the youth of America are drifting, rootless, deracinated, and denuded. They hardly have a sense of their history, little grasp of what shapes them, and no vital vision of their human potential. Many have been reduced to a bundle of desires targeted by corporate America for consumption...*

*Yet some young folk do persevere and prevail... They want caring attention, wise guidance, and compassionate council. They desire individuality, community, and society... They long for energizing visions worthy of pursuit and sacrifice that will situate their emaciated souls in a story bigger than themselves...*

Cornell West: *Democracy Matters*

**Required Texts:**

Cuban, L. (2003). *Why is it so hard to get good schools?* New York: Teachers College Press

Oakes, J., & Rogers, J. (2006). *Learning power: Organizing for education and justice*, New York: Teachers College Press.

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

**Supplemental Readings:**

Electronic Reserves will be posted later as will the list of additional readings for each class. <http://www.library.uiuc.edu/uql/mrc/fag2.htm#Access>

**Recommended Resources:**

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

You are expected to use APA format in all your courses in EOL.

**Special Needs:**

Any student with special needs is requested to contact the instructor prior to the beginning of class. I will do my best to maintain the confidentiality of the information you give me.

**Academic Integrity:**

Please ensure you are familiar with the University's policies on academic dishonesty. See [www.uiuc.edu/admin\\_manual/code/code\\_contents.html](http://www.uiuc.edu/admin_manual/code/code_contents.html) the "Code of Policies and Regulations" — especially Section 33 on "Academic Integrity."

**Overview of the Course: Credit: 4 hours.**

This course provides an introduction to the organization and administration of the K-12 public education system and a foundation for further studies in educational administration. It does not introduce you to all aspects of educational leadership that will be discussed in future classes; instead, the focus here is leadership (as opposed to administration or management) with respect to a number of key areas for which school leaders are responsible.

We will consider these areas from a number of theoretical and practical perspectives. Readings, lectures, class discussions, and writing assignments will explore the relationship of leadership theory to practice. Readings and class activities will provide opportunities to frame problems, to consider solutions, and to reflect on your leadership values, beliefs and practices. Writing assignments are designed to help you analyze, reconstruct, and synthesize your thoughts and aspirations into a vision of leadership for learning that should inform your future studies and who you want to be as a leader.

**Course Objectives**

Through this course, students will

- Develop some criteria to identify a "good school"
- Consider what it means to organize for the quality learning of all students
- Deliberate on the kinds of leadership necessary for transforming schools
- Determine what it means to promote "democratic education"

- Identify what quality student learning means in the context of “democratic leadership” and “good schools”
- Consider the above in the context of Illinois Standards for the Licensure of School Leaders.

The required outcomes of the course will include students having developed a personal, theory-based philosophy with respect to each of these key areas.

### **Some Underlying Assumptions**

- Effective educational leadership includes but goes well beyond technical knowledge and skills that are often subsumed under “best practices.”
- Effective leaders must develop strong and clearly articulated self-identities that will guide them through the difficult times.
- Effective educational leaders develop a set of guiding principles to guide their decision making—principles that may include determining for every decision who might be advantaged or who would benefit and who would be disadvantaged, marginalized, or silenced; whose voices have been heard and whose silenced; and whether the selected course of action will meet the desired goals.
- Educational leadership is inherently political. Reflective and effective leaders understand that school and society are complexly interconnected.
- Educational leaders must learn to engage in and facilitate dialogue. This requires the creation of a safe space in which multiple perspectives may be introduced and disagreement can occur in a climate of confidentiality, trust, and respect. We will develop this kind of space in this course.
- NO questions are “stupid”—each provides an opportunity for learning.
- Each of us is a talented, competent, experienced educational leader and we will create an environment in which we learn through our readings and discussions and from one another.

### **Course Requirements**

#### **1. Participation     20%**

Attendance at all classes, completion of required readings, participation in class discussions and activities are assumed. Readings assigned for each class are to be read in advance of the class so that students will come to class prepared to discuss and question what has been read and to participate in all small and large group activities.

## **2. Assignment 1; Due July 8, first class 10%**

Please reflect on and create answers to the following questions. Your responses should not be more than two pages and, for this assignment only, they may be in the form of bulleted lists. (Bring one copy for me and keep one for yourself.)

Questions:

1. What is a “good school”?
2. Is there a distinction between a good school and a democratic school? If so, identify several differences?
3. What does it mean to say that all students have achieved a high quality education? (i.e., what have they learned, what do they know, and what can they do?)
4. What does leading for both academic excellence and for social justice mean to you?

## **3. Daily Journals; Due July 9, 10, 11, and 15 20%**

Each day (except for the first and last class), there is a scholarly journal (between 1000-and 1500 words) due. You are expected to discuss two or three key ideas from the readings, critique them, and show how they apply (or don't) to your practice. You will be given a grade of 1–5 for each journal based on how well you fulfill those criteria. You will submit the journal electronically to me by 10 pm the night before each class specified above; and I will return it with comments the next day.

A scholarly, reflective journal is a public record of the thoughts and reflections you engage in as you read. While the journal will be confidential (i.e. between student and instructor), it is not a private diary. Thus, although an informal, stream-of-consciousness approach is acceptable, there should still be attention paid to spelling, grammar, coherence, etc. A good journal contains the following components:

- a) demonstrated understanding of the readings (2)
- b) clear application to an educational situation (1)
- c) and critical reflection (2)

You may choose to comment on how a key idea or concept from the reading helped you to understand a personal problem situation differently; you may write about the ideas prompted by a class activity or a point made during the discussion, or you may wish to discuss something that came out of the course readings.

It is important that you engage in critique, i.e. dialogue and debate with yourself and the authors. What is good about the approach? What is wrong with the approach? What other ways might you consider the issue? What authors have you read who would agree or disagree?

The reflection and critique section may take many forms; what is important is that you show you have done some thinking about the readings and class activities (why they did or did not turn on a light for you, their relation to something else you have read, or experienced, or learned in another class, or...) and that the thoughts provoked are not entirely banal!

The purpose of the journal is to extend your thinking. It is not enough to say that an idea or reading was interesting or useful; rather, it is important to reflect on "why?"

(You may use an additional page if you have feedback (positive or negative) you wish to give me, or questions to ask.)

#### **4. A personal leadership philosophy statement; Due July 16 20%**

##### **School Leadership in a Democratic and Pluralistic Society**

Length 8 – 10 pages (use APA guidelines)

Detailed Outline Due July 11

This assignment is open-ended in that you will need to find the topics and format that work for you at this point. But at a minimum, you will need to address your core beliefs, your underlying assumptions, and your thinking with respect to the topics identified under the first five "course objectives."

As for #5 below, for this assignment, you are required to draw on relevant scholarly literature and to cite it appropriately (using APA format.)

***Note: The philosophy statement will be your portfolio entry (for this course) for the Department. (We will discuss this further in class.)***

As this is an entry level course, this statement should be your best thinking at this point. We assume your philosophy and understanding will continue to evolve throughout your lifetime, shaped in part by your coursework, your experiences as a teacher and leader, and your ongoing study and reflection.

#### **5. A final paper in which you address one of the following topics:**

**Due July 21**

**30%**

- a) Equity, excellence and the role of the school leader
- b) Reforming schools for education and justice

- c) Leading about, in, and for democracy
- d) Making your school a “good school”: the role of power
- e) The challenges of leading in a pluralistic context
- f) The relationship of democratic citizenship and quality education
- g) Any other topic you have cleared with the instructor.

For your chosen topic, you will be expected to write a formal paper, with an introduction that contains a rational, a clear purpose statement, and an overview of how you will accomplish your goal. In each case, you will need to: review relevant literature, show how the literature relates to your personal philosophy as a leader, and develop a plan for how you, as a school leader, would accomplish the desired goal. In your plan, be specific. What would you need to do? What would you use as indicators of success?

**“Common Assessment Plan for Certification: Portfolio Component #1 – Assigned in EOL 540 Introduction to Educational Administration**

Department description: Philosophy Statement

Each student will prepare a formal, substantial, and well reasoned statement of belief and attitude about the leadership role of public school administrators, including perceptions of building administrators’ obligation to create and manage an effective learning community, to nurture student inquiry and reflective thinking, to instill a sense of community membership, and to implement the use of technology for educational purpose.

Some Key Resources for Further Reading:

Practitioner journals

*American School Board Journal*  
*Educational Leadership*  
*Middle School Journal*  
*Principal Leadership*  
*Phi Delta Kappan*

Research journals

*Educational Administration Quarterly*  
*Journal of Educational Administration*  
*Planning and Changing*  
*Journal of School Leadership*

**Criteria for Grading**

1. Evidence of understanding of the course material, clarity and depth of analysis, and quality of scholarship, reflection, and critique
2. Ability to apply the knowledge to your specific setting and demonstrated understanding of how theory could be used to improve practice

3. Ability to synthesize the concepts you have learned,
4. Clear, concise, logical, and accurate writing; general ability to write accurately and clearly, to organize content, and acknowledge sources in an acceptable manner.
5. Correct APA referencing

### **Class Topics and Dates**

**Please note:** If at all possible, you should obtain copies of the three required texts and read them carefully once before the first class. A list of the chapters and other articles to be discussed each day will be provided to you by mid-June and available on electronic reserve as soon as possible or more generally on the web. **Again, you are expected to have read and reflected on all readings for each day prior to the beginning of class.**

#### **July 8: What is a “Good School?”**

##### **Core Readings:**

Cuban: Introduction & Chs. 1 & 2 (to pg.29)

Oakes & Rogers: Chs. Prologue, Chs 1-2

Shields: Introduction, Chapter 1

##### **Other Readings:**

Peddiwell, J. P. (1939) The saber-tooth curriculum. McGraw-Hill. Available in its entirety from:

<http://nerds.unl.edu/pages/preser/sec/articles/sabertooth.html>

#### **July 9: Social Justice, Organization, and Quality Schooling**

##### **Core Readings:**

Cuban: Ch. 2 (all)

Oakes & Rogers: Ch. 3

Shields: Chapter 2

##### **Other Readings:**

Barber, B. J., (2001). An aristocracy of everyone. In S. J. Goodlad (ed.), *The last best hope*, San Francisco: Jossey-Bass.

Brown, K. M. (2004). Leadership for social justice and equity: Weaving a transformative framework and pedagogy. *Educational Administration Quarterly*, 40(1), 77-108.

Foster, W. P. (2004). The decline of the local" A challenge for educational leadership, *Educational Administration Quarterly*, 40(pgs. 176-191.

Greene, M. (1998). Introduction: Teaching for social justice. In W. Ayers, J. A. Hunt, & T. Quinn (Eds.), *Teaching for Social Justice*, New York: Teachers College Press. Pgs. xxvii-xlvi.

### **July 10: Democracy and Student Learning**

#### **Core Readings:**

Cuban: Ch. 3

Shields: Chapter 3

#### **Other Readings:**

Cummins, J. (1993). Empowering minority students: A framework for intervention. In N. M. Hildago, C. L. McDowell, & E. V. Siddle (Eds.), *Facing racism in education*, Cambridge, MA: Harvard Educational Review (reprints), pgs. 50-68.

Delpit, L. D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280-298

Grumet, M. R. (1995). The Curriculum: What are the basics and are we teaching them? In J. L. Kincheloe & S. R. Steinberg (Eds.), *Thirteen Questions*, New York: Peter Lang, pgs 15-21.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165.

### **July 11: The Political Nature of Education: Power, Policy, and Collaboration**

#### **Core Readings:**

Oakes & Rogers: Chs. 4 & 5

Shields: Chs. 4 & 5

#### **Other Readings: (to be provided)**

NCLB

Illinois Professional Leadership Standards

## **July 15: Leadership for “high quality, deeply democratic” schools**

### **Core Readings:**

Oakes: Ch. 6

Shields: Chs 5 & 6

### **Other Readings:**

Bigelow, B. (1998). The human lives behind the labels—The global sweatshop, Nike, and the race to the bottom. In W. Ayers, J. A. Hunt, & T. Quinn (Eds.), *Teaching for Social Justice*, New York: Teachers College Press. Pgs. 21-38.

Maxcy, S. J. (1995). Beyond leadership frameworks. *Educational Administration Quarterly*, 31(3), 473-483.

Ogbu, J. (1992). Understanding cultural diversity and learning. *Educational Researcher*. 21(8), 5-14.

Smith, D. (1996). Resurrecting the parrot: Challenges for school leaders in a post-industrial society: An Australian Perspective. An address given in Sweden, Summer.

## **July 16: Putting it all together: Courageous Dialogue for Transforming Schools**

### **Core Readings:**

Cuban: Ch. 4

Oakes & Rogers: Ch. 9

Shields: Conclusion

### **Other readings:**

Starratt, R. J. (1991). Building an ethical school: A theory for practice in educational leadership. *Educational Administration Quarterly*, 27(2), 185-202.

Tatum, B. D. (2007). The resegregation of our schools and the affirmation of identity. In B. D. Tatum (Ed.), *Can we talk about race?: And other conversations in an era of school resegregation*. Boston, MA: Beacon. pgs 1-38.