

*University of Illinois at Urbana Champaign - College of Education
Department of Educational Organization and Leadership*

**EOL 540: Introduction to Educational Administration
Summer 2007**

Mondays and Tuesdays: June 25, 26; July 2, 3, 9, 10
Multi-University Center, Oakbrook, Room A
8:00 – 4:00

Instructor

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332 Education

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Department Website and email redirection <http://www.ed.uiuc.edu/eol/>
Academic Outreach – access to resources, information, library services, registration, etc.
<http://www.continuinged.uiuc.edu/outreach/>

The top priority of the principalship must be leadership for learning.

~ School Leadership for the 21st Century Task Force

It is ironic that the leadership of the principal is probably the most important feature that distinguishes effective from ineffective schools, particularly in schools that serve students from oppressed groups. What is ironic is that the principal is the one role in the school that is most likely to be occupied by a member of multiple status positions that benefit from existing social arrangements... While these facts certainly do not condemn administrators in general and principals in particular, they do position administrators in a particular way: to take for granted much of the institutional structure of schools and their context, and justifications for why things are as they are. This is not to say that administrators do not see room for improvement: most certainly do. However, in my experience working with schools... many are willing to tinker with the day-to-day functioning of the school but not to overhaul or transform it.

~ Foreward to *Educational Administration in a Pluralistic Society* (Capper)

...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...

~ Cornel West, *Democracy Matters*

Required texts:

Scheurich, J. J., & Skrla, L. (2003). *Leadership for equity and excellence*. Thousand Oaks, CA: Corwin Press.

Loewen, J. W. (1995). *Lies my teacher told me: Everything your American history textbook got wrong*. New York: Simon & Schuster. (2007 version should be out soon)

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

OR <http://library.ilcso.illinois.edu/uiu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=rbSearch>

OR <http://web.library.uiuc.edu/ereserves/querycourse.asp> (articles are often organized by **editor's last name, not author's last name**)

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

Search for articles via UIUC <http://www.library.uiuc.edu/edx/articles.htm#freq>

To save time, money and paper, 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.

Recommended texts:

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.

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

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

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

Course Overview

Welcome to Introduction to Educational Administration! 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. Rather than skimming the surface of the various roles and responsibilities of your future studies, this course intentionally delves into the core responsibility of school leadership for the 21st Century: leadership for learning in a democratic and pluralistic society.

Coursework will offer four major areas of focus:

- An introduction to school leadership standards and expectations
- A critical examination of the context, history, and purpose of education, particularly as they relate to educational leadership
- An introduction to the purposes, challenges, content, and processes of quality teaching and learning
- An introduction to leadership strategies for supporting quality teaching and learning

These areas of study should help you begin to reflect on the type of leadership, teaching, and learning that is necessary to ensure the success of all students, including those who have been historically marginalized. 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.

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.

Course Objectives

The student will:

- examine standards and expectations for public school administrators
- reflect on how leadership identity influences leadership beliefs and practice
- study scholarship and research on quality teaching and learning for all students as it relates to educational leadership
- consider the knowledge, skills, and dispositions requisite for leading learning communities and quality teaching and learning
- explore literature and research in the field of educational leadership

Content Assumptions for the Course

1. All of your course work in this Department and your future roles as an administrator will directly or indirectly lead back to the question of how to support quality teaching and learning in schools. It is necessary for school leaders to have a clear vision and understanding of what quality teaching and learning entails in order to support it through roles in finance, school law, community relations, special education, supervision, school improvement, etc. - that is, to lead for learning.
2. Effective educational leadership includes and goes beyond technical knowledge and skills that are often subsumed under "best practices." Effective leaders must also develop strong and reflective self-identities and have a critical appreciation and knowledge of what was, what is, what will likely be, and most importantly, what should be, especially as it relates to preparing all students as future citizens in a democratic and pluralistic society. Reflective leaders understand that each of these questions has multiple and sometimes contested answers. They constantly question, "Who benefits from educational decisions? Who doesn't?" "Learning for what purpose?" and "Learning that is good under what conditions?" In this course, we will explore leadership knowledge, skills, disposition, and identity.
3. Finally, educational leadership is inherently political. Reflective and effective leaders understand that school and society are complexly interconnected. They

understand that social realities impact schools and schools influence social realities. They know educational leaders cannot be and never have been politically neutral. Leaders must navigate and understand 1) external pressures and perspectives (e.g., professional standards and guidelines, legislatures, parents, community members), 2) internal perspectives (e.g., teachers, staff members, students), and 3) contextual realities (e.g., budget shortfalls, employment trends, poverty, environmental degradation) when leading their school's vision, mission, and goals. They understand that leadership is political not just because schools that receive government money are by definition political, but because every educational decision or non-decision is a political choice that impacts parents, teachers, and future citizens of the United States. Therefore, understanding the scope of this responsibility, reflective and effective leaders intentionally engage the political context to the advantage of all students. In this course, we will explore how an educational leader might connect designs for school and student learning to proactively understand and address local, regional, national, and global issues rather than merely react to them.

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 insure that multiple voices are heard, all of us must feel safe to express our ideas. You should feel comfortable voicing your opinions and viewpoints. 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. Stated differently, use this experience to pursue your own questions and practice interests. No one course can be all things to all students. The expectation is that you take an active or inquiry approach rather than a passive one in your learning. Thus, it is incumbent upon you to "mine" the course for experiences and knowledge that suits your individual needs and purposes. I greatly encourage you to develop collaborative relationships with your cohort to

further bolster your and their learning opportunities. 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. Previous technology issues: computer crashes (4), flash-drive short-circuited and erased all six sections of 3 months of work for a school improvement plan, accidentally saved draft over final paper the day before it was due, computer (and in one case, the flash drive for backup) stolen from apartment (2). I WILL NOT ACCEPT technology issues as a valid reason for extensions. ASSUME that you will experience a significant technology program. Create a plan for backing up and storing your work in multiple places. 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

Course Association with Content Area Standards in Educational Administration

This course directly utilizes the following professional content area standards for the preparation of principals and superintendents:

1. Facilitating a vision of educational excellence

This course requires students to study and practice applications of leadership competencies in the planning, development, and maintenance of a productive and inclusive school environment.

2. School culture, learning environment, and instructional program

Through group discussion and written work, students will study the development and maintenance of school cultures and instructional programs and the design of programs for student learning and professional staff growth.

3. Management

This course asks students to explore theories and methods of effective school management and to design administrative support for a positive teaching and learning environment.

4. Collaboration with families and communities

Through group and individual problem-solving efforts, students practice collaborative administrative roles in communicating with and in working with professional staff, students and families, other members of the school community.

5. Acting with integrity, fairness, and in compliance with legal and ethical standards

Class discussion and problem examples require students to examine the determination and application of ethical practices in public school administration.

6. The political, social, economic, legal, and cultural context

This course prompts students to seek comprehension of the social, economic, and political contexts in which public schools function and through course readings and small group work to anticipate and understand the influence of these contexts on public school operations.

CORE ASSIGNMENTS AND GRADING

Attendance and participation

(30% of course grade)

- Attendance: You must attend all classes to pass this course. There is no way to make up for missed class time. If you miss a class you should drop the course and start with a new cohort the next year. If you miss half a class, your grade will be lowered one letter grade.
- 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 (with many personal and professional responsibilities) is paramount for your current and future success.

- General Reading Expectations: You must plan ahead –you have a substantial amount of reading and you cannot effectively process information cramming it in the night before. Before you read, consider your course assignments that were purposefully connected to course literature. Preparing simultaneously for class and assignments will not only make your efforts more efficient, they will deepen your learning. Additionally, keep excellent notes! You will likely find it fruitful to develop an effective and efficient system for summarizing and retrieving notes. The test is whether after a few days, weeks, months, or years, you can go back and understand/refresh your thinking. It is of little benefit for you to read something only to forget it. For this reason, I require reading responses.
- Reading Responses: You are expected to bring written notes for each chapter or article. You should record (a) the authors’ main ideas, (b) your critique, and (c) how school leaders might apply these ideas. Reading response expectations are further described in the calendar.

Participation Scoring Guide (30 points total)

	Unsatisfactory 0 - 7 points	Satisfactory 8-9 points	Excellent 10 points
Punctuality	Student is often more than a few minutes late.	Student almost always arrives on time.	Student is always on time.
Preparation for Class	Student does not read assignments, bring 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. Comments are off-topic, insensitive, shallow, or demeaning.	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.

Assignment #1

Maximum: 2 pages

Due June 25 - First Class

Spontaneously create a typed list of answers for the following questions. If possible, complete this assignment before reading course literature. You will use these lists for later reflection on what you have learned in this course. These can be bullet points with little detail. This assignment should not take much time and should not exceed 2 pages. There are no “best” answers. Please create answers for the following questions. Bring one copy for me and keep one for yourself.

- What do you consider to be the most important things students should know and be able to do by the time the graduate from high school? That is, what are your “core” components to high quality student learning?
- What do you consider to be the core components of high quality teaching?
- What do you consider to be the most important aspects or components of the principal’s role in supporting this high quality teaching and learning?

Assignment #2

Critique of One Perspective that Informs Creating Excellent and Equitable Schools

20% of grade

FINAL DRAFT (not a rough draft) due Class 3

Final Due Class 5

Maximum: 10 pages (Use APA guidelines)

Reflecting on the readings from Session #1 and #2:

- 1) Define Equity and Excellence
Based on course readings and discussions, your own observations of schooling practices, and your current beliefs
 - a) Define educational equity and inequity
 - i) Be sure to include at least 5 different groups of students who have been traditionally marginalized or disadvantaged by schools and which corresponding groups of students have been traditionally privileged or advantaged by schools.
 - b) Define educational excellence.
 - c) Be sure to cite sources.
- 2) Choose ONE of the following “theories” that offer clues to creating more equitable and excellent schools: (a) leadership for learning, (b) leadership for equity and excellence, (c) transformative leadership, or (d) No Child Left Behind.
 - a) Explicate the underlying assumptions of your chosen theory. What is assumed to be the “problem” that lies in the path to creating equitable and excellent schools? What is assumed to be the main “solutions” for creating equitable and

excellent schools? (Note that some theories may not necessarily explicate equitable or excellent principles or concerns).

- b) Analyze in detail the strengths and limitations of these assumptions as they translate into helping principals create more equitable and excellent schools.

Assignment #3

Principal Shadowing/Interviewing Activity (15% of grade)

Maximum: 4 pages

Due Class 5

(APA format)

The objective of this activity is to acquire first-hand information about administration, especially the rewards and demands of serving as a leader. Choose a veteran principal (not an assistant principal), shadow him/her for a morning or afternoon of a typical school day (minimum three hours). Also obtain a copy of the principal's job description. Either during your shadowing experience, or at another scheduled time, you also should interview the principal. Take notes and write a reflection. Your paper must include an introduction to briefly explain the school that the administrator leads and a final section reflecting on the most important things you learned from this experience (I don't need to know everything!). 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 to be a principal, and why are they important?
4. Please describe the leadership style that you use in working with your faculty and staff.
5. How has *No Child Left Behind* affected your role as a school leader? What percentage of your time would you estimate that you devote to your instructional leadership responsibilities?
6. What are the most challenging aspects of your job and how do you handle them?
7. What changes are happening in education and what demands will they place on future leaders?
8. Why did you become a principal? What are your reasons for remaining in administration?
9. What personal rewards and sacrifices have you experienced as a public figure?
10. Please describe some lessons learned during your administrative career.
11. 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?

I encourage you to conduct your observation and interview with another student in this class (this makes for a more rich learning experience). Your paper should be your own work however.

Include a signed copy of the "principal consent form" (at the bottom of the syllabus) when you turn in your assignment.

Assignment #4 (2 PARTS)

1. Philosophy statement: Leadership for Learning in a Democratic and Pluralistic Society
(30% of the grade)

Maximum 20 pages (use APA guidelines)

Detailed Outline Due Class 6

Final Due July 15 (no class – submit electronically)

The philosophy statement will be your portfolio entry (for this course) for the Department.

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 coursework and experiences. Create the format that works best for you. You should include at least one source from a practitioner journal and one source from a research journal. These sources should be selected from the following list of research journals, unless approved by the professor:

Practitioner journals

American School Board Journal

Educational Leadership

Middle School Journal

Principal Leadership

Kappan

Research journals

Educational Administration Quarterly

Journal of Educational Administration

Planning and Changing

Journal of School Leadership

Based on the readings, class discussions, your reflections, and your beliefs and values

- Describe your core components of quality student learning necessary to live fully in a democratic and pluralistic society. Explain why these components are important. Cite sources.
- Describe your core components of quality teaching for all students. Explain why these components are important for a democratic and pluralistic society. Cite sources.
- Describe your philosophy of the leader's role in promoting this teaching and learning. Be sure to include what leaders should do to promote this learning for all students. This section should be the most substantial one of your statement.
- What did you change, if anything, in comparison to your list created in Assignment #1?
- Describe what more you want to know about leadership. What unanswered questions do you have at this point?

Note that this assignment should easily meet the requirements of the portfolio assignment for the Department. (We will discuss this further in class.)

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.

2. Executive Summary and Small Group Presentation
(5% of the grade)

Summarize your philosophy statement in 1-2 double-spaced pages. Please bring six copies. This summary may be done in bullet points, PowerPoint slide handouts, etc., but should be clear, unambiguous, and organized with headings and subheadings (e.g., quality learning, teaching, leadership). Supporting literature should be cited next to your ideas – for example (Shields, 2003), but you do not need a reference list. You will “present” your philosophy statement to a small group. Then the small group will offer comments and questions.

Grading System

Assignments 2, 3, and 4 will have detailed rubrics for scoring. Assignments turned in late will be lowered one letter grade or 10 percentage points.

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)

	Essential Questions (EQ) & Big Ideas (BI)	Reading	Assignment Due
Class 1 June 25	<p style="text-align: center;">Frameworks for Educational Leadership</p> <p>EQ: What are the assumed purposes of education for each author? EQ: What are the assumed pressing challenges or problems that educational leaders should face and address? EQ: What leadership practices or “theories of action” do authors present for fulfilling the purpose of education and addressing educational issues? To what extent do these theories of action shed light on addressing educational inequities? EQ: BI: Equity, Excellence, Democratic Pluralistic Society BI: Leadership for Learning BI: Transactional, Transformational & Transformative Leadership BI: Loose & Tight Coupling BI: Communities of Difference</p>	<p style="background-color: yellow;">Read the Essential Questions and Big Ideas Before Reading your Coursework</p> <ol style="list-style-type: none"> 1. Hodgkinson – Changing demographics – A call for leadership 2. Scheurich & Skrla – Chaps. 1, 2 3. Weick – Loose Coupling 4. Hoy – Three Types of Leadership 5. Shields – Dialogic Leadership 6. Leadership for Learning Sourcebook pages 1-54 http://depts.washington.edu/ctpmail/PDFs/LforL_Sourcebook-02-03.pdf 7. Zinsser – Chapter 2 Simplicity (One essential way to improve your writing – you do not need to write a “reading response.”) <p style="background-color: yellow;">NOTE: Class 1 and Class 2 Readings Should Be Completed Before the First Class. You will not have time to read Class 2 readings overnight!!!</p> <p>Recommended: Zinsser - On Writing Well (other chapters) Capper, Foster (more critical leadership selections) Waters et al. – Balanced Leadership Sergiovanni – Moral Leadership (book)</p>	<p>Assignment #1</p> <p>Reading Response: For each author and/or chapter, you should write detailed notes in the following areas:</p> <ol style="list-style-type: none"> 1. Main points: What are the author’s main points or big ideas? 2. Critique: What are the limitations of these points? What might be missing? What might be inaccurate? To what extent do you agree or disagree? 3. Application: How might you use these ideas as a school leader in practice? <p>After you have analyzed all the readings through these three areas, you should have a beginning understanding of the big ideas and answers to the essential questions in the left hand column. These notes will not be collected but are for your own learning. Most of your notes directly relate to your written assignments. The more effort you put into analyzing and thinking about the readings, the more you will learn. Moreover, particularly assignments #2 and #4 will be stronger and easier to write.</p> <ol style="list-style-type: none"> 4. Bonus: Look for themes or areas of disagreement across readings

Class 2	Context & Identity	1. NCLB http://www.ed.gov/nclb Read the following webpages under the “ <i>Overview/Introduction Link</i> ”	Reading Response: For each author and/or chapter, you should write detailed notes in the following areas:
June 26	<p>EQ: What are the strengths, limitations, opportunities and challenges of NCLB?</p> <p>EQ: How have some student groups been traditionally marginalized while others have been privileged?</p> <p>EQ: How can a critical examination of educational history inform leadership today?</p> <p>EQ: How does your background/identity impact your worldview; how does your worldview impact how you view leadership?</p> <p>BI: Schools are typically inequitable</p> <p>BI: Your own experiences and education requires critical reflection.</p> <p>BI: Leaders understand and use context to their school’s advantage.</p>	<p>a. Executive Summary of NCLB</p> <p>b. Facts Every Parent Should Know about NCLB</p> <p>c. Frequently asked questions/Adequate Yearly Progress</p> <p>2. Illinois Professional School Leader Standards http://www.isbe.state.il.us/profprep/CASCDvr/pdfs/29100_ILprofschleader.pdf</p> <p>3. McIntosh: Unpacking the Invisible Knapsack</p> <p>4. Loewen – Lies My Teacher Told Me Everyone: Intro; Chaps 1, 5, 11, 12 Last name A-L: Chap. 4 pp. 98-112; Chaps. 6, 7, Last name M-Z: Chaps. 8, 9, 10</p> <p>5. CHOOSE ONE</p> <p>a. Deschenes - Mismatch: Historical perspectives on schools and students who don't fit them</p> <p>b. Skiba – The Color of Discipline</p> <p>c. Lipman – Race, Class and Power – Forward; Intro pp. 1-15</p> <p><u>Recommended</u> Wilber – The Amazing Spiral Zinn – A People’s History of the United States (book) Takaki – A Different Mirror (book) Howard – We Can’t Teach What We Don’t Know (book)</p>	<p>1. Main points: What are the author’s main points or big ideas?</p> <p>2. Critique: What are the limitations of these points? What might be missing? What might be inaccurate? To what extent do you agree or disagree?</p> <p>3. Application: How might you use these ideas as a school leader in practice?</p>

<p>Class 3</p> <p>July 2</p>	<p>Quality Student Learning</p> <p>EQ: What is the purpose of student learning in a democratic and pluralistic society? EQ: What are your “core components” of student learning? EQ: How do students learn? BI: Integration of rigorous academic, holistic, multicultural, and critical student learning. BI: Learning for Understanding</p>	<ol style="list-style-type: none"> 1. Bransford et al. Chaps 3, 4 http://www.nap.edu/html/howpeople1/ 2. Bigelow et al. – Rethinking Schools Framework 3. Nieto – Affirmation, solidarity, and critique 4. Noddings – Global Citizenship <p>NOTE: Class 3 and Class 4 Readings Should Be Completed Before Class 3</p> <p><u>Recommended</u> Starratt - Cultivating the Moral Character of Learning Banks – Educating citizens Lee – Beyond Heroes & Holidays (book) Rethinking our classrooms Vol 1 & 2 (books)</p>	<p>Assignment #2 FINAL DRAFT</p> <p>Reading Response: For each author and/or chapter, you should write detailed notes in the following areas:</p> <ol style="list-style-type: none"> 1. Main points: What are the author’s main points or big ideas? 2. Critique: What are the limitations of these points? What might be missing? What might be inaccurate? To what extent do you agree or disagree? 3. Application: How might you use these ideas as a school leader in practice?
<p>Class 4</p> <p>July 3</p>	<p>Quality Pedagogy</p> <p>EQ: What are your “core components” of quality teaching for all students? EQ: What is quality teaching that supports rigorous academic, holistic, multicultural, and critical student learning? BI: Backward design BI: Subject matter expertise BI: Differentiated instruction BI: Teaching for social justice</p>	<p>Everyone</p> <ol style="list-style-type: none"> 1. Scheurich & Skrla – Chap. 4 2. Bransford et al. Chap 6 (pay attention to Figure 6.1) and Chap 9 http://www.nap.edu/html/howpeople1/ 3. Wiggins & McTighe – Understanding by Design <p>Choose 1</p> <ol style="list-style-type: none"> 1. Bransford et al. Chaps 7 http://www.nap.edu/html/howpeople1/ 2. Zeichner & Liston – Traditions of Reflective Teaching 3. Tomlinson – Differentiated Leadership & Teaching <p>Note: These are all excellent chapters!</p> <p><u>Recommended</u> Ladson-Billings – Culturally Relevant Pedagogy Ladson-Billings – The Dreamkeepers (book) Tomlinson – Leadership for Differentiating Schools & Classrooms (book) Fay & Funk – Teaching with Love & Logic (book) Marzano – Classroom Instruction that Works (book)</p>	<p>Reading Response: For each author and/or chapter, you should write detailed notes in the following areas:</p> <ol style="list-style-type: none"> 1. Main points: What are the author’s main points or big ideas? 2. Critique: What are the limitations of these points? What might be missing? What might be inaccurate? To what extent do you agree or disagree? 3. Application: How might you use these ideas as a school leader in practice?

Class 5 July 9	Quality Leadership EQ: How do school leaders support quality teaching and learning? BI: Program Coherence & Alignment BI: Professional Learning Communities BI: Continuous Improvement	Scheurich & Skrla – Chaps. 3, 5, 6, 7, 8, 9, 10 NOTE: Class 5 and Class 6 Readings Should Be Completed Before Class 5 Recommended Sergiovanni – Leadership as Stewardship Senge – Schools that learn – A primer on the Five Disciplines	Assignment #2 FINAL Assignment #3 Reading Response: For each author and/or chapter, you should write detailed notes in the following areas: 1. Main points: What are the author’s main points or big ideas? 2. Critique: What are the limitations of these points? What might be missing? What might be inaccurate? To what extent do you agree or disagree? 3. Application: How might you use these ideas as a school leader in practice?
Class 6 July 10	Quality Leadership EQ: How do school leaders support quality teaching and learning? BI: Structure matters BI: Professional Learning Communities	1. Kennedy – Building Collaborative School Teams 2. Shank - Common work, common time, common space 3. Kruse – Building PLC in Schools 4. Lewis – Lesson Study 5. Spillane – Distributed Leadership	Assignment #4 DETAILED OUTLINE Assignment #4 Poster Presentation Reading Response: For each author and/or chapter, you should write detailed notes in the following areas: 1. Main points: What are the author’s main points or big ideas? 2. Critique: What are the limitations of these points? What might be missing? What might be inaccurate? To what extent do you agree or disagree? 3. Application: How might you use these ideas as a school leader in practice?
July 15 NO CLASS			Assignment #4 FINAL Submit via email by 12:00 midnight

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Principal Observation 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 school day. The purpose of this observation is for the student to begin to understand the role, challenges, and rewards of the school principal. 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 school principal. 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