

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

**EOL 540: Introduction to Educational Administration
Fall 2005**

Tuesdays 4:00-6:50 p.m.

192 Education

Instructor

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343 Education
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Or by appointment

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.

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.

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

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> (often listed by editor's last name, not author's last name)

Note: some posted readings are optional.

Recommended texts:

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.

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 in-depth understanding of the purposes, challenges, content, and processes of quality teaching and learning
- An introduction to supporting quality teaching and learning by creating coherence and building professional learning communities in schools

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.

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

(20% of course grade)

Your responsibilities for attendance and participation are two-fold: 1) prepare for and participate in each session and 2) facilitate one class session with or without colleagues. 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. Here are some reading techniques that have proven successful:

- 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. You will likely find it fruitful to develop an effective and efficient system for summarizing and retrieving notes. You may want to access this information in years ahead as well. Thinking and organizational skills are essential to effective school leadership.
- Understand and examine the key arguments each author makes. Know examples and evidence the author uses to make these arguments, but do not become “lost in the details.”
- Look for points of agreement, contention, or tension between authors. Many readings were selected because authors, at least subtly, disagree with each other.
- Bring your reflections, questions, and issues with these readings. How do the readings relate to your experiences, values, beliefs, expectations, etc.? You are expected to understand, not necessarily agree with the authors’ main points. In addition, being critical is not synonymous with being negative.
- Finally, continually consider implications for school leaders. Several of the readings are not written directly for school leaders, but they have profound implications for practice.

Class facilitation

For one session, you are expected to facilitate the class in a substantive discussion of the course readings. Depending on class numbers, you will likely co-facilitate with another class member. Please use the guidelines above and below to plan your session.

Rubric for Class Facilitation

	Unsatisfactory	Satisfactory	Excellent
Grounded in Readings	Activities/Discussion are not grounded in the readings	Activities/Discussion are usually grounded in the readings but may lose focus at times	Activities/Discussion are grounded in the readings
Key Ideas	Key ideas are unclear, underdeveloped, or there are too many to grasp	A few manageable key ideas are developed	A few manageable key ideas are clear and well developed
Engagement	Few students are intellectually engaged	Most students are intellectually engaged	All students are intellectually engaged. Opportunities for students to make connections, critique, and synthesize main points to the reading
Building on Prior Knowledge	Activities/Discussion do not build on prior student knowledge, experiences or course content/context	Activities/Discussion provide opportunity to build on prior knowledge and experiences and connects key ideas to previous course content	Activities/Discussion build on prior knowledge and course goals/content, addresses possible misconceptions, which may stem from electronic reading reflections
Implications for Leadership	Implications for leadership are unclear	Implications for leadership are explored	Insightful implications are explored

Common Mistakes to Avoid

“Activities” without substance

Trying to cover too much

Too much activity, not enough attention to readings

Telling and summarizing for students what they read

Thinking critique means being negative

Having to agree with viewpoints of authors as presented

Having one student on the facilitation team dominate the session

Assignment #1

(5% of course grade)

1-2 typed pages total

Due August 30 - First Class

Spontaneously create a typed list 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 be 1-2 pages total. There are no “best” answers. Please create answers for the following questions. Bring one copy for me and keep one for yourself.

- What are the 5-6 most important reasons that students do not succeed in schools?
- What are 5-6 most important things you think students should know and be able to do before they graduate from high school?
- What are the 5-6 most important responsibilities for educational leaders?
- What are the 3 most important questions of our times, which may or may not include education?
- Finally, briefly explain how much you have thought about these questions prior to this course.

Assignment #2

(20% of the course grade)

Top Ten Leadership Mistakes to Avoid for Creating Excellent and Equitable Schools

Due September 27. 10-15 pages total. (Use APA guidelines)

For this assignment, educational excellence and equity means *all* students are valued, are achieving at high levels of learning, and have all of their educational needs met in school. Later in the course, you will have an opportunity to articulate what “equity”, “excellence” etc. means to you through your philosophy statement. This assignment begins by briefly examining why educational leadership has **not** focused on quality learning (i.e., excellence). It primarily focuses on how certain groups of students have been disadvantaged by schooling practices, that is, why “all” students often really meant (or still means) *some* students (i.e., inequity). Reflecting on the readings from August 23 – September 13:

1. Briefly explain what you **learned** about the traditional role of educational administration and how this role is changing especially as it relates to leadership for learning. Be sure to include sources of tension or disagreement in the course sources and literature (1-2 pages)
2. Briefly describe which groups of students have been traditionally marginalized by schools. Be sure to cite sources. (one or two paragraphs).
3. Create a detailed list of your top ten historic or contemporary leadership mistakes - made intentionally or through compliance with the “status quo” - that contributed to the creation of schools that 1) are **not** focused on learning excellence and 2) do **not** meet the needs of all students. As most of the readings here address the latter point, the majority of your “mistakes” should address this issue of inequitable school leadership. Each “mistake” should
 - a. To the extent possible, be a theme that cuts across at least two sources from the course. Be sure to cite these sources. This should be a synthesis

of your best thinking, not disconnected points made by separate authors. Explain why you chose this theme.

- b. Cite sources that link this mistake (whether explicit or inferred) to potential leadership beliefs or societal contributing factors. In other words, analyze overt or hidden leadership and societal resistance to creating equitable schools.
- c. Each “big mistake” should conclude with two or three actions leaders can take to avoid these mistakes. In other words, what do these mistakes imply for leadership?

Assignment #3

(15% of the grade)

Reflection on Leadership Identity and Commitments to All Students

5-10 pages total (use APA guidelines) OR alternative representation

Due October 11

Option 1

Choose ONE reflective activity described by Kathleen Brown in *Leadership for Social Justice and Equity*

1. Highlight the activity you chose, why you chose it, and what you did.
2. Synthesize what you **learned about yourself** (i.e., your identity) from this activity. This synthesis should capture the essence of *what you learned about your background experiences and identity as it relates to race/ethnicity, gender, socioeconomic status, etc.*
3. Apply this reflection and self-growth your future leadership practice. How does “who you are” connect with how you lead? Part of this section should address your commitments to all students, including those from disadvantaged backgrounds. You may also draw on other course readings for this section, but it is not necessary.
4. Describe what else you want to know about your identity and leadership practice. Highlight two or three actions you will take to continue your growth.

Option 2

Design a creative alternative to this assignment (e.g, examining a lesson you previously taught, analyzing the curricular content of your classroom or school and how it represents students from different backgrounds). I am open to other ways of representing this professional learning experience (e.g., through multimedia). Please consult with me first. The important idea is for you to choose a comfortable activity that will best further your growth.

Assignment #4

Principal Shadowing/Interviewing Activity (15% of grade)

Due November 15

(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) and shadow him/her for a morning or afternoon of a typical school day (minimum three hours). If it is impossible for you to be released from your teaching assignments to complete the shadowing experience in one block, you may complete the shadowing in time increments throughout a one-week period. 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 or record the interview, and write a summary of what you have learned (minimum of six double-spaced pages). Your paper must include an introduction to briefly explain the school that the administrator leads, a narrative expanding on responses to your questions, and a final section reflecting on what you learned from this experience. Please make certain you devote adequate space to your personal reflection, and include appropriate references to your text or class readings in this section. 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. What key skills are needed to be a principal, and why are they important?
3. Please describe the leadership style that you use in working with your faculty and staff.
4. 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?
5. What are the most challenging aspects of your job and how do you handle them?
6. What changes are happening in education and what demands will they place on future leaders?
7. Why did you become a principal? What are your reasons for remaining in administration?
8. What personal rewards and sacrifices have you experienced as a public figure?
9. Please describe some lessons learned during your administrative career.
10. 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.

Assignment #5 (2 parts)

Philosophy statement: Leadership for Learning in a Democratic and Pluralistic Society

(20% of the grade)

15-20 pages total (use APA guidelines) Due December 13

Executive Summary and Poster Presentation Due December 6 (described later)

(5% of the grade)

The philosophy statement will be one of your portfolio entries for the Department.

1. *Philosophy statement of Leadership for Learning in a Democratic and Pluralistic Society*
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. What did you change, if anything, in comparison to your list created in Assignment #1?
- 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. Your philosophy of the leader's role should include, but not be limited to...
 - Using student data
 - Creating program coherence for all students
 - (e.g., curriculum, assessment, standards, technology)
 - Building professional learning communities
 - What more you want to know about leadership

2. *Executive Summary and Poster Presentation of Philosophy Statement*

Summarize your philosophy statement in 1-2 double-spaced pages. Please bring enough copies for each class member. For the poster presentation, approximately one-third of the class will "present" their philosophy statement simultaneously. The other class members will interact with each presenter for about 5 - 8 minutes at a time before rotating to another interactive presentation. Each presenter should bring a coherent, concise, and clear visual representation of their philosophy statement. Students in the past have used a tri-fold poster to display their work while others brought in their laptops for a brief PowerPoint demonstration. Other alternatives are encouraged and welcome.

Note: For students taking this as an elective and who do not intend to become educational administrators, I am open to alternative assignments which better suit your professional needs. Please consult with me as soon as possible.

Grading System

Grades of A or A- will be reserved for truly outstanding performance. Grades in the B category will be awarded for solid high quality work, and grades of C will be assigned to work that is not distinguished as professional quality at the graduate level. Lower grades may be assigned for failure to meet expectations for graduate quality work.

Class Schedule

(Subject to Change)

<i>Preparing the Groundwork: Leadership for Learning in a Democratic & Pluralistic Society</i>		
Aug 23 NO CLASS		Reinventing the Principalship – read the first 7 pages (12 pages incl. contents) http://www.iel.org/programs/21st/reports/principal.pdf Leadership for Learning – Part I; Case 1; Case 2 (pp. 1-55) (Course Framework) http://depts.washington.edu/ctpmail/PDFs/LforLSourcebook-02-03.pdf Weick – Loose Coupling
Class 1 (Aug 30)	Introduction Assignment 1 Due	NCLB http://www.ed.gov/nclb <i>Overview/Introduction Link:</i> <ul style="list-style-type: none"> • Executive Summary of NCLB • Facts Every Parent Should Know about NCLB • Frequently asked questions/Adequate Yearly Progress Illinois Professional School Leader Standards http://www.isbe.state.il.us/profprep/CASCDvr/pdfs/29100_ILprofschleader.pdf Foster – Educational administration as a moral science Foster – Critical reflections on a history of educational theory
Class 2 (Sept 6)	Critical perspectives on the context and history of education	Deschenes - Mismatch Loewen – Lies My Teacher Told Me, Intro, Chap 1. Scheurich & Skrla – Chaps. 1, 2 Marshall – Social Justice Challenges to Ed Admin Recommended: Skiba – The Color of Discipline Lipman – Race, Class and Power – Forward; Intro pp. 1-15 Hodgkinson – Changing demographics – A call for leadership
Class 3 (Sept 13)	Critical perspectives on the context and history of education	Loewen – Lies My Teacher Told Me <ul style="list-style-type: none"> • Chap. 4 pp. 98-112 • Chaps. 5, 7, 8, 9, 10, 11 Other excellent sources Zinn – A People’s History of the United States (book) Takaki – A Different Mirror (book)

Class 4 (Sept 20)	Leadership Identity: Tools and Frameworks for Self-Assessment & Growth	Bennett – Becoming Interculturally Competent (remind me to send) McIntosh – Unpacking the Invisible Knapsack Zeichner & Liston – Traditions of Reflective Teaching Brown – Leadership for social justice and equity Recommended: Wilber – The Amazing Spiral Howard – We Can’t Teach What We Don’t Know (book)
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Leadership Focus on Learning in a Democratic and Pluralistic Society

Class 5 (Sept 27)	Leadership vision: Perspectives on the purpose of education Assignment 2 Due	Capper – Ed Admin in a Pluralistic Society Banks – Preface, Chap 1, 2 (Citizenship Education) Hirsch – Seeking Breadth and Depth in the Curriculum Noddings – Global citizenship Recommended: Apple & Beane – Democratic Schools Chaps 1, 6 Democracy Matters (Cornel West) (book)
Class 6 (Oct 4)	Learning for understanding	Bransford et al. Chaps 1, 2, 3, 4
Class 7 (Oct 11)	Teaching and Curriculum for understanding Assignment 3 Due	Wiggins & McTighe – Understanding by Design Scheurich & Skrla – Chap 3 Marzano – Curriculum & Instruction
Class 8 (Oct 18)	Teaching subject matter for understanding	Bransford et al. Chaps 6, 7 Spillane – A 5 th Grade Teacher
Class 9 (Oct 25)	Pedagogy for equity, diversity, and social justice	Banks – Approaches to multicultural curriculum Nieto – Affirmation, solidarity, and critique Bigelow et al. – Rethinking Schools Framework Scheurich & Skrla – Chap. 4 Delpit – The Silenced Dialogue Recommended Ladson-Billings – Culturally Relevant Pedagogy

Creating Coherence for Learning in a Democratic and Pluralistic Society

Class 10 (Nov 1)	Creating Coherence; Engaging External Environments	Scheurich & Skrla – Chaps. 5, 6, 7, 8, 9, 10
Class 11 (Nov 8)	Building Program Coherence	Newmann et al. Professional Development that Builds School Capacity Youngs & King – Principal Leadership for Professional Development Kose – forthcoming (remind me to send) Bransford et al. Chap. 9

Building Professional Learning Communities and Sharing Leadership

Class 12 (Nov 15)	Building Professional Learning Communities Assignment 4 Due	Kennedy – Building Collaborative School Teams Little – Inside Teacher Community Shank - Common work, common time, common space Kruse – Building PLC in Schools
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Thanksgiving Vacation! (Nov 22)		
Class 13 (Nov 29)	Building Professional Learning Communities	Goldenberg – Changing teaching Lewis – Lesson Study Strike – Can schools be communities? Bransford – Chap. 8
Class 14 (Dec 6)	Sharing leadership and Organizational Learning Assignment 5 Exec. Summary and Poster Presentation Due	Sergiovanni – Leadership as Stewardship Optional Reading Senge – Schools that learn – A primer on the Five Disciplines Argyris – Organizational learning
Finals week (no class) (Dec 13)	Assignment 5 Due Tuesday 5:00 p.m.	

References and Other Recommended Readings

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- Argyris, C., & Schön, D. A. (1996). *Organizational learning II: Theory, method, and practice*. New York: Addison-Wesley.
- Banks, J. (1988). Approaches to multicultural curriculum reform. *Multicultural leader*, 1(2), 1-3.
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- Bennett, M. J. (2004). Becoming interculturally competent. In J. Wurzel (Ed.), *Toward multiculturalism: A reader in multicultural education* (2nd ed., pp. 62-77). Newton, MA: Intercultural Resource Corporation.
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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.
- Brown, K. M. (2004). Leadership for social justice and equity: Weaving a transformative framework and pedagogy. *Education Administration Quarterly*, 40(1), 77-108.
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- Delpit, L. D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280-298.
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- Hodgkinson, B. (2003). Changing demographics: A call for leadership. In W. A. Owings & L. S. Kaplan (Eds.), *Best practices, best thinking, and emerging issues in school leadership* (pp. 3-13). Thousand Oaks, CA: Corwin Press.
- Howard, G. R. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press.
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- Kennedy, C. H., & Fisher, D. (2001). Building and using collaboration school teams. In *Inclusive middle schools* (pp. 27-40). Baltimore: Paul H. Brookes Publishing.
- Kruse, S., Seashore Lewis, K., & Bryk, A. (Spring 1994). *Building professional community in schools (Issues in School Restructuring No. 6)*.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165.
- Lewis, C. (2000, April). *Lesson study: The core of Japanese professional development*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Lipman, P. (1998). *Race, class, and power in school restructuring*. Albany, NY: State University of New York Press.
- Little, J. W. (2003). Inside teacher community: Representations of classroom practice. *Teachers College Record*, 105(6), 913-945.
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