

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

EOL 540: Introduction to Educational Administration

Oakbrook, IL

Tuesdays/Wednesdays: June 22, 23, 29, 30, July 6, 7 8:00 a.m. – 4:30 p.m.

Instructor

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332 Education

Office hours:

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

Book group texts: (choose one)

- Blankstein, A. M. (2009). *Failure is not an option: Six principles for making student success the only option* (2nd ed.). Thousand Oaks, CA: Corwin.
- Frattura, E. M., & Capper, C. A. (2007). *Leading for social justice: Transforming schools for all learners*. Thousand Oaks, CA: Corwin.
- Scheurich, J. J., & Skrla, L. (2003). *Leadership for equity and excellence*. Thousand Oaks, CA: Corwin Press.
- Shields, C. M. (2008). *Courageous leadership for transforming schools: Democratizing practice*. Norwood, MA: Christopher-Gordon Publishers.

Recommended texts:

- *American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (**2nd printing, not 1st**)
- 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.

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

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 include use with distance education.

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

College of Education Handbook <http://ed.uiuc.edu/saao/handbooks/g handbook.html> ; note in particular, issues of academic integrity http://admin.illinois.edu/policy/code/article1_part4_1-402.html

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.

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. 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. 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

(20% 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. You do not earn points for mere attendance; however, 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. 25% of grade

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 class 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

Observation Assignment Activity (20% 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

Philosophy Statement. (20%).

Length 8 – 10 pages (use APA guidelines)

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 reflect on how best to accomplish these purposes.

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 discussed in class.

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

Because 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.

Assignment #3

Research/Inquiry Paper. (40%) The purpose of this activity is to (a) develop an in-depth understanding of a significant and/or controversial K-12 educational issue and to (b) develop your skills in conducting critiquing and synthesizing literature. Select a topic from the attached list or seek approval for another topic. After you have chosen a topic, you should develop a clear purpose statement. Then you should develop a related research question that you want to answer from your literature review (see examples below). The purpose statement and research questions should be approved by the instructor. Your paper must, at minimum, include implications for leadership.

The paper consists of three sections. The first section is a description/introduction of the topic, why it is important for educational leadership and improving schools (rationale for the paper), and a narrowing of the topic to a manageable purpose and research question.

The second, and main section of the paper, is a concise review and synthesis, and critique of scholarship and research pertaining to your paper purpose and research question. In short, the organization of your second section should systematically and clearly answer your research question. A synthesis means you organize your paper by important **themes, ideas** or **arguments**, NOT by authors (never should your paper read this author said, this author said, etc.). Critique means that you examine the quality of literature within or after this synthesis, including its strengths and limitations—an article published in a top tier journal likely still has limitations. Critique can occur for a single publication or across multiple publications (e.g., “all reviewed studies failed to consider whether leadership effected student learning outcomes...”). Do not hesitate to be critical as you evaluate these materials (but clearly distinguish your ideas from the authors' perspectives). You might save the main critique after you have synthesized the literature.

In the final section, you should clearly state your conclusions related to your research question. After these conclusions, you should briefly discuss any implications for practice or future research. 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 Paper Topics (must involve K-12 educational leadership)

1. Example: Leadership for social justice
 - a. Example 1
 - i. Purpose statement: The purpose of this paper is to synthesize and critique scholarship and research on the roles of the principal in leading for social justice.
 - ii. Research question: What are the roles of the principal in leadership for social justice?
 - b. Example 2
 - i. Purpose statement: The purpose of this paper is to develop a framework of “transformative professional development” by integrating and critiquing scholarship and research in quality professional learning with leadership for social justice.
 - ii. Research question: What are the components of transformative professional development?
 - c. Example 3
 - i. Purpose statement: The purpose of this paper is to examine and summarize research on the impact of leadership for social justice on student achievement. Additionally, the purpose is to understand the impact of this leadership on disaggregated student group outcomes (e.g., low-income students).
 - ii. Research question: What is the impact of leadership for social justice on student achievement?
2. Explanations for understanding and addressing achievement gap(s)
3. Class size/School size
4. Quality professional development
5. The erosion of local control in public schools
6. Kindergarten screening
7. Middle school movement and its success in promoting student achievement
8. National standardized testing
9. National teacher testing
10. Alternative teacher preparation
11. No Child Left Behind mandates
12. School safety
13. Service learning
14. School tracking/detracking
15. Year-round education (extended school year)
16. Professional learning communities
17. High school responsibility in transition to postsecondary education
18. High school reform
19. School discipline: using positive and negative reinforcement
20. 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, Urban Review*

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)
JUNE 22, 23	<ul style="list-style-type: none"> Course and program overview Brief K-12 U.S. historic and contemporary educational context 	<ol style="list-style-type: none"> Deschenes - Mismatch: Historical perspectives on schools and students who don't fit them Hodgkinson – Changing demographics – A call for leadership Bogotch – A History of Public School Leadership <p>Recommended: Loewen – Lies My Teacher Told Me (book) Sage Handbook of Educational Leadership (book)</p>	Reading notes ready to discuss in class
	<ul style="list-style-type: none"> NCLB Leadership Standards Graduate level writing Distinction between practice, theory, and research 	<ol style="list-style-type: none"> NCLB http://www.ed.gov/nclb Read the following link <i>Overview/Introduction/4 Pillars of NCLB. Feel free to peruse FAQs</i> Education Next – the future of NCLB (interviews) Hursh – Assessing NCLB Illinois Professional School Leader Standards 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.”) Shields – Dialogic Leadership (this will be used to illustrate writing organization – you don’t need to read for class, just have available in electronic or printed format –you will read it later for the transformative leadership class) <p>Recommended: Zinsser - On Writing Well (other chapters)</p>	
	<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) How People Learn, Chapter 6 (note Figure 6.1), Chapter 7 http://www.nap.edu/catalog.php?record_id=9853 Nieto – Affirmation, solidarity, and critique Wiggins & McTighe – be ready to discuss figure 1.2 <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"> Transformational Leadership Balanced Leadership Leadership for Learning 	<ol style="list-style-type: none"> Hoy – Three Types of Leadership Waters et al. – Balanced Leadership Drago-Severson - Adult Development Leadership for Learning Sourcebook pages 1-54 http://depts.washington.edu/ctpmail/PDFs/LforLSourcebook-02-03.pdf Darling-Hammond et al. – Excellent and equitable schools 	

JUNE 29, 30	<ul style="list-style-type: none"> Personal racial/ethnic awareness Race/ethnicity opportunities and issues in schools 	<ol style="list-style-type: none"> McIntosh Pollock – edited book chapters (1-4, 6). Order of chapters authors: Goodman, Pollock, Mukhopadhyay, Singleton, Pollock, Nieto Loewen (skim) Ladson-Billings – Achievement Gap (recommended) <p>Other Recommended Sources: Scheurich & Skrla – Leadership for Equity and Excellence (book) Delpit; Brown; Capper; Ladson-Billings; Lipman; Skiba</p>	Reading notes ready to discuss in class
	<ul style="list-style-type: none"> Transformative Leadership 	<ol style="list-style-type: none"> Kose Shields – Dialogic leadership 	
	Organizational Theory – Modern Period through Postmodernist <ul style="list-style-type: none"> Theory X – Theory Y, Contingency Theory Human Dimension of organizations 	<ol style="list-style-type: none"> 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? 	
	<ul style="list-style-type: none"> Leadership for deeply democratic schools 	<ol style="list-style-type: none"> Shields – Chapters 4, 5 Starratt – Building an Ethical School Palmer – On the Edge Palmer – Evoking the Spirit in Public Education <p>Recommended: Sergiovanni – Moral Leadership (book)</p>	
JULY 6, 7	<ul style="list-style-type: none"> Culture and change Student Presentations 	JB Reader Chapters: Barth (11, 15); Fullan (12), Leithwood (13), Deal (14) <p>Recommended Senge – Schools that learn – A primer on the Five Disciplines Sergiovanni – Leadership as Stewardship</p>	<ul style="list-style-type: none"> Observation Assignment Philosophy Outline Research Paper Outline
July 11		Send via email	<ul style="list-style-type: none"> Philosophy Paper 11:59 pm
July 18		Send via email	<ul style="list-style-type: none"> Research Paper 11:59 pm

References and Other Recommended Readings

Argyris, C., & Schön, D. A. (1996). *Organizational learning II: Theory, method, and practice*. New York: Addison-Wesley.

Blankstein, A. M. (2009). *Failure is not an option: Six principles for making student success the only option* (2nd ed.). Thousand Oaks, CA: Corwin.

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. *Educational Administration Quarterly*, 40(1), 77-108.

Darling Hammond, L., & Friedlaender, D. (2008). Creating excellent and equitable schools. *Educational Leadership*, 65(8), 14-21.

Delpit, L. (Ed.). (1996). *Other people's children: Cultural conflict in the classroom*. New York: New Press.

Deschenes, S., Cuban, L., & Tyack, D. (2001). Mismatch: Historical perspectives on schools and students who don't fit them. *Teachers College Record*, 103, 525-547.

- English, F. W. (Ed.). (2004). *The Sage handbook of educational leadership: Advances in theory, research, and practice*. Thousand Oaks, CA: Sage.
- Gale, T., & Dinsmore, K. (2003). Democratic educational leadership in contemporary times. *International Journal of Leadership in Education*, 6(2), 119-136.
- 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.
- Hoy, W. K., & Miskel, C. G. (2005). *Educational administration: Theory, research, and practice* (7th ed.). New York, NY: McGraw-Hill.
- Hursh, D. (2007). Assessing No Child Left Behind and the rise of neoliberal policies. *American Education Research Journal*, 44(3), 493-518.
- Knapp, M. S., Copland, M. A., Ford, B., Markholt, A., McLaughlin, M. W., Milliken, M., et al. (2003). *Leading for learning sourcebook: Concepts and examples*. Seattle, WA: Center for the Study of Teaching and Policy.
- Kose, B. W. (2007). Principal leadership for social justice: Uncovering the content of teacher professional development. *Journal of School Leadership*, 17, 276-312.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass.
- Ladson Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3-12.
- Lee, E., Menkart, D., & Okazawa-Rey, M. (Eds.). (2002). *Beyond heroes and holidays: A practical guide to K-12 anti-racist, multicultural education and staff development* (2nd ed.). Washington, DC: Teaching for Change.
- 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.
- Loewen, J. W. (2007b). *Lies my teacher told me: Everything your American history textbook got wrong* (2nd ed.). New York: Simon & Schuster.
- Marshall, C., & Olivia, M. (2006). *Leaders for social justice: Making revolutions in education*. Boston: Allyn & Bacon.
- 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.
- Palmer, P. J. (1998/99). Evoking the spirit in public education. *Educational Leadership*, 6, 6-11.
- Palmer, P. J. (2008). On the edge. *National Staff Development Council*, 29(2), 12-16.
- Pollock, M. (Ed.). (2008). *Everyday antiracism: Getting real about race in school*. New York: The New Press.
- Reeves, D. B. (2000). The 90/90/90 schools: A case study. In *Accountability in action: A blueprint for learning organizations* (2nd ed., pp. 185-208). Denver, CO: Advanced Learning Press.
- 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., et al. (Eds.). (2000). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Doubleday.
- Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco: Jossey-Bass.
- Shank, M. J. (2005). Common space, common time, common work. *Educational Leadership*, 62(8), 16-19.
- Shields, C. M. (2004). Dialogic leadership for social justice: Overcoming pathologies of silence. *Educational Administration Quarterly*, 40, 109-132.
- Shields, C. M. (2008). *Courageous leadership for transforming schools: Democratizing practice*. Norwood, MA: Christopher-Gordon Publishers.
- Starratt, R. J. (1991). Building an ethical school: A theory for practice in educational leadership. *Education Administration Quarterly*, 27(2), 185-202.
- Tomlinson, C. A., & Allan, S. D. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced Leadership: What 30 years of research tell us about the effect of leadership on student achievement*. Aurora, CO: Mid-continent Research for Education and Learning.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Zeichner, K. M., & Liston, D. P. (1996). Traditions of reflective teaching. In *Reflective teaching: An introduction* (pp. 51-62). Mahwah, NJ: L. Erlbaum Associates.
- Zinsser, W. (1998). *On writing well: The classic guide to writing nonfiction* (6th ed.). New York: HarperPerennial.

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@illinois.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@illinois.edu