

**EDL 600**  
**PRINCIPLES OF EDUCATIONAL ADMINISTRATION**  
**Fall 2009**  
**San Diego State University**

**COURSE SYLLABUS**

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**EDUCATIONAL LEADERSHIP DEPARTMENT**

Motto: “Learn . . . Lead . . . Transform”

Mission: It is the mission of the Educational Leadership Team to:

- Develop exceptional leaders for diverse preK-12 school systems.
- Collaborate with preK-12 leaders in effecting ever higher student achievement.
- Offer quality administrator development programs through effective teaching, research, and service to the educational community.

**COURSE OBJECTIVES**

1. Investigate, analyze, and evaluate public values and issues impacting on educational administration.
2. Identify and describe the influence of the local, state, and federal governments on educational administration.
3. Trace the history of educational administration and the roles of emerging social groups and forces as each related to educational administration.
4. Describe administrative work, roles, and tasks focusing on the principalship and superintendency.
5. Trace, analyze, and evaluate the policy-making process in the local school district.
6. Analyze laws, constitutional considerations, and Supreme Court standards, which affect educational administration.
7. Analyze the legal and social foundations of student management and the administrator’s duty to protect the student population.

8. Analyze school finance focusing on revenue generation and distribution.
9. Analyze professional goals and traits for the educational administrative career.
10. Describe the fundamental concepts of authority, power, and influence in terms of both formal and informal elements in society.
11. Define organizational development and relate the concept to the school as a political and social entity.
12. Review the collective bargaining process and the difference between positional and principled-centered negotiations.
13. Identify and investigate, in depth, one educational trend impacting school administration.

## **COURSE STANDARDS AND ELEMENTS**

This course addresses specific elements of the following California Professional Standards for Educational Leadership.

### **Standard 1 Shared Vision of Learning**

- 1.2 Candidates will know how to articulate and demonstrate strategies of implementing shared vision that engages the entire school community.
- 1.3 Candidates will know how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.

### **Standard 2 Culture for Student Learning and Professional Growth**

- 2.4 Candidates will learn how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.
- 2.6 Candidates will know how to promote equity, fairness and respect among all members of the school community.
- 2.7 Candidates will know how to promote opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.

### **Standard 3 Organization and Resource Management**

- 3.1 Candidates will learn how to establish school operations, patterns, and processes that support student learning.
- 3.2 Candidates will be able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
- 3.3 Candidates will have the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.
- 3.7 Candidates will be able to utilize effective and positive nurturing practices in establishing student behavior management systems.

### **Standard 4 Working with Diverse Families and Communities**

- 4.3 Candidates will value diverse community stakeholder groups and treat all with fairness and with respect.
- 4.4 Candidates will demonstrate the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.

### **Standard 5 Personal Ethics and Leadership Capacity**

- 5.2 Candidates will understand the importance of modeling personal and professional ethics, integrity, justice, and fairness and expect the same behavior from others.
- 5.5 Candidates will be able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- 5.11 Candidates will learn the importance of protecting the rights and confidentiality of students and staff.

### **Standard 6 Political, Social, Economic, Legal and Cultural Understandings**

- 6.1 Candidates will understand their role as a leader of a team and be able to clarify the roles and relationships of individuals within the school.

- 6.2 Candidates will understand the importance of schools operating consistently within the parameters of federal, state, and local laws, policies, regulations, statutory, and fiscal requirements.
- 6.3 Candidates will demonstrate responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision makers in the school community.
- 6.4 Candidates will know how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- 6.5 Candidates will know how to influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
- 6.6 Candidates will be able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

INHERENT IN THESE STANDARDS is a strong commitment to cultural diversity and the use of technology as a powerful tool.

### **REQUIRED TEXTBOOK**

1. Kemerer, Frank., Sansom, Peter., and Kemerer, Jennifer. (2005). *California school law*. Stanford University Press.

### **COURSE REQUIREMENTS**

1. Class attendance/participation	10 points
2. Oral presentation	10 points
3. Board observation report	15 points
4. Emerging Issues Debates	20 points
5. Angeles Middle Budget Project	10 points
6. Mock negotiations exercise	10 points
7. EDL 600 Statement of Learning	10 points
8. Blackboard/Group report re: CPSELs	<u>15 points</u>
Total	100 points

## EVALUATION SYSTEM

Based on 100 points in course requirements:

A	=	94-100
A-	=	90-93
B+	=	88-89
B	=	82-87
B-	=	80-81
C+	=	78-79
C	=	72-77

## COURSE ASSIGNMENTS (Refer to Blackboard for due dates)

### 1. Oral Presentations

Students will work in pairs to present a 10-12 minute oral report on a current school administration topic **and** disseminate a one-page summary of the reading to the class, including the research citation. Suggested research sources could include:

- American Association of School Administrators ([www.aasa.org](http://www.aasa.org))
- Association for Supervision and Curriculum Development ([www.ascd.org](http://www.ascd.org))
- EdSource Online ([www.edsource.org](http://www.edsource.org))
- Education Week on the web ([www.edweek.org](http://www.edweek.org))
- Association of California School Administrators ([www.acsa.org](http://www.acsa.org))

The following questions should be considered for topic selection:

- What makes this topic/article meaningful to aspiring administrators?
- Does it offer insights or lessons learned for vest pocket investment?
- Does the topic/article have relevance to “our place in the world?”
- Does it present a leadership/management perspective?

Conclude your report with a moral, lesson(s) learned, or collegial advice gleaned from the reading.

### Oral Presentation Topics

Presentations must align to the following topics or areas that we will be addressing in class.

October 27	Collective Bargaining/Negotiations
November 3	Student Management
November 10	Student Management
November 17	School Finance
December 1	School Finance
December 8	Special Education
December 15	Reflections on the Principalship

## 2. Emerging Issues Debates

Each team will work cooperatively to review/research an assigned issue and develop a rational position for substantiating their premise. Today, as in the past, school administrators must grasp the critical issues of the time and articulate the school's role to faculty, staff, parents and the general community. Teams of three will present and argue one side of their assigned topic. The format for the debates will be as follows:

- A person from Team A will present its position and evidence—5 minutes.
- A person from Team B will present the opposing view and evidence—5 minutes.
- The second person from Team A will rebut the Team B presentation based on notes taken and on anticipated arguments—5 minutes
- The second person from Team B will rebut the Team A presentation based on notes taken and on anticipated arguments—5 minutes.
- The professor will moderate questions from both teams—5 minutes.
- The last member of Team B will summarize and deliver concluding arguments—3 minutes.
- The last member of Team A will summarize and deliver concluding arguments—3 minutes.

The professor will play the role of strict timekeeper. Following each debate, the class will debrief the arguments heard and offer their critique. This exercise is an opportunity to deepen one's understanding of key issues impacting schools today and an ability to refine the skills and dispositions used by effective leaders as they seek to influence others. It will also provide an avenue for planning convincing rationale, engaging in active listening skills, and thinking on one's feet. The topics for debate include the following:

- a. NCLB accountability will improve the quality of public education for all students.
- b. NCLB accountability is flawed and in need of substantial reform in order to support the mission of school improvement.
- c. Test data can be a viable means of weighing teacher performance.
- d. Test data is not a reliable measure for evaluating teacher performance.
- e. Charter schools are improving the nation's public school system.
- f. Charter schools are not the panacea proponents make them out to be.

Teams have the option of using visuals, charts, graphs, etc, if so desired, however no PowerPoint presentations will be allowed. Each individual member of the debate team will be graded on depth of research and quality of presentation, including poise and confidence.

## 3. Board Observation Report

Each student will submit a board observation report of three to four pages in length. Students may select from the following options.

- a. Attend no less than two school board meetings in two school districts. Based on your observations, compare and contrast school board functions and roles as they relate to:
- Board/superintendent relations
  - Board/staff relations
  - Board/board relations
  - Board member meeting preparation
  - Significance of board agenda items/relevancy to current or future issues
  - Level of community interest
  - Board meeting organization and flow

Summarize your observations including recommendations for improvement or future consideration. Also, focus on the leadership actions of principal stakeholders, and highlight what you felt significantly contributed to and/or detracted from the meeting's effectiveness. Identify any lessons you gleaned from behaviors/actions that merit leadership notice for vest-pocket investment. (Attach a copy of the board agendas to your report.)

- b. As a modification of the aforementioned option, you may also assess the school board's functions and roles after attending no less than two school board meetings in the same school district. What can you glean from the observed behaviors/actions that may affect the school district and its relationship to schools, students, and staff? (Attach a copy of the board agendas to your report.)

#### 4. Angeles Middle School Budget Project

Review the profile and subsequent data from the Angeles Case Study introduced in EDL 680. Based on your assessment of school strengths and weaknesses, and the school's discretionary and categorical revenues, develop a discretionary and categorical budget that supports your recommendations for instructional improvement. Assess the proposal's merit/potential for meeting the students' needs by asking yourself the following:

- What are the inherent strengths of my budget proposal?
- What are some perceived challenges that may surface? (staff buy-in, collective bargaining issues, ongoing funding, etc)
- How would I approach the challenges?
- What is the proposal's potential for sustaining effective change?

Your completed report should include:

- A line item budget for your discretionary and categorical budget proposals (use the template provided)

- 1-2 page narrative assessing the strengths, challenges, potential for change by implementation of the proposal (see bulleted questions above)

## 5. Blackboard/Group Exercise on CPSELs

Each home group will engage in an online learning activity that will require group collaboration via Blackboard, and culminate in an oral group report on the final night of class. The California Professional Standards for Educational Leaders (CPSELs) outline key beliefs and actions that are consistent with exemplary leadership. Recently, a group representing various state and educational entities, identified Descriptions of Practice (DoP) that serve as indicators of each of the six standards. Their work is captured in a document titled, “Descriptions of Practice for the California Professional Standards of Educational Leaders.” This document is now incorporated into a publication from WestEd titled, “Moving Leadership Standards Into Everyday Work.” In addition, another resource for your benefit is titled, “A Guide to the Selection and Support of Exemplary Principals.” Both resources can be found in our Blackboard unit under Course Documents. These resources will deepen your understanding of the standards’ impact on the transactional leadership roles of the principalship. Each group will work collaboratively to review their assigned standard in depth, and the specific descriptions of practice that target principal work in the assigned area.

Group members will solicit their principal’s input to identify the **most essential transactional** behaviors and actions that emulate these indicators or (DoP’s). Said another way, how do effective school leaders demonstrate these standards via their everyday actions and consistent practice? What have they found to be the most critical actions that support the implementation of the standard? Each group will use Discussion Board in Blackboard to strategize and prioritize their approach to this assignment. They may also use Discussion Board to create and share documents, PowerPoint slides, resources, etc. that will help their group present a cogent 12 minute report to the class which outlines their research on the **most essential descriptions of practice** for their respective standard. Finally, our class will view a film titled, “the Principal Story.” The film tells two stories that showcase the everyday challenges principals face in their roles and the “great difference a dedicated principal can make.” Following the viewing, each group will identify specific examples, of their assigned standard, as modeled by the two principals in the film. This information will be incorporated into each group’s presentation to give your report greater relevancy and connection to the important work of principals.

## 6. EDL 600 Statement of Learning

Each candidate in the SDSU Administrative Credential Program will be required to write an Educational Leadership Platform Statement that outlines your beliefs, values and vision for leading an effective school. The Platform Statement will begin to take shape in EDL 610 and will be refined as you progress through your coursework. Toward this end, each candidate will submit a one-two page summary that describes key

learning/strategies that were gleaned in the EDL 600 course which you believe would advance the attainment of your vision. These one to two page Statements of Learning will be required in each of the five core classes beginning with EDL 600. The work should be uploaded to TaskStream where it will be accessed and evaluated.

## **SEMESTER OVERVIEW**

Assigned readings, class topics and due dates can be found in our Blackboard unit. Please refer to this resource to keep abreast of your responsibilities.

## **ABSENCE FOR RELIGIOUS OBSERVANCES**

By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances.

Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.

## **UNIVERSITY EXPECTATIONS**

SDSU rules and regulations concerning graduate students can be found in the Bulletin of the Graduate Division. The bulletin can also be accessed on line at:

<http://coursecat.sdsu.edu/GB0203/index.html>

### **Disability**

Students with special needs (as specified in the Americans with Disabilities Act) should notify the professor immediately so that special accommodations may be considered.

### **Field Trips and Liability Coverage**

Should this course require students to participate in field trips, research or studies that include course work that will be performed off-campus, it is important to note that participation in such activities may result in accidents or personal injury. Students participating in the event are aware of these risks, and agree to hold harmless SDSU, the State of California, the Trustees of the California State University and Colleges, and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Students using their own vehicles to transport other students to such activities should have the current automobile insurance.