

Introduction to Elementary and Secondary Educational Administration

Ed Admin 702 Fall 2008
Course Site: <https://learnuw.wisc.edu/>

University of Wisconsin-Madison
Department of Educational Administration

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Introduction

Introduction to K-12 Educational Administration (702) is a three-credit graduate course designed to introduce students to the main themes of research and practice in American primary and secondary school leadership through a sustained investigation of the conditions for successful instructional leadership.

An introduction to educational administration addresses how leaders improve the core practices of instructional leadership. In this view of educational administration, management and leadership form a complementary relation in schools – management is necessary to create and promote stable conditions for teaching and learning, and leadership is necessary to envision and guide a school toward new frontiers of teaching and learning.

The course centers on an argument on the possibility for instructional leadership to improve student learning. Given the loosely-coupled arrangement of leadership and instructional practice, the course outlines an argument for why professional community plays a central role in any efforts that aim to reshape instructional practices in schools.

Course Objectives

1. To understand how new approaches to teaching and learning affect the practices of school leadership.
2. To be able to access, interpret and use current research in educational leadership in daily practice.
3. To read reflectively and to write incisive reviews of relevant research articles.
4. To examine the nature of educational leadership and to make a preliminary assessment of your leadership style.

5. To become familiar with ongoing education and policy issues through professional literature such as *Phi Delta Kappan* (pdkintl.org/kappan), and *Educational Leadership* (ascd.org) many of the key research journals for school leadership, such as the *Educational Evaluation and Policy Analysis*, *Educational Policy and Analysis Archives*, *Educational Administration Quarterly*, *Educational Researcher* (www.aera.net) *Harvard Educational Review*, and *Teachers College Record*. Each of these resources is available on-line through the UW Library website (<http://www.library.wisc.edu/journals/>).

Required Texts

All texts will be available on-line and distributed on a CD at the beginning of class.

Class Format

This course will meet once per week. The course web-site (<https://uwmad.courses.wisconsin.edu/>) will furnish the location for a majority of the administrative tasks (e.g. assignment submission and grading, group coordination, assignment posting) as well as a virtual space for group members to discuss and plan research projects. Since we will use the course site extensively, access to an Internet capable computer is a requirement for successful completion of the course.

Preparing for class- Reading and Reaction papers

Students will be expected to read several research papers or book chapters per class. Before each class, students will prepare and post a 1 page (200-250 word) reaction paper about the readings on the class web-site at <https://learnuw.wisc.edu/>.

Students must write a reaction papers for each assigned week to receive full credit. The reaction papers should be thoughtful and completed. Reaction papers will be graded on a pass/fail standard – if they show evidence that you reflected upon the questions and the readings, you are fine. If you merely cite parts of the readings, summarize, or insert large sections of the phone book, then you will be in trouble.

Class discussion

The typical class meeting will consist of a discussion of required readings, and an in-class activity such as a guest speaker, a case study discussion or a survey. Since class discussions are vital to the success of the class, your attendance and participation are important and will contribute to your final course grade.

Successful class discussions also involve tolerance and respect for the diversity of opinions expressed by your colleagues. While overt expressions of intolerance, such as sneers, eye rolling and dismissive gestures, are clearly objectionable, subtler behaviors, such as zoning out or dominance of class discussion are also not acceptable. St. Thomas Aquinas argued that people are naturally civil and rational when they construct the appropriate social arrangements. Let's create this arrangement together so our civility and rationality can blossom for all to see.

Course Project

The course project is a semester-long small group project designed to access, document and represent successful leadership practices in a school. In order to complete the project, you and a partner need to identify a successful instructional program or initiative in your school or district. The program, here called an *artifact*, will then become an occasion for you to investigate the problem-setting and problem-solving practices of local practitioners in order to develop a deeper understanding of how problems are framed and addressed in schools.

This project will combine field-work and scholarly research into a final presentation and paper that will count for nearly half of your course grade. There are two main components to the project:

- 1) a *field work* component consisting of several semi-structured interviews, document collection and analysis, and observations; and
- 2) a *literature review* component that will provide an in-depth investigation of the research relevant to the problem your artifact was designed to solve.

Hopefully, the issues we discuss in the class will help you to make sense of and to organize your research project. For example, let's say that your school has developed an artifact such as an innovative program to incorporate local agricultural expertise into the high school science curriculum. The first part of the research would investigate questions such as:

- Who was responsible for the artifact? What level of cooperation existed between the different levels of leaders?
- Which long-term and short-term strategies were used in designing and implementing the artifact?
- What are the key features of the artifact?
- How has the artifact changed or evolved over time?
- What were the significant constraints faced by the designers?
- Which affordances of the situation enabled the design work?
- How does the school know the artifact has achieved its intended end?
- What effect, if any, did this artifact have upon the social and instructional practices of the school?

The second part of the project, in this case, would focus on prior research on other forms of instructional collaboration between schools and communities. This research may focus on recent innovations in vocational education, authentic science teaching, school-community relations or school-to-work transitions.

The challenge of the final project will be to set the results of the fieldwork against the backdrop of prior research in order to develop a deep and coherent case of successful leadership practice. While two aspects of the project appear to separate cleanly among partners, it is important that each partner participate in both aspects of the research process. Those students who may not have access to a school or district can either work with someone who does, or examine an innovation in the context in which they currently work. During the course we will help students to develop viable topics that will result in high-quality projects.

Reporting on the final projects will unfold from the very beginning of the course and will constitute the final project. The stages of the project include:

- topic development and partner selection
- completion of field work and background research
- initial presentation of findings in class
- development of full paper draft
- class critique of paper and presentation
- final presentation and submission of paper

While a more specific timeline will be provided, a rough timeline for the course project follows:

- 9/23** Topic identification; partner selection
- 10/14** Completion of research (field work and relevant research)
- 10/28** Presentation of initial findings
- 11/11** Submission of full paper draft
- 11/18** Class critique of papers
- 12/2 & 12/9** Final class presentations; final papers due

ELPA Portfolio

In accordance with PI 34, the Department has created a portfolio requirement for all certification students. Students seeking certification as Principal, Director of Instruction, Director of Special Education and Pupil Services, or Superintendent, will be able to take part in the processes leading to the successful completion and presentation of their own portfolio. Each portfolio is comprised of five components: four dimensions of leadership, and a personal vision statement. Students will create exhibits for the components that will help to demonstrate their leadership proficiency in each of the dimensions that coincide with the Department's mission and vision. For more information about the ELPA Portfolio, please visit:

<http://www.education.wisc.edu/elpa/academics/degrees/certificationprogs.html>

Full Inclusion

We seek to fully include persons with disabilities in this course. Please let us know if you need any special accommodations in the curriculum, instruction, or assessments in this course to enable you to fully participate. We will try to maintain the confidentiality of the information that you share with me. Please contact us as early in the course as practicable. You may also contact the McBurney Disability Resource Center, 305 Linden Drive (263-2741 or FrontDesk@mcb.wisc.edu) if you have questions about campus policies and services. Questions or concerns about disability accommodations can be brought to the attention of Associate Dean Mariamme Whatley (262-2463) or the Educational Leadership and Policy Analysis office (251-2486), the coordinator in the Department of Educational Administration.

Grading

Grades for the course will be calculated according to the University of Wisconsin grading scale. Class work will count in the following proportions toward your final grade:

Reaction papers	35%
Reaction papers will be graded on a pass/fail basis. Late papers may be submitted, but will not count toward your total.	
Class participation and attendance	15%
Class project	50%

Class Schedule

Class 1 (9/2)	Introduction	Introductory Discussion – Tight Coupling and Leadership for Learning; Syllabus and Class Site Workshop
Class 2 (9/9)	Leadership, Teaching and Learning and Instruction	Halverson, R. (2004) Accessing, documenting and communicating the phronesis of school leadership practice. <i>American Journal of Education</i> . Weick, K. (1982) Administering education in loosely coupled schools. <i>Phi Delta Kappan</i> June 1982. pp. 673-676.
Class 3 (9/16)	NCLB: The press for new leadership	Elmore, Richard F. (2000). Building a New Structure For School Leadership. The Albert Shanker Institute. http://www.shankerinstitute.org/ Downloads/building.pdf Anderson, L. W. (2005, April 4). The No Child Left Behind Act and the legacy of federal aid to education. <i>Education Policy Analysis Archives</i> , 13(24). Retrieved July 5, 2005 from http://epaa.asu.edu/epaa/v13n24/ . Center on Education Policy (2007). <i>Choices, changes and challenges: Curriculum and instruction in the NCLB Era</i> .
Class 4 (9/23)	Professional Expertise	Spillane, J. P., Halverson, R., & Diamond, J. (2001) Investigating school leadership practice: A distributed perspective. <i>Education Researcher</i> , April 2001. P. 23-27. Argyris, C. (1991). Teaching smart people how to learn. <i>Harvard Business Review</i> , May-June 1991 Bereiter, C and Scardamalia, M. (1993). <i>Surpassing Ourselves: An Inquiry into the Nature and Implications of Expertise</i> . Ch. 3.
Class 5 (9/30)	Professional Community	Grossman, P., Wineburg, S. & Woolworth, S. (2000). <i>What makes a teacher community different from a gathering of teachers?</i> Occasional paper of the Center for the Study of Teaching and Policy and the Center on English Learning and Achievement. December 2000. Bryk, T. and Schneider, B. (2002). <i>Trust in schools: A core resource for improvement</i> . Russell Sage Foundation Press: San Francisco. Ch. 6 (pp. 91-121). Brown, J.S., Collins, A., DuGuid, P. (1989) Situated cognition and the culture of learning. <i>Educational Researcher</i> 18 (1) 32-42.
Class 6 (10/7)	Leading for Literacy and Language Learning	Iaquinta, A. (2006) Guided reading: A research-based response to the challenges of early reading instruction. <i>Early Childhood Education Journal</i> 33(6) 413-418. Camburn, E. M., Kimball, S. M. & Lowenhaupt, R. (2008). Going to scale with teacher leadership: Lessons learned from a districtwide literacy coach initiative. In M. Mangin & S.R. Stoelinga (Eds.) <i>Effective</i>

		<p><i>Teacher Leadership: Using Research to Inform and Reform</i>. Teachers College Press: New York.</p> <p>Jenkins, H., Purushotma, R., Clinton, K., Weigle, M., Robison, A. J. (2007). Confronting the challenges of participatory culture: Media education for the 21st century. Occasional paper for the MacArthur Foundation.</p>
Class 7 (10/14)	Leading for Math Learning	<p>Nelson, B. S., & Sassi, A. (2000) Shifting approaches to supervision: The case of mathematics supervision. <i>Educational Administration Quarterly</i>, 36(4), 553-584.</p> <p>National Mathematics Advisory Panel (2008) <i>Foundations for Success</i>. U.S. Department of Education.</p> <p>Lord, B., Cress, K. & Miller, B. (2007). Teacher leadership in support of large-scale mathematics and science education reform. In M. Mangin and S. Stoelinga (Eds.), <i>Instructional teachers leadership roles: Using research to inform and reform</i>, 55-76. New York: Teachers College Press.</p>
10/21	No Class	
Class 8 (10/28)	Diversity	<p>Pollock, M. (2001) How the question we ask most about race is the very one we most suppress. <i>Educational Researcher</i>, 30 (9). 2-12.</p> <p>Ladson-Billings, G. (2006) From the achievement gap to the education debt: Understanding achievement in American schools. <i>Educational Researcher</i> 35(7) 3-12. http://www.cmcgc.com/Media/WMP/260407/49_010_files/Default.htm#nopreload=-1</p> <p>Moll, L. C. (1992) Biligual classroom studies and community analysis: Some recent trends. <i>Educational Researcher</i> 21(2) pp. 20-24.</p>
Class 9 (11/4)	Students with Special Needs	<p>U.S. Department of Education (2000). A guide to the individualized education program.</p> <p>Frattura, E. & Capper, C. (in press) Leadership for social justices: Integrated comprehensive services for all learners. Corwin Press.</p> <p>Halverson, R. & Thomas, C. (2007) "The Roles and Practices of Student Services Staff as Data-Driven Instructional Leaders." In M. Mangin and S. Stoelinga (Eds.), <i>Instructional teachers leadership roles: Using research to inform and reform</i>, 163-182. New York: Teachers College Press.</p>
Class 10 (11/11)	Community Relations	<p>Gomez, L. M. & Hentschke, G. (2007). K-12 education: The role of for-profit providers. Research Network on Teaching and Learning.</p> <p>Bredeson, P. V. (2001) Negotiated learning: Union contracts and teacher professional development <i>Education Policy Analysis Archives</i>. 9, 26. http://epaa.asu.edu/epaa/v9n26.html</p>

Class 11 (11/18)	Data-driven decision making	Halverson, R., Grigg, J., Prichett, R. & Thomas, C. (in press) The new instructional leadership: Creating data-driven instructional systems in schools. <i>Journal of School Leadership</i> . Thorn, C. (2001) Knowledge management for educational information systems: What is the state of the field? <i>Educational Evaluation and Policy Archives</i> 9(47). Accessed on-line September 7, 2007 at http://epaa.asu.edu/epaa/v9n47/ .
Class 12 (11/25)	The larger context – schooling, leadership and learning	Cohen, D. K. (1988). Teaching practice, plus que ca change. In <i>Contributing to Educational Change: Perspectives on Research and Practice</i> . P. Jackson, ed. Berkeley, CA, McCutchan.
Class 13 (12/2 & 12/9)	Final Presentations	