

Southeastern Oklahoma State University
Educational Instruction and Leadership Department
Fall semester 2017, Term II
EDAD 5303 Public School Administration

Professionals for the 21st Century: Competent, Committed, and Ethical

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Virtual Meeting Time	Wednesdays at 6 pm
Office Hours	T (11am – 4 pm); W (9am – 4pm); Thurs (9am – 12pm)

PREREQUISITES: Admission to Graduate Study.

CATALOG DESCRIPTION: This course will address basic principles of modern school administration.

REQUIRED MATERIALS: Hoy, W. K., & Miskel, C. G. (2013). *Educational Administration (9th ed.)*. Boston, MA: McGraw-Hill.

Culver, M. K. (2009). *Applying Servant Leadership In Today's Schools*. Larchmont, NY: Eye on Education.

TECHNOLOGY (microphone, webcam)

Please read the *Technical Requirements* policy on the Southeastern Distance Education website

<http://homepages.se.edu/blackboard/student-support/browser-recommendations/>

In short, you will need a reliable computer with adequate specs and a reliable internet connection. I also highly recommend arranging a “plan B” in case of problems. Often, problems occur that are browser related. If something isn’t working right, try another browser. Google Chrome and Mozilla Firefox typically work well.

All assignments will be sent electronically to the instructor *via* email and/or Blackboard’s (Bb’s) ‘Assignments’ page. Specific directions for the mode of submission will be given for each assignment. Most assignments will be submitted as an electronic attachment—**only Word document attachments will be accepted**. Keep a backup copy of all completed assignments, just in case.

PORTFOLIO/RESEARCH COMPONENT: Field Project 2 & 3.

Note: All projects and research will use APA 6th edition citation format. Research resources can be located on the Henry G. Bennett Library tab on Bb.

COURSE OBJECTIVES AND DEMONSTRATION OF SPA/CONTENT COMPETENCIES/STANDARDS:

Major Course Objectives--Students will:

1. Demonstrate knowledge of the theoretical bases that inform the work of educational administrators.
2. Identify the role of the administrator in education.
3. Explore ethical conduct appropriate to a given situation.
4. Consider problem solving techniques used in the educational system.
5. Explore decision making for school administrators, especially shared decision making.
6. Consider needs analysis techniques commonly used in the educational setting.
7. Identify effective professional and staff management techniques.
8. Understand the principles and techniques of educational administrative leadership.

DEMONSTRATION OF COMPETENCIES:

ELCC STANDARDS

6.1, 6.2

Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.

5.4, 6.3

Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

4.2, 4.3, 4.4

Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.

6.1, 6.2

Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.

CONCEPTUAL FRAMEWORK (Under Review):

The study of educational administration is situated in the research on leadership, change, organizational development, bureaucratic theory, power theory, group development (especially conflict management), and effective schools research (Hoy & Miskel, 2008). Lezotte's (1991) work on effective schools research identified a safe and orderly environment, climate of high expectations for success, instructional leadership, clear and focused mission, opportunity to learn and student time on task, frequent monitoring of student progress, and home-school relations as the correlates of effective schools.

Effective school administrators understand schools as social systems (Getzels & Guba, 1957; Scott, 1998), the types of and effects of power in schools (French & Raven, 1968), the politics of schools (Mintzberg, 1983), bureaucratic theory (Weber, 1947) and well-versed in the use of informal communications networks (Licata & Hack, 1980) and formal communications networks (Bernard, 1938; Scott, 1998) in schools. A knowledge of various models of leadership including Charismatic (Weber, 1947), Transactional/Transformational (Bass, 1985; Bennis & Nanus, 1985; Burns, 1978), Situational Leadership (Hersey, 1984), and Contingency Leadership (Fiedler, 1967) and how and when to use them is necessary to support ongoing efforts at school and instructional improvement.

FIELD COMPONENT:

Field Project #1: School as a Social System/Organizational Development Project (Chapters 1-4) In chapter 1 of the textbook, Hoy & Miskel identify eleven assumptions about social systems (pp. 23-24), in Chapter 3, Weber's (1947) characteristics of a modern organization (bureaucratic theory) (pp. 95-97), and in Chapter 4 a variety of motivational theories, most notably Maslow's (1970) Hierarchy of Needs and Herzberg's (1982) Motivation-Hygiene Theory. Write a paper in which you discuss evidence that your school is a social system, using the eleven assumptions as a framework. Then, discuss ways in which Weber, Maslow, and Herzberg's theories should inform the principal's work in supporting the "core" of schools, teaching and learning. This paper should be about 4-5 pages in length (double spaced).

Field Project #2: Power Project (Chapters 6-9) Administrators need to be able to motivate teachers, support staff, and students to move the school forward toward achievement of its mission. An important tool in the administrator's toolbox is power. French and Raven (1968) identified five types of power potentially available to administrators. Write a paper that discusses French and Raven's (1968) theory of power and how knowledge of these types of power should inform the work of administrators. Then, discuss how your administrator uses these tools to set the climate in your school. You may include anecdotes from your school that provide examples. This paper should be about 3-4 pages (double spaced).

Field Project #3: Leadership Project (Chapters 5, 10-12) A number of models have been developed to explain the variety of leadership styles that school administrators need to be able to utilize in order to be effective leaders and decision-makers in the ever-changing situations present in schools. These include Hersey and Blanchard's (1984) situational leadership, Fiedler's (1973) Contingency Model, House's (1973, 1996) Path-Goal Theory, MacGregor's (1960) Theory X and Theory Y Model, and Burn's (1978) Transactional/Transformational Model. Through the use of different types of authority (Weber, 1947), administrators set the climate for the school. Decide which model you think most accurately illustrates leadership in your school district. Interview two administrators from your school district, asking them how they view leadership in your district. Then write a paper that describes that model you chose, tell me why you think it accurately depicts leadership in your district, and discusses whether or not your view of leadership in your district was consistent with the views of the administrators you discussed. This paper should be about 4-5 pages (double spaced).

Field Project #4: Servant Leadership Project (*Applying Servant Leadership In Today's Schools*)

After reading the textbook, locate the Table of Contents on p. V. You'll notice the book is divided into 6 chapters. For the purpose of this assignment, you will use chapters 2-5. In your narrative (3-5 pages double spaced), you are to:

1. Define servant leadership in your own words. You may use specific examples from the book or your own personal experience as a professional educator. Personal anecdotes can/may apply here and stories are welcomed in your explanation of servant leadership. Critical life events/situations are okay to use as well.
2. There are 4 self-assessments for each chapter. Answer the questions to one self-assessment for each of the 4 chapters 2-5. (The first self-assessment is on p. 17). This part of the narrative can be developed in a variety of formats but the key concept is to foster self-awareness in the student. As school leaders, one must be willing to take an honest, sometimes critical look at oneself in order for quality growth to occur.

***For each of the Field Projects, the length of the papers can be longer but cannot be shorter!**

TECHNOLOGY COMPONENT:

Use of Blackboard and the variety of tools within Bb (announcements, discussion boards, submission of assignments, big blue button, etc.) is necessary for successful completion of all course work.

DIVERSITY COMPONENT:

These issues will be addressed through online discussions and in the field projects.

ASSIGNMENTS ASSESSED:

Field Project 1	150 points
Field Project 2	200 points
Field Project 3	200 points
Field Project 4	150 points
<u>Bb discussions (6 @ 50 points each)</u>	<u>300 points</u>
Total	1000 points

GRADING SCALE

A = 900-1000 points, B = 800-890 points, C = 700-790 points, D= 600-690 points, F = below 600 points

EXPECTATIONS, PROCEDURES, POLICIES

1. **Email Address** – You are required to use your Southeastern student email address when using Blackboard. In addition, you are required to REGULARLY (every day) check your Southeastern student email account. All email correspondence will be sent to your SE student email address. Refer to the Blackboard (Bb) login page for details about your SE student email address. **Be sure to include your name in the body of every email you send to me, and on each document that is attached.** Improper labeling can result in delays in grading your assignments! Some of your email addresses don't give a clue as to who you are! You are identified by your name, not your email address, on the Registrar's printout, on my roster, and in my grade book.
2. **Class Operating Procedure** -- All official class correspondence will be conducted through Blackboard (Bb) and your Southeastern email. Each student is to check and read her Southeastern email and the Bb site for this class

- (including all posts on the Discussion Board) every day. This does not mean that something will be sent or posted every day, but by following this procedure the class will run much more smoothly. The idea and practice of classroom procedures is most famously associated with Dr. Harry K. Wong. A visit to this web site that includes many helpful articles by Dr. Wong would be well worth your time: <http://teachers.net/gazette/wong.html>
3. **Response to Students**--Students should expect a timely response to email questions and prompt grading and posting of assignments and exams. Unless an announcement was posted indicating my lack of availability, you should receive a response to your email within 24 hours. If you haven't received a response within 24 hours, please email again just in case I overlooked it.
 4. **Assignment Expectations**--Specific guidelines, requirements and details will be given for each assignment. The time to complete each assignment will vary from student to student. It is your responsibility, as a university student, to budget your time adequately to successfully complete the assignments. Since this summer course is in a condensed eight-week period, it is reasonable to expect roughly double the work of a typical semester-long course. Some tips: Break tasks into manageable portions, work ahead, clean up as you go!

5. **Due Dates and Submissions**--Unless specified otherwise, assignments will be due by 11:59 p.m. of the due date. Unless otherwise stated, all assignments will be submitted electronically on Bb (usually on the 'Assignments' page). Specific directions for the mode of submission will be given for each assignment. Most assignments will be submitted as an electronic attachment—**only Word document attachments will be accepted.** Keep a backup copy of all completed assignments.

Late assignments will not be accepted and make-up exams and quizzes will not be given. If you anticipate missing a deadline, please contact me before the deadline and we will try to make arrangements. In the event a late assignment is accepted, I reserve the right to assess a point reduction to your score on that assignment.

The professor reserves the right to make adjustments to the syllabus and/or grading policy as needed in order to meet the instructional needs and goals of the class. Students will be notified of any adjustments to the syllabus.

University and School Policies and Resources

6. **Academic Integrity and Doing Your Own Work:** Using another's intellectual property and representing it as one's own violates academic integrity and is known as *plagiarism* and constitutes *academic dishonesty*. Any time you use another's work it must be put in quotation marks and the source must be cited. Specific details for citation and quotation in the Personal Philosophy assignment will be provided. **Academic Dishonesty** also includes "cheating" on exams or other assignments, whether by copying from another student, using unauthorized study materials or methods, or by supplying answers to another student. All students are required to produce their own work unless the activity has been designed as a group project. Collaboration and cooperative efforts will be encouraged. However, for **individual assignments** the work must be your own. When two or more students' submission exhibits pronounced similarities, I will study the work and take appropriate action. **The point: work that is submitted must be your own.**

Evidence of cheating, presenting another's work as your own, or any other form of academic dishonesty will be taken seriously and will be dealt with according to Southeastern's Student Code of Conduct. According to the Code, faculty may establish additional guidelines on academic integrity specific to their course setting and may recommend penalties for academic dishonesty including "withdrawal from the course, reduction or changing of a grade in the course, test, assignment, or in other academic work; denial of a degree and/or performing additional academic work not required of other students in the course" (Section D.1, a, page 10). Other penalties may include assigning a failing grade and informing the student of their right to appeal through the Academic Appeals Committee, and referring the matter to the Dean of Students as a violation of the University's Student Code of Conduct.

Assistance/Tutoring in Writing:

1. As a student at Southeastern, your fees have already paid for access to **Smart Thinking**, an online tutorial service. **Smart Thinking**'s services include personalized, live, and online assistance. Visit <http://www.se.edu/current-students/smart-thinking/> to take advantage of these services.
2. **The Writing Center** is also available to help with your writing. Here is the contact information: <http://www.se.edu/dept/learning-center/writing-center/>
7. **Counseling Center:** Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1- (800) 522-1090.
8. **Disability Accommodations:** Any student needing special accommodations due to a disability should contact the Office of Compliance and Safety, Administration Building, Suite 311 or call (580) 745-3090 (TDD# 745-

2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.

9. **Equity and Non-Discrimination Statement:** Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or mdavis@se.edu.

ACADEMIC CALENDAR – SOUTHEASTERN OKLAHOMA STATE UNIVERSITY:

<http://www.se.edu/dept/registrar/calendar/>

COURSE EVALUATIONS

All students are required to complete anonymous evaluations of this course. A link to the course evaluation will be provided in Blackboard/Announcements during the last week of the course.

TENTATIVE COURSE SCHEDULE

Week of	Topic	Reading Assignment	Assignment/Activity
Week 1	Introductions/ Overview Schools as Social Systems	Read Chapters 1-2 ELCC 3.1 – 3.5	Introductions on Bb
Week 2	Teaching & Learning, School Structure, Individuals in Schools	Read Chapters 3-4 ELCC 3.1 - 3.5	Week 2 discussion (Bb) Field Project 1 Due 11/3
Week 3	Organizational Climate of Schools Power & Politics in Schools	Read Chapters 6-7 ELCC 6.1 - 6.3	Week 3 discussion (Bb)
Week 4	External Concerns of Schools School Accountability School Effectiveness	Read Chapters 8-9 ELCC 1.3, 2.2, 4.1, 4.3-4	Week 4 discussion (Bb) Field Project 2 Due 11/17
Week 5	Organizational Culture of Schools Decision Making in Schools	Read Chapters 5 & 10 ELCC 1.1, 2.1, 4.2	Week 5 discussion (Bb)
Week 6	Shared Decision Making & Communication in Schools	Read Chapters 11-12 ELCC 1.1, 2.1, 3.4	Week 6 discussion (Bb) Field Project 3 Due 12/1
Week 7	Leadership in Schools Servant Leadership ELCC 5.1 – 5.5	Read Chapter 13 & <i>Applying Servant Leadership in Today's Schools</i>	Field Project 4 Due 12/12 End of Course Survey