California State University, Fresno
Department of Educational Research
Master of Art in Education
Option: Educational Leadership and Administration

Semester/Year

Syllabus for EAD 261
Introduction to
Education
Administration 3 units

Leadership for Diverse Communities
Our mission is to prepare credible and
relevant leaders in education.

Course Catalog Description

Initial course in Education Administration sequence; Development of knowledge and skills central to managing educational organizations.

Course Description

This course introduces the concepts, skills, and knowledge required to be an effective educational leader. The course content reflects the tremendous challenges facing educational organizations today and the belief that quality leadership is essential in meeting those challenges.

Class Information

Date and Time	Classroom number
Instructor	Instructor Email
Instructor Phone #	Office hours:

Prerequisites

The prerequisite for this course is admission to the Educational Leadership and Administration Program . This is first-semester course in the program.

Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Primary Learning Outcomes

Specific outcomes for the course include the following standards of the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential and standards 1.2, 1.5, 1.6, 1.8, 3.3, and 4.1 of the National Council for Accreditation of Teacher Education (NCATE):

6(d) (6) The program provides opportunities for each candidate to examine their personal attitudes and actions toward persons of different races, socio-economic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and reflect upon how their attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education.

10(d): Each candidate can identify and address barriers to accomplishing the vision.

11(d): Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students are the core purpose.

11(f): Each candidate promotes equity, fairness, and respect among all members of the school community.

13(e): Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.

13(f): Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.

Required Texts and Instructional Materials

Hoy, Wayne & Miskel, Gene (2004) Educational Administration (8th Edition) McGraw Hill Please do not use earlier editions.

Additional materials will be available on the electronic Blackboard system for the course. **It is a course requirement that candidates check their designated email and the course on Blackboard at least once a week**, preferably several days before the class, during the entire semester.

Signature Assignments
There are 5 Signature Assignments for this course. The templates and requirements for each of those assignments are included at the end of this syllabus.

As part of the ongoing assessment of the effectiveness of this course, there is an expectation that candidates will assess the activities, processes and assignments used to support learning outcomes. The professor will distribute assignment assessment protocol and candidates' honest feedback will assist in continuing to make this course relevant for future students.

Other Assignments
As part of the ongoing assessment of the effectiveness of this course, there is an expectation that students will assess the activities, processes and assignments used to support learning outcomes. The professor will distribute this assessment protocol, and your honest feedback will assist in continuing to make this course relevant for future students.

Grading

Grading will be as follows:

A = Outstanding achievement; exceeds expectations
B = Graduate quality; meets expectations
C = Below expectations
F = Does not meet program requirements

University Policies and Regulations

Policy on Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

It is expected that you have access to Blackboard. If you do not have access, please call 278-7373 (Digital Campus)

and provide your instructor with an update on the situation and status.

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:
- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page: www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf.

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Policy and regulations including but not limited to adding and dropping courses, the honor code, including cheating and plagiarism, copyright, and computer usage are located in the Class Schedule (www.csufresno.edu/ClassSchedule) and Catalog (www.csufresno.edu/catoffice/current/policies.html).

Course Schedule

Instructors provide a Session breakdown of topics, readings, and assignments. The following is a **Sample schedule for this course**.

Class Sessions	Seminar Content Focus	Homework/Actions: Outside Class Sessions
Session 1	Introduction and overview to the course The Sanger Expectations of Leadership, Rich Smith	Chapter 1: The School as A System Case Study pps. 34-39 for S2
Session 2	The School as a Social System Case Study pps. 34-39 *Leader Presentation: Marcus Johnson, Superintendent*	SIGNATURE ASSIGNMENT 1 Shadowing Protocol DUE IN CLASS Ch. 2, The Technical Core Case Study pps. 83-87 for S3
Session 3	The Technical Core Case Study pps. 83-87 *Leader Presentation: Matt Navo, Special Education Director*	SIGNATURE ASSIGNMENT 2 Pre-Post Graduate Writing Requirement DUE IN CLASS Ch. 3, Structure in Schools Case Study pps. 128-131 for S4
Session 4	Structure in Schools Case Study pps. 128-131 *Leader Presentation: Tim Lopez, Special Projects Director*	Ch. 4, Individuals in Schools Case Study pps. 169-171 for S5
Session 5	Individuals in Schools Case Study pps. 169-171 *Leader Presentation: Rick Church, Principal Kings River/Taft High School*	Ch. 5, Culture and Climate in Schools Case Study pps. 213-215 for S6
Session 6	Culture and Climate in Schools Case Study pps. 213-215 *Leader Presentation: JoDee Marcellin, Principal Lincoln Elementary*	Ch. 6, Power and Politics in Schools Case Study pps. 250-251 for S7
Session 7	Power and Politics in Schools Case Study pps. 250-251 *Leader Presentation: Jon Yost, Principal Washington Academic Middle School*	Ch. 7, External Environments of Schools Case Study pps. 285-288 for S8
Session 8	External Environments of Schools Case Study pps. 285-288	Ch. 8, School Effectiveness, Accountability and Improvement

		Case Study pps. 320-321 for S9
	Leader Presentation: Eduardo Martinez, Associate, Superintendent for Business Services	
Session 9	School Effectiveness, Accountability and Improvement Case Study pps. 320-321 *Leader Presentation: Dr. Lisa Houston, Principal Centerville Elementary*	Ch. 9, Decision Making in Schools Case Study pps. 348-351 for S10
Session 10	Decision Making in Schools Case Study pps. 348-351 *Leader Presentation: Dan Chacon, Principal Sanger High School*	SIGNATURE ASSIGNMENT 3 School Profile DUE IN CLASS Ch. 11, Communication in Schools Case Study pps. 411-414 for S11
Session 11	Communication in Schools Case Study pps. 411-414 Mock Media Interviews *Leader Presentation: Ketti Davis, Principal Lone Star Elementary*	Ch. 12, Leadership in Schools Case Study pps. 452-453 for S12
Session 12	Leadership in Schools Case Study pps. 452-453 *Leader Presentation: Adela Jones, Principal Jackson Elementary*	SIGNATURE ASSIGNMENT 5 School Culture and Its Impact on Change DUE IN CLASS Ch. 12, One Last Time: A Review of the School as a Social System for S13
Session 13	One Last Time: A Review of the School as a Social System *Leader Presentation: Rich Smith, Deputy Superintendent*	Post-Shadowing Interview DUE IN CLASS
Session 14	Shadowing Reports *Leader Presentation: Marc Johnson, Superintendent*	

This syllabus is subject to change. Any modification of required work for students will be announced in advance.

EAD 261
SIGNATURE ASSIGNMENT 1
Shadowing Protocol

Directions: Students will identify an educational leader and will interview the leader with a set of open-ended questions designed by the class. These questions might include, for example, inquiries about the leader's goals and plans to implement the organization's vision.   That leader will be shadowed for the equivalent to a full day (8 hour minimum). Shadowing can be in blocks of hours, however, in no less than 2-hour blocks. The student will be expected to spend approximately 30 minutes with the leader after the shadowing to discuss what was observed during the shadowing. A two-page synthesis report of the shadowing experience and interview (both pre shadowing and post-shadowing experience) will be completed by the student. Elements of this report will include the mentor's values, goals, vision (both personal and organizational) and long and short-term plans for how the leader will achieve these goals. Approval from the faculty member for shadowing the selected leader must be obtained before the shadowing experience. As the student is shadowing, he/she should pay particular attention to how the leader is interacting with others. For example, do they appear to be supportive, decisive, competent, concerned, etc. and do they appear to be attentive to issues of equity.

Summary: This Signature Assignment consists of 5 components as follows:

- Select the leader to be shadowed set up the shadowing date and time and receive approval from the course faculty member (use Approval Form).
- Interview the leader being followed before the shadowing experience using the set of open-ended questions developed by the class.
- Shadow the leader for a minimum of 8 hours.
- Conduct a 30 minute post-interview with the leader that was shadowed to reflect on what was observed.
- Submit a 2 page synthesis report that is a reflection on the experience and what was learned by the candidate through this experience. Interview notes and other artifacts of the shadowing experience are to be included as appendices to the synthesis report.

EAD 261
SIGNATURE ASSIGNMENT 1
Shadowing Planning and Approval Form

Name of Candidate doing the Shadowing and their Current School Site:

Name and Title of Leader being Shadowed:

Date	Beginning and Ending Times

Why was the Leader Selected to be Shadowed?

Approved:

Faculty Signature	Date

EAD 261
SIGNATURE ASSIGNMENT 1
Post-Shadowing Interview

Name of Person Shadowing _____

Name of Person being Shadowed _____

Date of Shadowing _____

Notes from Post-Shadowing Interview:

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SIGNATURE ASSIGNMENT 2
Pre-Post Graduate Writing Requirement

Introduction
In keeping with the Graduate Writing Requirement of California State University, Fresno, all students enrolled in the Master's of Arts degree in Education with an option in Administration and Supervision must demonstrate competence in graduate level writing prior to applying for advancement to candidacy. The graduate writing requirement is designed to determine students' ability to write clearly, logically, analytically, and knowledgeably.

Goals of the Graduate Writing Requirement
In order to command scholarly and professional credibility, graduate students should:
a. Develop writing skills commensurate with society's expectations of persons who hold advanced degrees.
b. Develop the ability to write in formats and styles appropriate to their disciplines.

Objectives
The student's writing should demonstrate:
a. Comprehensibility;
b. Clear organization and presentation of ideas;
c. An ability to arrange ideas logically so as to establish a sound scholarly argument;

Writing Prompts
Students will be asked to write about *their own attitude toward persons of different races, socio-economic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and how these attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education* at the beginning of the semester (CTC 6.d.6; NCATE 1.2, 1.5, 1.6, 1.8, 4.1). The faculty member will grade the assignment according to the Scoring Rubric provided below. Students will be given the same writing prompt near the end of the semester, which also will be graded using the Scoring Rubric. The purpose of the writing prompt is to assess the change in attitude that has taken place during the semester related to issues of equity. It is highly recommended that if a student does not pass the writing exercise the first time, he/she should visit the writing lab or obtain assistance with their writing skills. The student must pass at least one of the writing prompts in order to be permitted to continue in the program.

Faculty Evaluation of Writing Proficiency
The instructor of the course will be the primary evaluator of each student's writing. When the instructor determines that the student meets the criteria (achieves a score of 3 in each area of the rubric), the student will be considered to have successfully passed the writing component of that course. The instructor will forward to the program coordinator at list of students enrolled and the status of their writing competence.

The instructor will forward to the program coordinator a list of students enrolled and the status of their writing competence. The program coordinator will forward this information to the graduate

chair of the Kremen School of Education and Human Development and the Graduate Studies Office. All students will be advised individually of the results of the evaluation by the instructor.

If the instructor believes the student's writing to be deficient in one or more areas, the writing sample will be referred to the Review Committee for evaluation by the committee as a whole. The Review Committee will consist of two graduate faculty in addition to the instructor. The decision of this committee will be considered final. If the committee determines that the student meets the criteria, the student will be considered to have successfully passed the writing component of the course and the committee will report the decision to the program coordinator. The program coordinator will forward this information the graduate chair of the Kremen School of Education and Human Development and the Graduate Studies Office.

Appeal Process

If the Review Committee determines that the student has not demonstrated competence in written English, the instructor will inform the student. The instructor will recommend appropriate methods of remediation that may include assistance from the Writing Center, tutoring, additional coursework, and so on. The student may appeal to the program faculty by writing a letter to the program coordinator requesting a second evaluation. A student will then be given one additional opportunity to pass the writing requirement in a two hour examination in a controlled setting. The student will be advised of the results of the second evaluation within a period of two weeks.

Questions

All questions regarding the Graduate Writing Competency should be referred to the instructor of the course or the Educational Leadership and Administration Program Coordinator (278-0292).

EAD 261
GRADUATE WRITING SCORING RUBRIC

Scoring Level	Mechanics	Content and Organization
4 Exemplary	In addition to meeting the requirements for a "3," the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions help establish a sound scholarly argument and aid the reader in following the writer's logic.	In addition to meeting the requirements for a "3," excels in the organization and presentation of ideas related to the topic. Raises important issues or ideas which may not have been represented in any literature cited. Would serve as a good basis for further research on the topic.
3 Accomplished	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not interfere significantly with comprehensibility. Transitions and organizational structures such as subheadings are used which help the reader move from one point to another.	Follows all requirements for the paper. Topic is timely and carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing any related literature presented.
2 Developing	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. Writing does not flow smoothly from point to point; lacks appropriate transitions.	While the paper represents the major requirement, it is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a complete analysis or discussion of the topic.
1 Beginning	Content is poorly focused and lacks organization. The reader is left with little information about or understanding of the paper's topic.	Paper contains numerous errors in spelling, grammar, and/or sentence structure that make following the logic of the paper extremely difficult.

EAD 261
SIGNATURE ASSIGNMENT 3
School Profile

The candidate will develop a socio-economic and demographic profile of his/her school site that will include student data by subgroups and will emphasize community stakeholders. Data may be retrieved from the school site, but JFK website should also be used, as well as any other appropriate Dept. of Ed website. This information will be used to compile a summary profile of that school that includes demographic and socio-economic data by subgroups. Most of the data in this assignment should be presented graphically. This assignment will be presented using a PowerPoint presentation. A second part of this assignment is for the student to complete the Diversity within Unity Essential Principles Checklist and to write a reflection paper (2 page minimum) about the areas that might be targeted for enhancement.

(Reference: Banks, J. A., Cookson, P., Gay, G., Hawley, W. D., Irvine, J. J., Nieto, S., Schofield, J. W., and Stephan, W. G. (2001). *Diversity within unity: Essential principles for teaching and learning in a multicultural society*. Center for Multicultural Education, College of Education, University of Washington, Seattle.)

School Profile
The following information must be included in the profile:
- School Demographics (including gender of the students. The ethnicity of the student population, ethnicity of the staff and administration, percent and number of children receiving free and reduced meals, percent and number of children classified as socioeconomically disadvantaged, percent and number of English Language Learners, the percent and number of students who are Fluent English Proficient, the percent of the parents who have high school diplomas and who have completed or attended college.
- Comparison of School API for the past three years
- Comparison of API Scores for the School, the LEA, and California for the past three years.
- Overall student AYP by grade level for Math and Language Arts for the past three years.
- Student Subgroup AYP for Math and Language Arts for grades 3, 4, 5 and 6 for the past three years.
- CELDT Assessment results comparison for three years by grade level.

Note: Information should be presented as a chart, as a graph, and on a table.

EAD 261
SIGNATURE ASSIGNMENT 4
Case Analysis

Directions: A case analysis will be completed by the candidate that follows the following case analysis framework. The case to be used for this assignment follows the analysis framework.

➢ Summarize the salient points in the case.
➢ Describe the problem that needs to be solved (there may be more than one problem).
➢ Include a discussion of the people, places and programs or polices that are relevant in this case.
➢ Locate, enumerate, and discuss the data you think is important in this case.
➢ Design a solution to this problem. In the solution, refer to the specific data you are basing your decisions upon.

Example of a Case

Suspension Procedure at Valley Middle School

You have a meeting with the superintendent this afternoon in regard to calls to the district office regarding multiple issues concerning the behavior, school culture, and suspension processes at Valley Middle School. One parent with two students at the school claimed that the school sent one child home during the school day without contacting the parent, a clear violation of district policy. The parent alleged this was the third or fourth instance of her child being sent home during the day, all without written notification. The parent indicated in her call that another child in her neighborhood had been suspended without notification for some minor problem and the parents had not been called

The Director of Special Education has reported that at a hearing last week, a special education advocate stated that many special education students were suspended at Valley Middle School in clear violation of the IEP. The police chief at a recent Rotary Club Meeting where the superintendent attends stated that "Kids at Valley Middle School were out of control".

The superintendent is eager to talk with you.

EAD 261
SIGNATURE ASSIGNMENT 5
School Culture and Its Impact on Change

Directions: Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students. In this paper:

1) Describe the culture of the school or organization you are studying. School culture should include, but not be limited to, attitudes about race and equity, resources, organizational and student goals, rites, rituals, traditions, structural issues, power, authority, political aspects and other issues that impact the organizations ability to change.

2) Give specific examples of how different cultural attitudes of the parents, students, faculty and staff hinder your school or organization from creating change.

3) Discuss your prescription of what your school or organization should do to remove the barriers that prevent a culture of high achieving students using the cultural barriers described above in items 1 and 2.