

THE UNIVERSITY OF TEXAS AT ARLINGTON
College of Education
Department of Educational Leadership and Policy Studies

EDAD 5382.006—Foundations of Educational Administration
Course Syllabus—Spring 2011

Instructor:

Dr. Carrie Ausbrooks	Phone: 817.272.5310	Fax: 817.272.2127
Office: Hammond Hall 515	E-Mail: causbrooks@uta.edu	
Mailing Address:	P.O. Box 19227	Arlington, TX 76019
Office Hours:	By appointment, before/after class	
Course Times & Location:	5:00 – 10p	UTASF

The University Mission:

The mission of the University of Texas at Arlington is the advancement of knowledge and the pursuit of excellence. The University is committed to the promotion of lifelong learning through its academic and continuing education programs and to the formation of good citizenship through its community service learning programs. The diverse student body shares a wide range of cultural values and the University community fosters unity of purpose and cultivates mutual respect.

College of Education and Health Professions Mission:

The mission of the College of Education and Health Professions (COEHP) is to promote a collaborative culture of excellence in research, teaching, and service. The College is committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society.

Course Description:

This course addresses various aspects of instructional leadership, including roles and responsibilities of central office and campus-level administrators and supervisors. Topics include the purpose and legal basis for education; administrative roles, and professional organizations; organizational leadership theory; as well as an overview of educational reforms, governance, instructional management, evaluation, consensus building and decision making, organizational change, mentoring faculty and peers, and developing and sustaining parent and community partnerships.

Course Objectives:

Candidates/students will develop skills, knowledge and dispositions needed to meet the following Educational Leadership Constituent Council (ELCC) standards:

Standard 1: Creating the Vision of a Learning Community. Candidates/students who complete the program are educational leaders who have the knowledge and ability to promote the

success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2: Creating a Culture that Values Enhanced Performance. Candidates/students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3: Facilitating the Organization and Operation of Learning Community Resources. Candidates/students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4: The Strength of Collaborative Partnerships. Candidates/students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Integrity, Fairness and Ethics. Candidates/students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6: The Politics of Administrative Leadership. Candidates/students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Candidates/students will also exhibit the following professional dispositions:

1. Demonstrates excellence
 - a. Meets stated expectations of candidate performance.
 - b. Keeps timelines. Arrives on time for class and other activities.
 - c. Produces significant artifacts of practitioner evidence.
 - d. Possesses a willingness to set goals.
 - e. Attends all classes/trainings and practicum experiences.
 - f. Completes activities as assigned.
 - g. Has appropriate personal appearance and/or hygiene for a professional setting.
2. Participates in a learner-centered environment and shows respect for self and others
 - a. Uses appropriate and professional language and conduct.
 - b. Supports a “high quality” learning environment.
 - c. Shows respect and consideration for the thoughts and feelings of others.
3. Research-based pedagogy
 - a. Has an awareness of and willingness to accept research-based concepts.

- b. Identifies important trends in education.
 - c. Demonstrates interest in learning new ideas and strategies.
 - d. Relates class discussion and issues to current events in education.
- 4. Participates in on-going collaboration with peers and professionals
 - a. Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
 - b. Works effectively with others.
 - c. Assists others in the university classroom or practicum setting.
 - d. Demonstrates an openness to assistance from others.
 - e. Receives feedback in a positive manner and makes necessary adjustment.
- 5. Exhibits stewardship of diversity
Shows appropriate stewardship and tolerance to diverse people, environments, and situations.
- 6. Advocates use of technology
 - a. Uses and applies existing technologies sufficiently in work.
 - b. Shows a willingness to use and apply emerging technologies in work.
- 7. Shows interest in the learner and the learning process
 - a. Demonstrates significant learning improvement over time.
 - b. Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm into becoming a better learner, teacher, and practitioner.

In addition, candidates/students will:

- Analyze the major philosophical tenets of contemporary intellectual movements and analyze their effect on school contexts.
- Identify and critique several theories of leadership and their application to various school environments.
- Apply a systems perspective, viewing schools as interactive internal systems operating within external environments.
- Explain the major conceptual frameworks, which have guided the development of administrative theory and apply them to managing and improving schools.
- Articulate the standards, knowledge and skills required for the principalship.
- Examine significant aspects of school organization and operation.
- Assess personal potential as a prospective school administrator.
- Utilize Tk20 as a viable assessment tool with which to develop, organize and submit key course assessments, as well as monitor personal progress throughout the academic program.

Tentative Course Outline:

SESSION	DATE	CONTENT/TOPICS	READINGS/ASSIGNMENTS	ELCC STANDARD
1	Wednesday 19 Jan	Course Orientation Tk20 Library Overview and Academic Integrity	Course syllabus http://www.uta.edu/coehp/tk20 Guest presenter – Andy Herzog, Reference /Instruction Librarian	1
2	Wednesday 26 Jan	Leadership in the Contemporary School Setting Leading Others Through a Common Purpose	Chapter 1 Field activity, p. 21 Application questions, p. 21 Chapter 2 Field activity, p. 39—mission statement analysis Application questions, p. 39	1
3	Wednesday 2 Feb	Instructional Leadership Motivation and Personnel Development	Chapter 3 Field activity, p. 65 Application questions, p. 65 Chapter 4 Field activity, p. 86 Application questions, p. 85 <i>Next week, bring to class a copy of the organizational chart for your school district</i>	2
4	Wednesday 9 Feb	Culture, Climate and Values Balancing Leadership and Management	Chapter 5 Field activity—school culture analysis, p. 108 Application questions, p. 108 Chapter 6 Point-Counterpoint, p. 130 Application questions, pp. 131 – 132 Field activity, p. 132	2 3
5	Wednesday 16 Feb	Parent and Community Partnerships The Purpose of Public Schools	Chapter 9 Field activity, p. 219 Application questions, p. 218 Chapter 10 Field activity, p. 251 Application questions, p. 250 (Q1 and 2)	4 5

6	Wednesday 23 Feb	Human Resource Management	Chapter 7 Point-Counterpoint, p. 164 Case Study (distributed) Field activity—crisis management plan analysis, p. 166-167 Application questions, pp. 166	3
		Decision Making	Chapter 8 Field activity, p. 192 Application questions, p. 192 (Additional question: When is it appropriate to involve others in institutional decisions? How do you determine who should be involved in decision making?)	4
7	Wednesday 2 Mar	Public School Governance in a Legal and Political Environment	Chapter 11 Point-Counterpoint, p. 275 Field activity, p. 278 Application questions, p. 278	6
		Data Analysis and Reporting	Chapter 12 Point-Counterpoint, p. 294 Field activity, pp. 296 - 297 Application questions, p. 296	6
8	Wednesday 9 Mar	Synthesis	Portfolio Roundtable Key Assessment Due in Tk20 Final Examination	1 - 6

Required Materials:

1. Fiore, D.J. (2009). *Introduction to educational administration: Standards, theories, and practice*. 2nd Edition. Larchmont, NY: Eye on Education, Inc.
2. Tk20 (<http://www.uta.edu/coehp/tk20>)

Policies and Standards:

Attendance: Candidates/students are expected to attend all class meetings. Much of the learning that occurs in the course involves class and group discussion that cannot be duplicated outside of class. Candidates/students who will be late, will be leaving early, or cannot attend class must notify me via email prior to the class session. Three or more absences for whatever reason may reduce your grade by one letter. Attendance will be taken at the beginning of each class session.

E-Culture: UT Arlington has adopted MavMail as the official means to communicate with students about important deadlines and campus events and to conduct transactions such as notification about financial aid awards and tuition statements. Information about activating and using it is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

Tk20: The College of Education and Health Professions has adopted Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called *TK20 HigherEd*. The following is a partial listing of what the Tk20 system will enable you to do:

- Create your course and performance artifacts online, which you will be able to access and use beyond graduation. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time.
- Submit forms online, including applications for student teaching and other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.
- Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.
- Monitor your progress throughout the program and have access to a fully documented record of your program performance, including field experience, practicum, internship, or clinical practice. This is particularly important, given increased use of performance interviews by employers.

On-line tutorials and training materials will orient you to the Tk20 system and its use. For additional information, go to <http://www.uta.edu/coehp/tk20>. We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

Online Examinations: The examination for this course will be administered online via BlackBoard. All currently enrolled UTA students have a BlackBoard account. Therefore, candidates/students are expected to be able to access and use their UTA BlackBoard accounts.

Writing Standards: Class participants who enroll in this course are considered graduate university students, whether part-time or full-time. Effective communication skills are demanded in today's world, and individuals are often judged based upon their proficiency in the use of the language. Therefore, adherence to specifications and use of acceptable grammar, punctuation and spelling are expected on formal assignments, and these standards will be applied in grading assignments.

Electronic Devices: Contemporary electronic devices, such as pagers and cellular/wireless telephones, are equipped with features that enable the user to mute them in a variety of ways.

Therefore, candidates/students who have such devices are expected to have sufficiently muted them before class to avoid disturbing others and disrupting activities.

Academic Integrity/Honesty: Class participants are expected to exhibit and maintain intellectual honesty in the completion of course assignments as well as in class activities. Cheating and plagiarism are forms of intellectual misconduct defined in UT policy. According to the UT System Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22: "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a[n individual] or the attempt to commit such acts. [Candidates/students] who willingly commit violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, be denied credit on the particular assignment in question, receive an 'F' in the class, or be brought before a higher level of governance for possible dismissal from the University." It is recommended that you access additional information, including the PowerPoint presentation at <http://www.uta.edu/studentaffairs/conduct/>

Performance Assessments: A conventional letter grade (A - F) will be computed based upon the following criteria:

- ♦ Participation and class assignments, including discussion, debates, case study analyses, key assessments, completion of the Candidate Data Form during the first class session, Internet assignments, and other in-class and class-related activities
- ♦ E-portfolio Collection of Field Activities and class debriefings
- ♦ Course Reflection
- ♦ Final Examination

Levels of Proficiency: 90-100=A; 80-89=B; 70-79=C; 60-69=D; Below 60=F

Assessment on Achievement of Professional Standards: All candidates/students will complete a key assessment for this course via Tk20.

E-Collection of Field Activities:

Compile a collection of your field activity reports, representing each of six (6) ELCC standards. The collection will comprise a representative sample of reports that you believe are most important for new administrators in contemporary schools and districts. Include an introduction; a section for each of the field reports; reflections on what you gained by conducting the field activities you selected; and resources. Be prepared to participate in a round table discussion drawing upon your field activity collection.

Getting the Most from the Course:

Read the chapters and other materials, and keep current on assignments. This course is designed to engage you in thoughtful exploration of public school administration. Many of the most meaningful insights will emerge during our discussions as we share experiences, insights and opinions about the assigned reading. Therefore, it is critical that you read the assigned material carefully and make notes, including any questions or comments you have about the topic. It is

also important that you locate other sources and actively contribute to the conversation. If you have not read the materials, you will miss most of the significance of class discussion. Being prepared enhances class discussion.

Attend classes and be mentally present. This is essential. Also, refer to the attendance policy in this syllabus.

Be prompt. Attendance will be taken at the beginning of class.

Keep course materials organized. The notebook for this course (electronic or hard copy) should contain the course outline, class materials and your notes arranged chronologically or by topic.

Participate actively in class activities and discussions. Informed class participation makes a valuable contribution to the class and enhances retention of concepts. It also demonstrates your ability to apply them to educational settings and alerts me of any gaps in knowledge or understanding.

Form a study group. Many students find it helpful to form study groups not only because they learn better when they work with others, but also because skills of cooperation are so critical in our global society.

Prepare thoroughly for the examination. Examinations provide an opportunity to demonstrate your knowledge. Research literature in the area of testing suggests that test anxiety is often caused by the lack of preparation, negative thoughts during the exam, and a belief that poor preparation strategies are adequate. **There is no substitute for preparing adequately for examinations. It is unlikely that simply reading your notes will be sufficient preparation for the exam.**

The following suggestions may be helpful when taking exams:

- a. Read each exam question carefully, and consider each option completely before responding.
- b. Organize your thoughts about the question or problem before responding.
- c. **Respond only to what is asked, and answer all parts of the question.** Refrain from making assumptions, adding events to the question or problem, or relying on common knowledge or district practices.
- d. Your response to essay and short-answer questions should be sufficiently detailed so that someone who is not familiar with educational leadership and administration would be able to understand your explanation.
- e. Pace yourself so that you can respond to each question thoughtfully and completely.
- f. Proofread the completed examination to eliminate spelling and grammatical errors.

Don't be afraid to ask questions. The questions you raise will help everyone more thoroughly understand the concepts.

If you need help, consult with me early. Do not wait.

About the Professor:

Dr. Carrie Ausbrooks is Associate Dean for Assessment and Academic Affairs and Associate Professor of Educational Leadership and Policy Studies at the University of Texas at Arlington. She holds a baccalaureate degree in business administration and master's degree in vocational-technical education, with a minor in business computer information systems. Her Ph.D. in educational administration includes a minor in computer education and cognitive systems. She is listed in Who's Who in American Education, World Who's Who of Women, Outstanding Americans, and the American Educational Research Association's (AERA) Registry of Educational Researchers (<http://www.aera.net>). She was previously a public school administrator in a large urban school district after having served as a business and computer science educator. High school courses taught include business law, beginning and advanced accounting, economics, personal business management, keyboarding, and computer science and programming.

She is formerly Co-Director for the Center for Education Law, Administration and Policy and member of the research team that conducted a multifaceted study of public and private school choice in San Antonio. She is one of the original members and one of four principal investigators of the evaluation team that conducted the study documenting the evolution of Texas open-enrollment charter schools for the first five years as stipulated in the state's charter school statute. Over the past several years, Dr. Ausbrooks has been involved in a number of research projects, including a study of civic and political attitudes among middle and high school students in public and private schools in Texas and New York, as well as comprehensive legal research examining equality of student access to charter schools and charter school finance within the context of race and class. Other research includes Texas legislation and charter schools; the constitutionality of charter school access; the constitutionality of the Texas pledge law; and when students' threatening speech violates the First Amendment. She and two colleagues recently completed a study of the role of schools in the social and academic adjustment of adolescents evacuated to the North Texas metropolitan area as a result of Hurricane Katrina. The study was funded by the education and human services branch of the National Science Foundation.

The primary focus of her research has been on education law, school choice, and school reform, although she has also conducted research on values in public and private schools, tolerance, and technology trends. She is the author of several book chapters, including "Organizational Structure and the Role of Government in Texas Public Education" and "Federal Government Involvement in Education," co-author of the curriculum law chapter in the *Principal's Legal Handbook*, and has been a frequent contributor to *The Yearbook of Education Law*. University courses taught include beginning and advanced public education law, higher education law, theoretical foundations, contemporary issues, educational policy issues, educational governance, and introductory courses in educational administration.

University Policies/Statements:

E-Culture: The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT Arlington is able to provide students with relevant and timely information, designed to facilitate student success. Specifically, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UT Arlington) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active so long as a student is enrolled at UT

Arlington. Students are responsible for checking their email regularly.

Student Support Services: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at sss_uta@uta.edu or 817.3684 (Ransom Hall, 206) for more information and appropriate referrals.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973, as amended. With the passage of federal legislation titled, Americans with Disability Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

Faculty members have a legal obligation to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability, or at the Office for Students with Disabilities, University Hall, Room 102 (817.272.3364 or 800.RELAY.TX (TDD)).

Grade grievance: It is the obligation of the student, in attempting to resolve any student grievance regarding grades, first to make a serious effort to resolve the matter with the instructor with whom the grievance originated. Individual instructors retain primary responsibility for assigning grades. The instructor's judgment is final unless compelling evidence shows preferential treatment or procedural irregularities. If students wish to appeal, their requests must be submitted in writing on an Academic Grievance Form available in departmental or program offices to the department chair or program director. Before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of graduate faculty. If the committee cannot reach a decision acceptable to the parties involved, the department chair or program director will issue a decision on the grievance. If students are dissatisfied with the chair or director's decision, they may appeal the case to the academic dean. If they are dissatisfied with the academic dean's decision, they may appeal it to the Dean of Graduate Studies. Students have one year from the day grades are posted to initiate a grievance concerning a grade.

Course drop/withdrawal: Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student's academic department. Drops may occur until a point in time two-thirds of the way through the semester, session, or term. The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/uta/acadcal>