

Loyola University Chicago  
School of Education  
*Professionalism in Service of Social Justice*

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ELPS 460: School Administration  
JELI Cohort  
Summer 2008

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Office Hours: Before/ After Class or By Appointment

Class meets: June 30 – July 18, 2008  
12:00 – 2:30 p.m. daily (no class July 4, 2008)  
Dumbach Hall, Room 118, Lake Shore Campus

### **Course Description**

The job of an educational administrator is very challenging, as well as very rewarding. Administrators must use their knowledge of theory, research, current educational best practices, and their own good sense and ethical compass to provide the leadership necessary to move schools and educational institutions forward. This course will provide the basis for making sound theoretical, ethical, and practical administrative decisions.

### **Conceptual Framework**

Loyola University Chicago's School of Education has adopted and embraced the conceptual framework: *Professionalism in the Service of Social Justice*. During this course experience we will utilize this conceptual framework as a lens through which to examine students' leadership endeavors when working with the various stakeholders of the school community. We will strive to develop and honor the practice of leadership behaviors that promote just and equitable educational services to all members of our learning community. This course specifically addresses Conceptual Framework Standard 2, Candidates demonstrate knowledge and skills in a variety of school and professional settings; and Standard 4, Candidates demonstrate skills that will enable them to work effectively with diverse clients.

### **Introduction**

This course explores the various aspects of school organizational theory and is designed as a survey of various facets of educational administration. Topics covered in this course will be grouped into a system's framework. Students will explore inputs, transformation processes and outputs as they relate to the workings of educational leadership and school improvement.

### **Course Objectives**

Frame, analyze, and resolve problems using appropriate problem solving techniques and decision making skills. (NCATE 1.3, ISBE 1Q)

Identify and critique several theories of leadership and their application to various school environments. (NCATE 1.5, ISBE 1L)

Manifest a professional code of ethics and values. (NCATE 1.7, ISBE 5D)

Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement. (NCATE 2.3, ISBE 2D)

Create with teachers, parents, and students a positive school culture that promotes learning. (NCATE 3.1, ISBE 2A, 2S)

Apply a systems perspective, viewing schools as interactive internal systems operating within external environments. (NCATE 6.2, ISBE 2K, 2JJ, 3A)

Use appropriate interpersonal skills. (NCATE 7.1, ISBE 1O)

Use appropriate written, verbal, and nonverbal communication in a variety of situations. (NCATE 7.2, ISBE 1O)

Use technology, telecommunications, and information systems to enrich curriculum and instruction. (NCATE 9.1, ISBE 2KK)

Make decisions based on the moral and ethical implications of policy options and political strategies. (NCATE 11.5, ISBE 5G)

## **Interstate School Leaders Licensure Consortium Standards**

### Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

### Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

### Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

### Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

### Standard 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

### Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

### Required Texts

Lunenberg, F.C. & Ornstein, A.C. (2004). *Educational Administration (5<sup>th</sup> ed.)* Belmont, CA: Wadsworth. ISBN13:978-0-495-11585-4

Green, R.L. (2009)*Practicing the Art of Leadership (3<sup>rd</sup> ed.)* Boston, MA. Pearson. ISBN 13:978-0-13-159973-4.

Conners, N.A. (2000). *If You Don't Feed the Teachers, They Eat the Students: Guide to Success for Administrators and Teachers.* Nashville, TN: Incentive Publications. ISBN 086530-457-2

### Course Requirements

#### **Attendance and Class Participation**

It is expected that students will attend each class and arrive on time. Participation in discussions of assigned readings and hand-outs, as well as extemporaneous role play, debate, and simulations are inherent in the nature of this class. Your participation score will be based on your attendance pattern and your contributions to class discussions and activities.

*(All course objectives)*

#### **Current Issue Report and Oral Presentation**

A challenge for school administrators in the 21<sup>st</sup> century is to rethink and re-create the school as an institution that is responsive to changes that have occurred and continue to occur in society. To examine issues and trends that are likely to shape tomorrow's schools, as well as to explore how these issues and trends might affect the practices of school administration, each student will be responsible for finding a current (within the previous six months) newspaper, magazine, or journal article that focuses on one of the following issues:

1. A changing society- cultures in transition
2. The new American youth
3. Non-formal education influences- media, pop culture, etc.
4. Poverty, homelessness, the changing family
5. Interdependency and the global economy
6. School reform
7. No Child Left Behind Education Act

You will be responsible for orally reporting to the class:

1. Facts and issues of the article;
2. A discussion of the problem(s) in the article with which you believe education must be concerned;
3. What changes educational organizations must undergo to address these problems;

4. Who must assume leadership roles in initiating and implementing the necessary changes;
5. How might shared leadership roles in initiating and implementing the necessary changes;

In addition, you will respond to questions and comments from your colleagues as you lead a follow-up discussion to your report. Please provide each classmate (and the instructor) with a copy of the article. You will need \_\_\_\_\_ copies. A sign up sheet for presentations will be distributed the first class session.

*(NCATE 1.5, 2.3, 6.2, .2, ISBE 1C, 1L, 1O, 2C, 2K, 2JJ, 3A, ISSLC Standards 5 and 6)*

### **Reflective Response to Readings**

When you have completed a reading, write a 2-3 page response, double spaced, including the following:

1. Include the citation of the reading (It may be any chapter from that week's readings.)
2. Explain the connections between text and your experiences.
3. Compare this text with other information you've heard or read.
4. Link the text with one or more ISSLC standards.
5. Include a quote/ fact/ statement from the reading that meant something to you and explain.
6. What questions/ issues does this reading raise for you?

You may answer each question individually, or you may use these as guidelines for your thoughts and comments. You must complete one reflective response each week, for a total of three.

*(NCATE 1.5, 2.3, 6.2, 7.1, ISBE 1C, 2D, 2JJ, 1O, ISSLC Standards 4 and 6)*

### **Collaborative Project and Presentation**

Teams of 2 people will be formed based on current employment position and interest in specific areas to develop a collaborative project for presentation to the class. Each presentation will focus on the implications for school administration as it relates to the chosen topic. Presentations will be 20 minutes in length, should be interactive and include technology and handouts when appropriate. Possible topics that will focus on system outcomes might include:

- School- community relations
- Implications of the standards movement for school administrators
- Employee turnover- job satisfaction
- The impact of "No Child Left Behind"
- Employee- management relations
- Culture and climate of school teams (grade level, content area, specialization)
- Student dropout and absenteeism
- Special Education

*(NCATE 1.3, 1.5, 2.3, 9.1, 11.5, ISBE 1Q, 1C, 1L, 2D, 2KK, 5G, ISSLC Standards 1, 4, 5, and 6)*

### **In Class Final Exam**

The final exam will consist of two in-class essays that will be written long-hand on the final day of class.. This experience will give you the opportunity to reflect upon information from the readings and class discussions. You will receive study questions for the final during the second week of classes. The questions will be "comprehensive" in nature, and will allow you to respond

in a simulated form to issues surrounding organizational theory as it impacts decision-making and actions of instructional leadership. Your answers to questions posed will be graded for thoughtful treatment of the topics with demonstration of understanding of equitable and ethical considerations.

*(All course objectives)*

<b>Evaluation Criteria</b>	<b>Grading Scale</b>
Participation – 20%	A = 90-100 points
Collaborative Project – 20%	B = 80-89 points
Current Issue Report and Presentation – 10%	C = 70-79 points
Reflective Responses – 30% (10 points for each)	D = 60-69 points
In-Class Final Exam – 20%	F = 59 points or less

**NOTE:** It is the expectation that written assignments (with the exception of the final exam) will be typed with double spacing, and composed at a professional level using correct English grammar and syntax, organized thought, and higher level thinking skills. References must be cited using APA style.

### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see:

[http://www.luc.edu/education/academics\\_policies.shtml#honesty](http://www.luc.edu/education/academics_policies.shtml#honesty)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: <http://www.luc.edu/sswd/register.shtml>

### **Harassment**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

**Diversity**

In concert with the mission statement and conceptual framework for the School of Education, faculty, academic activities, and learning environments will be sensitive to and driven by individual, cultural, social, and economic diversity awareness and respect. It is expected that the student will develop a respect for and recognition of the myriad forms of diversity that compose the construct of the world of a school supervisor. With that in mind, it is further expected that the lens through which the student understands his/her world will become the wider, more encompassing lens of the supervisor.

**Technology**

School administrators and supervisors of the twenty-first century must demonstrate competencies in a variety of forms of communication. To ensure that students of school administration and supervision possess technological skills and competencies they will be expected to use a word processing program to prepare all printed materials, to use the University Virtual Library for research, and to use email as an external communication vehicle among classmates and the instructor.