

OFFICIAL SYLLABUS

DISCIPLINE: EDEL
COURSE: 612

I. Catalog Entry

EDEL 612: Introduction to School Administration

Prerequisites: Graduate standing.

Credit Hours: 3

Students will develop understandings of trends and implications of major of the historical, philosophical and ethical influences affecting school organization and leadership. Current leadership theories and styles are examined as they relate to democratic values. Processes are examined for use in the collaborative shaping of a school vision with all stakeholders in the school community. Research on school improvement and effective schools is included. State laws and regulations governing school quality in Virginia are covered. Students will explore and apply course content as they develop a prototypical school vision, mission, and goals statement. Student self assessment for leadership will be a major focus of this course.

II. Detailed Description of the Content of the Course

This course will review the historical, ethical, social and economic influences affecting school organization and leadership. The course will look at the nature of organization, motivational theories, and role of the principal in these processes. Additionally a close look at how to build human capital in schools and community will be a part of the focus of study. Leadership theories will be investigated and analyzed during this course. Along with this review of leadership theories there will a review of the democratic values that exist in today's schools and how they interact with the development of vision and mission statements. As part of this course students will closely examine ISLLC Standard One and work closely with the necessary processes to develop school and school division visions and missions. This course will provide information and examine practices outlined in Virginia's Standards of Quality and Standards of Accreditation. Lastly the course will use self-evaluation tools to assist students to better understand their leadership capabilities.

III. Detailed Description of Conduct of Course

Course readings will serve as a primary basis for in-class discussions. Case studies, role plays, simulations, and problem-based learning will be used in conjunction with material on the beginning principalship. Twenty hours of structured field experiences with on-site mentor principals and/or supervisors will also be required for completion of the course and will be discussed in class. A variety of written and/or oral assignments (research reviews, reflective writings, narrative responses, journals, formal papers, book talks) will be used along with inventories to help students understand their personal leadership styles. Group and individual tasks will be used to process and reinforce information/skills and for class sharing. Lectures by the professor will be utilized to

supplement and reinforce course readings. Additional resources will provide content for personal reflection and/or discussion. Internet searches will provide an additional source for acquiring related course content.

IV. Goals and Objectives of the Course

The goals, objectives, and assignments in this class address NCATE Standard 1e, 1f and 1g. The codes included below refer to: Interstate School Leaders Licensure Consortium Standards (ISLLC); Virginia Department of Education Standards for Administration and Supervision (VAS).

The candidate will demonstrate knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity (VAS a.).

The candidate will demonstrate knowledge of identification, analysis, and resolution of problems using effective problem-solving techniques (VAS a.(7)).

The candidate will demonstrate and communicate a clear vision of excellence, linked to mission and core beliefs that promote continuous improvement consistent with the goals of the school division (VAS a. (8)) and (ISLLC 1).

The candidate will demonstrate knowledge, understanding and application of systems and organizations (VAS b.).

The candidate will demonstrate alignment organizational practice, division mission, and core beliefs for developing and implementing strategic plans (VAS b. (2)) and (ISLLC 2).

The candidate will develop a change management strategy for improved student outcomes. (VAS b. (5)) and (ISLLC 2).The candidate will demonstrate knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations (VAS c.)

The candidate will demonstrate principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community (VAS c.(2)) and (ISLLC 3).

The candidate will demonstrate the principles and issues related to school facilities and use of space and time (VAS c.(5)) and (ISLLC 3).

The candidate will demonstrate the knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals (VAS e.).

The candidate will demonstrate knowledge of the historically and philosophically grounded philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior (VAS e. (1)) and (ISLLC 6).

The candidate will demonstrate integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community. (VAS e. (2)) and (ISLLC 2).

The candidate will demonstrate reflective understanding of theories of leadership and their application to decision-making in the school setting (VAS e. (3)).

The candidate will demonstrate intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions (VAS e. (4)) and (ISLLC 6).

The candidate will demonstrate the knowledge understanding and application of basic leadership theories and influences that impact schools. (VAS f.).

The candidate will demonstrate the concepts of leadership including systems theory, change theory, learning organizations and current leadership theory. (VAS f. (1)).

The candidate will demonstrate knowledge of the historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations (VAS f.(2)).

The candidate will identify and respond to internal and external forces and influences on a school VAS f.(3)) and (ISLLC 6).

The candidate will identify and apply the processes of educational policy development at the state, local, and school level (VAS f.(4)).

The candidate will participate in embedded learning strategies for improved student learning totaling at least 20 clock hours (VAS g.)

The candidate will participate in experiential activities that complement, implement, and parallel the university curriculum (VAS g. (1)).

The candidate will participate in activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program. (VAS g. (2)).

V. Assessment Measures

All instructors of the course will assess students in the following ways:

- Develop a personal vision statement and given statement for a given school based on that school's social, economic and political content.
- Develop the steps involved in creating a school's prototypical vision and goal set.

- Additionally, instructors will choose at least three assessment measures from the following to assess learning in the course:
- Written assignments such as research reviews, reflective writings, narrative responses, journals, formal papers, and examinations.
- Student performances (i.e., in-basket activities, role play, simulations, demonstrations, presentations, participations, field experiences, case studies, group assignments)

Technological proficiency must be demonstrated in written assignments, electronic mail communications, and correspondence.

VI. Other Course Information

None