Purpose:
This class seeks to acquaint students with the fundamentals of educational administration in elementary and secondary school districts. Adequate preparation as a school administrator requires that student gain exposure to a variety of administrative components affecting K-12 education. In accordance with guidelines from the Illinois State Board of Education (ISBE), this course will emphasize and foster the following standards and functions of the Interstate School Leaders Licensure Consortium (ISLLC) (2008):

1. An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
   A. Collaboratively develop and implement a shared vision and mission
   C. Create and implement plans to achieve goals

2. An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
   A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
   C. Create a personalized and motivating learning environment for students
   F. Develop the instructional and leadership capacity of staff

3. An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

4. An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
   A. Collect and analyze data and information pertinent to the educational environment
   B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
   C. Build and sustain positive relationships with families and caregivers
   D. Build and sustain productive relationships with community partners

5. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
   B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
   C. Safeguard the values of democracy, equity, and diversity
   D. Consider and evaluate the potential moral and legal consequences of decision-making
   E. Promote social justice and ensure that individual student needs inform all aspects of schooling

6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
   A. Advocate for children, families, and caregivers
   B. Act to influence local, district, state, and national decisions affecting student learning
   C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

In accordance with the National Council for the Accreditation of Teacher Education (NCATE), this course also emphasizes and addresses the standards established by the Educational Leadership Constituent Council (ELCC) for school building leaders. You may view the full document at [http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676](http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676). The standards covered in this course are as follows:
**ELCC 1.1:** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

**ELCC 2.1:** Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

**ELCC 2.3:** Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

**ELCC 3.1:** Candidates understand and can monitor and evaluate school management and operational systems.

**ELCC 3.2:** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

**ELCC 3.3:** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

**ELCC 3.4:** Candidates understand and can develop school capacity for distributed leadership.

**ELCC 3.5:** Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

**ELCC 4.1:** Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.

**ELCC 4.2:** Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources with the school community.

**ELCC 4.3:** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

**ELCC 4.4:** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with community partners.
**ELCC 5.1:** Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

**ELCC 5.2:** Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

**ELCC 5.3:** Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

**ELCC 5.4:** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

**ELCC 5.5:** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

**ELCC 6.1:** Candidates understand and can advocate for school students, families, and caregivers.

**ELCC 6.2:** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

**ELCC 6.3:** Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

**Primary Text:**

Articles as assigned

**Forbidden Source:**
Wikipedia!

**Course Objectives:**
- Become familiar with skills and behavior necessary for school leadership
- Develop an understanding of the roles and functions of educational administrators
- Become familiar with the organizational structure and control of K-12 schools
- Develop critical skills to resolve challenges encountered by school administrators
### Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90%</td>
<td>A</td>
</tr>
<tr>
<td>89-80%</td>
<td>B</td>
</tr>
<tr>
<td>79-70%</td>
<td>C</td>
</tr>
</tbody>
</table>

### Points Scale

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Reflection &amp; Vision</td>
<td>15 points</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25 points</td>
</tr>
<tr>
<td>Group Project &amp; Report</td>
<td>20 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30 points</td>
</tr>
<tr>
<td>Participation</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

Students must complete all of the assignments in order to satisfy the requirements of the course.

### Disability

A student with a disability should contact Disability Support Services at 453-5738 (TTY: 483-2293) for service information. Please notify the instructor of necessary accommodations.

### Emergency Procedures

As stipulated by the University, emergency procedures are as follows:

“Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.”

### Attendance

All students will prepare for, attend, and participate in each class period. Missing class meetings will effect your participation and may have a negative impact on your grade. Instructor reserves the right to apply this policy on a case-by-case basis.

Students are responsible for obtaining course information and completing all assignments whether present in class or not.
Late Policy
All students will complete assignments in the manner and by the due date specified by the instructor. Students needing extensions should consult with the instructor individually. Late assignments will result in a lower grade.

Course Assignments
Each student will complete his or her own work as required. Students should submit typewritten work in a 12-point font. All assignments should include a title, title page, and page numbers.

The university rules regarding plagiarism and academic dishonesty as outlined in the Student Code of Conduct section of the SIU Graduate Student Catalog - http://www.siu.edu/gradschl/catalog/Student_Conduct_Code.pdf remain in effect for all students.

Professional Reflection and Vision
Craft a paper explaining why you want to be a school administrator or social worker? What do you feel you can contribute to the field? What stakeholders and issues do you believe that school administrators need to address? The final version should be a maximum of seven double-spaced pages.

Due – June 10th

Midterm Exam
This exam will cover any and all topics discussed in the course or assigned in the readings up to this point. The exam will include both essay and short-answer questions. The exam will provide students with an opportunity to reflect on and synthesize the reading assignments and information covered during the class periods.

Due – In-class on June 13th

Group Project & Report
Working in groups, the class will simulate a local school board of education. Each group will identify two questions to which it should deliberate/respond to as if it were an actual school board. Selected within each group, the board secretary will provide a written summation of the process and record all final votes of the board of education. The full board will also make an oral report/presentation in class. The written portion should be a maximum of 10 double-spaced pages.

Due – Both parts of the assignment are due June 18th

Final Exam
This exam will cover any and all readings or topics covered throughout the course. Similar to the midterm, this exam will require students to complete short-answer and essay questions by synthesizing the topics discussed throughout the course.

Due – In-class on June 20th
Course Schedule

Week 1
June 9th
Introduction and Overview
Administrative Theory
Readings –
ISLLC Standards 2008
ELCC Standards 2011
Supplemental Readings –

June 10th
Organizational Structure
How do schools run?
Readings – Lunenburg & Ornstein, Chapter 2
ISBE Organizational Chart

Professional Reflection and Vision due

Government Control and Involvement in Schools
How do the federal and state governments affect education?
Readings – Lunenburg & Ornstein, Chapter 9

ISBE Departments & Divisions
ISBE ROE Services
Regional Superintendent Responsibilities

June 11th

Local School Districts
What role do school boards play in public schools?
Are school boards necessary?
Readings – Lunenburg & Ornstein, Chapter 10
Code of Conduct for Members of School Boards (IASB)

Supplemental Readings –

Legal Aspects
What are some of the legal mandates that influence school leadership?
Readings – Lunenburg & Ornstein, Chapter 12

Supplemental Readings –
**June 12th**

**Human Resources Administration**

How might teaching relationships affect leadership?

*Readings – Lunenburg & Ornstein, Chapter 15*


*Supplemental Readings –


**School Finance and Productivity**

How do we fund public schools?

How does this impact the education and resources offered to students?

*Readings – Lunenburg & Ornstein, Chapter 11*


Illinois Department of Revenue. (2011). *The Illinois property tax system*. Springfield, IL: Author. – Assessment/Tax Cycle (pp. 7); Budget & Levy Cycle (pp. 8); Calculating your tax bill (pp. 21)


**June 13th**

**Curriculum Development and Implementation**

How do we know we are teaching the right or enough information?
Readings – Lunenburg & Ornstein, Chapter 13


Supplemental Readings –


**MIDTERM EXAM!**

**Week 2**

**June 16**

Public Education Alternatives

Does the existence or threat of competition improve public schools?

Readings –


Supplemental Readings –


Decision Making

How do we know we are doing things right?

What are ethics? How do they impact schools?

Readings – Lunenburg & Ornstein, Chapter 6

Helm, C. M. (2010). Leadership dispositions: What are they and are they essential to good leadership. *Academic Leadership* [Online], 8(1).


**June 17th**

**Organizational Culture**

What is the difference between leadership and management? How do we know when a school administrator is succeeding in the position?

*Readings* – Lunenburg & Ornstein, Chapter 3


**Instructional Leadership and Special Populations**

How do school leaders improve teaching? What responsibilities do building leaders have in working with various special populations?

*Readings* – Lunenburg & Ornstein, Chapter 14


**June 18th**

Communication
What elements should we consider in communicating with others?
How can we communicate with and include parents and the community in what goes on at our schools?
How can or should schools deal with the media?

*Readings – Lunenburg & Ornstein, Chapter 7*


**Group Projects and Reports due**
**Revised Professional Reflection and Vision (include 1st draft)**

**June 19th**

Final Exam Preparation

**June 20th**

Leadership and Change
How has this class changed your perspective?
How do school leaders change organizations?

*Readings –*
perspectives. *New Directions for Youth Development*, (131), 107-117.


**FINAL EXAM!**
IMPORTANT DATES *

Full Session Courses Begin: ..............................................06/09/2014
Last day to add a class (without Dean’s permission): ..................06/15/2014
Last day to withdraw completely and receive a 100% refund: ....06/22/2014
Last day to drop a course using SalukiNet: ............................07/13/2014
Final examinations ........................................................07/31–08/01/2014
Commencement: ..............................................................07/31/2014
Ceremonies now held only in May & December

Note: For outreach, internet, and short course drop/add dates, visit
Registrar’s Academic webpage http://registrar.siu.edu/

FALL SEMESTER HOLIDAYS

Independence Day Holiday 07/04/2014

WITHDRAWAL POLICY ~ Undergraduate only

Students who officially register for a session may not withdraw merely by the
stopping of attendance. An official withdrawal form needs to be initiated by the
student and processed by the University. For the proper procedures to follow
when dropping courses and when withdrawing from the University, please visit
http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

INCOMPLETE POLICY ~ Undergraduate only

An INC is assigned when, for reasons beyond their control, students engaged in
passing work are unable to complete all class assignments. An INC must be
changed to a completed grade within one semester following the term in which
the course was taken, or graduation, whichever occurs first. Should the student
fail to complete the course within the time period designated, that is, by no
later than the end of the semester following the term in which the course was
taken, or graduation, whichever occurs first, the incomplete will be converted
to a grade of F and the grade will be computed in the student’s grade point
average. For more information please visit:
http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enroll in a
course for credit no more than two times (two total enrollments) unless
otherwise noted in the course description. For students receiving a letter grade
of A,B,C,D, or F, the course repetition must occur at Southern Illinois
University Carbondale. Only the most recent (last) grade will be calculated in
the overall GPA and count toward hours earned. See full policy at
http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the
applicable policies for graduate students, please visit

DISABILITY POLICY

Disability Support Services provides the required academic and programmatic
support services to students with permanent and temporary disabilities. DSS
provides centralized coordination and referral services. To utilize DSS
services, students must come to the DSS to open cases. The process involves
interviews, reviews of student-supplied documentation, and completion of
Disability Accommodation Agreements.

http://disabilityservices.siu.edu/

PLAGIARISM CODE


SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a
university-wide program of care and support for students in any type of
distress—physical, emotional, financial, or personal. By working
c closely with faculty, staff, students and their families, SIU will continue
to display a culture of care and demonstrate to our students and their
families that they are an important part of the community. For
Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu,
http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a
safe and healthy environment for study and work. We ask that you
become familiar with the SIU Emergency Response Plan and Building
Emergency Response Team (BERT) programs. Emergency re-
response information is available on posters in buildings on campus,
available on BERT’s website at www.bert.siu.edu, Department of
Safety’s website at www.dps.siu.edu (disaster drop down) and the
Emergency Response Guideline pamphlet. Instructors will provide
guidance and direction to students in the classroom in the event of an
emergency affecting your location. It is important that you follow these
instructions and stay with your instructor during an evacuation or
sheltering emergency.

INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different
cultures and sub-cultures, and representing all strata of society,
nationalities, ethnicities, lifestyles, and affiliations. Learning from and
working with people who differ is an important part of education as well
an essential preparation for any career. For more information please visit:
http://www.inclusiveexcellence.siu.edu/

MORRIS LIBRARY HOURS

http://www.lib.siu.edu/about

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on
campus and math labs. To find more information please visit the Center
for Learning and Support Services website:

Tutoring : http://tutoring.siu.edu/
Math Labs http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and
faculty. To find a Center or Schedule an appointment please visit
http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office’s main focus is to ensure that the university complies with
federal and state equity policies and handles reporting and investigating
of discrimination cases. For more information visit:
http://diversity.siu.edu/

Additional Resources Available:

SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVICEMENT: http://advicement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/
SIU ONLINE: http://online.siu.edu/


Fall 2014 R.O'Rourke