Southern Illinois University Carbondale
College of Education and Human Services
Department of Educational Administration and Higher Education

COURSE SYLLABUS

EAHE 506 – Administration & Supervision of Secondary Schools

Course Information:
Professor: Dr. Elizabeth Lewin
Office: Pulliam 128E
Phone: 618/536-4434
E-Mail: llewin@siu.edu

Purpose:
This course is designed to examine the job of the 21st Century secondary school leader. This examination is accomplished by connecting the tasks, responsibilities, and challenges of the modern day high school principal with what has been identified by the National Policy Board for Educational Administration (NCPEA) as best practices for school leaders. These best practices have been adopted by the Interstate School Leaders Licensure Consortium (ISLLC) as standards for effective school leadership.

Successful completion of this course will provide the knowledge and understanding of all the standards, with specific emphasis on implementation of Standards 2 and 4 which reads:

“An education leader promotes the success of every student by…

#2 - advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.”

#4 – collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.”

The course also provides opportunity to examine and analyze human behavior important to understanding how staff and leadership function within an educational organization. The use of case study, individual and group projects, and attendance to school-community meetings are among the activities used to examine and apply leadership theories.

The ELCC/ISLLC Standards are listed on page 3 of the Gorton & Alston text used for this course.

Required Texts:

Supplemental Materials:

General Information:
1. No extra work will be made available to individual students.
2. Cases of “academic dishonesty” will be treated as outlined in the SIU Graduate Student Catalog.
3. If a student with a disability requires any academic adjustment or services, please inform the professor and contact the Disability Support Service Office, Woody Hall B-150 (653-5738)
Instructor Expectations:

Attendance –
Students are expected to attend every class. If a student must be absent due to illness, the instructor expects to be notified in advance. Note: Reflections cannot be submitted following a missed class. Additionally, assignments due on the date of an absent must be submitted before or on the date of the scheduled class.

Class Participation –
Participation in class discussions & activities is required at every gathering in order to obtain maximum benefit from the course.

Readings –
All reading assignments are to be completed in advance of the class meeting.

Assignments –
Written assignments are to be submitted on the due date. In-class assignments must be written legibly, while homework assignments are to be completed via word processor.

Grading:
The final course grade is determined using accumulated points on the following required activities and assignments:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>15 sessions @ 2pts each = 30</td>
</tr>
<tr>
<td>Reflective Journal Entries</td>
<td>5 entries @ 3pts each = 15</td>
</tr>
<tr>
<td>Final Reflective Entry</td>
<td>1 entry @ 5pts  = 5</td>
</tr>
<tr>
<td>Case Studies</td>
<td>4 cases @ 5pts each = 20</td>
</tr>
<tr>
<td>Meeting Reports</td>
<td>2 meeting reports @ 5pts = 10</td>
</tr>
<tr>
<td>Group Project</td>
<td>1 group project @ 10pts = 10</td>
</tr>
<tr>
<td>Final Project</td>
<td>1 final @ 10pts = 10</td>
</tr>
</tbody>
</table>

Point Distribution: A= 92-100 B = 83-91 C = 74-82

Emergency Procedures:
SIUC 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 the BERT’s website at www.bert.siu.edu <http://www.bert.siu.edu>, Department of Public Safety’s website www.dps.siu.edu http://www.dps.siu.edu/(disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

The instructor 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.

Plagiarism:
Students should be familiar with plagiarism and its consequences. http://libguides.lib.siu.edu/plagiarism. Students guilty of plagiarizing will receive a grade of F for the course and will be subject to referral to the Office of Academic Affairs. Overt acts of plagiarism will likely result in program removal in addition to other appropriate sanctions as deemed appropriate by university policies. Students should protect themselves by being cautious when sharing written work with other students, sharing only after they have submitted their work to Turn-It-In, if at all.
Detailed Assignment Information & Point Accumulation

Class Attendance & Participation
Attendance and promptness are expected. An absence from class will result in the loss of points for participation and any assignment due on the day of your absence. (2 points per session @15 sessions, total 30pts)

Reflective Journal Entries (RJE)
As a tool to formulate and sharpen philosophies and practices, a total of six reflective papers are required, with five of the papers due after study and discussion of specific concepts, theories, and practices and the final paper is a summary of the course. The first five RJE’s require the following: 1) response to a specific question(s) provided by the instructor, 2) assessment of any personal and/or professional growth needed in relationship to the question or topic discussed in recent class sessions, and 3) share any ‘aha’ moment(s) that occurred during recent class discussions, reading, or activities. Journal entries are due to the instructor by 12noon the Friday following class. (3pts per RJE @ 5 entries, totals 15pts)

The final reflective is due on the Friday following the last class. This entry is to include the following: 1) an overall reflection of the course, 2) reactions to the personal cases shared by classmates, and 3) assessment on your personal and professional growth in light of ‘lessons learned’ during the course – this can be approached as a pre-/post assessment. (Final RJE, 5pts)

Case Studies
Four cases are assigned during the semester. A 3–5 written page analysis is required on each case which depicts typical situations faced by building leaders. Questions will be provided to guide each analysis. Following the analysis, a SWOT analysis is to be conducted to flush-out several viable solutions. (5 pts per case x 4 cases = 20 pts)

Meeting Reports
Observing and/or participating in actual school-related meetings assists in understanding the dynamics of school leadership. During the semester, it is requirement to attend two school meetings then write a report using guided questions. One meeting should be one regularly attended by a building principal with other administrators and the other should be a meeting that the principal holds with building staff, parents, or community. Several standard questions will be provided and several will be generated during the class. (5 pts each @ 2 reports = 10 pts)

Group Presentation
Early in the semester, each student will be assigned to a group with the responsibility to research a current issue challenging secondary school leaders. After thoroughly researching the topic, each group will make a 45-minute presentation that includes how & why the topic presents a challenge for high school principals and what strategies or best practices help to reduce or manage the challenge. Each member of the group must provide evidence of his/her participation in the research. (i.e. a brief outline identifying key findings for his/her section of the research or copy of power-point presentation). The group is to provide the class with a list of resources. (One group presentation @ 10 pts)

Final Project
The final requires the creation of a case study based on a personal work situation. After writing the case, an in-depth analysis and SWOT with resolution is required. The results are shared both in writing and orally. Details will be provided. (1 final @ 10 pts)
# COURSE SCHEDULE

Textbook Codes:
**M&C** – Matthews & Crow’s *The Principalship*  
**G&A** – Gorton & Alston’s *Case Studies*

On occasion, the professor may assign additional readings.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Content</th>
<th>Assignment/Reading/Activity</th>
</tr>
</thead>
</table>
| 1/16  | Course Introduction  
Student Information  
Review Syllabus | Syllabus  
G&A – Chapter 1 |
| 1/23  | The Historical & Future View of the Principals | M&C – Chapters 1 & 2  
G&A – Chapter 3  
RJE-1 |
| 1/30  | Professional Learning Communities | M&C – Chapter 3  
G&A – Chapter 2  
In Class Sample Case |
| 2/6   | Role of Building Leader in School Reform | Con’t M&C – 3 & G&A – 2  
G&A – Chapter 7  
Case 1 Due |
| 2/13  | Individuals as Leaders in Schools | M&C – Chapter 4  
Group Survey  
RJE 2 |
| 2/20  | Leader's Role in Culture & Climate | M&C – Chapter 5  
Group assignments  
Meeting Report 1 Due |
| 2/27  | Culture & Climate in Organization | G&A – Chapter 6  
Work on Group Projects  
Case 2 Due |
| 3/6   | Advocacy vs Politics in Schools | M&C – Chapter 6  
Outside Articles  
RJE 3 |
| 3/13  | NO CLASS |
| 3/20  | SI Ed Leadership Conference | Case 3 Due  
Individual Conferences with Instructor  
Final project Approval |
| 3/27  | Leading & Learning External Environments | M&C – Chapter 7  
Group Presentations Begin |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/3</td>
<td>School Effectiveness, Accountability, and Improvement</td>
<td>M&amp;C – Chapter 8</td>
<td>Final Group Presentations RJE 4</td>
</tr>
<tr>
<td>4/10</td>
<td>Supervision &amp; Teacher Empowerment</td>
<td>M&amp;C – Chapters 9 &amp; 10</td>
<td>Case 4 Due</td>
</tr>
<tr>
<td>4/17</td>
<td>Communication in Schools</td>
<td>G&amp;A – Chapter 4</td>
<td>RJE-5</td>
</tr>
<tr>
<td>4/25</td>
<td>Principal as Politician &amp; Facilitator</td>
<td>M&amp;C – Chapters 11 &amp; 12</td>
<td>Meeting Report 2 Due</td>
</tr>
<tr>
<td>5/1</td>
<td>Societal Trends</td>
<td>M&amp;C – Chapter 13</td>
<td>Oral Presentation of Final Projects Start Creating Final Reflective</td>
</tr>
<tr>
<td>5/8</td>
<td>Oral Presentations of Final Projects</td>
<td>Complete Oral Presentation of Final Projects</td>
<td>Final Reflective Due Course Evaluation</td>
</tr>
</tbody>
</table>
Assignment Aides and Rubrics

Reflective Journal Entry Questions:
RJE 1
a. When did you or others first become aware that you are a leader? Describe that moment or situation.
b. Of the eight role conceptions for the principal identified in Chapter 1, which roles are a natural match to your personality and which ones will require significant professional development or effort?

RJE 2
Think about your previous supervisors. Which one possessed the style that encouraged you to consistently operate at maximum capacity? Why?

RJE 3
a. Was diversity celebrated during your elementary and high school days? What did your principal & teachers do to communicate that diversity was important to value?
b. Develop a position statement and skeletal action plan to support your teachers in examining and improving the celebration of cultural diversity.

RJE 4
a. Share your personal philosophy on ability grouping, mainstreaming, and inclusion.
b. Review the three learning perspectives and share when you believe it is appropriate to use each.

RJE 5
a. Recall the teacher that motivated you the most. What attributes, behaviors, or characteristics did this person possess that contributed to their ability to motivate you?
b. As principal of your school, how will you help your teachers understand student motivation so they can apply it in the classroom.

Final RJE (Day 14) – What important information have you learned from the group presentations?

<table>
<thead>
<tr>
<th>Evaluation Rubric for Reflection Papers</th>
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</thead>
<tbody>
<tr>
<td>Reflective Journal Entries</td>
</tr>
<tr>
<td>1. Content &amp; Perspectives. Response to question is clear and relevant to the course content. Support/examples provided from a variety of perspectives: textbook readings, class discussions, personal and teaching experiences, or any other relevant resources or references.</td>
</tr>
<tr>
<td>2. Reflections &amp; Connections. There is evidence of critical analysis of self-reflection on professional and/or personal growth. Reference is made teachings/discussions and connections are made to personal thinking and experience. Implications for instructional and institutional practices are explored.</td>
</tr>
<tr>
<td>3. New discovery. The paper share information on a new discovery, correction, change in thinking in philosophy, thinking, behavior, or practice.</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Case Study Analysis & SWOT
Case 1 – Teacher Difficulty #65
Case 2 – The School-Community Web #36
Case 3 – Supervisor-Principal Relationship #50
Case 4 - Problems of the Beginning Teacher #22

Questions provided by instructor.

Meeting Questions

MEETING PARTICIPATION OR OBSERVATION REPORT
Observer ________________________________ Date _____________________
Dist/Sch Name ____________________________ Meeting Date _____________________

1. Describe in detail the meeting’s purpose, setting, and attendees.

2. What issues dominated the meeting? From your perspective, were there any issues that should have received more attention that didn’t? Explain.

3. Based on your observations, describe or interpret the verbal and non-verbal communication that occurred between the superintendent and each board member.

4. Describe any interaction that occurred with audience members. Did the superintendent and board members feel comfortable with the interaction?

5. What, if any, suggestions would you provide this board to make meetings more audience friendly?

6. Special comments/questions or unusual observations.

MEETING PARTICIPATION OR OBSERVATION REPORT
(Administrative Personnel)
Observer ________________________________ Date _____________________
Dist/Sch Name ____________________________ Meeting Date _____________________

1. Describe in detail the meeting’s purpose, setting, and those in attendance.

2. Why are those in attendance important to the school or district’s purpose for holding the meeting? Did you notice any challenges/push-back to accomplishing the meeting’s purpose? Explain.

3. What preparation needed to occur to ensure that the meeting’s purpose was reached? From your perspective, were bits of information or steps omitted? And what potential problems could this cause for the future? Explain.

4. Based on your observations, describe or interpret any verbal or non-verbal communication that occurred between the meeting facilitator and attendees or among those called to the meeting that reflects the success of the meeting.

5. If you were the principal attending this meeting, what action would you feel necessary to take following the meeting?

6. Special comments/questions or unusual observations.
Group Project

The goal of this assignment is to examine a current issue that challenges the secondary school leader. Once a group is assigned a current issue, there should be an exhaustive research of the issue:

1) How and why is this issue a challenge in the secondary school?
2) What initiatives have been tried and failed to resolve the issue?
3) What have researchers determined as ‘best practices’?
4) Outline possible positions within the school community on the issue?
5) What strategies or suggestions were found to address/manage/minimize/resolve the issue?

As a group, collectively decide how the issue should be managed in a manner that meets the needs of one’s community.

Specifics instructions follow:

Preparation Tasks:
1) In addition to typical library and internet research, you should interview individuals within a school that may deal with this issue daily.
2) Secure and review some of the district/organizational documents that describe how or if your schools manage the issue. Those documents might include but are not limited to:
   - District Mission/Vision Statements
   - Board Policies
   - Personnel Manuals
   - Student/Parent Handbooks
   - Organizational Plans (Improvement, Technology, Strategic)
   - Curriculum Guide/Map
3) Keep track of your sources, because they should be cited/recognized.

Presentation:
1) A written detailed outline of the presentation is to be submitted to the instructor on the identified date due.
2) The class is to receive a less detailed outline or copy of the powerpoint.
3) Each group member is to participate in the oral presentation.
4) Specific source(s) of your information are to be cited. (Pseudonyms may be used when citing interviewees’ comments. If time allows, a brief overview of the analysis may be shared with classmates.)
5) A copy of the bibliography is to be attached to the paper submitted to the instructor.
Final Project Instructions

Instructions for the Final Project

Written:
Once a real work situation has been identified, write it up as a case. Use the cases assigned in class as models. Make sure that the setting, specific situation or problem, outcome (if there is one), and current status are clearly described.

Once the case has been written, before completing your SWOT & Action Plan, complete the two following steps:
1) Relate the situation to a concept identified in our texts. For example:
   Did the culture of the organization encourage the situation?
   Did it result from the lack of or poor/misleading communication?
   Was it the result of bad decision-making or someone’s failure to make a decision?
   Was the problem that you or someone else was resistant to change?
   Was the leader not familiar with the culture of the school or community?

2) Select a theory that could be used as a lens to analyze and resolve your problem/situation. For example, if resistance to change was the problem, does Kurt Lewin’s concept of “force-field” analysis apply?

Before writing up your SWOT, spend a paragraph or two sharing your findings from items 1 & 2 above.

Note: The use of actual names is left to your discretion, however, do know that your paper will never be shared with another person.

Oral Presentation:
Each student will be given twenty minutes to provide a brief description of his/her case to the class (no real names should be used in the oral part of the final) and then identify the topic/concept used. An analysis of the situation based on the concept/topic is provided and related to one or more theories.

Once this is done, provide a summary of what personal growth has occurred: What have you learned? Would you behave differently if this situation happened again? What are the administrative implications? After answering these questions, field questions from your classmates and instructor.

Final Project Rubric

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
<th>Adequate Evidence 2</th>
<th>Inadequate Evidence 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Case/situation was clearly described</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>II. Reason (theory) for problem identified</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>III. Retrospective analysis of how situation should Have been handled</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>IV. Professional growth evident &amp; beneficial to the class</td>
<td></td>
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<tr>
<td>V. Action plan was well thought out and practical For the circumstances of the case</td>
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<tr>
<td>Total Points</td>
<td></td>
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<tr>
<td>Max 10pts</td>
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