Introduction to Elementary and Secondary Educational Administration
ELPA 702
University of Wisconsin-Madison
Wednesdays 4:40-7:10 p.m.
212 Ed Sciences Bldg

Peter Miller
1250 Educational Sciences Building
Office: 608-262-3771
pmmiller2@wisc.edu
Office hours: By appointment

Introduction

Introduction to K-12 Educational Administration (702) is a three-credit graduate course designed to introduce students to the main themes of research and practice in American primary and secondary school leadership. One of the fundamental arguments put forth in the class is that educational leadership is a practice that affects – and is affected by – wide-ranging people, organizations, policies, and conditions (many of which reside outside of school buildings). Accordingly, we will examine leadership practice as it unfolds in the interactions among school leaders, community leaders, parents, students and the diverse situations in which they live and work.

Course Objectives

1. To deepen understandings of the multi-dimensional complexities of educational leadership practice.
2. To understand how diverse conditions of teaching and learning affect the practices of school leadership.
3. To understand how communities’ social and relational dynamics impact leading, teaching, learning, and collaborating.
4. To be able to access, critically interpret, and use current research in educational leadership in daily practice.
5. To become familiar with ongoing education issues (and the multitude of related social issues that are related to them) through professional literature such as Phi Delta Kappan (pdkintl.org/kappan), and Educational Leadership (ascd.org) many of the key research journals for school leadership, such as the Educational Evaluation and Policy Analysis, Journal of School Leadership, Educational Administration Quarterly, Harvard Educational Review, and Teachers College Record. Each of these resources is available on-line through the UW Library website (http://www.library.wisc.edu/journals/).
Readings
All course readings will be posted on the course’s Learn@UW web-site. No textbook will be used.

Class Format
The course will meet on Wednesdays during the spring semester and will employ a variety of teaching/learning activities. The course Learn@UW website will provide the location for a majority of the course’s tasks (e.g. assignment submission, grading, and assignment posting). Since we will use the course site extensively, access to an internet-capable computer is a requirement for successful completion of the course.

Full Inclusion
I seek to fully include persons with disabilities in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments in this course to enable you to fully participate. I will try to maintain the confidentiality of the information that you share. Please contact me as early in the course as is possible. You may also contact the McBurney Disability Resource Center, 305 Linden Drive (263-2741 or FrontDesk@mbc.wisc.edu) if you have questions about campus policies and services.

Assignments/Grading
Grades for the course will be calculated according to the University of Wisconsin grading scale. Students will be responsible for the following:

*Paper/Presentation (25% of course grade)*
Each student will write a 3-4 page paper (double spaced) and develop an interactive class presentation that is based on a selected week’s readings. Key considerations for this paper/presentation include:

- Only one student will present each week.
- The paper is not a summary of the assigned articles, but a “critical commentary” on the week’s topic. The paper should be shaped around one or more informed student assertions aimed at stimulating an educative class conversation. The paper, then, is more an “Op-Ed” piece than it is a “book report.”
- Key ideas from the paper will be presented to the class as part of our larger discussion of the week’s topic. This presentation can take multiple shapes but should facilitate rich class interaction. Students are encouraged to bring in outside resources for these presentations (guest speakers, personal experiences, professional artifacts, readings, videos, etc.).
- Students should speak with Pete about paper/presentation plans at least five days before class. (What will you be focusing upon? How much time will you need? Will you have a guest speaker? What technologies will you be using?)
- Students should post preview questions/requests/comments on the class discussion space (on Learn@UW) approximately 48 hours before class (by Monday evening).
**Artifact Project (50% of course grade)**

The course project is a semester-long project designed to access, document and represent successful leadership practices in a school. In order to complete the project, you need to identify a successful instructional program or initiative in your school or district. The program, here called an *artifact*, will then become an occasion for you to investigate the problem-setting and problem-solving practices of local practitioners in order to develop a deeper understanding of how problems are framed and addressed in schools.

This project will combine field work and scholarly research into a final presentation and paper. There are two main components to the project:

1) a *field work* component consisting of several semi-structured interviews, document collection and analysis, and observations; and

2) a *literature review* component that will provide an in-depth investigation of the research relevant to the problem your artifact was designed to solve.

Hopefully, the issues we discuss in the class will help you to make sense of and to organize your research project. For example, let’s say that your school has developed an artifact such as an innovative program to incorporate local agricultural expertise into the high school science curriculum. The first part of the research would investigate questions such as:

- Who was responsible for the artifact?
- What level of cooperation existed between the different levels of leaders?
- Which long-term and short-term strategies were used in designing and implementing the artifact?
- What are the key features of the artifact?
- How has the artifact changed or evolved over time?
- What were the significant constraints faced by the designers?
- Which elements of the situation enabled the design work?
- How does the school know the artifact has achieved its intended end?
- What effect, if any, did this artifact have upon the social and instructional practices of the school?

The second part of the project, in this case, would focus on prior research on other forms of instructional collaboration between schools and communities. This research may focus on recent innovations in vocational education, authentic science teaching, school-community relations or school-to-work transitions.

The challenge of the final project will be to set the results of the fieldwork against the backdrop of prior research in order to develop a deep and coherent case of successful leadership practice.

Those students who may not have access to a school or district can examine an innovation in the context in which they currently work. During the course I will help students to develop viable topics that will result in high-quality projects. Reporting on the final projects will unfold from
the very beginning of the course and will constitute the final project. The stages of the project include:

- topic development
- completion of field work and background research
- initial presentation of findings in class
- development of literature review
- class critique of paper and presentation
- final presentation and submission of paper

The projected due dates for selected elements of the project are as follows:

2/3: Topic identification

2/17: Completion of research (field work and relevant research)

3/3: Presentation of initial findings

3/17: Submission of literature reviews

4/7: Class critique of papers

4/21 & 4/28: Final class presentations; final papers due

Class Participation (25% of grade)
Students are expected to attend every class session (however, per University instructions, please stay home if you are experiencing flu-like symptoms) and to participate fully and respectfully each week. Indicators of appropriate attendance and of full and respectful participation include:

- On-time arrival to each class session;
- Attentiveness to instructor and fellow class members;
- Appropriate utilization of course website, including informed and thoughtful discussion board responses to at least seven weekly preview questions/comments (on the weeks that you choose not to post a response, you can simply write “Pass” on that week’s discussion board space);
- Avoidance of distracting and/or condescending behaviors (cell phone usage, disparaging remarks, etc.);
- Active and informed engagement in class discussions (insightful comments based on course readings, active listening, etc.); and
- Willingness to collaborate with colleagues on class activities and projects.
Upon the completion of the semester, students will be responsible for submitting a brief paper reflecting upon how and the extent to which each of these criteria were met.

### Course Schedule

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<th>Class/Date</th>
<th>Topic(s) / Readings / Resources</th>
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<tr>
<td>1 January 20</td>
<td>Course introduction/What do we mean by “educational leadership?”</td>
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<td>2 January 27</td>
<td>School conditions / Distributed leadership</td>
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<td>3 February 3</td>
<td>Developing professional community</td>
<td>Student Presentation #1</td>
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| New principal plans how to transform a diverse urban school. Journal of Cases in Educational Leadership, 10(2), 19-27. Review: www.naesp.org In-class video: *I am a Promise*
<p>|            | Student presentation #5                    | Student presentation #6                                                          |
|            | Project: Presentation of initial findings  |                                                                                 |
|            | Student presentation #7                    | Student presentation #7                                                          |
|            | Project: Submission of literature review   |                                                                                 |</p>
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Review: [http://www.vanderbilt.edu/Peabody/family-school/](http://www.vanderbilt.edu/Peabody/family-school/) |
|            |                                            | Project: Final class presentations                                         |
|            |                                            | Project: Final presentations; final papers                                 |
|            |                                            | Class participation reflection                                           |