



Master of School Administration (MSA) Program
EDUC 731.961 Problems in Educational Leadership II
45 semester hours (3 graduate credits)
Problems in Educational Leadership II

Course Description

The course provides candidates in the school administration program (MSA) with research-based foundation knowledge, theory and application skills in the areas of school improvement planning, site-based budgeting/finance, educational technology issues and planning, and staff development programming.

The *professional development* component emphasizes research-based principles of effective site-based staff development, as well as effective staff development processes and plan implementation procedures and challenges. Students will develop a staff development plan for a site that connects/aligns/incorporates knowledge of salient staff development components into their School Improvement Planning process and product.

The *technology* component emphasizes the varied possible roles of an administrator; administrative challenges associated with site-based technology; the use and administration of technology assessment tools; and analysis and interpretation of their results. Students may develop a simulated technology plan that connects/aligns/incorporates knowledge of and skills with these major technology components into their School Improvement Planning process and product.

The *budget/finance* component emphasizes site-based budget/finance procedures. Students gain knowledge and skills in North Carolina's public school finance laws (e.g. distribution of state dollars, types of allotments, etc.), principals' major budget decisions and associated processes, as well as site-based budgeting procedures. The budget/finance component of the course will also connect/align/incorporate a school budget with the School Improvement Planning process and product.

The *principles of scheduling* component introduces students to master scheduling principles and processes, K-12. Students create a simulated master schedule in groups that reflects various parameters provided via case study. Students face real-world priorities and compromises, and must question whether the schedule reflects the school's educational philosophy. Students also work with scheduling from the perspective of its role in personnel, curricular and pedagogical reform.

Course Objectives

By the end of the course, candidates will be able to:

[PROFESSIONAL DEVELOPMENT]

- Identify research-based principles of site-based staff development
- Develop a professional development plan for a site based on information provided (case study).
- Connect/align/incorporate principles of professional development into the School Improvement Plan process and product.

[TECHNOLOGY]

- Identify roles, challenges associated with site-based technology
- Use/administer technology assessment tools
- Analyze/interpret results of technology assessments
- Develop a simulated technology plan
- Connect/align/incorporate principles of educational technology into the SIP process and product

[BUDGETING]

- Develop knowledge of educational finance “vital” signs nationally and in southeast states (EVS indicators and EVS Southeast)
- Understand the conceptual base for and major specific elements of North Carolina’s public school finance laws (e.g. distribution of state dollars, types of allotments, etc.)
- Understand and apply site-based funding principles, practices
- Develop a school-based budget with appropriate staffing and other allotments
- Understand site-based budget processes, internal funds procedures, and budget flexibility
- Make major site-based budget decisions
- Reallocate resources as the need arises
- Connect/align/incorporate a school budget with School Improvement Planning

[PRINCIPLES OF MASTER SCHEDULING]

- Create a master schedule in groups based on data provided, incorporating common parameters
- Understand and apply related scheduling principles, such as the role of the master in: personnel management; curricular and pedagogical reform; and PLCs.
- Learn the special “language” of master scheduling in the K-12 educational environment.

UNC School of Education (SOE) Principles, Educational Leadership Constituent Council (ELCC) & Interstate School Leaders Licensure Consortium (ISLLC) Standards

UNC School of Education Conceptual Framework Principles

The SOE is committed to diverse, equitable, democratic learning communities. As a result, candidates acquire and apply the knowledge, skills and dispositions that prepare them to hold high expectations and support the education of *all* students. We use the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of our candidates, who will become leaders supporting and promoting the teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates know and attend to the individual developmental needs of their students across physical, social, psychological, and intellectual contexts.
5. Candidates view and conduct themselves as professionals, providing leadership in their chosen field.
6. Candidates communicate and collaborate effectively with students and stakeholders.
7. Candidates employ educational technology as an integral component of their professional practice.
8. Candidates inform their practice through reflection, inquiry and the generation and application of research.

UNC School of Education Conceptual Framework Dispositions

Dispositions are essential to preparing leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates bring dispositions that are developed as they think deeply, reflect critically, and act responsibly. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates believe that all individuals can learn.
2. Candidates believe that individuals can make positive contributions to society, based on respect for various capacities and abilities.
3. Candidates believe that a commitment to care and justice in schools fosters democracy in society.
4. Candidates believe that continuous inquiry and reflection enable improved practice.

The Educational Leadership Constituent Council (ELCC) and the Interstate School Leaders Licensure Consortium have jointly promulgated several standards that will be met with a candidate's completion of the full MSA program at the University of North Carolina at Chapel Hill. This course provides MSA candidates with competencies that cover several of these standards, as do all of a candidate's MSA courses. In EDUC 337, Problems in School Administration II, *significant* emphasis and concentration are placed upon the following ELCC/ISLLC standards and related indicators:

STANDARD 1: Graduates (school administrators) are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

→**Indicator 1:** Candidates develop a vision of learning based on relevant knowledge and theories that promote the success of all students.

→**Indicator 2:** Candidates demonstrate the ability to articulate school vision components, which demonstrates the skills necessary to implement, support, and communicate a shared commitment to the vision.

→**Indicator 3:** Candidates can formulate the initiatives to motivate staff, parents, students, board and community members to achieve the school or district's vision by involving all stakeholders in collaborative discussions.

→**Indicator 4:** Candidates demonstrate the ability to align administrative policies and practices in a way that communicates effectively with all stakeholders concerning implementation and realization of the vision.

<p>Standard 2 below is the standard that is <i>evaluated</i> for NCATE/accreditation purposes via the assignment "Principal as Technology Leader."</p>

STANDARD 2: Graduates (school administrators) are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

→**Indicator 1:** Candidates assess school culture using multiple methods and implementing context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socioeconomic) of a school community to improve programs and school culture.

STANDARD 3: Graduates (school administrators) are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

→**Indicator 1:** Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, data management and assessment to optimize learning for all students.

→**Indicator 2:** Candidates create a plan for involving appropriate personnel in conducting operations and setting priorities to maximize ownership and instructional accountability.

→**Indicator 3:** Candidates develop a plan of action for focusing on effective organizational and management of fiscal, human, and material resources, giving priority to student learning and safety in the school or district.

→**Indicator 4:** Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resources that are in alignment with effective instruction in settings that are conducive to safe, effective, and efficient facilities.

STANDARD 4: Graduates (school administrators) are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

→**Indicator 1:** Candidates demonstrate the ability to utilize family and community resources to facilitate the planning and implementation of programs and services for diverse interests and needs to positively affect student learning.

→**Indicator 2:** Candidates apply a knowledge of community relations models, marketing strategies and processes, data-based decision-making, and communication theory to craft frameworks for school, family, business, community, government, and higher education partnerships which reflect a comprehensive understanding that schools are an integral part of a larger, diverse community.

→**Indicator 3:** Candidates develop a plan to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school and the community to improve school programs and meet the diverse needs of all students.

EDUC 731-961 Section Information
Problems in Educational Administration II
Fall '09 Durham County Cohort

Instructor:

Dr. James Veitch

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Students who e-mail me from Monday-Thursday will typically receive a response within 48 hours. Students who e-mail me on Friday and through the weekend will typically receive a response by 5:00 pm on Monday. In any communications, please ensure that the first part of the subject line reads "EDUC 731 Durham_Cohort." I sort through large volumes of e-mail, but student e-mail receives priority. This subject line ensures a timely response to you.

Textbooks

1) There is no single textbook for the class. Rather, we will employ a wide variety of articles, book chapters, surveys, student documentation from his/her site, charts, and other materials. All readings and materials are online for student reading and/or download from the Blackboard course site, which is accessible at <http://blackboard.unc.edu>. Most downloads are Word documents; some are Adobe PDF files, and some are JPEG images. Computers in the UNC computer labs are capable of opening and reading all documents. Students are responsible for printing documents and having them available during each module. Since download time from a dial-up modem connection may be lengthy, a UNC computer or other broadband connection is advised. Most Durham/Wake/Orange County Internet connections are more than adequate to meet class responsibilities.

→NOTE WELL: E-Mail/Internet Access:

The course relies on student access to both a working UNC e-mail address and access to the Internet. Some assignments require online research, communication among students via e-mail, discussion groups, and other forms of electronic exchange. Students who are registered for the course must create a UNC e-mail as soon as possible if they do not currently have one.

Course activities:

There are seven (8) class sessions of three hours each. Each class is considered a "module." Hence, module 1 corresponds to class session #1, and so on. Each module contains the topics, objectives and readings for that module. Written assignments and online activities are located on the Blackboard site in the "Written/Online Assignments" section. Reading assignments are located in the "Reading Assignments" section. For readings that need to be downloaded from the Blackboard site (in the "Course Documents" section, only those modules that have readings that must be downloaded will be listed.)

In addition to the class sessions, there are an additional 24 hours of online activity. This online activity takes the form of online discussions, responses to posted items individually and/or in groups, etc. Most modules have associated online activities. Students may access the listing, dates, and requirements of all online activities on the Blackboard site in the "Assignments" section.

The course activities/assignments (below) contain the topics and objectives for each class/online unit and a list of readings that are due.

Assessment:

There are three online assignments (some assignments have more than one part.) The specific directions for all assignments are provided in the "Assignments" section of the Blackboard site. These online assignments have various due dates. Online assignments utilize the Blackboard course system. These assignments may include discussion boards, postings for reaction and response, real-time chat, etc.

There is a master assignment sheet in the "Assignments" section on the Blackboard course site that outlines the due dates for each assignment and the specific file(s) that you must download in order to complete each.

All assignments are due in class or posted on the Blackboard site at the time and on the date indicated. An assignment that is submitted late is ineligible for a grade of "H." Attendance and participation (this includes "online" attendance and participation) constitute approximately 50% of a student's grade; assignments also constitute approximately 50% of a student's grade. Note: In order to *pass* EDUC 731, you must complete ALL of the assignments satisfactorily even if you have otherwise earned sufficient points for a passing grade.

The online activities in this course represent approximately 50% of the course's "hours" and therefore will constitute approximately 50% of a student's attendance and participation grade. The written assignments noted above do *not* constitute "online" activities, although in some instances we will use written assignments as the basis for some online activities.

Students with Disabilities

Federal and State laws require the University to make its programs and facilities accessible to students with disabilities. Students who seek reasonable accommodation for disabilities are required to identify themselves either to the Department of Disability Services [DDS] (in the Division of Student Affairs) or

Learning Disabilities Services [LDS] (in the College of Arts & Sciences), depending on the nature of their disability. These offices will inform the students of the documentation needed to meet legal requirements, and their staffs have the professional training to determine reasonable and appropriate accommodations for each student.

All faculty have been advised that, when approached by a student who seeks an accommodation based on a disability, they should refer the student to DDS or LDS as appropriate. Thereafter, one of these offices will work with the faculty member to determine what accommodations would be reasonable for that student, and assist with implementation.

Attendance/Participation

Attendance—on time—is an important component of the course, whether physical attendance or “presence” in any online discussion threads/forums that may occur. *Participation* is an equally important element of the course, whether in class or in any online class components. The resulting professional interaction will sustain the course objectives to a much greater extent than a large volume of instructor lecture.

In the event that a student needs to miss one class for a legitimate reason, he/she must submit an e-mail to the instructor indicating (A) that he/she has a detailed knowledge regarding what exactly transpired in the missed class (that information can be obtained by speaking with classmates who did attend the class); and (B) a reflection regarding the implications of the ideas presented for his/her future actions as a school administrator. This should be submitted to the instructor via e-mail in advance of the next scheduled class (points deducted for each late day thereafter). All written and/or online assignments must nonetheless be submitted NO LATER than the day/time on which the syllabus indicates they are due, unless other arrangements have been made with the instructor in advance. Upon fulfilling these requirements, the attendance points associated with the missed class will be awarded to the student. Additional make-up assignments may be required in the event of multiple absences and almost always results in a maximum grade of P.

A Further Word about “Online” Activities

The online activities for the class represent “real” activities. Online attendance and participation simulate actual class presence, and it is important to note that these activities are integrated with in-class learning experiences where possible. It is not a good idea or a productive learning experience to view online activities as optional “add-ons” to “normal” activities. As future principals who will be focused on professional growth and reflection for yourself and for your staff, it is worthy of note that the discourse in online activities is usually more structured, precise and reflective compared to the more spontaneous, less structured interactions in the live classroom. In most instances, you will have more time for reflection and considered response. Online activities therefore represent a powerful learning tool in their own right, as well as a valuable communications medium.

POLICY STATEMENT ON ACADEMIC INTEGRITY

University policy requires a statement on academic integrity in the course syllabus from the UNC Code of Student Conduct:

"The act of submitting work for evaluation or to meet a requirement is regarded as assurance that the work is the result of the student's own thought and study, produced without assistance, and stated in the student's own words, except as quotation marks, references, or footnotes acknowledge the use of other sources. Submissions of work used previously must first be approved by the instructor."