EDU 670 - INTRODUCTION TO ADMINISTRATION
Spring, 2009

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Wanted: Principal
A miracle worker who can do more with less, pacify rival groups, endure chronic second-guessing, tolerate low levels of support, process large volumes of paper, and work double shifts (75 nights a year out). He or she will have carte blanche to innovate but cannot spend much money, replace any personnel, or upset any constituency.

--Robert Evans

THE DESIRED OUTCOMES: This is the first course in a sequence leading to candidacy for Maine administrative certifications, as well as for USM Master of Science Degrees in Educational Leadership. Instruction will focus on foundational elements of the Educational Leadership Policy Standards of the Interstate School Leaders Licensure Consortium 2008 (ISLLC 2008). These Standards describe leadership proficiencies for candidates for administrative certification by the Maine Department of Education (Title 20-A, MRSA, Sections 2701 - 2704).

In EDU 670, these proficiencies are:

**Standard 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

Functions:
A. Collaboratively develop and implement a shared vision and mission.
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C. Create and implement plans to achieve goal

**Standard 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.

Functions:
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

**Standard 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.

Functions
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
Standard 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.

Functions
   B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions
   A. Ensure a system of accountability for every student’s academic and social success
   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

Course Activities:
1. Students will construct theoretical and philosophical frameworks for their own work in the field of educational administration.
2. Students will develop broad understandings of the skills and knowledge required of educational leaders.
3. In simulations, role plays, scenarios, case studies and class discussions, students will apply those theoretical and philosophical frameworks and will practice the skills and demonstrate the knowledge expected of educational leaders.
4. Students will evaluate their own capacities for filling the role of school administrator and will develop individual leadership plans which include reflective statements of educational philosophy and self-assessments of personal strengths and weaknesses.
5. Students will compile portfolios of course activities, including the above individual leadership plans, letters, summaries of interviews, and artifacts collected in their investigations of educational management tasks and roles.

The course will include readings in the two texts and in current literature on the principalship and leadership and the relationship of theory to current administrative practice. Class activities will include discussions of readings, group activities, interviews with practicing school administrators, student presentations, guest speakers, and scenarios and case studies.

EXPECTATIONS OF STUDENTS:
1. Read all assigned texts, articles and case studies.
2. Prepare (on time, to the best of your ability) all required memos, letters, and reflective pieces, using standard/acceptable mechanics and usage.
3. Enlist the help of practicing school administrators who are willing to share insights and artifacts.
4. Work with other students to prepare presentations on Endurance, The Killer Angels, The Secret Life of Bees or Three Cups of Tea. Goodwin’s Team of Rivals, which depicts Lincoln’s presidential leadership, may also be considered. (For the most part, group meetings to prepare these presentations will not be scheduled during class.)
5. Develop a portfolio to include:
   - Summary of and insights gleaned from interviews of "people on the street"
   - Summary of and insights gleaned from first principal interview
- Individual leadership project to include a summary of the project, an evaluation of the effectiveness of the project, and all pertinent documents generated in the planning, organization and implementation of the project.
- A self-assessment of key learnings in the course, referenced to the ISLLC Standards for Educational Leaders (see p. 1 above).
- Summary of presentation of Endurance, The Killer Angels, The Secret Life of Bees or Three Cups of Tea.
- One-page briefs, memos and letters written for class assignments.
- Insights gained from reading and discussing leadership “texts”.
- Letter to staff dated August 15 of your first year as a principal.

EVALUATION:
A student’s grade in this course will be based upon class participation (which includes attendance), class presentations, and the portfolio. While there are no right or wrong answers to questions or problems on which students will be writing, the quality of the writing will be a factor in grade determination. Note: Students are expected to attend all classes that are scheduled. If extenuating circumstances require your absence from class, call Tom or Ken (as appropriate) to let him know you won’t be in class. Be aware that more than two absences will negatively impact your grade.

TEXTS:
Copies of both books will be for sale in the Lewiston-Auburn bookstore.

STORM CANCELLATION: We will hold class as scheduled unless the university calls off evening classes. If in doubt, call 780-4800. The decision whether or not to cancel evening classes will be made by 2:00 pm.

BOMB THREATS: In the event the Gorham campus is closed due to a bomb threat or other emergency, we will meet at Gorham High School.

SUPPORT FOR STUDENTS: If you need course adaptations or accommodations because of a disability, please make an appointment with Tom as soon as possible.

At any point in the semester, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with me. Students experience difficulty in courses for a variety of reasons. For problems with writing skill or time management, make an appointment to see a student tutor at the Learning Center, Luther Bonney, 2nd floor (780-4228). Help is also available through the Counseling Center, 106 Payson Smith (780-4050) and the Office of Academic Support for Students with Disabilities, Luther Bonney, 2nd floor (780-4706). The USM TTY number is: 780-4395.

EQUAL OPPORTUNITY: The University of Southern Maine shall not discriminate on the grounds of race, color, religion, gender, sexual orientation, national origin or citizenship status, age, disability, or veteran's status in employment, education, and all other areas of the University System. Questions and complaints about discrimination in any areas of the university should be
directed to the Special Assistant to the President for Equal Opportunity, 728 Law Building, Portland Campus, 780-4186, TT 780-5646.