EDA 6061: Introduction to Educational Leadership
(Fall Semester 2008)

Instructor

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The College of Education Conceptual Framework

Vision and Mission of the College of Education

- The desired future of the College of Education at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1).

The mission of the College of Education includes a three-pronged approach. First, the College is charged to prepare professionals who have the knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Second, the College must promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning. The third part of the College’s mission is to develop professional partnerships in the larger community that foster significant educational, social, economic and political change.

Consistent with the institution’s role of public, urban, multicultural research university, the unit’s mission is to serve the population of Southeast Florida, the State, the Nation and the international community by imparting knowledge through excellent teaching, creating new knowledge through research, and fostering and nurturing creativity and its expression through service (Mission Statement of the College of Education Conceptual Framework, 2007).
Student Learning Outcomes

- The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College of Education.
  - Unit Content Outcome: Stewards of the Discipline (Knowledge)
  - Unit Process Outcome: Reflective Inquirer (Skills)
  - Unit Dispositions Outcome: Mindful Educator (Dispositions)

Course Catalog Description

This course is an introduction to Educational Administration/Leadership as a field of both study and practice. Emphasis is placed on the social, economic, and political context of contemporary educational administration; the organization, governance, and control of American education; and Educational Administration/Leadership as a profession and career.

Course Objectives

1. To **gain knowledge and understanding of the profession of Educational Administration/Leadership** as a field of both study and practice.

2. To acquire a basic knowledge of the significant literature, concepts, theories, and research in the field of Educational Administration/Leadership.

3. To develop an intellectual foundation for addressing issues and problems in the administration and leadership of educational institutions.

4. The course addresses (a) the standards of the Educational Leadership Constituent Council (ELCC) and (b) the Florida Principal Leadership Standards (FPLS)

Standards:

Specifically, the course addresses the following ELCC and FPLS standards:

ELCC Standard 1.0: Candidates who complete the program 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.

   Standard 1.1: Develop a School Vision of Learning
   Standard 1.5: Promote Community Involvement in School Vision

ELCC Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

   Standard 5.1: Acts with Integrity
Standard 5.2: Acts Fairly
Standard 5.3: Acts Ethically

ELCC Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, legal, and cultural context.

Standard 6.1: Understand the Larger Educational Context
Standard 6.2: Respond to the Larger Educational Context
Standard 6.3: Influence the Larger Context

FDOE/FPLS Standard: Vision---High performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate, and implement a shared vision that is supported by the larger organization and school community.

FDOE Competency 7: Knowledge of vision standard that works to relate state standards, the needs of the students, the community, and the goals of the school

Indicator 1: They are able to identify effective strategies for communicating relevant information about state standards, student needs, community needs, and the goals of the school to appropriate stakeholders.

Indicator 2: They are able to identify effective strategies for communicating relevant information about the instructional program to the community, staff, and district personnel.

FPLS Standard: Community and Stakeholder Partnerships---High performing leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively with the larger organization and mobilize community resources.

FDOE Competency 1. Knowledge of community and stakeholder partnerships standard as related to community relations

Indicator 1: Select strategies to promote community cooperation and partnerships

FPLS Standard: Diversity---High performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school, and the local community.
FDOE Competency 6: Knowledge of diversity standard as related to federal and state law for education and schooling and organizational communication

Indicator 1: Given a scenario, apply legal interpretations of the purpose and intent of federal statutes related to equal access and the prohibition of all forms of discrimination in public schools.

Indicator 2: Given a scenario, identify effective, research-based communication strategies

Evaluative Measures

Proficiency in achieving course objectives will be assessed on the basis of the following measures:

1. Rating of participation in and contributions to class discussions, cooperative/collaborative activities, and in other learning tasks and opportunities (including oral and written performance with respect to case studies and simulation exercises). (20%)

2. Book review/analysis of Deal and Peterson’s The Leadership Paradox. (20%)

3. Assignment from W. C. Golden Professional Development Program for School Leaders/ASAP Module “Creating a Learning Community,” Chapter 3--Creating or Refining a Vision. (20%)

4. Mid-term examination (essay form). (20%)

5. Final examination (essay form). (20%)

Required Texts


Supplementary Texts


**Supplementary Texts continued/**

**Supplementary Texts** (continued)


**Periodical Literature**

- Administrative Science Quarterly
- Educational Administration Abstracts
- Educational Administration Quarterly
- Journal of Educational Administration
- Planning and Changing
- Public Administration Review

**Course Outline**

I. Introduction and Overview

II. Public Values and School Policy: The Roots of Conflict

III. Issues Shaping School Policy and Administration

IV. Educational Administration/Leadership: An Overview

V. Educational Administration as an Emerging Profession

VI. Perspectives on Educational Leadership

VII. Context of Educational Leadership

VIII. Challenges of Educational Leaders

IX. Women in Educational Administration

X. The Assistant Principal