

Department of Administration and Instructional Leadership

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EDU 5103 - Educational Governance and Policy Issues

St. John's University
Department of Administrative and Instructional Leadership
EDU 5103 – Educational Governance and Policy Issues

COURSE INFORMATION

Type of Course: In-Class

Credits: 3

Professor: Dr. Carla D'Ambrosio

Contact:

Office Hours: by appointment

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Location: Oakdale Campus

Time Requirement: The State Department of Education regulations for New York State require that each graduate course meet for at least 28 hours of instruction to earn three (3) graduate credits. St. John's University requires at least 30 contact hours of instruction and 15 additional hours at home to earn three (3) graduate credits.

COURSE DESCRIPTION

This course examines the school community context in considering board policies and the development of working relationships with community members. Topics such as setting standards, understanding accountability roles, the impact of pressure groups, and working with formal and informal ideologies are discussed within the framework of the school system, the political environment, and the ultimate process of policy development.

Through casework, assignments, discussions and role playing, this course develops the theory, characteristics, and practices for effective educational governance in order to achieve consensus and approval on critical school district policy issues. The students will develop an understanding of educational governance theories, their application to specific educational issues, and a practical understanding of conflict resolution. Students will understand the role, relationships and responsibilities of the organizational hierarchy of authority as it relates to politics and policy development.

STATE COMPETENCIES

- Communicate and work effectively with parents, students, building and district leaders, teachers, support staff, state leaders, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the district's goals, expectations, and performance results, and builds support for improving student achievement
- Lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school including community relations
- Establish accountability systems for achieving educational goals and objectives
- Set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic

- Apply statutes and regulations as required by law, and implement school policies in accordance with law; and
- Design and execute district-wide systems to promote higher levels of student achievement
- Interact and communicate effectively with school board members in developing and implementing district policies, managing change, and managing district affairs

COURSE TEXTS AND MATERIALS

Required Readings:

Epstein, N. (2004) Who's In Charge Here? The Tangled Web of School Governance and Policy. Education Commission of the States, Denver: Washington, DC: Brookings Institution Press.

Baldwin, R. and Hughes, J (1995) Boards at Their Best. East Rockaway, NY: Cummings and Hathaway. (SJU will provide a copy)

Gemerling, K., Smith, C., & Villani, J. (2000) Key Work of School Boards Guidebook. Alexandria, VA. National School Boards Association.

Additional Resources: (FYI)

School Law 33rd Edition, New York State School Boards Association

Smoley, E. (1999) Effective School Boards, San Francisco, CA: Jossey-Bass.

Eadie, D. (1994) Boards That Work, ASAE Publication, Washington, DC.

Maurer, R. E. (1991). Managing Conflict. Boston: Allyn and Bacon.

Recommended Readings:

Ravitch, Diane. (2010). The Death and Life of the Great American School System; How testing and Choice Are Undermining Education. New York: Basic Books.

Darling-Hammond, Linda. (2010). The Flat World And Education; How America's Commitment To Equity will Determine Our Future. New York: Teachers College, Columbia University.

COURSE OBJECTIVE(S)

The students will demonstrate the ability to:

1. Examine the processes to foster a positive organizational climate needed to generate and find approval for new organizational policies.
2. Apply specific strategies in developing and mustering approval for organizational policy.
3. Develop productive conflict resolution strategies for social organizations.
4. Identify the critical elements of a successful strategic planning process.
5. Understand the role, relationships, and responsibilities of the administrator and the board.
6. Use research to examine educational practices and plan for organization improvement.

COURSE OUTLINE

Session 1: *"Our progress as a nation can be no swifter than our progress in education."*

John F. Kennedy

"Administrivia" Questions from students re: syllabus, course requirements
Introduction to Educational Governance and Policy (Presentation by Professor)
Definitions of Governance and Policy

- (Fri) Four Areas of Governance/ Governance Typologies
The Law and School Governance/Tenth Amendment

The Role and Responsibilities of the Governance Team
Code of Ethics/Personal Liability

Bring to Class: 2/9/13

- copy of the organizational chart for your district
- copy of the district's code of ethics
- copy of a Board of Education Policy from the Community Relations Section such as
 - Public complaints, School volunteers, BOE members visiting schools
- DASA information/policy (Dignity for All Students Act)

Activity.

Review of board policy
Organization Chart
Establishing Board Roles (hand out)

References:

Epstein -Chapters 1-3, Hughes- Chapters 1-2 School Law 33rd Edition- Chapters 1& 2,
Key Work- Chapters 1,2

Session 2: Re-cap of Session 1 concepts

Continue policy review (Policy and Planning as a Leadership Tool)
(Sat.) Designing Policies That Make a Difference
Managing Conflict/ Using Conflict Resolution (Presentation by Prof)
5 C's (Communication, Collaboration, Community, Culture, Conflict)

Activity: Article Reflection and Analysis- *The Keys to Board Excellence* by S. Black

References:

Epstein –Chapters 4,5, Hughes -Chapters 2,3, School Law- Chapters 1,2,
Key Work- Chapters 7,8

Session 3: Meet with Dr. Hughes

(Sun.) Activity: Case Study: Who Will Censure This Board? Discussion Questions (1-13)
I

Session 4: *“There is a place in America to take a stand: it is public education. It is the underpinning of our cultural and political system. It is the great common ground. Public education after all is the engine that moves us as a society toward a common destiny...It is in public education that the American dream begins to take shape.”* Tom Brokaw

Re-cap Session 2 concepts
(Fri) Case Study Discussion “Who Will Censure This Board”
Crisis in Education-Board Focus-Student Achievement (Presentation by Prof)
The Board -Superintendent Relationship/Ethics/Integrity/Professionalism/Trust

Session References: Key Work Chapters 3,4,5 Hughes Chapter 5,

Activity:

BOE/Supt Relationship The Maverick School Board Member (Kowalski)

Session 5: Governance and Finance (Presentation by Prof)

Redefining Excellence in Governance (refer to article/Key Work applications)
Sat. Establishing a Framework for Sustained Student Achievement
Think Visionary/ Clarifying and Sustaining the District's Mission

Focusing on Results: The Teaching and Learning Process
Hiring “highly qualified teachers.” (Personnel)

Activity:

1)Developing and Articulating a District Vision: Where are we Going to Put So Many New students? (Wilmore)

2) Managing District Operations: Baby, It’s raining Outside! (Wilmore)

Session References: Key Work- Chapters 6,9, Epstein - Chapt. 7.9

Session 6: Shared Knowledge

Class presentations of research.

Closure Activity-what did you learn/how did it prepare you for the future?

COURSE EVALUATION OF STUDENT PERFORMANCE

A. REQUIREMENTS

1. Students are expected to attend class regularly and to prepare themselves for participation by reading the assigned chapters and any additional material assigned by the instructor. Students are also responsible for all assignments, including group work and class presentations.

2. Students will be evaluated according to individual contributions on reading critiques, written case analyses, and synthesis papers for change strategies all contained in individual portfolios. Further assessment will be made of individual and team performance on simulations and presentations.

B. ASSIGNMENTS

1. Class attendance and appropriate participation in class activities are expected. Students will acquire new skills and reinforce existing skills through participation in class.

2. Each student is expected to interview an administrator to ascertain the complexities and the pitfalls of policy development and analysis.

3. Each student will also be required to do a high quality research paper choosing one of the topics listed by the professor.

4. Each student will also be responsible for a Power Point presentation to the class on the highlights of the research. The presentation should be of high quality. The presentation due dates will be the last class meeting on 3/10. The paper will be due 3/22.

C. EVALUATION

Through coursework, readings, discussions, and assignments, students will be evaluated on their work with the following weighted final grade allocation:

	Points	Final Grade Equivalent	
Attendance/Class Participation.	20	A =93-100	C+=71-74
Interview	10	B= 88-92	C=65-70
Case Studies	20	B+=84-87	
Formal Paper	30	B=80-83	
Final Presentation	20	B-=75-79	

COURSE JOURNALS AND RELATED MATERIALS

Journal of Educational Governance
American School Board Journal
New York State School Board Journal

COURSE WEBSITES

<http://www.nyssba.org/scriptcontent/index.cfm>
<http://www.nsba.org/site/index.asp>
<http://www.nsba.org/keywork>.
www.NCES.org
www.emsc.nysed.gov/mgtserv
www.counsel.nysed.gov/decisions
<http://www.pisa.oecd.org>
www.hksharvard.edupepg
www.wducationnext.org
http://www.regents.nysed.gov/about/statement_governance.html

COURSE REFERENCES

- Bailey, W. J. (1991). School-Site Management Applied. Lancaster, PA: Technomic
- Bolman, L.G., & Deal, T.E. (1997) Reframing Organizations. San Francisco, CA: Jossey-Bass Publications.
- Bryk. A.S. & Schneider, B. (2002) Trust in Schools. New York: The Russell Sage Foundation.
- Carver, J. (1997). Boards That Make a Difference. San Francisco, CA: Jossey-Bass Publications.
- Cook, W. J. (1988). Strategic Planning for America's Schools. Montgomery, AL: Cambridge Management Group, Inc.

- Deal, T. E., & Kennedy, A. A. (1982). Corporate Cultures. Reading, MA: Addison-Wesley.
- Drucker, P. (1982). The Changing World of the Executive. New York: Truman Talley Books.
- Drucker, P. F. (1967). The effective executive. New York: Harper and Row.
- Duttweiler, P. C., & Hord, S. M. (1987). Dimensions of Effective Leadership. Austin, TX: Southwest Educational Development Laboratory.
- Eadie, D. (1994) Boards That Work, ASAE Publication, Washington, DC.
- Fullan, M. (2001). Leading in a Culture of Change. San Francisco, CA: John Wiley & Sons.
- Gallagher, K. S. (1992). Shaping School Policy: Guide to Choices, Politics, and Community Relations. Newbury Park, CA: Corwin.
- Gemberling, K.W., Smith, C.W., & Villani, J.S. (200). Key Work of School Boards Guidebook. Alexandria, VA: National School Boards Association.
- Getzels, J. W., Lipham, J. M., & Campbell, R. F. (1968). Educational Administration as a Social Process. New York: Harper and Row.
- Gorton, R. A., & Schneider, G. T. (1991). School Based leadership: Challenges and Opportunities (3rd ed.). Dubuque, IA: Win. C. Brown.
- Green, R.L.(2009). Practicing the Art of Leadeership; A Problem-Based Approach to Implementing the ISLLC Standards (3rd ed.)._New York: Pearson, Education, Inc.
- Griffiths, D. E., Stout, R. T., & Forsyth, P. B. (Eds.). (1988). Leaders for America's schools: The Report and Papers of the National Commission on Excellence in Educational Administration. Berkeley
- Hord, S. M., Rutherford, W. L., Husling-Austin, L., & Hall, G. E. (1987). Taking Charge of Change. Alexandria, VA: ASCD.
- Hoy, W. K., Tarter, C. J., & Kottkamp, R. B. (1991). Open Schools/Healthy Schools: Measuring Organizational Climate. Newbury Park, CA: Corwin.
- Kaufman, R., & Herman, J. (1991). Strategic Planning in Education: Rethinking, Restructuring, Revitalizing. Lancaster, PA: Technomic.
- Kowalski, Theodore.(2003). Contemporary School Administration. Allyn and Bacon.
- Castaldi, Basil.(1994). Educational Facilities: Planning, Modernization, and Management. Allyn and Bacon.
- King, Richard; Swanson, Austin; Sweetland, Scott. (2002). School Finance: Achieving High Standards with Equity and Efficiency, Allyn and Bacon.

Maurer, R. E. (1991). Managing Conflict. Boston: Allyn and Bacon.

Maxcy, S. J. (1991). Educational Leadership: A Critical Pragmatic Perspective. New York: Bergin and Garvey.

Mitchell, J. G. (1990). Re-visioning Educational Leadership: A phenomenological approach. New York: Garland.

Odden, A. R., & Picus, L. O. (1992). School Finance: A Policy Perspective. Hightstown, NJ: McGraw-Hill.

Owens, R. G. (1999). Organizational Behavior in Education (6th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Sergiovanni, T.J. (1992). Moral Leadership: Getting To The Heart of School Improvement. San Francisco, CA: Jossey-Bass.

Sergiovanni, T. J. (1990). Value-Added Leadership: How to Get Extraordinary Performance in Schools. New York: Harcourt, Brace, Jovanovich.

Schon, D.A. (1983). The Reflective Practitioner: How Professionals Think in Action. New York: Basic Books.

Smith, S. C., & Scott, J. J. (1990). The Collaborative School: A Work Environment for Effective Instruction. Reston, VA: National Association of Secondary School Principals.

Strike, K. A., Haller, E. J., & Soltis, J. F. (1988). The Ethics of School Administration. New York: Teachers College Press.

Thompson, A. A., Jr., & Strickland, A. J. (1987). Strategic Management. Plano, TX: Business Publications.

STUDENTS WITH DISABILITIES

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, colleges are required to provide reasonable accommodations for documented disabilities. Such documentation should be on file at the Student Life Office. If students require such services, please see your instructor by the **second class** of the semester.