

Fall 2015

EDAD 6840

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University of New Orleans

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UNIVERSITY OF NEW ORLEANS
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Department of Educational Leadership, Counseling, and Foundations

ORGANIZATION AND GOVERNANCE OF K-12 SCHOOLS

EDAD6840

Fall 2015

Thursdays 5:00- 7:45 PM in ED 305R

INSTRUCTOR: Robert M. Ferris, Ed. D.

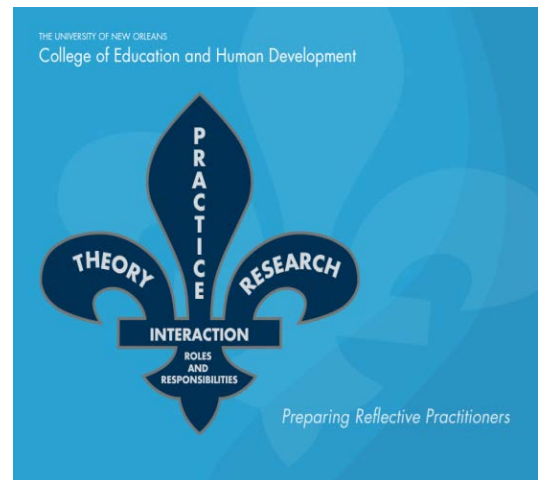
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College Mission

The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit's purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of practice and theory.

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Objectives Alignment with Unit and State Standards

In addition to the identified goals and objectives, this course addresses UNO Leadership Roles, Louisiana State COMPASS Leader Performance Evaluation Rubric, and the Educational Leadership Constituent Council (ELCC) 2011 standards.

COURSE OBJECTIVES

Candidates will...

1) be knowledgeable of operational definitions of policy, politics, political, and politician.	Unit: 4, 6 COMPASS: n/a ELCC: 3.3 4.4, 6.1, 6.2, 6.3
2) be able to identify and discuss the formal governmental bodies at the federal, state, and local levels charged with the regulation of K-12 schools.	Unit: 4, 6 COMPASS: n/a ELCC: 3.3 4.4, 6.1, 6.2, 6.3
3) examine actual K-12 policies set forth by the governing bodies and implementation of such policies.	Unit: 4, 6 COMPASS: n/a ELCC: 3.3 4.4, 6.1, 6.2, 6.3
4) be knowledgeable of forces, formal and informal, and the influences determining the governance of K-12 schools.	Unit: 4, 6 COMPASS: n/a ELCC: 3.3 4.4, 6.1, 6.2, 6.3
5) identify and discuss the role of special interest groups, the community, and parents affecting the governance of K-12 public schools.	Unit: 4, 6 COMPASS: n/a ELCC: 3.3 4.4, 6.1, 6.2, 6.3
6) discuss the roles of values and ideology in shaping the governance of K-12 schools.	Unit: 4, 6 COMPASS: n/a ELCC: 3.3 4.4, 6.1, 6.2, 6.3
7) read and discuss current policy changes affecting the governance of today's schools.	Unit: 4, 6 COMPASS: n/a ELCC: 3.3 4.4, 6.1, 6.2, 6.3
8) examine the role of power, i.e., the balance of power in the governance of K-12 schools	Unit: 4, 6 COMPASS: n/a ELCC: 3.3 4.4, 6.1, 6.2, 6.3

COURSE PURPOSE/DESCRIPTION:

Course Justification

Education, as a social enterprise, is affected, controlled, and shaped by a multitude of varied inputs and outputs from an assortment of decision-makers with no clear point of orchestration. Understanding the forces that interact, and at time, conflict in determining educational governance and policymaking is essential to the role of the educational professional. Educational leaders need to be literate about policy and the policy process; they need both theories and practical information about education policy and policy-making.

Course Purposes

The purposes of this course focus on providing an overview of the federal, state, and local forces, processes, and conditions that interact to shape the direction of public education; on examining theory, development, and implementation of educational policy as they relate to organizational governance; and, on gaining a better understanding of the translation of theory into practice and practice's influences on theory.

LIVE-TEXT PORTFOLIO

All candidates in the educational leadership program in the College of Education and Human Development are required to develop an e-portfolio using Live-Text. An electronic portfolio in Live-Text that aligns authentic evidence with unit, state, and national standards is required for progression through and completion of the program of study. Candidates will also be required to document completion of a required number of field experience hours at various points in the program of study. The only documentation that will satisfy this requirement will be the data in the Live Text portfolio. Thus, it is necessary that all candidates in school career programs register for Live-Text and attend College of Education information sessions held periodically in the 3 floor, Computer Lab to become proficient in the use of Live-Text.

REQUIRED TEXTS

Ravitch, Diane (2013). *Reign of Error, The Hoax of the Privatization Movement and the Danger to America's Public Schools* New York: Knopf. ISBN 978-0-385-35088-4
Sergiovanni, T.J., Kelleher, P., McCarthy, M.M., & Fowler, F.C. (2009). *Educational governance and administration (6th Ed)* Boston: Pearson. ISBN 13-978-0-205-58193-1

Other readings to be provided by the instructor

RECOMMENDED TEXTS

Hancock, H.J. (Ed.). (2004). *Your Louisiana government: An owner's manual*. Baton Rouge: Public Affairs Research Council of Louisiana.
Available at [http://www.la-par.org/State Government.cfm](http://www.la-par.org/State%20Government.cfm)

Horn, J. and Wilburn, D. (2013). THE MISMEASURE OF EDUCATION. Information Age Publishing, Inc., Charlotte, NC.

Lewis, J., Jongsma, K.S., & Berger, A. (2005). *Educators on the frontline: Advocacy strategies for your classroom, your school, and your profession*. Newark, DE: International Reading Association.

RECOMMENDED WEBSITES

Louisiana school law statutes can be accessed from the Louisiana Legislature's website, <http://www.legis.state.la.us>

BESE policies are available for download from <http://www.louisianaschools.net/lde/bese/1041.html>

COURSE ASSIGNMENTS: *Subject to revision*

S = Sergiovanni et al text
R • Ravitch text

Week beginning	Topic	Class Discussion (text chapters + additional readings provided on line)
8/20	Introduction & Course Requirements Vision	
8/27	Public Values and School Policies Are Our Schools At Risk? Corporate Reforms and Who Are the Corporate Reformers.	S • Chapters 1-2 R- Chapters 1-3
9/3	Educational Administration The Language of Corporate Reform Test Scores & The Achievement Gap	S • Chapters 3-4 R- Chapters 4-6
9/10	Thought, Work, Roles & Tasks In Educational Administration International Test Scores, High School & College Graduation Rates Guest teacher. You must still do the reading and presentations.	S • Chapters 5-6 R- Chapters 7-9
9/17	Students and the Role of Teachers Poverty, Teachers and Test Scores, Merit Pay	S • Chapters 7-8 R- 10-12

TBA Guest teacher. Readings and presentations still due

9/24	Principalship and the Role of Superintendents Tenure and Seniority, TFA & Michelle Ree Mary Garton Guest teacher. Readings and presentations still due	S • Chapters 9-10 R- Chapters 13-15
10/1	Schools As Political Systems & Local Governance Charters, E-land & Parent Trigger	S • Chapters 11-12 R- 16-18 Assignment #1 Assignment #1 due
10/8	State & Federal levels of Policy Making Vouchers, School Closures & Solutions	S • Chapter 13-14 R • Chapters 19-21
10/15	Fall break No class	
10/22	Legal foundations and Considerations Early Years & Essentials	S • Chapter 15-16 R- Chapters 22-24 Assignment #2 due
10/29	School Finance Class size, Make Charters Work & Wraparound	S- Chapter 17 R- Chapters 25-27
11/5	Measure, Profession and democratic control	R • Chapters 28-30 Assignment #3 due
11/12	Toxic Mix, Privatization & Conclusion • Desegregation • Second Language Learners	R • Chapters 31-33
11/19	Economic Differences Poverty	
11/26	Happy Thanksgiving	
12/3	Final thoughts	Assignment #4 due Field experience due
12/10	DEADLINE FOR ALL ASSIGNMENTS	

FIELD EXPERIENCES FOR COURSE: (10%)

DUE: DEC/3

Field experiences included in this course support candidates to engage in the following professional roles/responsibilities in the conceptual framework of the college:

- Establishing and supporting vision
- Supporting effective teaching and learning and a collaborative culture
- Managing the school environment
- Improving school and system practice
- Implementing professional development
- Building school and community relations
- Aligning practice with legal and ethical standards

Two types of field experiences are included in the Educational Leader Program: (1) required field activities which are assigned at specific points in time in alignment with coursework, and (2) elective field experiences which are selected by the participant based on the current needs of your school. Field experiences are organized into three levels: observing, participating, and leading. For this course, the total hours expected for field experiences is 15 hours. You should complete field experiences from all 3 levels. Candidates are required to enter both the location and number of field experience hours completed to meet the requirements of this course into Live Text (e-portfolio) along with an appropriate reflection for that field experience. This requirement must be completed to earn any credit aligned with field experience assignments. Candidates will also be required to document completion of a required number of field experience hours at various points in the program of study. The only documentation that will satisfy this requirement will be the data in the Live Text portfolio. Thus, it is critical that candidates record all field experience information. The quality of the experience is essential to your development as a leader. Work with your mentor/supervising administrator (principal/district level supervisor) to select field experiences that would support your leadership development and assist the school improvement process.

A series of sessions will be held this semester in the Computer Lab on the 3rd floor to help our students enter their field experiences into the new electronic portfolio system. To be able to participate in these sessions, you need to register and purchase access to LIVE-TEXT (www.livetext.com).

Students not in the Master of Educational Leadership/ certification program are still required to complete and submit field experience forms. A form will be provided on Blackboard to complete and submit to the professor via email. A Live Text portfolio is not required for students not in this certification/ master's program.

CLASSROOM PARTICIPATION and ATTENDANCE

Students are expected to attend all classes regularly and punctually. A student who is not present in class is marked absent. Student performance will be based on participation and attendance. Students are expected to attend and participate in all class meetings through exam week, according to the university schedule in the UNO Bulletin for this semester's classes.

Please notify me about absences by email or phone prior to any absence. You must submit a note from your principal if you miss a class to attend a conference. If you do

not submit this note, your absence will not be excused. Two unexcused absences will lower your grade by one letter grade. To avoid disruptions, please turn off cell phones/pagers or put them on vibrate/mute.

Directions for Completing Course Assignments

Any work turned in is to be submitted in a pocket folder (or envelope) with your name on the outside. Please provide a title page (name, date, and title of assignment), number the pages and staple together. Attach the rubric scoring guide for the appropriate assignment to your paper (if appropriate) and put your name on the scoring guide.

All work should be submitted by the due date. A letter grade will be deducted for late assignments unless you have received permission from the instructor. ***Assignments will not be accepted if submitted two weeks after the deadline unless other arrangements have been made.*** A grade of "Incomplete" will not be given unless you have made arrangements with the instructor prior to the last week of class. Incomplete grades start at a "B." Papers will be graded based on adherence to the directions given, the content and quality of your writing, use of references to the literature, and adherence to AP A guidelines. All papers should be double-spaced with 12-point font and one inch margins.

Academic Integrity

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information at [http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial code pt1.cfm](http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial%20code%20pt1.cfm)

Students with Disabilities

The Office of Disability Services (ODS), in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled.

ODS is considered the University's designated office for determining eligibility for services, reviewing and maintaining documentation, and recommending appropriate accommodations. Students, however, do not have to register with ODS in order to

advocate for disability related accommodations. For those instructors who have students with disabilities who choose not to register for services with ODS, and who request academic accommodations, ODS is available as a resource to verify eligibility and recommend appropriate accommodations. To request academic accommodations due to a disability, please contact the ODS Office (x6222) or the Accommodative Testing and Adaptive Technology Center (x7284).

EVALUATION

1.	Assignment 1: Local Policies: Bulletin 741	10%
2.	Assignment 2: The School District as a System	10%
3.	Assignment 3: IDEA and Student Discipline Policy	25%
4.	Assignment 4: School Board as a Policymaker	15%
5.	Field Experiences	10%
6.	Class Participation/discussions	30%

Grading: A = 90 -100; B = 89-80; C = 79 -70; D = 69-60; F = Below 60

Course Assignments

LOCAL LEVEL POLICY ANALYSIS

Assignment One: Local Policies (DUE Oct. 1, 2015)

Locate Bulletin 741--Louisiana Handbook for School Administrators and interview a school administrator to understand more about this document, to understand where it originates, how it is used by administrators and how it is kept updated. Observe and discuss with a school leader the importance and implications of the Louisiana Handbook for School Administrators.

- Submit a 2 page paper (double-spaced, 12-font, 1-inch margin, typed) which includes a discussion of the contents, organization, and usefulness of these documents, your interview questions and the responses of the school administrator, and a concluding reflection on what you learned. Be sure to ask about how policies are made and reviewed to keep them updated.

Assignment Two: The School District as a System (DUE October 22, 2015)

Participate in an interview of a district and a school administrator regarding the district and school philosophy statement, mission statement, vision, and organizational charts and their alignment. Observe key persons/policy actors and organization of your local School Board, Central Office, and school; describe how these people function as a system; and assess the influence these persons have on local policy issues.

- Submit copies of these documents with a 1-2 page paper double-spaced summarizing the content of these documents and their alignment and what you learned from this document review. Locate your District Policy and Procedures

Manual and interview a school administrator to understand more about this document, to understand how it was formulated, how school administrators use it, and how it is kept updated. Observe and discuss with a school leader the importance and implications of the District Policy and Procedures Manual.

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Assignment Three: IDEA and STUDENT DISCIPLINE (DUE November 5, 2015)

Part One: Discussion of the Policy

Secure a copy of Bulletin 1706/ Subpart A: Individuals with Disabilities. Participate in an interview of a school administrator to understand implications for policies/guidelines/practices for Special Education discipline. Briefly define the policy/guidelines/practices. Present an administrative view or values that influence the governance of the policy/guidelines/practices. Take a personal position of how this view should be weighed, eliminated, or balanced in the governance of the policy/guidelines/practices.

- Submit a 2 page, double-spaced paper. Be sure to include one paragraph for introduction/purpose of paper; one for policy definition/guidelines/practices; one paragraph each for the administrative, and teacher, and parent perspective (if possible); one for your personal position (total of 6 paragraph minimum)
- Use citations from the policy---don't just rely on the words of others!

Bulletin 1706: Subpart B outlines state regulations for Gifted/Talented Students. This bulletin may be substituted with approval.

Part Two: Advocacy Piece

You will craft a letter to a public official or oped piece about the impact of accountability on your school. Remember that advocacy is just an attempt to persuade someone to adopt your idea. You have access to a few advocacy tools available at <http://www.ascd.org> ASCD/pdf/siteASCD/publications/advocacyguide _ 2009 web.pdf

The letter could be written to a school board member, BESE member, state representative, Congressional member, or any other public official you deem worthy to hear your arguments. Remember that these people like to hear what research shows, so point to some of the issues raised in your readings. The op/ed piece should be written to the Times Picayune (see <http://www.nola.com/opinions/> for word count requirements). I would expect that you submit your piece to be published in the newspaper (all submissions are not guaranteed to be published) or mailed to the official you addressed in your letter. Turn in a copy of your letter with your narrative by November 13, 2015.

As a future school leader, you have a very powerful voice that needs to be heard on behalf of the children you teach and lead. If we don't let policymakers know how these policies impact our schools, who will ever speak for us? One of your responsibilities as a leader is to advocate on behalf of those you serve, and I hope this assignment gives you a bit of practice in that area.

Assignment Four: School Board as a Policymaker (DUE NO LATER THAN December 3, 2015)

Observe a school board meeting; (if possible) interview an administrator who is in attendance at the meeting about implications for schools relative to the agenda items and student achievement/ school improvement; describe the mission and organization of the school district and school board.

- Submit a 3-page paper double-spaced answering the following questions. Who is the Superintendent and what is his official responsibility on the School Board? Who are the members of your School Board? Identify the members and the geographical areas they represent. Are they elected or appointed? What are the official duties of a school board (check policy manual)? Who are the officers of the Board? Describe their committee structure and purpose(s) for these committees. Who chairs the committees? When and where are their meetings held? Provide a schedule of meetings for the remainder to the calendar year.
- Provide a copy of the board meeting agenda and include in the paper above a one-page summary of the meeting using the format attached to this syllabus.

SCHOOL BOARD :MEETING FORMAT

PARISH: _____

DATE: _____

Board Members Present: __ (List board member's names on back and indicate presence.)

Approximate number in the audience: _____

Beginning time: _____

Ending time: _____

Summarize what happened on the rest of this page. You might look at (1) use of time and the order of items on the agenda; (2) relationships among board members, between board members and the superintendent/staff/public; (3) role of the district staff people; (4) how decisions evolved, etc. (Attach board agenda.)

Course Field

Experiences

EDAD 6840

Organization and
Governance of
K-12 Schools

OBSERVE:

- Observe and analyze implications for student promotion policy as a Governance of K-12 result of the No Child Left Behind policy (ELCC 6/LA 6; CSF 6, 7, 8)
- Observe key persons/policy actors and organization of your local School Board, Central Office, and school; describe how these people function as a system; and assess the influence these persons have on local policy issues. (ELCC 6/LA 6,CSF 12)
- Observe a school board meeting; interview an administrator that is in attendance at the meeting about implications for schools relative to the agenda items and student achievement/school improvement (ELCC 6/LA 6,CSF 12)
- Observe and discuss with a school leader the importance and implications of the District's Policy and Procedures Manual and the Louisiana Handbook for School Administrators. (ELCC 5 & 6/LA7 & 4)

PARTICIPATE:

- Participate in an interview of a district and a school administrator regarding the district's and school's philosophy statement, mission statement, vision, and organization charts and their alignment. (ELCC 1/LA 1; CSF 1, 6, 4)
- Participate in an interview of a school administrator to understand implications for policies for Special Education Student discipline.(ELCC 5/LA 5, CSF 4, 8)
- Research a K-12 policy and its implementation in the school district; survey administrators, teachers, students, parents, or others to assess effectiveness of policy and its implementation. (ELCC 5 & 6/LA 7 & 4)

Important Dates*

Last day to adjust schedule w/out fee 08/18/2015
Semester Classes Begin..... 08/19/2015
Last day to adjust schedule w/fee,
or withdraw with 100% refund 08/25/2015
Last day to apply for December commencement 09/25/2015
Final day to drop a course or resign 10/14/2015
Mid-semester examinations 10/05-10/09/2015
Final examinations 12/07-12/11/2015
Commencement 12/18/2015

**Note: check Registrar's website for Saturday and A/B sessions, and for items not listed here:
<http://www.registrar.uno.edu>*

Fall Semester Holidays

Labor Day 09/07/2015
Mid-semester break..... 10/15-10/16/2015
Thanksgiving..... 11/26-11/27/2015

Withdrawal Policy – Undergraduate only

Students are responsible for initiating action to resign from the University (withdraw from all courses) or from a course on or before dates indicated in the current Important dates calendar. Students who fail to resign by the published final date for such action will be retained on the class rolls even though they may be absent for the remainder of the semester and be graded as if they were in attendance. Failure to attend classes does not constitute a resignation. Check the dates on the Registrar's website, <http://www.registrar.uno.edu>. Please consult The Bulletin for charges associated with dropping and adding courses.

Incomplete Policy – Undergraduate only

The grade of I means *incomplete* and is given for work of passing quality but which, because of circumstances beyond the student's control, is not complete. The issuance of the grade of I is at the discretion of the faculty member teaching the course. For all graduate and undergraduate students, a grade of I becomes a grade of F if it is not converted before the deadline for adding courses for credit (as printed in the Important Dates Calendar) of the next regular semester including summer semester.

Repeat Policy

When a student is permitted to repeat a course for credit, the last grade earned shall be the one which determines course acceptability for degree credit. A student who has earned a C or better in a course may not repeat that course unless, (1) the catalog description indicates that the course may be repeated for credit, or (2) the student's Dean gives prior approval for documented extenuating circumstances.

Graduate Policies

Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, see the Graduate Student Handbook: <http://www.uno.edu/grad/documents/GraduateStudentHandbook2014.pdf>

Academic Dishonesty Policy

<http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf>

Safety Awareness Facts and Education

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://www.uno.edu/student-affairs-enrollment-management/>

UNO Counseling Services and UNO Cares

UNO offers care and support for students in any type of distress. Counseling Services assist students in addressing mental health concerns through assessment, short-term counseling, and career testing and counseling. Find out more at <http://www.uno.edu/counseling-services/>. First-year students often have unique concerns, and UNO Cares is designed to address those students succeed. Contact UNO Cares through <http://www.uno.edu/fye/uno-cares.aspx>.

Emergency Procedures

Sign up for emergency notifications via text and/or email at E2Campus

Notification: <http://www.uno.edu/ehso/emergency-communications/index.aspx>. All emergency and safety procedures are explained at the Emergency Health and Safety Office: <http://www.uno.edu/ehso/>.

Diversity at UNO

As the most diverse public university in the state, UNO maintains a Diversity Affairs division to support the university's efforts towards creating an environment of healthy respect, tolerance, and appreciation for the people from all walks of life, and the expression of intellectual point of view and personal lifestyle. The Office of Diversity Affairs promotes these values through a wide range of programming and activities. <http://diversity.uno.edu/index.cfm>

Learning and Support Services

Help is within reach in the form of learning support services, including tutoring in writing and math and other supplemental instruction. Visit the Learning Resource Center in LA 334, or learn more at <http://www.uno.edu/lrc/>.

Affirmative Action and Equal Opportunity

UNO is an equal opportunity employer. The Human Resource Management department has more information on UNO's compliance with federal and state regulations regarding EEOC in its Policies and Resources website: <http://www.uno.edu/human-resource-management/policies.aspx>