

# WESTERN WASHINGTON UNIVERSITY

## Woodring College of Education

### EDAD 538

### Case Studies in School Administration 2 or 4 credits

*The mission of Western Washington University's Educational Administration Program is to prepare exemplary leaders to meet the demands of school and district leadership focused on optimal achievement for all students.*

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#### **COURSE DESCRIPTION**

Prerequisite: graduate status or permission of instructor. Studies to assist students in understanding school administration. Repeatable to a maximum of 6 credits.

#### **TARGETED ISLLC STANDARDS:**

##### **Primary Coverage:**

Each standard requires evidence of competency by means of data such as artifacts, summaries, etc., from school- or district-level applications.

##### ISLLC Standard 1

1.4 Information sources, data collection, and data analysis strategies

##### **Supplemental Coverage:**

These standards may require evidence of competency by means of data such as artifacts, summaries, etc., from school- or district-level applications.

##### ISLLC Standard 2:

2.6 Measurement, evaluation, and assessment strategies

##### ISLLC Standard 4:

4.1 Emerging issues and trends that potentially impact the school community

## **PURPOSE**

You will broaden and deepen your knowledge about an issue which is of major significance in enlarging learning opportunities and outcomes for students in your school. Having done this, you will develop a plan which can be implemented in your school to deal with the issue. For Washington principal's certificate candidates, the plan may be implemented during the administrative internship.

Examples of studies:

- (1) You teach in an elementary school. The issue is to develop, implement and evaluate a continuous progress and cooperative learning environment throughout the school.
- (2) You are a high school teacher and have noticed that there is little or no interaction among your teaching colleagues in the school. There is no curriculum integration; e.g., every subject is taught without any relationship to any other subject. There is no unified view among the faculty about what a young person should be or be like when she/he graduates. Your principal assigns you "to look into this set of issues" and develop a plan to deal with it. Plan, implement and evaluate.
- (3) You are a middle school/junior high school teacher. You note that the community which your school serves is apathetic (or involved in the wrong ways!) with respect to your school. Your principal notes this, too, and asks you to develop a program to deal with the issue

## **INSTRUCTIONS**

You are to prepare a detailed plan to deal with the issue that you have identified. The plan should be such that it can be implemented in your school. The plan should be developed according to the instructions which follow and must contain the headings found here. You must contact your instructor (listed at the beginning of this syllabus) to discuss your project and receive approval to proceed. You may also want to consult with your building principal before you begin the project.

## **OUTLINE OF THE PAPER**

### **The Setting**

Describe your school in terms of its structural organization, its socio-economic and ethnic composition, size, location, its relationship to the community and parents, how the principal functions in terms of leadership, how faculty interact, and you may even want to say something

about the superintendent and the board. Your assignment here is to make the reader understand as much as possible about the school's internal character as well as those external forces which impact the school.

### **The Problem/Issue**

Describe the problem/issue in detail, giving historic, statistical and/or other information.

### **Review the Literature and Experience**

Get over to Wilson Library and check out the books and journals. There may be materials outside the Education Library that will prove useful. For example, the **HARVARD BUSINESS REVIEW** has had some superb articles on the change process and organizational development over the years. Woodring's Educational Librarian will prove an outstanding resource in identifying materials you might consider. Talk with experienced administrators and your colleagues about their work and knowledge about your topic prior to when you write this chapter in your paper. This section is a summary of what you have learned and it bears directly on your issue.

### **The Plan**

First, discuss two or three alternative approaches to deal with your issue. Next, state the approach that you intend to use and explain why you intend to use this approach rather than the others you have described.

Now, describe the plan or program which you intend to effect. Be sure to state each desired outcome and how you will reach that outcome. So here, we are talking about your objectives and how you will reach that outcome. Give detail!

What major barriers do you anticipate as you implement your plan? How will you deal with them?

### **Resources**

What resources, both human and material, will you need to get the job done? You may want to describe resources needs in terms of each objective stated above within the Plan. Be brief!

### **Formative and Summative Evaluation**

As you implement your plan, what are you going to do to find out whether the minor objectives within the plan's path toward reaching major objectives are being achieved? This is formative evaluation and it addresses short-term product and/or process objectives. It may be formal or informal or both. Its major purpose is to help you make quick identification of elements of your plan that aren't working so that you can change ineffective or inefficient approaches.

Summative evaluation may be either formal or informal or may include elements of each. Describe the formal and/or informal approaches you will use to determine the degree to which each of your major objectives has been achieved. This is the basis for summative evaluation. This evaluation process is conducted near the end of a project.

### **Summary and Conclusions:**

What Are They?

### **Bibliography**

Use APA citation style/guidelines.

## **PAPER DUE DATE**

**10 Days** before end of quarter

~Include a self-addressed, stamped envelope if you would like your graded paper returned.

Incomplete (K) grades will be given only in situations which meet General Catalog criteria.

## **GRADING STANDARDS**

Does the paper include each of the required sections?

Is the description, analysis, synthesis and /or argumentation throughout the paper logical, clear and complete?

Are the sources cited appropriate and sufficient?

Does the paper's structure represent the consistent, correct use of standard level English – including spelling and punctuation? Does it follow the APA citation style/guidelines?

## **ADVISEMENT**

Prior to beginning your project and during your progress in developing it, you must contact your instructor (listed at the beginning of this syllabus) to discuss your project and receive approval to proceed. You are always welcome. You may also want to consult with your building principal before you begin the project.

## **ACADEMIC DISHONESTY POLICY**

Western Washington University students are responsible for reading, understanding, and following the policy and procedures regarding academic dishonesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see Appendix D of the University Bulletin).

## **REASONABLE ACCOMMODATION POLICY**

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disAbility Resources for Students at 360-650-3844 or [www.wwu.edu/depts/drs/](http://www.wwu.edu/depts/drs/).

## **INCLEMENT WEATHER**

In the event of inclement weather, members of the University community are expected to use their best judgment in assessing the risk of traveling to class and returning home, based on individual circumstances. Instructors who elect to cancel class will notify the Educational Administration Program office in Bellingham. Students will receive notification from their faculty member through their MyWestern email account announcing the cancellation.

## **EMERGENCY CLOSURE**

When weather conditions or emergency situations officially curtail or cancel classes at the University campus, notification is posted on the main WWU website at [www.wwu.edu](http://www.wwu.edu) and announced on the emergency hotline at 360.650.6500. WWU classes held at off-campus facilities adhere to the closure status of those respective facilities. Notification of school closures (e.g., North Seattle Community College, Olympic College) can be found on the *Public Schools Emergency Communications System* at [www.schoolreport.org](http://www.schoolreport.org).

SELECTED REFERENCE BIBLIOGRAPHY  
EDAD 538, Case Studies in School Administration

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- Sergiovanni, T. J. (1990). *Value-added leadership*. New York: Harcourt Brace Jovanovich, Publishers.
- Swanson, A. D., & King, R. A. (1997). *School finance: Its economics and politics*. New York: Longman.
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