

WESTERN WASHINGTON UNIVERSITY

Woodring College of Education

EDAD 547

Readings in School Administration

2-6 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.

Mary Lynne Derrington

marylynnederrington@wwu.edu

360.650.4320

COURSE DESCRIPTION

Prerequisite: permission of instructor. Supervised study focusing on one or more selected topics. The course is repeatable to a maximum of 6 credits.

OBJECTIVES

Students will engage in reading, analyzing, reflecting, and reporting on a contemporary book or selection of articles giving special attention to implications of the readings for educational administrators.

Students will develop the capacity to identify issues, examine alternative solutions and propose creative solutions to educational challenges.

Students will demonstrate the ability to develop a major analytical paper as an outgrowth of both the readings and the student's professional experience.

ASSIGNMENT STEPS & GRADING

There are five steps in the readings course process. Each step is fully explained in Blackboard under Steps 1-5. The final paper will be graded using the rubric described in Step 5.

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

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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/.

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 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.

Please don't hesitate to contact the Educational Administration office with any questions you may have.

RECOMMENDED READINGS

Armstrong, Thomas. (2006). *The best schools*. ASCD.

Blanchard, K., et al. (2007). *Leading at a higher level*. Pearson Education

Bossidy, Larry, & Charan, Ram. (2002). *Execution: The discipline of getting things done*. New York: Crown Publishing Group.

Buckingham, Marcus & Clifton, Donald. (2001). *Now discover your strengths*. New York: Simon & Schuster.

Collins, Jim. (2001). *Good to great*. New York: Harper Business.

Davis, S., Darling-Hammond, L., LaPointe, M., & Meyeson, D. (2006, December). *School leadership study: Developing successful principals*. Stanford, CA: Stanford Ed Leadership Institute.

Gardner, Howard. (1995). *Leading minds: The anatomy of leadership*. New York: Basic Books.

Goleman, D., Boyatzis, R. E., & Mckee, A. (2002). *Primal leadership: Learning to lead with emotional intelligence*. Harvard Business School Press.

Hoyle, John. (2007). *Leadership and futuring: Making visions happen*. Corwin Press.

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- Keedy, J. L., & Achilles, C. M. (2001). The intellectual firepower needed for education. In T.C. Kowalski & G. Perreault, *21st century challenges for school administration*. Scarecrow Ed.
- Kidder, Rushworth. (1995). *How good people make tough choices*. New York: Fireside Publishing.
- Labovitz, George, & Rosansky, Victor. (1997). *The power of alignment: How great companies stay centered and accomplish extraordinary things*. New York: John Wiley and Sons.
- Lipton, Mark. (2003). *Guiding growth*. Cambridge, MA: Harvard Business School Press.
- Murphy, P. Karen, & Alexander, Patricia A. (2006). *Understanding how students learn: A guide for instructional leaders*. Thousand Oaks, CA: Corwin Press.
- Ryan, James. (2006). *Inclusive leadership*. Wiley, John & Sons, Inc.
- Schmoker, Mike. (2006). *Results now*. ASCD.
- Sparks, Dennis. (2005). *Leading for results*. SAGE Publications.
- Tichy, Noel. (1995). *The leadership engine: How winning companies build leaders at every level*. San Francisco, CA: Jossey Bass.
- Ulrich, Dave, Zenger, Jack, & Smallwood, Norm. (1999). *Results-based leadership: How leaders build the business and improve the bottom line*. Boston, MA: Harvard Business School Press.