

**TOPICS IN EDUCATIONAL LEADERSHIP:
603
FALL 05**

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Educational Leadership is a field without a strong empirical base. Some argue that many of the most important issues leaders face are moral ones or based strictly on practical knowledge. Other issues can be addressed through empirical research, but that work is not easy to do. While some research on what makes school leaders effective has been conducted, the research community has been small and fragmented. Rather than following promising lines of work to their conclusion, the field has been subject to faddism and frequent changes in topics.

Recently a task force of Division A (Administration) of the American Educational Research Association developed an agenda for the future research. It identified a set of questions and commissioned working papers that will set directions for future work in each area. These papers will be published in A NEW AGENDA FOR RESEARCH IN EDUCATIONAL LEADERSHIP which will appear in the fall of 2005.

This course will take advantage of the work of that task force. The goals are:

- To familiarize students with the most current thinking about what the important research questions in educational leadership are.
- To familiarize students with important work already done in these same areas
- To help students learn to review and critique research
- To help students identify a research question related to educational leadership that they would like to pursue.

Evaluation: Students will be evaluated on the basis of the following activities and products.

- 5-8 page review of a research article (25%)
- 5-8 page analysis of leadership in your place of work (25%)
- 2 p. preliminary statement of research questions for a study of educational leadership (5%)
- A 20-25 page literature review-statement of research questions for a study of educational leadership (40%)
- Class attendance and participation (5%)

In addition to reading the actual working papers, students will review additional research or research summaries in each area.

READING LIST AND SCHEDULE

Date	Reading and Assignment
September 12	Introduction
September 19	<p>PAST RESEARCH</p> <p>Leithwood, K., Riehl, C. What do we already know about school leadership? In Firestone, W.A & Riehl, C. (forthcoming) <u>A new agenda for research in educational leadership</u>. New York: Teachers College Press.</p> <p>Knapp, M. S., Copland, M. A., & Talbert, J. E. (2003). <u>Leading for learning</u>. Seattle: University of Washington.</p> <p>Hallinger, P., & Heck, R. L. (1998). Exploring the principal's contribution to school effectiveness: 1980-1995. <u>School Effectiveness and School Improvement</u>, 9(2), 157-191.</p>
September 26	<p>CONNECTIONS TO INSTRUCTION AND PSYCHOLOGY I</p> <p>Stein, M.K. & Spillane, J. What does research on teaching tell us about educational leadership? In Firestone, W.A & Riehl, C. (forthcoming) <u>A new agenda for research in educational leadership</u>. New York: Teachers College Press.</p> <p>Stein, M. K., & Nelson, B. S. (2003). Leadership content knowledge. <u>Educational Evaluation and Policy Analysis</u>, 25(4), 423-448.</p> <p>Nestor-Baker, N. S., & Hoy, W. K. (2001). Tacit knowledge of school superintendents: Its nature, meaning, and content. <u>Educational Administration Quarterly</u>, 37(1), 86-129.</p>
October 3	<p>CONNECTIONS TO INSTRUCTION AND PSYCHOLOGY II</p> <p>Prestine, N. & Nelson, B.S. How do educational leaders promote successful teaching and learning. In Firestone, W.A & Riehl, C. (forthcoming) <u>A new agenda for research in educational leadership</u>. New York: Teachers College Press.</p> <p>Nelson, B. S., & Sassi, A. (2000). Shifting approaches to supervision: The case of mathematics supervision. <u>Educational Administration Quarterly</u>, 36(4), 513-553.</p> <p>Rudestam, K. E., & Newton, R. R. (2001). <u>Surviving your dissertation: A comprehensive guide to content and process</u>. Newbury Park, CA: Sage Publications. Ch 4.</p>
October 10	<p>DISTRIBUTED LEADERSHIP I</p> <p>Spillane, J. P., Halvorson, R., & Diamond, J. B. (2001). Investigating school leadership practice: A distributed perspective. <u>Educational Researcher</u>, 30(3), 23-28.</p> <p>Datnow, A., & Castellano, M. E. (2001). Managing and guiding school reform: Leadership in Success for All schools. <u>Educational Administration Quarterly</u>, 37(2), 219-249.</p> <p>Camburn, E., Rowan, B., & Taylor, J. E. (2003). Distributed leadership in schools: The case of elementary schools</p>

Date	Reading and Assignment
October 17	<p>adopting comprehensive school reform models. <i>Educational Evaluation and Policy Analysis</i>, 25(4), 347-374.</p> <p>DISTRIBUTED LEADERSHIP II</p> <p>Wallace, M. (2001). Sharing leadership of schools through teamwork: A justifiable risk? <i>Educational Management and Administration</i>, 29(2), 153-167.</p> <p>Chrispeels, J., & Martin, K. J. (2002). Four school leadership teams define their roles within organizational and political structures to improve student learning. <i>School Effectiveness and School Improvement</i>, 13(3), 327-365.</p> <p>Spillane, J. P., Hallett, T., & Diamond, J. (2003). Forms of capital and the construction of leadership: Instructional leadership in urban elementary schools. <i>Sociology of Education</i>, 76(1), 1-17.</p>
October 24	<p>ARTICLE REVIEW DUE</p> <p>DISTRICT LEADERSHIP</p> <p>Bulkley, K., Fairman, J., Martinez, C., & Hicks, J. (2004). The district and test preparation. In W. A. Firestone & R. Y. Schorr (Eds.), <i>The ambiguity of test preparation</i>. Mahwah, NJ: Lawrence Erlbaum and Associates.</p> <p>Stein, M. K., & D'Amico, L. (2002). The district as a professional learning laboratory. In A. Hightower, M. S. Knapp, J. A. Marsh & M. W. McLaughlin (Eds.), <i>School districts and instructional renewal</i> (pp. 61-75). New York: Teachers College Press.</p> <p>Marsh, J. A. (2002). How districts relate to states, schools, and communities. In A. Hightower, M. S. Knapp, J. A. Marsh & M. W. McLaughlin (Eds.), <i>School districts and instructional renewal</i> (pp. 25-40). New York: Teachers College Press.</p>
October 31	<p>DISTRICT LEADERSHIP II</p> <p>Togneri, W., & Anderson, S. E. (2003). <i>Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools--a leadership brief</i>. Baltimore, MD: Association for Supervision and Curriculum Development and the Learning First Alliance.</p>
November 7	<p>LEADERSHIP AND ACCOUNTABILITY</p> <p>Firestone W.A. & Shipp, D. How do educational leaders interpret the multiple accountabilities they face? In Firestone, W.A & Riehl, C. (forthcoming) <u>A new agenda for research in educational leadership</u>. New York: Teachers College Press.</p> <p>Newmann, F. M., King, M. B., & Rigdon, M. (1997). Accountability and school performance: Implications from restructuring schools. <i>Harvard Education Review</i>, 61(1), 41-69.</p>
November 14	LEADERSHIP AND THE COMMUNITY

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November 21	<p>Driscoll, M. & Goldring, E. How can school leaders incorporate communities as contexts for student learning? In Firestone, W.A & Riehl, C. (forthcoming) <u>A new agenda for research in educational leadership</u>. New York: Teachers College Press.</p> <p>Sanders, M., & Harvey, A. (2002). Beyond the school walls: A case study of principal leadership for school-community collaboration. <u>Teachers College Record</u>, 104(7), 1345-1369.</p> <p>Kahne, J., O'Brien, J., Brown, A., & Quinn, T. (2001). Leveraging social capital and school improvement: The case of a school network and a comprehensive community initiative in Chicago. <u>Educational Administration Quarterly</u>, 37(4), 429-461.</p> <p>LEADERSHIP ANALYSIS DUE</p> <p>LEADERSHIP FOR EQUITY</p> <p>Reyes P. & Wagstaff L. Leadership, diverse students, and successful teaching and learning In Firestone, W.A & Riehl, C. (forthcoming) <u>A new agenda for research in educational leadership</u>. New York: Teachers College Press.</p> <p>Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of the normative, empirical, and critical literature on the practice of educational administration. <u>Review of Educational Research</u>, 70(1), 55-81.</p>
November 28	<p>LEADERSHIP FOR SOCIAL JUSTICE AND DEMOCRATIC COMMUNITY</p> <p>Furman G. & Shields, C. How can educational leaders promote and support social justice and democratic community in schools? In Firestone, W.A & Riehl, C. (forthcoming) <u>A new agenda for research in educational leadership</u>. New York: Teachers College Press.</p> <p>Larson, C. L. (1997). Is the land of Oz an alien nation: a sociopolitical study of school community conflict. <u>Educational Administration Quarterly</u>, 33(3), 312-350.</p> <p>Enomoto, E. (1997). Negotiating the ethics of care and justice. <u>Educational Administration Quarterly</u>, 33(3), 351-370.</p>
December 5	<p>2 P. STATEMENT OF RESEARCH QUESTIONS DUE</p> <p>LEADERSHIP PREPARATION</p> <p>Smylie, M.A. & Bennett, A with Konkol, P. and Fendt, C. Developing school leaders: a look at existing research and next steps for new study In Firestone, W.A & Riehl, C. (forthcoming) <u>A new agenda for research in educational leadership</u>. New York: Teachers College Press.</p> <p>Winter, P. A., & Morgenthal, J. R. (2002). Principal recruitment in a reform environment: Effects of school achievement and</p>

Date	Reading and Assignment
Dece 12	school level on applicant attraction to job. <u>Educational Administration Quarterly</u> , 38(3), 319-340.
December 17	Copland, M. A. (2000). Problem-based learning and prospective principals' problem-framing ability. <u>Educational Administration Quarterly</u> , 36(4), 585-608.
	PEER REVIEW OF DRAFT FINAL PAPERS FINAL PAPERS DUE
