

CEHD
Department of Education
ED 704

Foundations of Education Research
 Section 01 Fall 2003

| | | |
|----------------------|---------------------------------|---------------------------|
| Instructor: | Charles D. Manges, Ph.D. | Business/Education 363 |
| Office Phone & Email | (318) 797-5034 | cmanges@pilot.lsus.edu |
| Course Location: | BE 229 | LSUS Campus |
| Office Hours | Mon. 2:00–4:00 & 8:00-9:00 pm | Additional hours - |
| | Tue. 10:00–12:00 & 2:00-4:00 pm | by appointment |
| | Wed. 2:00 – 4:00 & 8:00-9:00 | |

Meeting Time and Dates: August 25 – December 8, 2003 Mon. 5:00- 8:00 pm

Catalog Description

A study of research methods in education and their empirical foundations, with emphasis on interpreting the literature in the field. Three hours of lecture.

Rationale

Educational research is the foundation upon which inquiry in other courses and in the thesis or final project is based. Research components of all subsequent courses depend on the use of skills acquired in this course. It connects other graduate level courses and provides a foundation for all other experience in graduate study. The practical outcome of the course is achieved when students demonstrate the effective use of research tools in a school or employment setting.

Prerequisite

1. Admission to Graduate Studies
2. Technological competence

Students are expected to show evidence of basic technological competence, as they will be required to use computers and appropriate software and sources for developing skills in data analysis, literature review, and document production.

Resources

Required Textbook(s):

Fraenkel, J. R. & Wallen, N. E. (2003). How to Design and Evaluate Research in Education (5th ed). Dubuque, IA. McGraw-Hill.

Fraenkel, J. R. & Wallen, N. E. (2003). How to Design and Evaluate Research in Education Student Study Guide (5th ed). Dubuque, IA. McGraw-Hill.

American Psychological Association. (2001). Publication Manual. (5th ed.). Washington, D.C.

Jewell, T. (2004). Understanding Plagiarism. (1st ed.) (ISBN: 0-13-1443-585). Prentice-Hall.

Relationship to Conceptual Framework

Students in this course are exposed to a broad knowledge base of teaching and supervising behaviors which are supported by research. The Conceptual Framework is supported through (1) applying supervising theory to practice, (2) valuing diversity among teachers and students, and (3) valuing assessment of the teaching/learning process. The college is committed to the proposition that professional educators should be leaders in their classrooms, their schools, and their communities. Learning to lead enables educational professionals to engage in leading to learn. ([CEHD conceptual framework link](#))

Organization of Content

The course will be organized around the following sub-topics:

- The research process and basics of research design.
- Review of various types and classifications of research and the contribution and value of each to the body of research literature.
- Process and procedure for accessing and reviewing the body of research literature.
- Study of the selection and development of appropriate instruments and processes for collecting research data.
- Study of the application of appropriate statistical procedures for analysis of data and interpretation of results.
- Study of processes in development of ethical research proposals and research reports.

Course Goals/Objectives/Outcomes

Participants, through role-play and other measures, will:

demonstrate leadership by establishing shared vision and values in a way that places student and adult learning at the center (SSPL – 1,2,3,5,7:ISLLC - 1,2,3,6)

influence others to become professional teachers and consumers of research (SSPL – 1,2,3,5,7:ISLLC - 2, 4,6)

provide others with the information, training, and parameters they need to make informed decisions (SSPL – 2,3,4:ISLLC - 5,6)

use multiple sources of data as diagnostic tools to assess, identify, and influence instructional improvement (SSPL – 3,4,5,6,7):ISLLC – 3,5,6)

identify different types of research and understand basic terminology therein (SSPL – 3, 4, 5, 7):ISLLC - 3,5,7)

effectively review literature related to a given topic (SSPL – 2,3,4,5,7:ISLLC - 3,5,6)

select and apply the proper statistical test for various sets of data (SSPL – 3,4,5,7:ISLLC - 3,5,6)

construct a valid, reliable, and objective research instrument (SSPL – 3,4,5,7:ISLLC - 3,5,6)

develop a complete proposal (Chapters 1, 2, & 3) for a research study (SSPL – 1,2,4, 5,6:ISLLC - 1,4,5,6)

Field Experience expectations

Students are expected to apply the course concepts to their local work setting involving approximately ten (10) hours of field-based activities.

Teaching Strategies & Procedures

The course will be conducted using a lecture, discussion, and class participation basis. One or more of the following techniques will be used to facilitate student learning:

1. Use of audio-visual materials
2. Individual and group reports
3. Role playing, panel discussions, debates, etc.
4. Use of resource persons
5. Simulations

Course Requirements, Assignments, Evaluation, and Expectations

The instructor assumes the maturity of the students in the class will cause them to proceed independently through the text and the specific background reading list in the references. The instructor reserves the right to modify course activities, assignments, and assessments in an effort to better meet the needs of students. From time-to-time, the instructor will indicate specific references in class and students will be expected to read them. It should be noted, however, that the instructor will not build his lectures around any specific text or set of materials. Class members will be responsible for taking notes on class lectures and presentations.

1. Class attendance/participation

Students will be judged for active involvement in class writing and discussion, thoughtful and creative contributions to the instructor's and other students' understanding of issues, and timely completion of assignments. Three or more absences will result in an incomplete or failing grade.

2. Most classes will be conducted using a seminar format. As such, students are expected to

- complete all required reading prior to class meetings.
- be an active participant and contribute to discussions.
- attend each scheduled class session arriving in a timely fashion.
- adhere to the protocols established at the beginning of the semester.

3. In this course, the following will contribute to a final grade:

| | |
|--|------|
| Two class examinations (Mid-term and Final) | 40 % |
| Related literature paper | 20 % |
| Prospectus – (Proposal) for a research study | 15 % |
| Selected articles or other assignments | 10 % |
| Participation and attendance | 15 % |

4. The midterm test will be designed to measure the student's understanding of key terms, procedures, process, and interpretations related to research.

5. The final test will be comprehensive and is designed to measure the breadth and depth of student understanding related to the concepts and practices of educational research.

6. For many, the research class creates the vehicle for development of a research proposal (Prospectus). That opportunity remains in this offering with the additional requirement of a Related Literature paper. The Related Literature paper and the Prospectus focus on the same area of investigation. Please see the specific directions and guidelines for the Related Literature paper and for the Prospectus.

The tentative grading system will follow that noted in the LSUS catalog. However, the instructor reserves the right to make modifications in the interest of better meeting student needs.

| Grade | Percent |
|-------|----------|
| A | 93 – 100 |
| B | 85 – 92 |
| C | 77 – 84 |
| D | 65 – 76 |
| F | Below 65 |

ED 704 Calendar - Fall 2003**Tentative (Subject to instructor change based on the needs of the class)**

| DATE | TOPIC/ACTIVITY | ASSIGNMENT |
|--|---|---|
| Week 1 Last day to add course August 25 | Introductions & Course Overview The Nature of Educational Research | Read Chapter 1 |
| Week 2 September 1 Labor Day Holiday | No Class Meeting | |
| Week 3 Sept 8 | The Research Problem Ethics and Research Variables and Hypotheses | Prepare Chapters 2, 3 (problem sheets 1 & 2) & Chapter 4 (problem sheets 3 & 4) |
| Week 4 Sept 15 | Reviewing the Literature Sampling | Prepare Chapter 5 (problem sheet 5) & Chapter 6 (problem sheet 6) |
| Week 5 Sept 22 | Instrumentation Validity and Reliability | Prepare Chapter 7 (problem sheet 7) & Chapter 8 (problem sheet 8) |
| Week 6 Sept 29 | Internal Validity Descriptive Statistics | Prepare Chapter 9 (problem sheet 7) & Chapter 10 (problem sheet 10) |
| Week 7 Oct 6 October 9- 10 | Mid-Term Exam * Chapter 2 of Related Literature paper due FALL BREAK | Chapters 1-10 |
| Week 8 Oct 13 | Inferential Statistics Statistics in Perspective | Prepare Chapter 11 (problem sheet 11) & Chapter 12 (problem sheet 12) |
| Week 9 Oct 20 | Experimental Research Single-Subject Research | Prepare Chapter 13 (problem sheet 13) & Chapter 14 |
| Week 10 Oct 27 | Correlational Research Causal-Comparative Research * Chapter 1 & 2 Related Literature paper due | Prepare Chapters 15 & 16 |
| Week 11 Nov 3 | Survey Research Content Analysis Research | Prepare Chapters 17 & 18 |
| Week 12 Nov 10 | Qualitative Research: I Qualitative Research: II Historical Research | Prepare Chapters 19, 20 & 21 |
| Week 13 Nov 17 | Writing Research Proposals and Reports Doing Research in Schools * Completed Related Literature paper due | Prepare Chapters 22 & 23 |
| Week 14 Nov 24 November 27-29 | Paper/Project Presentations THANKSGIVING Break | STUDY Chapters 11-23 |
| Week 15 Dec 1 | Paper/Project Presentations * Final Exam | Chapters 11-23 |

KNOWLEDGE BASE:

- American Association of School Administrators (1984). AASA educational administrator effectiveness profile. Human Synergistics, Inc. Plymouth, Michigan.
- Conover, T. (1990). Graphic communications today (2nd ed.). New York: West Publishing Company.
- Deal, T. & Peterson, K. (1991). The principal's role in shaping school culture. Washington, D.C.: U.S. Department of Education Office of Educational Research and Improvement.
- Gallup Organization (1993). Gallup principal themes. (monograph) Lincoln, Nebraska: The Gallup Organization.
- Gallup Organization (1993) Gallup supervisor themes. (monograph) Lincoln, Nebraska: The Gallup Organization.
- Gorton, R. (1983). School administration and supervision leadership challenges and opportunities. (2nd ed.). Dubuque, Iowa: Wm. C. Brown Publishers.
- Gorton, R. & Schneider, G. (1991). School-based leadership: challenges and opportunities. (3rd ed.). Dubuque, Iowa: Wm. C. Brown Publishers.
- Guthrie, J. & Reed, R. (1991). Educational administration and policy: effective leadership for American education. (2nd ed.). Boston: Allyn and Bacon.
- Hersey, P. (1984). The situational leader, the other 59 minutes. San Diego: Center for Leadership Studies.
- Keith, S. & Girling, R. (1991). Education, management, and participation: new directions in educational administration. Boston: Allyn and Bacon.
- Kouzes, J.M. & Pozner, B.Z. (1993). Credibility how leaders gain and lose it, why people demand it. San Francisco: Jossey-Bass Publishers.
- Kouzes, J.M. & Pozner, B.Z. (1995). The leadership challenge. San Francisco: Jossey-Bass Publishers.
- Kowalski, T. & Reitzug, U. (1993). Contemporary school administration: an introduction. New York: Longman Publishing.
- Lunenburg, F. & Ornstein, A. (1991). Educational administration concepts and practices. Belmont, California: Wadsworth Publishing Company.
- NASSP (1990). Assessor's manual: NASSP principal's assessment center. Reston, Virginia: National Association of Secondary School Principals.
- NPBEA (1989). Improving the preparation of school administrators: an agenda for reform. Charlottesville, Virginia: National Policy Board for Educational Administration.
- Nunnery, M. Y. & Kimbrough, R. B. (1971). Politics, power, and school elections. Berkeley, CA:

McCutchan Publishing.

Omaha Public Schools (1976). Project empathy. Omaha, Nebraska: Omaha Public Schools.

Oskamp, S. (1991). Attitudes and opinions. Englewood Cliffs, NJ: Prentice Hall.

Sergiovanni, T. (1990). Value-added leadership: how to get extraordinary performance in schools. San Diego: Harcourt Brace Jovanovich, Publishers.

Sergiovanni, Burlingame, Coombs & Thurston (1987). Educational governance and administration. (2nd ed.). Englewood Cliffs, New Jersey: Prentice-Hall Inc.

SRI, Inc. (1983). Administrator perceiver interview theme definitions. (monograph) Lincoln, Nebraska: Selection Research, Incorporated.

Templeton, J. (1990). Focus groups: A guide for marketing and advertising professionals. Chicago: Probus.

Ventures for Excellence (1983). Qualities of an excellent administrator. (monograph). Lincoln, Nebraska: Ventures for Excellence.

Webb, Montello & Norton (1994). Human resources administration personnel issues and needs in education. (2nd ed.). New York: Macmillan Publishing Company.

Wiles, J. & Bondi, J. (1993). Curriculum development a guide to practice. (4th ed.). New York: Macmillan Publishing Company.

Standards for School Principals in Louisiana

Standard 1 – Vision

The principal engages the school community in developing and maintaining a student-centered vision for education which forms the basis for school goals and guides the preparation of students as effective, lifelong learners in a pluralistic society.

Standard 2 - Teaching and Learning

The principal uses a knowledge of teaching and learning in working collaboratively with the faculty and staff to implement effective and innovative teaching practices which engage students in meaningful and challenging learning experiences.

Standard 3 - School Management

The principal promotes the success of all students by ensuring management of the organization, operations, and resources for a safe and orderly learning environment.

Standard 4 - School Improvement

The principal works with the school community to review data from multiple sources to establish challenging standards, monitor progress, and foster the continuous growth of all students.

Standard 5 - Professional Development

The principal works collaboratively with the school faculty and staff to plan and implement professional development activities that promote both individual and organizational growth and lead to improved teaching and learning.

Standard 6 - School-Community Relations

The principal uses an understanding of the culture of the community to create and sustain mutually supportive school-community relations.

Standard 7 - Professional Ethics

The principal demonstrates honesty, integrity, and fairness to guide school programs in an ethical manner.

ISLLC: Standards for School Leaders

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Academic Honesty

We believe that faculty, staff, and students are committed to the tenets of academic integrity. It is our expectation in the College of Education that students will conduct themselves based on highest moral values and practices. As such, acts of dishonesty will not be tolerated. Students are encouraged to report acts of cheating to the appropriate faculty member or department chairperson. They will proceed with appropriate charges. According to university policy, any suspicion of academic dishonesty MUST be reported to the Student Affairs Office for appropriate action. Students leaving the College of Education are going to serve the world in one of the “helping professions.” In these positions of responsibility, we are all expected to be role models of integrity.

Students with Disabilities:

LSUS is committed to making students with disabilities full participants in its programs, services and activities. University policy calls for reasonable accommodation to be made for students with disabilities on an individual and flexible basis. However, it is the responsibility of the students to make their needs known. If you have a documented disability that impacts on your academic work and for which you require accommodations, please see the Coordinator of Services to Students with Disabilities (Administration Building, Room 227, phone 797-5365) or me so that such accommodation may be arranged. Please contact me concerning this by the second week of class.

Student Conduct Code:

This class will follow all guidelines for student conduct as stipulated in “Student Code of Conduct” published in Student Handbook (pp. 6-11).

Videos

George's Island

Teachers (to get)

Ferris Bueller's Day Off

Multiple Intelligences

Critical Issues

Sister Act

Instructional Objectives

Lois' Lesson and Conference Evaluation

High School English lesson and conference evaluation

AUGUST

20 Orientation
 21 Late Registration
 25 Classes begin

SEPT

15 Last day to drop courses or to resign without receiving grades of W

OCTOBER

6 Last day to change from credit to audit
 9-10 Fall Break
 31 Last day to drop courses or to resign

NOVEMBER

10 Last day for final submission of thesis
 27-29 Thanksgiving Holidays
 (Saturday classes do not meet)

DECEMBER

6 Classes end
 8-13 Final examinations
 15 Semester ends and grades due

Football Schedule

| | | |
|-------------------|-------------------------------|---|
| August 30 | Miami of Ohio 11:05 | Trip already |
| September 6 | Buffalo | 11:10 |
| September 20 | Arizona Sate | 5:00 or 6:45 Trip on 18 th return 21 st |
| October 2 | Can I leave for Iowa | |
| October 4 | Michigan 2:35 | |
| October 11 | Can I return from Iowa | |
| October 25 | Penn State | |
| November 1 | Illinois | |
| November 15 | Minnesota | |

From Clinical Supervision

Decisions in Teaching

Instructional Objective

Project

Intervention

Objective

TLW write sentences using adverbs or adverbial phrases

Given 6 main ideas, TLW write topic sentences which reflect the main idea

TLW translate common greetings into French

Orally complete incomplete sentences

Critical Attributes class meeting before – Be prepared to list the characteristics of insects

Math

Subtraction – Finding the difference between two quantities

Measurement – Comparing some quantity to a standard unit

Social Science

Republican form of Government – Individuals are represented by an elected few, as opposed to a democracy, in which each individual has a direct voice or vote.

ED 737/738 THE PRINCIPALSHIP
Department of Education
College of Education and Human Development
Louisiana State University in Shreveport

Instructor Information:

| | | |
|---------------------------------|--|------------------------------------|
| Instructor: | Ruth L. Ray, Ph.D. | Business Education 384B |
| Office Phone & Email | (318) 797-5036 | r-ray@pilot.lsus.edu |
| Course Location: | BE 390 | LSUS Campus |
| Office Hours | Monday 1:30–3:30 Tuesday 2:00–4:30 Wednesday 2:00 – 4:30 Thursday 2:00 – 4:30 | Additional hours by appointment |
| Meeting Time and Dates: | January 20 – May 11, 2004 | Tuesdays - 5:00- 8:00 |

Catalog Description:

Study of theory and practice for effective management of elementary/secondary schools. Three hours of lecture. *Prerequisite:* Admission to Graduate Studies

Required Texts:

Jewell, T. (2004). Understanding Plagiarism. (1st ed.) Upper Saddle River, NJ: Pearson/ Prentice-Hall.

Ubben, G. C., Hughes, L.W. & Norris, C.J. (2004). The principal: Creative leadership for excellence in schools (5th ed.). Needham Heights, MA: Allyn and Bacon.

Relationship to Conceptual Framework:

Students in this course are exposed to a broad knowledge base of teaching and supervising behaviors which are supported by research. The Conceptual Framework is supported through (1) applying supervising theory to practice, (2) valuing diversity among teachers and students, and (3) valuing assessment of the teaching/learning process. The college is committed to the proposition that professional educators should be leaders in their classrooms, their schools, and their communities. Learning to lead enables educational professionals to engage in leading to learn.

Course Goals and/or Objectives/Student Learning Outcomes Aligned with State (SSPL) and National (ISLLC) Standards recognized by the Educational Leadership Constituent Council (ELCC):

The candidate will be able to

1. understand the principal's role in creating and articulating a vision of leadership and learning (SSPL 1,7; ISSLC 1, 5)
2. articulate and demonstrate methods of developing a positive school culture (SSPL 2,7; ISSLC 2)
3. identify various aspects of human resource, facility, and fiscal management of the organization (SSPL 3,5,7;ISSLC 3)

4. demonstrate knowledge and understanding of issues and trends that impact the school-community (SSPL 6; ISSLC 4)
5. gain the knowledge and understanding of principles of governance of public school education (SSPL 1,6,7; ISSLC 6)
6. demonstrate an appreciation of diversity among faculty, students, and community members (SSPL 6,7 ; ISSLC 4)
7. demonstrate the ability to use a variety of current materials, technologies, and media. This includes, but is not limited to, audio-visual technology, computers, videos, electronic, and print resources SSPL 2,4,5; ISLLC 1,2).

Field Experience Expectation:

Candidates are expected to apply the course concepts to their local work setting involving approximately twenty (20) hours of documented field-based activities.

Teaching Strategies:

Various teaching strategies will be utilized by the instructor. This will include lecture, class discussion, cooperative grouping, role play, and field experiences. Additionally, technology will drive the delivery of information and modes of research. Blackboard will be utilized for the exchange of information and storage of products of scholarship.

Expectations, Requirements, and Assignments:

- A. Read and be prepared to discuss required text according to course schedule as well as occasional supplementary handouts. Be an active participant and contribute to discussions.
- B. Use of technology will be embedded in this course. You must have access to the internet and e-mail (at home, work, or university lab) in order to complete some course assignments. Routinely check the Blackboard site. Throughout the semester you may be required to respond to questions, access a variety of web sites and check your grade. Blackboard instructions are attached to this syllabus.
- C. As a group, you will develop and deliver a staff development activity. This simulated professional development session will be based on provided material and delivered to teacher candidates in ED 490: Classroom Management for Secondary School Teachers.
- D. Each person will be responsible for presenting a chapter review. Using a visual aid (PowerPoint), highlight the main concepts and ideas of the chapter. Identify any SSPL and ISLLC standards that can be associated with the chapter. Also, provide at least five multiple choice questions to pose as a review of the information. Presentations should be 40-45 minutes each. A copy of your presentations, questions and answers should be sent to me via digital drop box or email prior to due date. Also, a copy of your presentations should be provided to all class members on the night of the presentation.
- E. Read and summarize two journal articles on issues and trends related to the principalship found in professional educational journals. The article summary and reflections should be at no more than two double-spaced, word-processed pages in length, and documented according to APA style.

At least one-third of the paper should be reflection on how the candidate perceives this information will be applied to future professional use. Turn in a copy of the article to me (one may be retrieved electronically; one must be a reproduction of a journal's hard copy) and post the summary on Blackboard for class members. The format for the article summaries is attached to this syllabus.

- F. Each student will complete a principalship portfolio. With your principal or his/her designee, you will formulate activities for you to complete and include in your portfolio. The assessment will be correlated directly with the Standards for School Principals in Louisiana (SSPL). The portfolio will consist of a resume, personal platform, artifacts, and reflections based on standards. See attached sheet for more information.
- G. Two objective exams are planned to measure acquisition of course content.
- H. Attendance - When a student is absent it detracts from the learning of others in the class. Therefore students are expected to attend every class. Late arrivals and early departures are noted; more than one of either may affect your grade. Active participation and involvement in class activities and discussions are essential. If a professional conflict or an emergency intervenes, professional courtesy requires that you notify the instructor of the course in advance. If no advance notice is given (cutting a class), then the work cannot be made up and a lower letter grade should be expected. Three or more absences will result in an incomplete or failing grade.

Evaluation Methods:

In this course, the following will contribute to a final grade: presentations, examinations, group project, interview paper, article summaries, classroom and Blackboard participation, other assignments, and attendance.

You determine the grade you earn in this course. The assumption is because you are professionals your grade will be an A. You determine if the grade is lower. All assignments are required as well as regular attendance. If you are critically engaged-identifying new questions, demonstrating curiosity, assuming diverse perspectives and challenging assumptions as well as participating through personal engagement, personal reflections and completing assignments at a timely, thoughtful, reflective and professional level, you will earn a grade of A.

| Grade | Percent |
|-------|----------|
| A | 93 – 100 |
| B | 85 – 92 |
| C | 77 – 84 |
| D | 65 – 76 |
| F | Below 65 |

The tentative grading system will follow that noted in the LSUS catalog. However, the instructor reserves the right to make modifications in the interest of better meeting student needs.

Topical Outline: Tentative Schedule – Spring 2004

| DATE | TOPIC |
|-------------|---|
| January 20 | Introductions, Course Overview, State & National Standards |
| January 27 | “The Principal” |
| February 3 | Drawing on the content of “Positive Learning Climate” and “Promoting Student Achievement” and provided material, prepare for ED 490 Presentation. |
| February 10 | “The Learning Community” Article One Due |
| February 17 | Professional Development (ED 490) Activity - BE 112 |
| February 24 | NO CLASS – Mardi Gras |
| March 2 | “Decision Processing & Decision Making” and “School Improvement through Systematic Planning” |
| March 9 | “School Curriculum” |
| March 16 | “Special Students and Special Services” |
| March 23 | NO CLASS – Spring Break |
| March 30 | Exam One |
| April 6 | “Human Resources Development” and “Staffing the School” |
| April 13 | “Restructuring Instructional Personnel” and “Restructuring Time” Article Two Due |
| April 20 | “Budgeting, Fiscal Accounting, & Building Management” Portfolio Due |
| April 27 | “Technology Applications” |
| May 4 | “The School and the Community” and “Legal Rights and Responsibilities” |
| May 11 | Exam Two |

Recommended Text(s) and/or Readings:

Darling-Hammond, L. and Millman, J. (Eds.). (1990). *The new handbook of teacher evaluation: Assessing elementary and secondary school teachers*. Newberry Park, CA: Sage Publications.

Goodlad, J. I. (1984). *A place called school*. New York: McGraw-Hill.

Sergiovanni, T. J. (1991). *The principalship: A reflective practice perspective*. Boston: Allyn and Bacon.

Valentine, E. P. (1991). *Strategic management in education: A focus on strategic planning*. Boston: Allyn and Bacon.

Vroom, V. H. and Jargo, A. G. (1988). *The new leadership: Managing participation in organizations*. Englewood Cliffs, N.J.: Prentice-Hall.

Periodicals (partial listing)

American School Board Journal

Education Administration Quarterly

Education Leadership

Elementary School Journal

Journal of Educational Administration

Journal of Educational Research

Phi Delta Kappan

The School Administrator

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Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.