

(DRAFT)-January 9, 2007

Texas A & M University  
College of Education  
Department of Educational Administration and Human Resources  
Administering Urban Schools  
EDAD 619-600

Spring 2007 (Saturday Class)

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Office Hours: Before or after class. If these arrangements do not meet your needs, please let me know so that we can establish a mutual time to meet. If you are having problems with assignments and readings, please call my office. Please give me a number of where to reach you or send me an Email.

Course Description: The intent of this course is to understand the theoretical implications of urban schools and how that influences the way they are administered. The leadership of urban schools requires a strong knowledge base on issues related to teachers and students, community concerns, and other factors.

Course Objectives: To provide an in depth understanding of the following:

1. To understand the multiple theories on urban schools and how that influences the leadership in these contexts.
2. To understand the key concepts for leading and managing issues of diversity in urban schools.
3. To understand the theoretical views of culturally relevant teaching and its impact on teachers in urban schools.
4. To understand the impact of diversity in recruiting teachers of color, teaming structures, and embedded intergroup theory in creating an inclusive school.
5. To understand that urban schools are successful if they are administered properly.
6. To be able to read journal articles, and to be critical of the methodology, application of the findings.

**Required Textbooks:**

Miramontes, O.B., Nadeau, A. & Commins, N. (1997) *Restructuring Schools for Linguistic Diversity: Linking Decision-making to Effective Programs*, New York: Teachers College Press

Gay, G. (2000) *Culturally Responsive Teaching: Theory, Research and Practice*, New York: Teachers College Press

Rios, F. (1996) *Teacher Thinking in Cultural Contexts*, Albany, New York: SUNY Press

Gibbs, J., Huang, L. & Associates (2003) *Children of Color: Psychological Interventions with Culturally Diverse Youth*, San Francisco, CA: Jossey Bass

\*Additional Readings will be provided.

**COURSE REQUIREMENTS**

**CLASS PARTICIPATION:** Please read assigned readings for class participation and group discussions. This class requires much reading and reflection. Expression of ideas about urban schools should be clear, relevant and theoretically sound. As part of your participation grade, you will be required to share your observations about urban schools with other students.

At the beginning of class, discussions about assignments and class issues are addressed. By entering the class late, it stops the flow of discussion and disrupts the other students' learning. As a common courtesy to all, please be on time and have readings completed.

When students are talking or presenting in class, students should be engaged, listen and respond in a positive manner. Treating each other with respect contributes to other students' learning and establishes a positive learning environment.

Confidential issues about schools, teachers, administrators and district issues should remain in the classroom and not be shared with others. It is imperative that urban districts be portrayed as positive places.

**Points for class participation: 10 points for each class meeting/Approximately 5 Class meetings (Total 50 points)**

Regularity of attendance, being on time and remaining in class

Frequency of contributions

Accuracy and originality of insights

Willingness to share and participate

Discussion of "we" verses "I"

Participation in group activities

**Class Participation:** Because this class meets on Saturdays five times, it is essential that students attend each class. Failure to attend a class, or any part of a class, will result in your grade being deducted at least 20%. Students who miss a class must contact the professor and state the reason he/she has missed the class. It will be the professor's discretion as to whether or not the student will be allowed to complete missed assignments.

**WRITTEN REVIEW OF JOURNAL ARTICLE:** Students will select one journal article pertaining to urban issues. Students will WRITE a summary about the content of the article, be critical of the article or its findings and relate the article to your knowledge on urban schools. In reviewing an article for this class, you will need to understand the theoretical review of and/or review of literature, understand research concepts, and conduct research, the journals listed below will be useful. The article must have an urban focus. The articles should come only from the list noted below:

Journal of School Leadership  
Educational Administration Quarterly  
American Educational Research Journal  
Educational Evaluation and Policy Analysis  
Education and Urban Society  
Urban Education  
Harvard Educational Review  
The Urban Review

The intent of the class is to expose the student to research articles, so students can read, review and apply findings from the study. As the instructional leader, you need to be critical of research findings and its application to your context. There will be three parts to the journal review 1) Overview of the article-intent, methodology, findings; 2) Critical analysis of the article-quality of methodology, conclusions or findings; 3) Linkage to practice-relevance of study to one's leadership or context. The professor will provide the grading rubric and a journal review sample to assist in completing the assignment.

Other research journals may be considered, but it is at the discretion of the professor. These other journals must be refereed, contain an editorial board, and focus on urban issues. If students can not find a suitable article, students may ask for approval on other journals that are not listed.

However, students must get prior approval two weeks prior to the due date. Also, Students must provide a copy of the article for the professor to examine.

**Points for the Written Journal Review: (15 points)**

Overview of article- intent (2 points) methodology, (data collection, data analysis, and data sources) (3 points) and findings (2 points)

Criticisms of the study- Methodology (3 points) (data collection, sources, and analysis) and findings of the study (2 points)

Overall Written presentation- (3) Grammar, paragraph development, sentence structure and flow of the paper.

**STUDENT PRESENTATION OF RESEARCH ARTICLE:** Students will read a second research article about urban issues and complete a presentation for the class. Students may select an article from the journals listed above. The presentation should be approximately 10-15 minutes. The intent of this assignment is to share information with others about the quality of research. The professor will provide a grading rubric for the direction of the presentation.

Points for Research Presentation: (21 Points)

Intent of the study (3)

Theoretical framework and Review of literature (3) (not required for written)

Methodology (Data collection, Data Analysis and Data Sources) (3)

Findings (3)

Criticisms of the Article (Methodology and Findings) (3)

Article's Relevancy to Class (3)

Timing and Presentation (3) (less than 15 minutes and understanding of the article)

Please be prepared for student questions.

**Listed below are some suggestions for selecting an article to review and present:**

1. Please make sure the journal article is research driven verses theoretical so you can explain the parts of the article.

2. Select an article that you understand. The challenge in completing this assignment is being able to synthesize and apply the findings from the study. If you find the article is challenging, you may want to select another journal.
3. Review the article to insure you can explain the article verbally. You need to understand what the article is attempting to prove.
4. Journal must be in paragraph form and not a listing of information. Papers not following this will be returned for revision.

**Self-Reflection:** Student will complete a self-reflection that will reflect how their perceptions about urban school have changed as a result of the readings in the class. The self-reflection will provide an overview of how urban schools must deal with McQuinlan's assumptions, support students' needs, change teachers' attitudes and beliefs, and the leadership needed to administer urban schools.

Points for self-reflection: 10 points

Cultural assumptions (2)

Students' needs (2)

Changing teachers' beliefs (2)

Leadership for urban schools (2)

Quality of writing and overall self-reflection (2)

### **GRADING AND EXPECTATIONS**

The grades for assignments will be based on the following percentages. The number of points given divided by actual points will determine the percentage. For example, if you receive 9/10 points that will be a 90 percent and so forth. Final grades are added, then divided by actual total number of points you received.

100-92=A

91-82=B

81-72=C

71-61=D

#### **Summary of Class points:**

Class participation: 10 Points for Each Class meeting 50 points

Journal Reviews: (Two Reviews) 15 Points (Written) and 21 Points (Presentation)

Self-Reflection: 10 points

Total points for class: 96 Points (74% Verbal & 26% Written)

## **WRITING EXPECTATIONS**

There is an expectation that students should be able to write and conceptualize their ideas. This class requires different types of writing from synthesis, expository to reflective. At the university level, academic writing requires a different approach and more time. Thus, you need to insure that class assignments are well prepared.

All papers should be typed, well written, and conceptualized. This means full paragraphs, full sentences, and correct grammar. This does not mean a listing of the information, but actual academic writing. Grading will be based on ideas and the clarity of those ideas. Poorly written papers will be returned to student and he/she will be asked to resubmit the paper. Late papers will be accepted only if the professor is contacted prior to the due date. Papers are due on dates listed in the syllabus.

One of the struggles that aspiring graduate students face is developing an academic identity. The type of writing we are requiring is synthesis and critical analysis. These are the types of writing we require for your dissertation. Thus, as you continue in your studies, writing for my course becomes the primary outlet for developing your scholarly identity. Thus, as you struggle with your writing, remember that returned papers with comments are not a reflection of your abilities, intelligence or person. In developing an academic identity, writing that you use on a day to day basis is not similar to the type of writing that you do in graduate courses.

Therefore, as you form your own scholarly identity, you will need to consider your choices about what to research, whose work you will cite, and how you will communicate your ideas. So the writing assignments for this class are intended to provide the opportunity to reflect on your writing and develop your research ideas. Therefore, it is hoped that feedback given to students is viewed as positive and part of the process of developing your academic identity. So please do not take personally the feedback you receive on assignments

As a professor, I strongly believe that doctoral students need to write and conceptualize their thoughts. The demands for the class may require another form of writing than what you may have done in other classes or in your own professional writing. Thus, if you have problems with writing, please let me know so that I can facilitate other avenues to assist you with your writing and academic identity.

## **REVISIONS**

All papers should be typed, well written, and conceptualized. This means full paragraphs, full sentences, and correct grammar. This does not mean a listing of the information, but actual academic writing. Grading will be based on ideas and the clarity of those ideas. Poorly written papers will be returned to student and he/she will be asked to resubmit the paper. Late papers will be accepted only if the professor is contacted prior to the due date. Papers are due on dates listed in the syllabus.

Because this class is about mastering writing and developing an a scholarly identity, I am implementing a revision policy for those students who may want to revise their work. Because part of the process of developing a scholarly identity is to understand the revision process of their work, then it becomes important to work with students in this revision process. Being able to reflect on one's work to make the necessary changes is an important process for students to learn. If a student chooses to revise and resubmit. Students will need to do the following:

- 1) **If the student receives more than 90 percent of the points they may not revise the work. So for example if a student would receive 9/10 points then they will not be able to resubmit their work.**
- 2) **If student chooses to revise their work they will have only one opportunity.**
- 3) **Student must submit the original document and point sheet along with the revised paper.**
- 4) **Revisions are at the discretion of the professor and in conjunction with the students' willingness to make revisions**
- 5) **There are no opportunities to revise the presentation or the self-reflection**

### **Faculty Senate Statement on Plagiarism**

The handouts used in this course are copyrighted. By "handouts" I mean all materials generated for this class, which include but are not limited to syllabi, exams, in-class materials, review sheets, and additional readings. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I grant permission. As commonly defined, plagiarism consists of passing off as one's own ideas, words, writing, etc, which belong to another. In accordance with this definition, you are committing plagiarism if you copy work of another person and turn it in as your own, even if you have permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research can not be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A & M University Student Rules, under the section "Scholastic Dishonesty."

### **SPECIFICITY VERSES AMBIGUITY**

In most cases students may feel that the assignments for this class should be clear and detailed. Most of the assignments for this class are purposely ambiguous for multiple reasons. Detailed assignments such as most university requirements are designed for students to memorize for a test. For this class, the professor feels that ambiguous assignments are useful in getting students to problem solve and reflect. As school administrators you will be required to define and find solutions for school concerns.

As a way to prepare people to be problem solvers, requirements for this class are purposefully ambiguous. As a way to assist you for this class, the professor provides a grading rubric to help you in preparing the assignments. However, for the most part students need to develop problem solving opportunities in completing assignments. So to that end, please be aware that when you are completing assignments, do not leave them to the last minute.

I am also aware that as practicing administrators, you have to have a balance in your professional endeavors and family life. However, the professor feels that as practicing administrators assignments must be futuristic and respond to issues that you may face on down the road.

### **Students with Disabilities**

If you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

### **ACADEMIC INTEGRITY STATEMENT**

All syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web.

### **AGGIE HONOR CODE**

**“An Aggie does not lie, cheat, or steal or tolerate those who do.”**

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: [www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

### **Class Absences**

## Introduction

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. This information should be provided on the course syllabus, which should be distributed at the first class meeting. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.

*Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).*

## **Excused Absences**

### Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:

7.1.6 Injury or illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more university business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three university business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

- a. Texas A&M University Explanatory Statement for Absence from Class form available at <http://attendance.tamu.edu> b. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

To view all Student Rules, please go to: <http://student-rules.tamu.edu/>

To view Rule 7 of the Student Rules please go to:

<http://student-rules.tamu.edu/rule7.htm>

**Texas A&M University**  
**Explanatory Statement for Absence from Class**

As identified in the instructor's course syllabus, this form is accepted as documentation for injury or illness related class absences for a period less than three business days (to include classes on Saturday). This form is NOT accepted for injury or illness related to class absences for a period of more than three business days. Please refer to Texas A&M Student Rule #7 for guidance on class attendance and absences.

1. Student name: \_\_\_\_\_
2. Student UIN: \_\_\_\_\_
3. Contact information (phone and email address): \_\_\_\_\_  
 \_\_\_\_\_
4. Department, course, and section: \_\_\_\_\_  
 \_\_\_\_\_
5. Name of instructor: \_\_\_\_\_
6. Date(s) of absence: \_\_\_\_\_
7. Please give, if possible, the name of someone who can vouch for your illness.  
 This need not be a health care professional.
  - a. Name: \_\_\_\_\_
  - b. Address: \_\_\_\_\_
  - c. Telephone: \_\_\_\_\_
8. Missed coursework: \_\_\_\_\_  
 \_\_\_\_\_
9. Reason for missed coursework: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
10. Desired course of action (example: rescheduled exam, extended deadline): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*I certify that the above statements are true to the best of my knowledge and belief, and that I understand that I will be in violation of the Aggie Honor Code and may be subject to student disciplinary action if the above statements are found to be falsified and/or if I am found responsible for abusing the excused student absence process.*

Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_

## **READINGS AND DATES FOR CLASS**

Listed below are the dates and readings for each class. This is subject to change depending on events that occur. Please have readings completed prior to class. Typically, there are group activities so be prepared to contribute to your group's task.

- All work for the class needs to be completed before the end of the semester. If you have personal or professional challenges in completing work, please see the professor. The ability to balance one's professional and personal life can lead to challenges, so please contact me. \* Readings are subject to change and additional readings may be added as the class progresses.

### **January 20**

**Introduction to the class, overview and discussion of assignments**

#### **Reading Research Articles and Analysis/What is an urban school?**

Please read: (handouts)

Theory verses Research Article (The differences)

Please be able to distinguish between a research and a theoretical article

Parts of a journal article-How to read journal articles

Selecting an article for the class

**THEORY-** Chen, C. & Van Velsor, E. (1996). New directions for research and practice in diversity leadership. *Leadership Quarterly*, 7(2), 285-302.

**RESEARCH-** Blasé, J. & Blasé, J. (1999) Principals' Instructional Leadership and Teacher Development: Teachers' Perspectives, *Educational Administration Quarterly*, (3) 35 349-378.

Chapters 1, 2, and 3 in Steinberg, S. & Kincheloe, J. (2004) *19 Urban Questions: Teaching in the City* New York: Peter Lang

Feagin, (2006) *Systemic racism: A theory of oppression* Chapters 1 and 9 Epilogue: Reducing and Eliminating Systemic Racism, New York: Routledge Press

**\*DISCUSSION OF HOW TO COMPLETE A JOURNAL REVIEW**  
**\* PLEASE BRING 2 RESEARCH ARTICLES WITH YOU (journal review and presentation)**

## **February 24**

### **Theories of Urban Schools**

Please read: (handouts)

Chapters 1, 2 in McQuillan, P. (1998) Educational Opportunity in an Urban American High School: A Cultural Analysis, Albany, New York: SUNY Press

Chapters 8, 10 and 12 in Maeroff, G. (1999) Altered Destinies: Making life better for school children in need, New York: St. Martin's Griffin

Chapters 3, 10, and 11 in Wang, M. & Gordin, E. (1994) Educational resilience in inner-city America: Challenges and Prospects, Hillsdale, New Jersey: Lawrence Erlbaum Associates, Publishers

### **Students of color: Racial and Ethnic Identity/Linguistically Diverse students**

Please read:

Chapter 1 in Sheets, R. & Hollins, E. (1999) Racial and Ethnic Identity in School Practices: Aspects of Human Development (Handout)

Chapters 1, 4,5,6,7 in Miramontes, O., Nadeau, A. & Commins, N. (1997) Restructuring schools for linguistic diversity: Linking decision-making to effective programs, New York: Teachers College Press

Introduction and Overview, Part two, four, and five in Children of Color: Psychological Interventions with Culturally Diverse Youth

**\* DRAFT OF JOURNAL ARTICLE DUE**

**\* Issues of Assessing Culturally Relevant Instruction-Complete teacher evaluation checklist for March 24 class**

## **March 24**

### **Teachers' Instructional Practices in Urban Schools**

Please read:

Chapters 1,3,4,11 in Rios, F. (1996) Teacher thinking in cultural contexts, Albany, New York: SUNY Press

Chapter 4 in Lipman, P. (1998) *Race, class, and power in school restructuring*, Albany, New York: SUNY Press (Handout)

Please read: Chapters 4,5,6, in Gay, G. (2000) *Culturally responsive teaching: Theory, research and practice*

Chapter 6 in Gordon, J. (2000) *The color of teaching*, London: Routledge/Falmer (Handout)

Bond, L. (1998) *Culturally Responsive Pedagogy and the Assessment of Accomplished Teaching*, *Journal of Negro Education*, Vol. 67 (3) (Handout)

Ladson-Billings, G.(1998) *Teaching in dangerous times: Culturally Relevant Approaches to Teacher Assessment* (Handout)

Obidah, J. & Manheim, T. (2001) *Racial and Cultural Perspectives on Student Behavior in "Because of the Kids: Racial and Cultural Differences in Schools"*. New York: Teachers College Press.

- **BEGIN RESEARCH PRESENTATIONS**
- **COMPLETE LEADERSHIP CHECKLIST FOR April 21 class**
- **COMPLETE DIVERSITY PLAN FOR April 21 class**

## **April 21**

### **Leadership in Urban Schools: Creating an Inclusive School**

#### **Leadership and Organizational Diversity**

Madsen, J. & Mabokela, R. (2005) "Leadership in Diverse Contexts: Towards a Theoretical Framework", in *Culturally relevant schools: Creating positive workplace relationships and preventing intergroup differences*.

Madsen, J. & Mabokela, R. (2005) *Strategic process to develop a diversity plan for schools.*" In *Culturally relevant Schools: Creating positive workplace relationships and preventing intergroup differences*.

Chapters 5 and 9 Chemers, M. Oskamp, S, & Costano, M. (1995) *Diversity in Organizations: New Perspectives for a changing workplace*, Thousand Oaks, CA: Sage Publications (Handout)

#### **Concerns about Intergroup Conflict**

Mabokela, R.O. & Madsen, J. A. (2005) Color-blind and color-conscious leadership: A case study of desegregated suburban schools in the USA, *International Journal of Leadership in Education*. 8(3) 187-206.

Bell, S. (2002) Teachers' Perceptions of Intergroup conflict in Urban Schools, *Peabody Journal of Education*, 77(1), 59-81

**LEADERSHIP IN URBAN SCHOOLS: Addressing intergroup differences  
Complete leadership profile and Culturally Relevant diversity plan**

- **Research Presentations**
- **Journal Review Due**

**May 5**

Closure for the class

Overview for Administering urban schools

**\*All papers due and revisions**

**\*Self-reflection due**

**\*Research Presentation**