

**La Sierra University  
School of Education  
Department of Administration & Leadership**

**Conceptual Framework**

The programs offered by the Department of Administration & Leadership in the School of Education at La Sierra University, are shaped and directed by the following factors, each of which will be described in more detail below:

- La Sierra University's mission statement.
- The School of Education's mission statement
- The Department of Administration & Leadership's mission statement
- The Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders<sup>1</sup> or California Professional Standards for Educational Leaders (CPSEL)<sup>2</sup>

The sequence of master's level courses, described in Figure 1 below, progressing from Core Courses to Specialization Courses to Elective Courses is intended to provide a building-block series of opportunities for candidates who come to our program with diverse levels of background in U.S. K-12 education. While students are not required to progress through the program as a cohort, individualized program design and careful advising seek to ensure that the candidates receive an appropriate theoretical and research-informed background to serve as effective school administrators as described in the ISLLC/CPSEL Standards and in the current research.

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<sup>1</sup> [http://www.ccsso.org/content/pdfs/elps\\_isllc2008.pdf](http://www.ccsso.org/content/pdfs/elps_isllc2008.pdf)

<sup>2</sup> <http://www.acsa.org/MainMenuCategories/ProfessionalLearning/PromisingPractices/CPSELS.aspx>

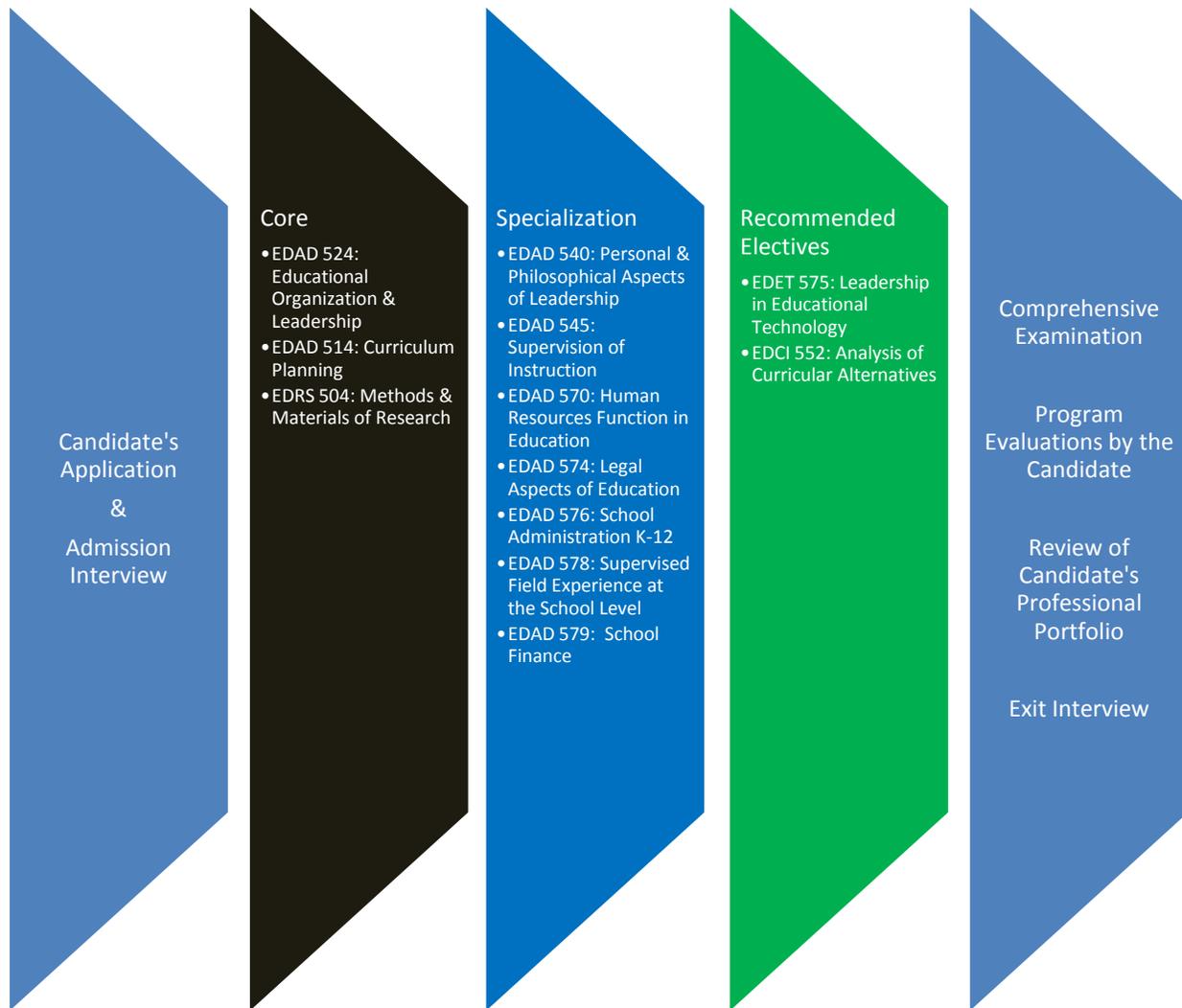


Figure 1: Course and Experience Sequence for Tier 1 Credential & Master's Degree

Likewise, our doctoral and Tier 2 credential programs, allowing for a greater degree of individualization than the master’s degree program, are designed to provide a specific sequence of learning experiences as well.

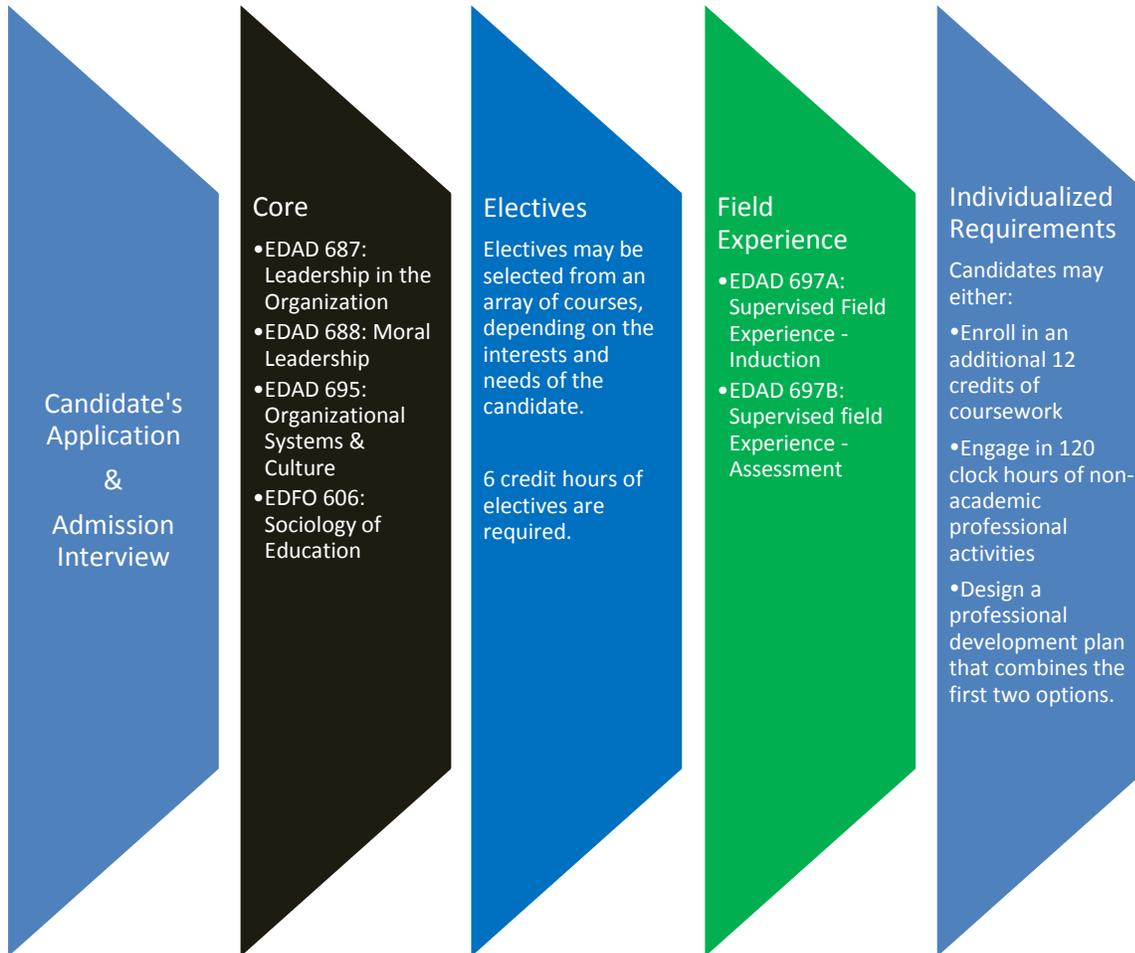


Figure 2: Course and Experience Sequence for Tier 2 Credential & Ed.D.

These programs of study seek to provide students with practical information about educational administration while framing these techniques and processes in current leadership and administrative theory and best practices. The courses are taught by a blend of full-time faculty members who have both teaching and administrative experience at the K-12 and at the higher education levels along with a diverse group of adjunct faculty who are currently serving as K-12 administrators or who have recently retired from outstanding service in that role. We believe that offering courses taught by full-time professors who are engaged in research and scholarship and those taught by practicing administrators provides candidates with access to a helpful blend of perspectives and insights as well as of an opportune combination of theory and practice.

The practical nature of the classroom-based courses is enhanced, primarily by the experiences of the professors, and also by:

- strategic use of the case study and cooperative learning methods,
- candidates' extensive reference to professional and scholarly journals,
- social learning opportunities that benefit from the presence in classes of practicing public and private school administrators, teachers, and school counselors or psychologists, and
- inclusion of guest presenters who are currently administering in public and private K-12 settings.

This approach to classroom instruction offers a solid foundation for the candidates who enter their field experiences toward the conclusion of their program.

The Department of Administration & Leadership has constructed this instructional program on the framework provided by our mission and on current theories of administration and adult education.

#### La Sierra University's Mission Statement:<sup>3</sup>

As members of the La Sierra Community, we form a diverse community of inquiry, learning, and service, rooted in the Christian gospel and committed to Seventh-day Adventist values and ideals. Our mission is:

- **TO SEEK** truth, enlarging human understanding through scholarship;
- **TO KNOW** God, ourselves and the world through effective instruction and mentoring;
- **TO SERVE** others, contributing to the good of the local and global community.

We pursue this mission with recognized excellence, integrity, compassion, and mutual respect.

#### School of Education Mission Statement:<sup>4</sup>

Within the context of the La Sierra University mission statement, the School of Education's mission is to prepare individuals for exemplary service in the various fields of education to the end that their students may realize their fullest potential in service to God and humanity.

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<sup>3</sup> URL: <http://www.lasierra.edu/about/mission.html>

<sup>4</sup> 2006-2007 *Graduate Bulletin*, p. 74

## Department of Administration & Leadership Mission:

The Department of Administration & Leadership seeks to prepare moral leaders who pursue excellence rather than accept mediocrity, focus on service for the common good rather than personal glory, seek truth rather than power, and exercise authority on principle rather than expediency.

## Department of Administration & Leadership Program Learning Objectives<sup>5</sup>

Candidates successfully completing a **master's degree** through the Department of Administration & Leadership will be able to:

- Articulate fundamental issues, think critically, and write competently.
- Develop and apply fundamental research skills.
- Understand the moral/ethical dimensions of educational leadership and management theory and practice.
- Identify the theories, concepts and research findings of the discipline.
- Identify the Interstate School Leaders Licensure Consortium (ISLLC) standards.
- Be conversant with the theorists and/or books identified in the MA Reading List.

Candidates successfully completing an educational specialist's degree through the Department of Administration & Leadership will be able to:

- Articulate administrative issues as well as their causes & implications, think critically, and write competently.
- Develop and apply fundamental research skills.
- Refine and apply their understanding of the moral/ethical dimensions of educational leadership and management theory and practice.
- Understand the theories, concepts and research findings of the discipline.
- Evaluate and apply the Interstate School Leaders Licensure Consortium (ISLLC) standards.
- Be conversant with, and evaluate, the theorists and/or books identified in the Ed.S./Ed.D. Reading List.

Candidates successfully completing a doctor of education degree through the Department of Administration & Leadership will be able to:

- Articulate administrative issues as well as their causes & implications, think critically, and write competently.
- Refine and apply fluent research skills.
- Refine and apply their understanding of the moral/ethical dimensions of educational leadership and management theory and practice
- Evaluate the theories, concepts and research findings of the discipline.
- Evaluate and apply the Interstate School Leaders Licensure Consortium (ISLLC) standards.
- Be conversant with, and evaluate, the theorists and/or books identified in the Ed.S./Ed.D. Reading List.

Adult Learning Theory (Andragogy), or more specifically, Transformative Learning Theory, stipulates that "centrality of experience, critical reflection, and rational discourse"<sup>6</sup> are important

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<sup>5</sup> <http://www.lasierra.edu/schools/ed/administration/degrees/>

components of a learning experience that enables mature learners to “work with and guide others in translating their perspectives, perceptions, and goals into agendas for social change”<sup>7</sup> This, of course is precisely what ISSLC standard 6 stipulates to be an important component of effective administration.<sup>8</sup>

Brown quotes Knowles as identifying five characteristics of adult learners that should influence the curriculum. These are:

1. Self-concept. As a person matures, self-concept moves from one of being a dependent personality toward one of being a self-directed human being.
2. Experience. As a person matures, a growing reservoir of experience accumulates that becomes an increasing resource for learning.
3. Readiness to learn. As a person matures, readiness to learn becomes oriented increasingly to the developmental tasks of social roles.
4. Orientation to learning. As a person matures, time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.
5. Motivation to learn. As a person matures, the motivation to learn is internal.”<sup>9</sup>

Mezirow refined our understanding of adult learning by emphasizing a learning experience that is transformative, for both the learner and those whom the learner serves. Speaking of what he terms “distinctly adult dimensions of critical reflection” he states:

When the object of critical reflection is an assumption or presupposition (CRA), a different order of abstraction is introduced, with major potential for effecting a change in one's established frame of reference. Assumptions upon which these habits of mind and related points of view are predicated may be epistemological, logical, ethical, psychological, ideological, social, cultural, economic, political, ecological, scientific, spiritual, or pertain to other aspects of experience. As adults, we can become critically reflective of our own assumptions as well as those of others. Critical self-reflection of an assumption (CSRA) involves critique of a premise upon which the learner has defined a problem (e.g., "a woman's place is in the home," so I must deny myself a career that I would love). Significant personal and social transformations may result from this kind of reflection.<sup>10</sup>

We want to be careful in our balancing of teacher-centered instruction and student-centered instruction. Andragogy indicates that graduate students benefit from peer-to-peer interaction when they are engaged in the higher cognitive levels of thought such as application, analysis, evaluation, and creation.<sup>11</sup> However, because of the technical nature of administration, leadership, and management, these higher levels of cognition require remembering and understanding of facts, theories, research findings, policies, laws, and standards. This is where you, the instructor, can provide valuable direction and information. We encourage social learning opportunities and cooperative learning techniques in the classroom, but not at the

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<sup>6</sup> Brown, Kathleen M. “Transformative Adult Learning Strategies: Assessing the Impact on Pre-Service Administrators’ Beliefs.” *Educational Considerations*, 2005 :17.

<sup>7</sup> Brown, p. 17

<sup>8</sup> This document, p. 13.

<sup>9</sup> Brown, p. 18

<sup>10</sup> Mezirow, Jack. “On Critical Reflection.” *Adult Education Quarterly*, v 48, no 3, Spring 1998, p 186

<sup>11</sup> Krathwohl, D. R. A Revision of *Bloom's Taxonomy: An Overview*. *Theory into Practice* v. 41 no. 4 (Aut 2002) p. 212-18

expense of strategic direct instruction. As is the case in many things, thoughtful balance is the key.

Because the Department of Administration & Leadership believes that educational administration is more than a job or a career, that it is a high vocation or a calling, our content is strongly influenced by four key perspectives:

1. Servant Leadership model of Robert Greenleaf<sup>12</sup>
2. Transforming Leadership model of James MacGregor Burns<sup>13</sup>
3. Frames perspective of Lee Bolman and Terrence Deal<sup>14</sup>
4. Change theory of John Kotter.<sup>15</sup>

As can be readily noted by perusing the department's recommended reading lists<sup>16</sup> as well as reviewing the various textbooks and journals required in various courses, other perspectives and theories are evaluated and learned by our students as well, but the Department of Administration & Leadership believes that the four approaches listed above are central to the preparation of our candidates.

The Department of Administration & Leadership chooses to emphasize Servant Leadership because it:

- serves our institution's mission well
- it harmonizes with our Christian framework
- it aligns readily with the ISLLC/CPSEL standards
- it comports with our beliefs regarding andragogy and transformative learning.

The concept of a leader who does not "work" in a role primarily because of salary and benefits, because of personal honor or power that is derived from the role; and who does not select his or her job because of convenience, but who selects his or her vocation because he or she wishes to support teachers who are promoting the positive development of young people; is a concept that drives our teaching and learning.

Likewise, Burn's model of Transforming Leadership reminds us that change and administration are relational, and that there is a strong moral element to these things. The ethical moral aspect of educational leadership is also the central component of ISSLC Standard 5.<sup>17</sup> This moral element, when honestly and openly approached by the leader and followers, transforms the beliefs, dispositions, and actions of both the leader and followers. The Department of Administration & Leadership believes that this dynamic occurs, or should occur, in the professor-student relationship as well as in the leader-follower relationship, and that it shapes our interactions with our students as well as the content of our courses.

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<sup>12</sup> Greenleaf, Robert. (1977) *Servant Leadership: A Journey Into the Nature of Legitimate Power and Greatness*. New York, New York: Paulist Press.

<sup>13</sup> Burns, James MacGregor. (1978) *Leadership*. New York, New York: Harper & Row, Publishers.

<sup>14</sup> Bolman, Lee G., & Terrence E. Deal. (2003) *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco, CA: Jossey-Bass. ISBN 0-7879-6427-1

<sup>15</sup> Kotter, John P. (1996) *Leading Change*. Boston, MA: Harvard Business School Press. ISBN 978-0-87584-747-4.

<sup>16</sup> <http://www.lasierra.edu/schools/ed/administration/degrees/>

<sup>17</sup> This document, p. 13.

The contextual framework described above is based on the university's and the school's belief in the holistic approach to relating with others. It is our belief that each individual, created in the image of God, should be treated, not just as a technician in, or a product of, an organizational system, but as an integrated person comprised of four interconnected and interacting parts. The reader will notice that Figure 3 does not utilize the Johari Window,<sup>18</sup> nor does it divide the quadrants with lines, but it utilizes a complete circle with four components that are not separated by lines. This illustrates our belief that the four components are interrelated and that one cannot be affected by experience or instruction without influencing the others. Likewise, the faculty of the Department of Administration & Leadership believe that the cultivation of one component to the exclusion of one or more of the other components can lead to the imbalance of one's personhood and the consequent diminishing of one's effectiveness as a servant-leader.

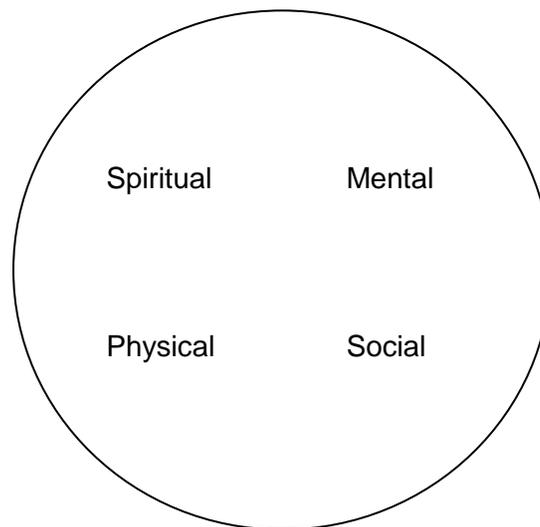


Figure 3: Wholeness of the Individual

Because perspective taking is an important prerequisite for dealing honestly and openly in a transformative environment, and because perspective taking does not come naturally for most of us, the Department of Administration & Leadership uses Bolman and Deal's model to provide a tool for engaging in profitable analysis, reflection, evaluation, and planning for action.<sup>19</sup>

Bolman and Deal remind us of four significant perspectives, or window frames, through which a problem, an issue, a crisis, or a plan may be considered:

- The Structural Frame of policy, best practices, standard operating procedures, laws, regulations, and rules.
- The Human Resource Frame that takes into consideration the needs and aspirations of an institution's most valuable resource, the employee or the team member.
- The Political Frame reminds us that in times of finite, or even restricted resources, various coalitions, usually temporary, will form to influence the direction of the institution and the allocation of resources, and that this process must function with honor.

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<sup>18</sup> [http://www.noogenesis.com/game\\_theory/johari/johari\\_window.html](http://www.noogenesis.com/game_theory/johari/johari_window.html), accessed 04 April 2008.

<sup>19</sup> Bolman, Lee G. & Terrence E. Deal. (2003) *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco, CA: Jossey-Bass. ISBN 0-7879-6427-1.

- The Symbolic Frame increases our awareness that what a thing seems to be to some individuals or groups is not always what a thing is, but that the perception is a critical factor in determining the ethics and successful implementation of a policy, procedure, or innovation.

Finally, in order for administrators to lead well in addition to managing well,<sup>20</sup> change must be purposeful, mission-oriented, well-planned, and it must include all stakeholders in the process. Kotter's model provides our candidates with an eight-step process that serves well. The Department of Administration & Leadership supplements Kotter's model with Hall and Hord's change theory as well,<sup>21</sup> because of their reminder of followers' stages of concern throughout the change process.

Because skillful administrators must be able to work independently and as members of teams, our courses attempt to effectively blend the following methods of learning for our candidates:

- Reading, reflection, analysis, and evaluation of significant books on administration & leadership.<sup>22</sup>
- Reading, reflection, analysis, and evaluation of professional and journal articles as formative assignments in courses.
- Skillful preparation, by the candidates, of written documents of various lengths, PowerPoint presentations suitable for presentation in workshops and professional development seminars, abstracts, and spreadsheets.
- Well-designed lectures by qualified faculty members.
- Discussion and cooperative learning activities.
- Case studies.
- Interviews.
- Analysis and evaluation of Internet-based resources and information.

The Department of Administration & Leadership believes that this blend of emphases, presented in this array of teaching-learning strategies, serves K-12 education well and clearly sends the optimistic message to candidates presently enrolled in our program, as well as to those considering it, to "Let us help you change the world!"

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<sup>20</sup> Buckingham, Marcus. (2005) *The One Thing You Need to Know*. New York, New York: Free Press.

<sup>21</sup> Hall, Gene and Shirley Hord. (1987) *Change in Schools: Facilitating the Process*. Albany, New York: State University of New York Press.

<sup>22</sup> This document, pp. 21-24.

**INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM:  
STANDARDS FOR SCHOOL LEADERS**

The Standards and related information can be accessed at:  
[http://www.ccsso.org/content/pdfs/elps\\_isllc2008.pdf](http://www.ccsso.org/content/pdfs/elps_isllc2008.pdf)

**Educational Leadership Policy Standards: ISLLC 2008  
as adopted by the National Policy Board for Educational  
Administration on December 12, 2007**

**Standard 1:** *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

Functions

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement.
- E. Monitor and evaluate progress and revise plans

**Standard 2:** *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

Functions

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students.
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

**Standard 3:** *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

Functions

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

**Standard 4:** *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Functions

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

**Standard 5:** *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

Functions

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

**Standard 6:** *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

Functions

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies