PUBLIC SCHOOL ADMINISTRATION I

Course Number: EL 5502
Semester Hours: Three
Prerequisites: Graduate Studies
Required: For Principal, Supervisor and School Business Administrator Candidates.

Catalog Description

Public school administration in historical perspective. Analysis of organizational roles, including leadership, curriculum and instruction oversight. Examination and application of strategic planning techniques, communication strategies, current practices and research.

N.B. In order to insure full class participation, any student with a condition requiring special accommodations (e.g., tape recorder, special adaptive equipment, special note taking or test taking procedures) is strongly encouraged to contact the professor at the beginning of the course.
I. Course Objectives

Students will achieve growth towards becoming informed, dynamic school leaders by developing proficiency in knowledge, skill application and value development, as evidenced by demonstration of the ability to:

A. describe education as an institution and the principles of organization common to public and non-public school systems in a multicultural setting. (Knowledge)

B. describe various components of the student personnel services functions. (Knowledge)

C. analyze curriculum planning and development and program evaluation techniques including the handicapped and special needs populations. (Knowledge/Skills)

D. compare and contrast student activities programs. (Knowledge/Skills)

E. design, analyze and evaluate staff development programs. (Knowledge/Skills/Values)

F. analyze the management and use of time. (Knowledge/Skills)

G. evaluate principles and successful practices of internal and external communication within organizations. (Knowledge/Skills/Values)

H. demonstrate systems planning and analysis. (Knowledge/Skills)

II. Course Content

Will be aligned to the six Standards for School Leaders developed by the Interstate School Leaders Licensure Consortium (ISLLC) of the Council of Chief State School Officers (CCSSO) to illuminate specifically:

A. Historically based elements and principles of organization common to public and non-public systems:

1. Organization of the school day
2. Scheduling and grouping
3. Programmatic organization
4. Grade organization
5. Multicultural awareness
6. Gender considerations
7. Other environmental factors

B. Student personnel services functions:

1. The school environment and principles of student development
2. Counseling and advisement
3. Student health and safety
4. Student activities
5. Family involvement

C. Models and techniques for curriculum planning and program assessment/evaluation:

1. Curriculum development procedures
   a. needs assessment
   b. developing goals and objectives
   c. curriculum planning
2. Program assessment/evaluation
   a. commercial standardized tests
   b. state tests
   c. Various models supervision
3. Special needs inclusion
4. Remedial programs

D. Student activities programs:

1. Extracurricular activities
2. Co-curricular activities
3. Athletics
4. Community service

E. Staff development: critique and design

1. Adult learning
2. Continuing professional growth
3. In-service
4. Promotion of school priorities
5. Self-actualization/career development

F. Research and successful practices in public school administration

1. Best practices
2. Case studies
3. Leadership Theory
4. Motivational Theory
5. Decision Making
6. Problem Solving
7. Ethics

G. Use of Time

   1. Time on task
   2. Time management
   3. Competing priorities

H. Communication strategies

   1. Dealing with the press
   2. Communicating with parents
   3. Newsletters
   4. Internal communications
   5. Specific organizations (e.g. PTA)
   6. Special interest groups
   7. Agencies
   8. Public relations
   9. Boards of education
  10. Municipal leaders

I. Systems Planning and Analysis

   1. Properties of systems
   2. Needs assessment
   3. Goal setting
   4. Planning for change

III. Methods of Instruction

   A. Discussions

   B. Team and cooperative learning groups

   C. Case Study Analyses

   D. Lectures

   E. Student case study reports and presentations
IV. Rubrics for Course Grade

A. Student case study reports and presentations from learning groups (Knowledge/Skills/Values) – 50%

B. Participation in classroom activities (Knowledge/Skills/Values) – 25%

C. Individual end-of-course case study analysis (Knowledge/Skills/Values) – 25%

V. Recommended Text


VI. Bibliography


VII. Seminal Works


VIII. Non-Print (CIRT Collection)

Classroom Management M2-214
Competency Based Education C-633
Educational Supervision: Dead or Alive C-208
Humanistic Education VC-115
Human Relations in Supervision Series K-53
Objectives for Instructional Programs K-210
Systems Approach to Management T-41
The Conference M2-61
Theory and Practice M2-321
Writing and Using Performance Objective T-19
Writing Behavioral Objectives T-54
Guiding School improvement with Action Research VHS-4069
The Principal Series VHS-4070

IX. Web Sites

1. www.aasa.org American Association of School Administrators
3. ericir.syr.edu Ask Eric
4. www.ascd.org Association for Supervision and Curriculum Development
8. www.nsba.org National School Boards Association
9. www.njasna.net New Jersey School Administrators Association
10. www.state.nj.us/education New Jersey Department of Education
11. www.edweek.org Education Week
12. www.nj.com New Jersey on Line
14. www.njpsa.org New Jersey Principals and Supervisors Association
15. www.njasbo.com New Jersey Association of School Business Officials
16. www.ccsso.org  The Council of Chief State School Officers