FIELD STUDY IN ADMINISTRATION AND SUPERVISION II

Course Number: IEL 5814

Semester Hours: Three

Prerequisites: IEL 5813. Open only to matriculated graduate students in Educational Administration who have completed 24 semester hours (12-15 in certification only programs) of required course work and have a minimum grade point average of 3.0 (B). Admission is subject to submission of a written plan, signed by the cooperating school district.

Limitations on Enrollment: 12

Catalog Description

Activities planned in cooperation with sponsoring school districts. Emphasis on involvement with functional responsibility for planning, developing and/or managing administrative-supervisory tasks. This course is a continuation of IEL 5813.

N.B. In order to insure full class participation, any student with a disability 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.
FIELD STUDY IN ADMINISTRATION AND SUPERVISION II

I. Course Objectives

This course is a continuation of IEL 5813. Students will grow towards becoming informed, dynamic professionals by developing proficiency in knowledge, skill application and value development, as evidenced by demonstration of the ability to:

A. - develop an operational plan to address an administrative/supervisory problem. (Knowledge/Skills/Values)

B. - implement (with supervision) a plan to bring about some specified change. (Knowledge/Skills/Values)

C. - apply a variety of internal and external communications techniques. (Knowledge/Skills)

D. - solve problems and meet objectives through the participation of staff members (Knowledge/Skills/Values)

E. - analyze institutional progress or needs by using appropriate research and analytical methodologies. (Knowledge/Skills)

F. - evaluate staff needs and manage conflicts. (Knowledge/Skills/Values)

II. Course Content

A. Planning
   1. Identifying Problems
   2. Writing Objectives
   3. Specifying Outcomes
   4. Quantifying Outcomes
   5. Allocating resources
   6. Evaluating Outcomes
B. Implementation
1. Resolving resistance to change
   a. Applying organizational and leadership theories (e.g., Hersey-Blanchard, Bennis, Etzioni, etc.)
   b. Identifying political systems
   c. Identifying the zone of indifference
2. Developing a vision
   a. Mission statement
   b. Institutional vs. individual goals
3. Applying motivational theory
   a. Maslow
   b. McGregor
   c. Hertzberg
   d. Others
4. Managing change
   a. Using the Hershey-Blanchard Model
   b. Distinguishing reinforcers
   c. Designing feedback systems

C. Communications
1. Writing internal memoranda
2. Writing letters to parents
3. Preparing agenda
4. Organizing faculty meetings
5. Preparing press releases
6. Developing newsletters
7. Preparing reports
8. Making public presentations
9. Engaging in public relations

D. Administrative responsibilities
1. Setting deadlines
2. Meeting objectives
3. Applying Reddin's 3-D Theory
   a. Using task orientation
   b. Using people orientation
4. Using collaboration
5. Using authoritarian tactics
6. Applying contingency-leadership
E. Analysis of Data, Trends and Research
   1. Stating the problem
   2. Identifying variables
   3. Developing a research design
      a. quantitative
      b. qualitative
   4. Gathering data
   5. Analyzing data
   6. Reporting results

F. Staff Needs and Conflicts
   1. Identifying informal group leaders
   2. Tapping key communicators
   3. Using feedback systems
   4. Mutual problem solving
      a. bureaucratic techniques
      b. human relations techniques
      c. human resources techniques

III. Methods of Instruction

   A. Onsite field work
   B. Direct instruction by cooperating site supervisor
   C. Site visitation by university instructor
   D. Small group seminars
   E. Individual conferences

IV. Methods of Evaluation

   A. Student journals (Knowledge/Skills/Values)
   B. Portfolios (Knowledge/Skills/Values)
   C. Demonstration of competencies in the field (Knowledge/Skills/Values)
   D. Field visits, observation (Knowledge/Skills/Values)
   E. Written evaluation by field supervisors (Knowledge/Skills/Values)

V. Recommended Texts

   The university instructor and field supervisor will assign readings as necessary.
VI. Bibliography


VII. Seminal Works


Wallace, R. C., Jr. (1996). *From vision to practice: The art of educational leadership.* Thousand
VIII. Non-Print Media

"Managing People through Change." VHS-1313

"Many Roads to Fundamental Change in Schools: Getting Started." VHS-1677F

"Meaning of Professional Development in the 21st Century." VHS-1677H

“Guiding School Improvement with Action Research” VHS-4069

“The Principal Series” VHS-4070

VIII. 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.njasa.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
13. www.njascd.org  New Jersey Association for Supervision and Curriculum Development
14. www.njpsa.org  New Jersey Principals and Supervisors Association
15. www.njasbo.com  New Jersey Association of School Business Officials