Course Information

Course Title: Field Study in School Administration and Supervision I

Course Number: EL 5813

Course Date: Spring 2013

Course Meeting Times: Field/On-site visit

Course Location: Student’s school district

Instructor Name: Dr. Leonard Elovitz

Office Location: 205D East Campus

Office Hours: M 1:00-3:00, Th 2:30 - 4:30, T & W in the field

Phone: (908)737-5976

Course Description: Activities planned in cooperation with sponsoring school districts. Emphasis on involvement with functional responsibility for planning, developing and/or managing administrative-supervisory tasks.

Pre-requisite/program: MA Candidate in Educational Leadership
Admission is subject to submission of a written plan, signed by the cooperating school district.

Program Student Learning Outcomes (SLOs):
SLO 1: Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

SLO 2: Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

SLO 3: Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
SLO 4: Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

SLO 5: Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

SLO 6: Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

SLO 7: Standard 7.0: Candidates will qualify for the New Jersey Principal’s Certificate of Eligibility

Course Objectives:

At the completion of the course 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)

Instructional Methods

This course is a practicum, which is comprised of the following instructional strategies:

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

Textbook & Materials

The university instructor and field supervisor will assign readings as necessary

Outline of 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
COURSE REQUIREMENTS:

This is a 15-week practicum. The following requirements are specific to this course as follows:

A. Time Requirements
Each student will spend 15 weeks/150 hours working on-site under the direct supervision of a principal certified on-site supervisor and in consultation with the Kean University faculty mentor. It is recommended that each student spend ten (10) hours weekly devoted to the activities delineated in the course outline. These hours may be completed before or after school and/or during school hours by arrangement with the on-site supervisor.

B. Portfolio Requirement
Each student will submit a comprehensive portfolio that demonstrates proficiency in the activities listed in the course outline supported by artifacts and illustrations of the experiences gained during the internship. Included with this requirement, is the completion of specific projects identified in various Assessment documents that will be provided to you in conjunction with the course. Artifacts may include meeting agendas, memos, newsletters, articles, budgets, schedules, to mention a few examples. The compilation of all documents are submitted either in paper or electronic format. Please consult your Kean University faculty mentor for specific instructions. There are sample templates available on http://www.kean.edu/~edulead/ . Other requirements of the portfolio are as follows:

1. Log Documentation: All onsite work must be documented and signed by the on-site supervisor. Use the template provided on the edulead website.
2. Reflective Journal: A journal must be compiled representing reflections on your field experience. This document should reflect your observations and experiences during the 15-week/150 hour field experience based on prior learnings and coursework. Journals are kept confidential and will be returned to the student. It is expected that journal entries will be made on a weekly basis. See the Portfolio rubric for specific grading criteria.

C. Activities

Following are suggested activities and projects to help the field student to meet the internship requirements. It is not expected that all be completed in a single field study course. This list is
not all inclusive and substitutions can be made with the guidance of the on-site supervisor and the Kean University Mentor. The activities are numbered in sequence with the rubric.

**Standard 1.  Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.**

### Activities

**ELCC Elements**

**1.1 Develop a Vision**

a. Develop a vision of learning for your school that promotes the success of all students.

b. Summarize the data and information you incorporated into your written vision as it relates to relevant knowledge and theories of learning in a pluralistic society, the diversity of learners and their needs, and schools as interactive social and cultural systems involving social and organizational change.

**1.2 Articulate a Vision**

a. Assist a school leader in presenting information concerning the school vision to staff.

b. Compile for use in development of the vision, data pertaining to student assessment results, student and family demographics, and community needs.

**1.3 Implement a Vision**

a. Plan a program to motivate staff, students and families to achieve the vision.

b. Participate on a committee charged with developing a plan and process for implementing the vision through the school and/or community.

**1.4 Steward a Vision**

a. Identify at three mechanisms to be used for effectively communicating with stakeholders in order to promote a shared commitment to the vision.

b. Develop a plan or system for regularly monitoring, evaluating and updating the vision.
c. Prepare a list of audiences to whom the vision should be communicated and make a presentation to one or more of them.

1.5 Promote Community Involvement in the Vision

a. Identify community stakeholders and develop a plan to involve one or more in promoting the vision.

b. Meet with community stakeholders to involve them in planning.

Standard 2.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.

Activities

ELCC Elements

2.1 Promote Positive School Culture

a. Prepare an assessment of the school’s culture using multiple methods, taking into account the diversity of the school community (e.g., language, disability, gender, race, SES), geared toward improvement of school programs and culture.

2.2 Provide Effective Instructional Program

a. Develop a list of suggestions for incorporation into teacher lesson planning that apply effective principles of instruction geared toward the improvement of instructional practices and curriculum materials.

b. Serve on a curriculum development/revision committee.

c. Review the school’s instructional technology plan and make recommendations for improving the delivery of classroom instruction using technology and information systems.

2.3 Apply Best Practice to Student Learning

a. Prepare a presentation of best practices for student learning and share it with staff.
b. Identify the manner by which teachers accommodate different student learning styles and develop a list of strategies to assist them with this.

c. Completion of Action Research Project.

2.4 Design Comprehensive Professional Growth Plans

a. Review the school’s professional development plan and make recommendations for refinement, based on reflective practice and research on student learning that is consistent with the school vision and goals.

b. Complete a teacher observation/evaluation and participate in a post-observation conference to plan professional development related to observed needs.

c. Explore the in-service and continuing educational opportunities provided by the NJ Principals/Supervisors Association (or other relevant professional organizations) and prepare a personal plan for continuing education and professional growth that reflects a commitment to life-long learning.

STANDARD 3.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Activities

ELCC ELEMENTS

3.1 Manage the Organization

a. Assist with the opening or closing of school, including plans for new faculty orientation, opening day ceremonies or close-out procedures; organizing the returning or departing faculty and school plant, preparing schedules, inventories and checklists, and/or ensuring delivery or turn in of supplies, books and materials.

b. Working with a supervisor or administrator, review, analyze, plan or develop a department or building budget, included developing, administering and analyzing supply and material requests from staff, and following district budget-planning procedures and guidelines.

c. Evaluate the present system of scheduling and organization of the instructional day. Make recommendations for any needed improvements.
3.2  Manage Operations

a. Assess and evaluate, including recommendations for improvement, the schools traffic control plan, including bus drop-off/pick-up, parent drop-off/pick-up; traffic flow; crossing guards and police presence, taking into account feedback from teachers and parents.

b. Review the school’s plan for contacting parents and designees in the event of an emergency or unannounced early dismissal. Make recommendations for improvement.

c. Review the school’s multi-year equity plan to determine compliance with affirmative action and legal requirements

3.3  Manage Resources

a. Analyze the physical plant with respect the manner in which it either facilitates or interferes with delivery of educational services. Include a review of both instructional and non-instructional space and facilities and recommendations.

b. Attend a seminar dealing with virtual learning. Prepare a report to your principal analyzing the possible applications to your school.

c. Analyze the school’s technology program, including an audit of hardware and software used for school personnel reporting.

STANDARD 4.0  Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community needs, and mobilizing community resources.

ELCC ELEMENTS

4.1  Collaborate with Families and Other Community Members

a, c, h. Organize (h) and lead a meeting of parents and/or community members (a), or develop another means of communication (e.g., online chat.) to discuss their role in positively affecting student learning and share information (c)
b. Facilitate the design and implementation of a program (i.e. Family Math, Homework Hotline, Family Heath First, etc.) for parents to help them help their children to be successful in school.

d, e. Develop or participate in the preparation of a school newsletter or website targeting the broader school community or develop a partnership with a local business or college involving a joint enterprise with the school.

f. Plan and administer a parent survey regarding some aspect of their school or department. Data are collected and analyzed and a course of action is recommended.

g. Collaborate with at least one community agency in some matter involving the school or a student.

h. Prepare a news release or an article about the school for a local newspaper or local cable TV.

4.2 Respond to Community Interests and Needs

a. See 4.1 (a,b,c,h).

b. Review the Schools Multi-year Equity Plan needs assessment and analyze the success of the school in meeting diverse school and community conditions and dynamics. If the Plan does not exist, download the Multi-year Equity Plan checklist from the NJ Department of Education website and complete it for your school.

c. Work closely with the mentor in matters involving student behavioral and learning difficulties, possibly including conferences with parents and students, the school’s Intervention and Referral Services (IR&S) Team, the school’s Child Study Team (CST) and related follow-up activities.

d. Identify any multi-cultural awareness activities planned for your school and recommend improvements. If none exist, prepare a proposal for one.

4.3 Mobilize Community Resources

a. Identify and evaluate at least one community youth service that is or can be used by the school to support student achievement.

b. Address the faculty or another group or prepare or update a written handbook regarding the services that can be provided by various school resources and social service agencies servicing the community.

c. Assist the PTA, a booster group, school foundation or student group with the planning and carrying out of a fund raising activity.
STANDARD 6.0. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

ELCC ELEMENTS

6.1 Understand the Larger Context

a. Identify a problem for action research based on a thorough review of the literature, and carry out the research. Develop a written report of your analysis and findings.

b. Identify at least two laws and or political leaders that have impacted your school and community and explain the manner in which each has affected the opportunities available to children and families in your school, or assist your mentor in working with local, county and state agencies regarding issues that would benefit or harm the school and explain how the proposed policies and laws might improve or harm educational and social opportunities for students.

c. Ascertain the number of families in your school community who are eligible for free or reduced lunch, your district’s wealth level as identified by the NJ Department of Education, and the extent to which these factors correlate to student performance on State tests.

d. Addressed on Qualifying Exam.

e. Obtain information from the School Business Administrator and/or consult the NJ Department of Education’s website concerning the level of state aid available to your school district over the last three years. Analyze the impact of any changes by identifying cut or curtailed programs.

f. See 4.2(b)

g. Attend a Board of Education meeting and develop an analysis of the comments addressed to the Board by members of the public, noting the manner in which they reveal a sense of the community’s norms and values relative to the promotion of social justice.

h. Identify at least one theory of change and one theory of conflict resolution that you observe your mentor apply and evaluate their application.
6.2 Respond to the Larger Context

a. Participate in a dialogue at a Board of Education meeting or the PTA involving trends, issues, and potential changes in the environment in which the school operates.

6.3 Influence the Larger Context

a, b, c. Participate in the public discussion (a) review and revision and/or adoption of a Board Policy or Regulation resulting from a new or revised law (b) that promotes equitable learning opportunities and success for all students, regardless of their socioeconomic background, ethnicity, gender, disability, or other individual characteristics (c)

Important Dates
Last day to withdraw: October 31, 2012
Last day to declare Pass/Fail option (if applicable): September 24, 2012
See http://www.kean.edu/KU/Academic-Calendar-Registrar for other important dates

Assessment:
Methods of Evaluation

A. Student journals (Knowledge/Skills/Values)
B. Portfolios (Knowledge/Skills/Values)
   1. See Course Requirements/Item B
   2. Completion of specific Assessment Projects, including an action research project
C. Demonstration of competencies in the field (Knowledge/Skills/Values)
D. Field visits, observation (Knowledge/Skills/Values)
   1. Kean University Mentor: The submitted student schedule will be used to arrange a visit to the field student’s school site. At that time, the faculty mentor will meet with the field student and the on-site supervisor. Every effort is made to coordinate schedules for the on-site visit.
E. Written evaluation by field supervisors (Knowledge/Skills/Values)
   1. Field Supervision: The site supervisor will supervise the field student’s day-to-day work. The site supervisor will receive an evaluation form which will be submitted to the Kean University mentor. This evaluation will be considered in finalizing your field experience grade.
Important University Policies and Information

Students are responsible to review and understand the *University Academic Integrity Policy* (available at the Center for Academic Success or at [http://www.kean.edu/admin/uploads/pdf/AcademicIntegrityPolicy.pdf](http://www.kean.edu/admin/uploads/pdf/AcademicIntegrityPolicy.pdf)).

Students should review the *Student Code of Conduct*, as it discusses expectations of appropriate conduct in the classroom: [http://www.kean.edu/KU/Code-of-Conduct](http://www.kean.edu/KU/Code-of-Conduct).

The Students Rights and Responsibilities handbook is available at: [http://www.kean.edu/KU/Forms-Policies-and-Publications](http://www.kean.edu/KU/Forms-Policies-and-Publications). Students are strongly encouraged to register for the University's emergency notification system ([www.mir3.com/kean](http://www.mir3.com/kean)) in order to be informed of campus emergencies, weather notices, and other announcements. All students must have a valid Kean email account. For those who do not already have one, forms are available on-line at [http://www.kean.edu/KU/Forms-OCIS](http://www.kean.edu/KU/Forms-OCIS); click on E-mail Account Request Form.

**Americans with Disabilities Statement & Non-Discrimination Statement:**

Kean University is an affirmative action, equal opportunity institution. Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term. Students may contact Kean Disability Office in Downs Hall Rm 127 to discuss special needs, 737-4910.

**KU Non-Discrimination Policy:**

Kean University is an affirmative action, equal opportunity institution.