FIELD STUDY IN ADMINISTRATION AND SUPERVISION I

Course Number: EL 5813
Semester Hours: Three
Prerequisites: Graduate students 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.

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.
I. **Course Objectives**

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. Course Requirements

1. **Time Requirement.** During the semester you are to work on-site under the direct supervision of your on-site supervisor, and in consultation with the course instructor. It is expected that, at a minimum, you will devote 10 hours per week of on-site time to your internship, in partial fulfillment of course requirements. This work may be accomplished during, before or after normal working hours, by arrangement with your site supervisor.

2. **Log Documentation.** All on-site work must be documented. To this end, a log entry (use attached sheet, which you may reproduce) must be completed and signed by your site supervisor each time you devote a significant amount of time to your internship. Please provide a brief description of the work done, as well as the date and amount of time worked. Complete a spreadsheet to summarize the days and time devoted to the field study.

3. **Portfolio Requirement.** You are expected to compile a comprehensive portfolio that will include a variety of artifacts that are illustrative of the experiences gained during the internship. Such artifacts will include, but are not limited to: correspondence, memoranda, bulletins, articles, photographs, invoices, budgets, schedules, telephone messages, newsletters, forms, agenda, observations, etcetera. All documents are to be compiled and assembled in an orderly fashion in a three-ring binder or electronically on a CD using the template provided. Remember an artifact is your work. If you did not participate in its creation, don’t include it.

   The portfolio should reveal the extent to which you have had an opportunity to meet the Standards for Advanced Programs in Educational Leadership promulgated by the National Policy Board for Educational Administration (NPBEA) and monitored by the Educational Leadership Constituent Council (ELCC). The projects and activities that must be completed by the end of Field II are keyed into these standards. When list artifacts, indicate the relationship to the standard. Reflections should be a self-assessment of your proficiency with each standard.

   Complete the rubric of projects and activities and bring it to the exit conference.

4. **Reflective Journal Requirement.** A journal must be compiled which represents your reflections on your field experiences. The purpose of the journal is to communicate your feelings, insights, frustrations (yes, there will be some.), developing philosophy, and emotional response to your experiences. Important components of your journal entries are statements which will reveal to the reader your introspection concerning such issues such as: your leadership skills and style; interactions with colleagues in a quasi-supervisory capacity; emerging and developing philosophy of leadership; group dynamics and your sense of commitment to educational administration.

   All journals will be kept confidential and will be returned to the student.
Journal entries are to be made periodically, but not less than on a weekly basis. There is no specific length or precise format. Just reflect and write. Journals will be graded on a pass/fail basis, taking into account the apparent effort expended in their preparation. Please type all journal entries.

5. **Written Evaluation.** You are expected to meet your commitments in carrying out the field project. Punctuality, commitment, professional demeanor, interpersonal skill, task orientation, reliability, and other essential characteristics of effective leadership will be assessed, in part, by your site supervisor. Toward the end of the semester, each site supervisor will receive an evaluation form that he/she will complete and return to the course instructor. Although the site supervisor will be asked to suggest a grade for performance, determination of the final grade will be made by the course instructor, taking into account the site supervisor’s assessment.

6. **Field Supervision.** Your site supervisor will provide day-to-day supervision of your work. Additionally, the course instructor will arrange for a site visitation(s) to meet with you and your supervisor. Although every effort will be made to schedule visitations in advance, the course instructor reserves the right to appear unannounced to monitor your work, based on the schedule that you submit on the Course Information Form.

7. Further information and forms are available on Dr. Babo’s website: [http://www.kean.edu/~gbabo/](http://www.kean.edu/~gbabo/)

VII. **Bibliography**

A. **Current Works**


B. Seminal Works


Elovitz, L. H. & Markowitz, A. H. (winter 1993). Coping with the knowledge of teaching. NJASA Perspective.


VIII. Non-Print Media

Video Tapes distributed by the Association for Supervision and Curriculum Development, Alexandria, VA:

Improving School Climate
Teacher and School Effectiveness

Video Tapes distributed by the Teacher Education Resources, P.O. Box 206, Gainesville, FL 32602

School Effectiveness

Kean University CIRT:

School Improvement VHS-148
Selecting Appropriate Leadership Styles VC-132
Managing People through Change VHS-1313
Many Roads to Fundamental Change in Schools: Getting Started VHS-1677F

VIII. Web Sites

1. www.aasa.org American Association of School Administrators
IX. Projects and Activities

1. Candidates are required to begin a portfolio of experience gained in the first 6 ELCC Standards at the start of their graduate program. The portfolio is completed with experiences gained in all 6 areas during the internship. The portfolio is assessed jointly by the mentor and the university supervisor. (7.1, 7.2, 7.3, 7.4, 7.5)

2. Candidates continuously discuss actual situations and actions taken with their mentor and are required keep a reflective journal of their experiences during the internship. The journal is reviewed only by the university supervisor. (7.1, 7.2, 7.3, 7.4, 7.5)

3. Candidates are required to complete a daily log of all activities performed under the internship. The mentor signs each entry to verify the performance of assigned tasks. The university supervisor reviews each entry for completion and verification that the candidate is averaging at least 10 hours per week on the internship. (7.1, 7.2, 7.3, 7.4, 7.5)

4. Candidates do one of the following:
a. Chair or participate on a committee to develop a mission statement for their school or department.
b. Chair or participate on a committee to review the school or department’s current mission statement and recommend changes.
c. Do a case study of the development of the current school or department mission statement.
Assessment is based on the process and final product. (1.1)

5. Candidates prepare a PowerPoint presentation regarding the school or department’s activities resulting from the mission statement and deliver it to the staff, PTA, Board of Education and/or local service organizations. Candidates are assessed on the quality of the presentation. (1.2, 1.3, 1.4, 1.5, 4.1)

6. Candidates complete an analysis of the culture of their school or department and develop and carry out (assuming permission to do so can be obtained) an action plan for improvement if necessary. Candidates are assessed on the thoroughness of the process and reports to the mentor. (2.1)

7. Candidates plan and carry out an action research project aimed at improving student learning in their school and department. This project begins in IEL 5030 Educational Research and is completed during the second semester of the internship. Each of the several steps is assessed along the way by the university supervisor. (2.2, 2.3)

8. Candidates assist in the observation and evaluation of a small group of volunteer teachers. Experience is gained in pre-conferencing, lesson analysis, post-conference planning, conferencing, observation reporting, summative evaluation and the development of Professional Development Plans (PDP’s). Candidates are assessed on the quality of their documentation and feedback from the teachers in the group. (2.4)

9. Candidates assist the mentor with the activities that go into the development and presentation of the proposed budget for the school or department. These activities include working with staff to determine needs based on program requirements and the school’s mission, to prioritize budget requests to fit within constraints imposed by central office, and to complete the documentation necessary to move budget requests forward. Candidates will employ the computing power available within the district as well as personal computing to assist in completing the tasks. Candidates will be assessed on their thoroughness and efficiency in completed assigned tasks. (3.1, 3.2, 3.3)

10. Candidates assist the mentor with the activities that go into the development and presentation of the schedule for the school or department. Activities include determination of course tallies where applicable; the application of district policies on class size and student placement; the recommendation of the assignment of staff to classes or sections based on programmatic, legal and contractual constraints; and meeting with staff to gain their input into scheduling decisions. Candidates will employ the computing power available within the district as well as personal computing to assist in completing the tasks. Candidates will be assessed on their thoroughness and efficiency in completed assigned tasks. (3.1, 3.2, 3.3)

11. Candidates assist the mentor with carrying out the activities that go into the daily operation of the school or department. Activities include the maintenance of an orderly and safe environment for Candidates and staff; maintenance of an orderly and efficient flow of information within the school or department and with the school community; assisting staff in their efforts to deliver the school’s curriculum; to the extent possible
because of legal and contractual constraints, the evaluation and supervision of staff; and oversight of the school or department’s business operations including the generation of orders, the checking in of materials, the communication with the district’s business office and the maintenance of the school’s financial records. Candidates will employ the computing power available within the district as well as personal computing to assist in completing the tasks. Candidates will be assessed on their thoroughness and efficiency in completed assigned tasks. (3.1, 3.2, 3.3)

12. Candidates make at least one presentation to the PTA to gain their support or elicit their input on issues that are relevant to the school or department. Candidates are assessed on the quality of the presentation. (4.1)

13. Candidates plan and administer a parent survey regarding some aspect of their school or department. Data are collected and analyzed a course of action is recommended. Candidates will be assessed on their thoroughness and efficiency in completing the task. (4.1, 4.2)

14. Candidates assist the PTA, a booster group, school foundation or student group with the planning and carrying out of a fund raising activity. Candidates will be assessed on their thoroughness and efficiency in completing the task. (4.3)

15. Candidates assist the mentor in working with local, county and state agencies. Candidates will be assessed on their thoroughness and efficiency in completing the task. (4.3)

16. Candidates develop and perform by a personal code of ethics that is consistent with the mission of the school or department, accepted practice and professional leadership associations. The document and performance of the candidate will be assessed by the mentor and university supervisor. (5.1, 5.2, 5.3)

17. Candidates complete review and analyze school policies and practices to insure that all students are treated fairly regardless of race or gender and that school personnel are sensitive to the needs of all students. Candidates are assessed on the thoroughness of the final report and recommended plan of action. (5.1, 5.2, 5.3)

18. Candidates attend a number of Board of Education meetings and develop an analysis of the dynamics of the decision making process. If possible, the candidate makes a recommendation or presentation to the Board. The candidate is assessed on the quality of the report and the presentation. (6.1, 6.2, 6.3)

19. Candidates spend some time observing and speaking with administrators at other levels in the organization and prepare a report of similarities and differences in administrative processes and leadership styles within the district. Candidates are assessed on the quality of the report. (6.1, 6.2, 6.3)

20. Candidates facilitate the development, distribution and analysis of a community survey
designed to ascertain the public’s perception of how well the school is living up to its published vision and/or mission statement. If possible, the results will be presented by the candidate at a public forum or in house. The candidate will be assessed on the efficiency of the process employed and the quality of the data analysis. (1.4, 1.5, 4.2)

21. Candidates will facilitate the design and implementation of a program (i.e. Family Math, Homework Hotline, etc.) for parents to help them help their children to be successful in school. Candidates will be assessed on the successful implementation of the program. (4.1)

22. Candidates will identify at least five key leaders in their school community, justify why each was selected, and identify their roles or potential roles in school improvement. Candidates will be assessed on their analysis of the formal and informal power structure of their school community. (4.1)

23. The candidate will work with the guidance department to develop or update a resource directory of individuals and community businesses that could provide services such as guest speakers, job shadowing opportunities, rewards for positive behavior and achievement, etc. Candidates will be assessed on the completeness and the use of the directory. (7.4)

24. The candidate will work with the guidance department and the mentor to develop or update a resource directory of local service agencies that could provide services that would be of value to the school or department. Candidates will be assessed on the completeness and the use of the directory. (7.4)

25. The candidate will update and/or develop a faculty or student handbook. Candidates will be assessed on the completeness and the use of the directory (3.1, 3.2)

26. The candidate will 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. Candidates will be assessed on the quality of their contribution to the process. (2.2, 4.1)

27. The candidate will participate in the administration of, and/or analysis of results of a standardized tests and will prepare and present a written report of results. Candidates will be assessed on the completeness and value of the report. (2.2)

28. The candidate will assist the mentor in conducting and/or presenting a faculty meeting. Candidates will be assessed on the value of their contributions. (3.1)

29. The candidate will participate in designing and/or presenting a staff development activity to other faculty. Candidates will be assessed on the value of their contributions. (2.4)