

INDIANA UNIVERSITY NORTHWEST  
SCHOOL OF EDUCATION  
A625/G858 ADMINISTRATION OF ELEMENTARY AND SECONDARY SCHOOLS  
FALL SEMESTER, 2003  
Mondays 5:30 PM-8:15PM Room Hawthorn 219  
Instructor: Vernon G. Smith, Ed.D.  
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## I. COURSE DESCRIPTION

*Bulletin Description: For persons preparing for administrative or supervisory positions. Role of the principal as professional leader in development and operation of school program.*

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This course is designed to provide opportunity for the systematic study of the organization and administration of the modern elementary and secondary school in the light of sound principles and successful practices. Particular emphasis will be given to the leadership role of the principal in the operation, development, and improvement of the various components of the educational program. Another area of emphasis will be on the technical and ethical competencies that the principal will need to be a professionally successful. Both theoretical development and practical operation of the elementary school unit will be explored.

## II. SCHOOL MODEL

School Community Relations is a part of the IUN School of Education Educational Leader Program. The program is based on the SOE Educational Leader Conceptual Framework Outcomes. The six outcomes are:

1. A Vision of Learning
2. School Culture and Instructional Program
3. Management
4. Collaboration with Families and the Community\*
5. Integrity, Fairness and Ethical Manner\*
6. Political, Social, Economic, Legal and Cultural Context\*

The program is also based upon the IUN Advanced Program Conceptual Framework Outcomes. The seven outcomes are:

1. Learning and Development
2. Knowledge and Instruction
3. Classroom Management and Assessment\*
4. Reflection\*

5. Collaboration and Professional Development\*
6. Educational Equity\*
7. Formal Inquiry\*

The program outcomes asterisked above are especially targeted in this course.

The general objectives of the course are:

1. To provide elementary and secondary administrators and prospective elementary and secondary administrators opportunities to develop increased understanding of the role of administration in relation to:
  - a. a philosophy of education consistent with democratic ideal (Outcomes 2 and 6)
  - b. the major concept of administrative leadership (Outcome 2)
  - c. the major aspects of administrative responsibility (Outcome 2)
  - d. the structure and organization of the educational system (Outcomes 2 and 4)
  - e. specific techniques for performance as an educational leader (Outcomes 2, 5 and 6)
  - f. knowledge base needed to make reflection and some decisions (Outcome 2, 4 and 7)
  
2. To provide other students who, for various reasons, may desire to gain an overview of the basic modern elementary and secondary school, an opportunity for systematic study of administrator's role in this institution. (EL 1,2,3,4,5 and 6) (Outcomes 1, 2, 3, 4 and 5)
  
- A. Content - The work of the course will be organized largely around the following major sub-topics:
 

Administrative Structure, Theory, and Policy Formulation

Administrative Leadership - Types, Nature, and Strategies

The Principalship - Role, Duties, and Responsibility Correlated with Effective Schools Research
  
- B. Procedures - The course will be conducted largely on a lecture, discussion, and class participation basis. One or more of the following techniques may be used from time to time when, in the judgment of the instructor, they are deemed appropriate:
  1. Use of audio-visual materials
  2. Individual and group reports
  3. Role playing, panel discussion, debates, etc.
  4. Use of resource persons, field trips, observations or attendance at special programs
  5. Simulation (aimed at practice in reflective decision making)

### III. MATERIALS

1. Required Text: None

Chapters will be assigned out of various education administration books.

### IV. ASSIGNMENTS AND ACTIVITIES

1. Be present and participate in classroom discussion.
2. Serve as a class leader - present assigned topic from Course Outline (Schedule).
3. Prepare and submit a personal Administration Handbook including at least five (5) entries\* under each of the following topics. Two typed, footnoted copies are to be submitted -- an original (to be returned) and a carbon/photocopied copy (to be kept). References must be in APA style.

Plant Management  
Discipline  
Curriculum Development  
Classroom Observations  
Community Relations  
Staff Development

4. Complete a mid-term and final

### V. GRADING/EVALUATION SYSTEM

The instructor assumes the maturity of the students in the class will cause them to proceed independently through the text and the specific background reading list in the references. The sections of Reserved Books that pertain to the topic under consideration should be read concurrently with that topic. From time to time, the instructor will indicate specific references in class and students will be expected to read them. It should be noted, however, that the instructor will not build his lectures around any specific text or set of materials. Class members will be responsible for taking notes on class lectures and other presentations.

Grades will be determined by the following factors:

1. Results of tests
2. Administration Handbook
3. Presentation on Selected Topic
4. Instructor's Appraisal - Based upon participation, attitude, responsibility, attendance, and professional growth

Class Presentation	50 points
Mid Term Examination	100 points
Final Examination	100 points
Class Assignments & Project	100 point
Instructor's Appraisal	50 points

300-270 points	A	NOTE: If a final is given the points will be factored into the scale
269-240 points	B	
239-210 points	C	
209-180 points	D	
179-0 points	F	

You must show me a signed advising receipt to receive a grade from this course.

## VI. BIBLIOGRAPHY

The following books are on reserve on a one-week check out basis at the I.U.N. Library. The instructor suggests that the students independently read portions of these books that address the topics indicated in the Course Outline (Schedule).

Alschuler, A. S. (1980). *School Discipline*, New York: McGraw-Hill book Co.

Ashby, D. E. and Krug, S. E. (1998) *Thirty through the principalship*. Larchmont, N. Y. Eye on Education, Inc.

Bendiner, R. (1969). *The Politics of Schools*, New York: Harper & Row.

Blount, J. M. (1998). *Destined to rule the schools*. Albany, N.Y.: State University of New York.

Blumberg, A. and Greenfield, W. (1980). *The Effective Principal: Perspective on School Leadership*. Boston: Allyn and Bacon, Inc.

Bridges, E. M. (1986). *The Incompetent Teacher: The Challenge and the Response*. Philadelphia and London: The Faulkner Press.

- Calabrese, R. L. and Zepeda, S. J. The reflective supervision. Marchmont, N. Y.
- Dobson, R. et. al. (1980). Staff Development: A Humanistic Approach. Washington, D. C.: University Press of America, Inc.
- Furtwengler, W. J. and Konnert, W. (1982). Improving School Discipline: An Administrative Guide. Boston: Allyn and Bacon, Inc.
- Good, T. L. and Brophy, J. E. (2000). Looking in classrooms. New York: Longman.
- Gross, N. (1958). Who Runs Our Schools? New York: John Wiley & Sons, Inc.
- Guthrie, J. W. and Reed, R. J. and (1991). Educational administration and policy: Effective leadership for American education. Needham Heights, MA: Allyn and Bacon.
- Hein, M. O., Lyman, L.R., wilson, A.P., et. al. (1990). The call f for excellence.
- Herman, J. J. (1979). School Administrators Accountability Manual. West Nyack, New York: Parker Publishing Co., Inc.
- Herman, E. R. and et.al. (1999). An educator's guide to schoolwide reform. Washington, D.C.: American Institutes for Research.
- Howard, E. R. (1978). School Discipline Desk Book. West Nyack, N.Y.: Parker Publishing Co., Inc.
- Hughes, L. W. and Ubben, G. C. (1984). The Elementary Principals' Handbook: A Guide to Effective Action. Boston: Allyn and Bacon, Inc.
- Jarvis, O. T. (1971). Cases in Elementary School Administration. Dubuque, Iowa: Wm C. Brown Co. Publishers.
- Kimbrough, R. B. (1968). Administering Elementary Schools: Concepts and Practices. New York: The Macmillan Co.
- Krajewski, R. et. al., (1983). The Elementary School Principalship. New York: Holt Rinehart and Winston.
- Leithwood, K. and Musella, D. (1991). Understanding school system administration. New York: The Talmer Press.
- Misner, P. J. et. al., (1963). Elementary School administration. Columbus, Ohio: Charles E. Merrill Books, Inc.
- Morris, V. C. et. al. (1984). Principals in Action. Columbus Charles E. Merrill Publishing Co.

- Morrish, I. (1976). *Aspects of Educational Change*. New York: John Wiley & Sons, Inc.
- O'Hair, M. J. and Odell, S.J. (1995). *Educating Teachers for leadership and change*. Thousand Oaks, CA: Corwin Press, Inc.
- Robert, M. (1976). *School Morale: The Human Dimension*. Niles, Ill.: Argus Communications.
- Sergiovanni, T.J. and Starratt, R.J. (1998). *Supervision: A redefinition*. Boston, MA: McGraw-Hill.
- Seyforth, J. T. (1996). *Personnel Management for effective schools*. Needham Heights, MA: Allyn & Bacon.
- Spiva, U. V. (1978). *Leadership Plus Administration in School Management*. Sherman Oaks, California: Banner Books International.
- Swanson, A.D. and King, R.A. (1997). *School finance: Its economics and politics*. New York: Longman.
- Thomas, S. B. (1987). *The Yearbook of School Law 1986*. Topeka, Kansas: National Organization of Legal Problems of Education.
- Wallace, R.C., Engel, D.E. and Mooney, J.E. (1997). *The learning school: a guide to vision - based leadership*. Thousand Oaks, CA: Corwin Press, Inc.
- Webster, W. G. (1994). *Learner-centered principalship: The principal as teacher of teachers*. Westport, CN: Praeger.
- Weldy, Gilbert R. (1979). *Principals: What They Do and Who They Are*. NASSP.

## VII. SCHEDULE

9/1 No Class - Labor Day

- 9/8 Introduction  
The School's Mission  
Administrative Role  
Conceptual Framework
- 9/15 Why Schools are As They Are  
Administration Viewed
- Panel: A. Skinner, C. Moore  
C. Cammarata, B. Hubbard
- 9/22 Leadership: Types, Nature and Strategies
- 9/29 No Class – Independent Research
- 10/6 Effective Schools
- 10/13 The Change Agent
- 10/20 Supervision: Appraising Teaching (Film) Discussion
- 10/27 Legal Aspects of Education
- 10/28 Attend Gary Community School Board of  
Trustees Meeting 7:00p.m. - Gary Career  
Center 35th & Martin Luther King Drive
- 11/3 Mid-Term Examination
- 11/10 Discipline
- 11/17 Current Issues of School Administration  
Administration Handbooks Due
- 11/24 Communication/Power Structure
- 12/1 Budgeting & Finances
- 12/8 No Class (see 10/22)
- 12/15 Final Examination

**NOTE:** All Administrative and Supervision course work must be completed before enrolling in A695 Practicum. You should have a standard or professionalized teaching license. Limited teaching licenses are not acceptable.