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.

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

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).


You must show me a signed advising receipt to receive a grade from this course.
Calabrese, R. L. and Zepeda, S. J. The reflective supervision. Marchmont, N. Y.


Hein, M. O., Lyman, L.R., wilson, A.P., et. al. (1990). The call for excellence.


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.