

I. Educ 552: Processes In Elementary and Secondary School Administration

II. 3 Credit hours

III. Course Description

This course deals with processes in educational administration with emphasis on learning about administrative organization and the role of the principal in leadership, teaching, and management responsibilities in the elementary, middle, or secondary school.

IV. Place of the course in the curriculum: This course is required for individuals completing Master of Education, School Administration degree.

V. Course Goals

1. Develop an understanding of the administrative process, its function, and purposes. (T-S2)
2. Demonstrate self-confidence, enthusiasm, optimism and initiative in expressing personal values and beliefs in class discussion. (T-D1)
3. Become aware of the various forces, components, and factors in decision making. (T-D1)
4. Analyze individual and group dynamics. (T-K1)
5. Review current leadership theory. (T-K1)
6. Understand the administration of special services. (T-D1)
7. Provide the opportunity to increase one's ability and competence in school leadership. (T-D1)
8. Demonstrate appropriate competence in verbal and written communication. (LD-S3, T-D1)
9. Articulate a personal vision for schools in the 21st century. (T-S2)
10. Demonstrate sensitivity in human relations. (LR-S1, LD-S2, LR-D1, LD-D1, T-D1)
11. Demonstrate personal motivation for leadership. (LD-D1, T-D1)
12. Review the history of leadership over the last century. (T-S2)

VI. Methodology

Lecture/discussion, videos, multimedia presentations, small group cooperative learning activities, and Internet (T-D1, LR-0D1, T-S2, T-S3, T-K1)

VII. Student Roles

1. Read and master the textbook and access the materials on WebCT. (T-D1)
2. Demonstrate ability to communicate effectively regarding issues and class

- discussions. (LD-S3)
- 3. Successfully complete all the items assigned during the class.(LR-D1)
- 4. Attend and actively participate in all class sessions. (LD-S2)
- 5. Prepare a formal professional portfolio. (See the specific instructions in the area of general assignments.) (LR-S1, T-D1)
- 6. Complete all class projects assigned during the course. (LR-D1)

VII. Evaluation

- 1. Participation in class discussion (T-S2, T-K1, LD-S2, LR-S1)
- 2. Written assignments: (LD-S3, T-S2, T-D1, LR-K1)
 - Book Reports
 - Deming's 14 Points
 - A variety of individual assignments
 - Major class project

Course Workload

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, course workload occurs through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, research, assigned readings, and other activities. Students can expect to devote a minimum of 4-5 hours of work for each 1-credit hour, as mandated by the U.S. Department of Education.

Course Participation

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

Academic Integrity

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

ADA

Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA & Academic Support Director, Angel Hoppe, please call 402-643-7365 or 800-535-5494 ext. 7365 or e-mail angel.hoppe@cune.edu.

Emergency Information

In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in “Banner Self-Service” on the connectCUNE portal (<http://connect.cune.edu>).

VIII. Bibliography

Burke, W. Warner; Organization Development Reading: Addison-Wesley Publishing Co.

Deal, Terrence E: Peterson, Kent: Shaping School Culture, The Heart of Leadership: San Francisco: Jossey-Bass Publishers

Doll, Ronald C: Curriculum Improvement, Decision Making and Process: Boston: Allyn and Bacon

Fullan, Michael; The Jossey-Bass Reader on Educational Leadership: San Francisco: Jossey-Bass Publishers

Hesselbein, Frances and others, Editors, The Leader of The Future. San Francisco: Jossey-Bass Publishers

Hower, Stephen D.; Serenity Principles. St. Louis: Concordia Publishing House

Hower, Stephen D., Sharpening the Sword. St. Louis: Concordia Publishing House

Kouzes, James M. and Posner, Barry Z., The Leadership Challenge. San Francisco: Jossey-Bass Publishers

Maxwell, John, The 21 Irrefutable Laws of Leadership. Nashville: Thomas Nelson, Inc

Maxwell, John, Developing the Leader Within You: Nashville: Thomas Nelson, Inc

2012

Senge, Peter, and others, The Dance of Change. New York: Doubleday

Senge, Peter; Kleiner, Art; Roberts, Charlotte; and others, The Fifth Discipline Fieldbook.
New York: Doubleday

Shelton, Ken, Editor, A New Paradigm of Leadership. Provo: Executive Excellence
Publishing

Villiers, Peter, 18 Training Workshops for Leadership Development. New York:
McGraw-Hill

Revised: Spring, 2012

X. Access to Processes in School Administration

1. Access the Concordia home page at **<http://www.cune.edu>**
2. Select "**Academics**" from the menu list at the left.
3. Select "**WebCT**" from the menu list at the right.
4. Select "Log on to **My WebCT**".
5. Enter your **WebCT ID**: Firstname.Lastname (Sally.Smith)
6. Enter your **password (your social security number with no spaces or hyphens; 123456789)**.
7. You will now see the **WebCT homepage**, including any courses for which you have already registered in WebCT.
8. **To register for a course in WebCT click on the "Add Course" link.**
9. Select "**Processes in School Admin –Summer 2003 (Educ 552)**"
10. From the list of courses displayed select the link for your course.

IF an open book does not appear directly to the left of the **+ Name of course**
– it is not open for self-registration yet. Retry in a few days, if not available at that time notify lschluckebie@seward.cune.edu.

11. After selecting the course You will see a page titled
"Add a course to my WebCT".

DO NOT ENTER YOUR USER NAME OR PASSWORD.
SIMPLY CLICK "REGISTER" TO REGISTER FOR THE CLASS.

- The COURSE ADDED page will now show
- Click on "return to my WebCT".

12. Click on "**CHANGE PASSWORD**".

For security reasons, please change your password.

XI. Bibliography

- Burke, W. Warner; Organization Development Reading: Addison-Wesley Publishing Co.
- Deal, Terrence E; Peterson, Kent: Shaping School Culture, The Heart of Leadership: San Francisco: Jossey-Bass Publishers
- Doll, Ronald C: Curriculum Improvement, Decision Making and Process: Boston: Allyn and Bacon
- Fullan, Michael; The Jossey-Bass Reader on Educational Leadership: San Francisco: Jossey-Bass Publishers
- Hesselbein, Frances and others, Editors, The Leader of The Future. San Francisco: Jossey-Bass Publishers
- Hower, Stephen D.; Serenity Principles. St. Louis: Concordia Publishing House
- Hower, Stephen D., Sharpening the Sword. St. Louis: Concordia Publishing House
- Kouzes, James M. and Posner, Barry Z., The Leadership Challenge. San Francisco: Jossey-Bass Publishers
- Maxwell, John, The 21 Irrefutable Laws of Leadership. Nashville: Thomas Nelson, Inc
- Maxwell, John, Developing the Leader Within You: Nashville: Thomas Nelson, Inc
- Senge, Peter, and others, The Dance of Change. New York: Doubleday
- Senge, Peter; Kleiner, Art; Robats, Charlotte; and others, The Fifth Discipline Fieldbook. New York: Doubleday
- Shelton, Ken, Editor, A New Paradigm of Leadership. Provo: Executive Excellence Publishing
- Villiers, Peter; 18 Training Workshops for Leadership Development. New York: McGraw-Hill

Processes In School Administration

Educ 552

Class Schedule & Assignments

July 14

Leadership and Vision Development

Chapter 1

I would encourage you to visit the following website.

<http://www.accel-team.com/productivity/index.html>. It contains summary information about previous studies in the area of leadership and the relation ship of the environment to productivity.

July 15

Leadership and Vision Development

Chapter 2

Please respond to the questions found in activity 1 on page 24. Your responses will be used for class discussion. The responses are your personal thoughts for class discussion.

Please write a two to five page paper on how you would incorporate “Deming’s 14 Principles” into your leadership style as a building principal. Please submit this assignment on or before July 17.

Please print a copy and read “Quality Management” found at www.egale.ca/~mikehick/quality.html. This may help you become familiar with the concept “Quality Management” as it is used in the business world.

Define the following names, terms or phrases. We will review the terms in class.

Development, Empowerment, Learning Organization, Learning community, Disengagement, Reciprocity, Cohorts, Fredrick Taylor, Max Weber, The Hawthorne Effect

You will find a definition for the term “customer” on page 41 of the textbook. Based on the definition as a teacher or principal, list those individuals that are your personal “customers”.

July 16

The Learning Community and Decision Making

Chapter 3

The following is an address for an article entitled "Implementing Technology in Education: Recent Findings from Research and Evaluation Studies." You find the article of value. www.wested.org/techpolicy/recapproach.html.

July 17

The Learning Community and Decision Making

Chapter 4

July 18

The School's Curriculum

Chapter 5

Classroom climate - www.udel.edu/cte/TAbook/climate.html

Classroom climate - www.nwrel.org/scpd/sirs/10/c020.html

School climate - www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa3lk1.htm

The following is the website for the Association for Supervision and Curriculum Development. This is one of the largest educational organizations in the U.S. Membership in this organization will keep you on the cutting edge of education thinking. www.ascd.org

July 21

The School's Curriculum

Chapter 6

This website contains a learning styles inventory that you may take via the computer:

www.ncsu.edu/felder-public/ILSdir/ilsweb.html

July 22

Students and Personnel

Chapter 7

Student motivation: www.kidsource.com/kidsource/content2/Student_Motivation.html

Student motivation: www.atozteacherstuff.com/tips/Motivating_Students/

July 23

Students and Personnel

Chapter 8

Information site on Special Education:

www.atozteacherstuff.com/tips/Motivating_Students/

The following web site has a variety of links to various websites about learning disabilities.

You may find this page helpful as you research special educations issues.

<http://special.ed.freeyellow.com/>

July 24

Human Resources

Chapters 9-11

Develop procedures or a process for the selection of a teacher or support staff personnel.

You may want to consider including the following items:

Job description for the position

Advertising procedures

The elimination of candidates' process

Who will be involved in the selection process?

If the person is new to the community, what will you do to help as they relocate?

Describe the mentoring process

July 25

Human Resources

Chapters 9-11

Develop a possible list of "Interview Questions" that you can use as a school administrator.

Become familiar with your school's or school district's procedures for the following types

of terminations:

Voluntary Termination

Involuntary termination

July 28

Scheduling and Managing the Organization

Chapters 12-14

Be prepared to provide a copy of your school's daily schedule.

What are some of the local issues that may effect your school's daily, monthly, or yearly schedule?

Does your school or district have a computer usage policy? If so, please be ready to share the policy with the class.

July 29

Community Relations

Chapter 15

- 1. Schools are visual and vital components of a community. Communities are made up of sub-communities. Your school's student population represents various communities. Please attempt to define the different communities your school serves.*
- 2. Describe some pressure groups that attempt to pressure your school. If you are from a Lutheran or other Christian school, please assess the pressure group that you see affecting your school and the public school.*
- 3. Does your school have a policy for reviewing educational materials if a parent or patron objects the materials? If s provide copies for the members of the class. If you do not have such a policy, check with schools in you area requesting a copy of their policy.*
- 4. Based on the information you have collected in #3, revise your present policy to meet the needs of today's school. If you do not have a policy, develop an outline*

for a new policy.

5. *The state education agency has influence on the local school district. Develop a list of influences the agency has on the local school district. If you are unsure of the influences of the state, check with a local school administrator.*
6. *The federal government also has influence on the local school district. Develop a list of such influences. If you are unsure of the influences of the federal government, check with a local school administrator.*
7. *Each school should have some type of media policy that deals with the print and electronic media. What is your school's policy? If there is no policy, please develop one that would provide guidelines for your school.*
8. *Does your school have a policy concerning communications sent out by the school or individual teachers? If so, provide a copy of the policy for this class. What are some items a policy should address?*
9. *Prepare activities 1 & 3 for class discussion.*

July 30

Legal Rights and Responsibilities

Chapter 16

If possible, please have available a copy of your school's or district "academic policies" handbook.

We will attempt to develop a list of items that should be included in a school's policy handbook.

Elementary School Principals: Develop a set of policies for the use of the school's playground.

Secondary School Principals: Develop a set of policies for extra-curricular activities on and off the school's campus.