

COURSE SYLLABUS

EDA 8273

Educational Administration and Supervision

Credit: 3 semester hours

Instructor of Record:

Dr. Jack Blendinger

Catalog description:

Three lectures. Fundamentals of leading and managing at the central office executive level, e.g., assistant superintendent. Emphasis on policy development, curriculum and instruction, planning, operations, and public relations.

Standards, Elements, and Objectives:

The framework for the course is based on standards developed by the Educational Leadership Constituents Council (ELCC). In addition, the course also addresses the Conceptual Framework Program Outcomes (CFPO) developed for the College of Education at Mississippi State University. In particular, the course focuses on the following standards and related elements:

ELCC 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.

Meets Standards for School District Leadership Element 2.2a: Candidates develop an understanding of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.

Meets Standards for School District Leadership Element 2.3a: Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.

Meets Standards for School District Leadership Element 2.3b: Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.

Meets Standards for School District Leadership Element 2.4a: Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.

CFPO Outcome 8: Use/application of research findings to enhance instruction/training in specialty area of study (school district administration).

To successfully complete the course, students are expected to achieve five specific objectives:

1. Demonstrate knowledge and understanding of instructional research methodologies and capability analyze the comparable strengths and weaknesses of contemporary K-12 curriculum. (ELCC 2.2a--research methodologies)
2. Capability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. (ELCC 2.3a--best practices)
3. Capability to assist school and district personnel in understanding and applying best practices for student learning. (ELCC 2.3b--assist school and district personnel)
4. Demonstrate knowledge and understanding of adult learning strategies and the ability to take a leadership role in professional development emphasizing problem solving, mentoring, coaching, conferencing, and other techniques. (ELCC 2.4a--adult learning)
5. Capability to use and apply research findings to enhance school district administration. (CFPO 8--research findings)

Topics that will be addressed in the course:

Leading and managing in educational environments

Key elements

Vision

Critical behaviors

Communication

Policy development
Establishing a world-class curriculum
Theory
Content
Infusing the arts
Delivering instruction
Direct
Non-direct
Learning and teaching styles
Managing instruction
Shaping the environment
School and classroom culture
Recognizing teaching and learning
Celebrating teaching and learning
Supervising instruction
Teacher performance evaluation
Staff development
Reaching out to families
School-home communication
Extending learning to the home
Participating in school events and activities
Assessing learning
Planning improvement

Activities for student learning in relation to course objectives:

Objective #1: Based on assigned readings, students solve problems (using case studies) demonstrate knowledge and understanding of instructional research methodologies and capability analyze the comparable strengths and weaknesses of contemporary K-12 curriculum.

Objective #2: Students design creative computer-based models that use best practices and sound educational research to improve instructional programs.

Objective #3: Through hands-on projects, students demonstrate capability to assist school and district personnel in understanding and applying best practices for student learning.

Objective #4: Using case studies and other simulation materials, students demonstrate knowledge and understanding of adult learning strategies (e.g., coaching).

Objective #5: Using case studies and other simulation materials, students demonstrate capability to use and apply research findings to enhance school district administration.

Required texts:

Blending, J. (1996). QLM: Quality Leading and Managing. Dubuque, IA: Kendall-Hunt.

Blending, J., & Jones, L. T. (2003). Reaching Out to Families (2nd ed.). Dubuque, IA: Kendall/Hunt.

Blending, J., Wells, L. R., & Tabereaux, C. (2003). Teaching Reading through the Arts. Dubuque, IA: Kendall-Hunt.

Owens, R. G. (2001). Organizational Behavior in Education (7th ed.). Boston: Allyn and Bacon.

Methods of instruction:

Methods of instruction include lecturing, inquiry, research-based learning projects, demonstrating, and assigned readings.

Evaluation of student progress:

A comprehensive examination will be administered at the conclusion of the course. Evaluation will include research projects and papers. In addition, students will be evaluated on their participation in class discussion and activities. Students' grades are based on the following:

Participation in class discussion and activities--30%
Research projects--30%
Selected assignment (e.g., brief critiques)--20%
Comprehensive examination--20%

Grading is on a 4-point scale as follows:

A = 3.5-4.0

B = 3.0-3.4

C = 2.0-2.9

D = 1.0-1.9

F = Below 1.0

Academic honesty:

Academic honesty is expected. Refer to Mississippi State University Policy and Procedures for Handling Academic Misconduct.

Bibliography:

Blendinger, J. (1996). QLM: Quality Leading and Managing. Dubuque, IA: Kendall-Hunt.

Cunningham, W. C., & Cordeiro, P. A. (2000). Educational Administration. Boston: Allyn and Bacon.

Crick, F. (1994). The astonishing hypothesis. New York: Charles Scriber's Sons.

Joyce, B., & Calhoun, E. (1997). Creating Learning Experiences: The Role of Instructional Theory and Research. VA: Association for Supervision and Curriculum Development.

Danielson, C.. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexander, VA: Association for Supervision and Curriculum Development.

Glickman, C. D., Godon, S. P., & Ross-Gordon, J. M. (1998). Supervision of Instruction: A Developmental Approach (4th ed.). Boston: Allyn and Bacon.

Goleman, D., Boyatzis, R., & McKee, A. (2002). Primal Leadership. Boston: Harvard Business School Press.

Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. Beverly Hills, CA: Sage.

Tileston, D. (2000). 10 best teaching practices: How brain research, learning styles, and standards define teaching competencies. Thousand Oaks, CA: Corwin Press.

Ubben, G. C., Hughes, L. W., & Norris, C. J. (2001). The principal: Creative Leadership for Effective Schools (4th ed.). Boston: Allyn and Bacon.

Wilson, F. R. (1998). The hand. New York: Pantheon Books.

Zeman, A. (2003). Consciousness. New Haven, Connecticut: Yale University Press.

COURSE SYLLABUS

EDA 8353

Applications of Theory to Educational Administration

Credit: 3 semester hours

Instructor of Record:

Dr. Jack Blendinger

Catalog description:

Three lectures. The nature of theory; types of educational administrative theories; uses of organizational and administrative theory in administrative problem solving; applications of general system theory.

Standards, Elements, and Objectives:

The framework for the course is based on standards developed by the Educational Leadership Constituents Council (ELCC). In addition, the course also addresses the Conceptual Framework Program Outcomes (CFPO) developed for the College of Education at Mississippi State University. In particular, the course focuses on the following standards and related elements:

ELCC 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.

Meets Standards for School District Leadership Element 2.1a: Candidates develop a sustained approach to improve a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

Meets Standards for School District Leadership Element 2.3c: Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.

ELCC 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.

Meets Standards for School District Leadership Element 4.1c: Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, and government, and higher education partnerships.

Meets Standards for School District Leadership Element 4.1h: Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.

CFPO Outcome 1: Inquiry and problem solving skills.

To successfully complete the course, students are expected to achieve five specific objectives:

1. Demonstrate knowledge and understanding of theories and strategies of organizational management in relation to community relations models, marketing strategies and processes, data driven decision-making, and communication theory. (ELCC 4.1c--frameworks; CFPO 1--inquiry and problem solving skills)
2. Demonstrate knowledge and understanding necessary for establishing and sustaining a positive school district culture. (ELCC 2.1a--district culture)
3. Demonstrate knowledge and understanding of human development theory, motivational theories, and concern for diversity. (ELCC 2.3c--human development theory)
4. Capability to develop and implement strategies that support the involvement of families in the education of their children (ELCC 4.1h--families)
5. Demonstrate knowledge and understanding of proven learning theory. (ELCC 2.3c--learning theory)

Topics that will be addressed in the course:

Putting theory into practice
Understanding the concept of theory
Selected theories
Organization as a metaphor
Organizations as machines
Organizations as organisms
Organizations as brains
Organizations as cultures
Organizations as political systems
Organizations as psychic prisons
Organizations as transformation
Organizations as domination
Key educational administration theories
Chaos Theory
Contingency Theory
Human development theory
Systems Theory
Theory X and Theory Y

Theory Z
Parent involvement theory
Learning theory
Neuroscience research
Role of the hand in brain development

Activities for student learning in relation to course objectives:

Objective #1: Based on assigned readings, students solve problems (using case studies) and discuss theories and strategies of organizational management that apply to establishing an effective and efficient school district.

Objective #2: Using historic literature, students design creative computer-based models for establishing and sustaining a positive school district culture.

Objective #3: Students design and present theoretical models addressing human development theory, motivational theories, and concern for diversity.

Objective #4: Using case studies and other simulation materials, students develop and implement strategies that support the involvement of families in the education of their children.

Objective #5: Using materials based on contemporary neuroscience research, students demonstrate knowledge and understanding of proven learning theory.

Required texts:

Blendinger, J. (1996). QLM: Quality Leading and Managing. Dubuque, IA: Kendall-Hunt.

Blendinger, J., & Jones, L. T. (2003). Reaching Out to Families (2nd ed.). Dubuque, IA: Kendall/Hunt.

Blendinger, J., Wells, L. R., & Tabereaux, C. (2003). Teaching Reading through the Arts. Dubuque, IA: Kendall-Hunt.

Morgan, G. (1997). Images of Organization (2nd ed.). Thousand Oaks, CA: Sage.

Methods of instruction:

Methods of instruction include lecturing, inquiry, research-based learning projects, demonstrating, and assigned readings.

Evaluation of student progress:

A comprehensive examination will be administered at the conclusion of the course. Evaluation will include research projects and papers. In addition, students will be evaluated on their participation in class discussion and activities. Students' grades are based on the following:

Participation in class discussion and activities--30%
Creative projects--30%
Selected assignment (e.g., brief critiques)--20%
Comprehensive examination--20%

Grading is on a 4-point scale as follows:

A = 3.5-4.0
B = 3.0-3.4
C = 2.0-2.9
D = 1.0-1.9
F = Below 1.0

Academic honesty:

Academic honesty is expected. Refer to Mississippi State University Policy and Procedures for Handling Academic Misconduct.

Bibliography:

Bennis, W., & Nanus, B. (1985) Leaders: The strategies for taking charge. New York: Harper & Row.

Bolman, L. G., & Deal, T. E. (1995). Leading with soul: an uncommon journey of spirit. San Francisco: Jossey-Bass.

- Crick, F. (1994). *The astonishing hypothesis*. New York: Charles Scriber's Sons.
- Drucker, P. F. (1998). *Managing the nonprofit organization*. New York: Diane Publishing.
- English, F.W. (1994). *Theory in educational administration*. New York: Harper Collins.
- Giuliani, R. W. (2003). *Leadership*. New York: Hyperion.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal Leadership*. Boston: Harvard Business School Press.
- Hoy, W. K., & Tarter, C. J. (1995). *Administrators solving the problems of practice*. Boston: Allyn & Bacon.
- Owens, R. G. (2001). *Organizational Behavior in Education (7th ed.)*. Boston: Allyn and Bacon.
- Welch, J., & Welch, S. (2005). *Winning*. New York: HarperCollins.

COURSE SYLLABUS

EDA 8190 Workshop In Educational Administration And Supvission

Credit: 1-3 semester hours

Instructor of Record:

Dr. Jack Blendinger

Catalog description:

This course is for practicing school administrators who need courses of varying length, format, and focus in areaa not covered by the regular curriculum.

Standards (Outcomes) and Objectives:

The workshop focuses on professional writing for educational administrators and its framework addresses the Conceptual Framework Program Outcomes (CFPO) developed for the College of Education at Mississippi State University. In particular, the course focuses on the following outcome:

CFPO Outcome 2: Professional communication skills.

Objectives that students are expected to achieve in relation to the outcome are:

1. Demonstrate an awareness of written communication standards necessary to function effectively as an educational administrator (e.g., writing memoranda and research reports). (CFPO 2--communication skills)
2. Capability to apply the appropriate use of grammar, mechanics, punctuation, and spelling practices. (CFPO 2--communication skills)
3. Demonstrate awareness of ways to promote multi-cultural awareness, gender sensitivity, and racial appreciation through written communication. (CFPO 2--communication skills)
4. The student will possess the capability to communicate effectively with various cultural, racial, and special interest groups through written language. (CFPO 2--communication skills)

Topics that will be addressed in the course:

English essentials
 Grammar
 Punctuation
 Mechanics
 Spelling
 Sentence and paragraph organization
 Outlines
 Transitions
 Written formats: memoranda, letters, and reports
 Editing

Analyzing good writing
Critiquing bad writing
Writing a research paper
Writing literature reviews
Writing a dissertation proposal
APA style manual fundamentals

Activities for student learning in relation to course objectives:

Objective #1: Through writing and assessing memoranda, letters, columns, and research reports, students demonstrate written communication standards necessary to function effectively as an educational administrator.

Objective #2: Through writing memoranda, letters, columns, and research reports, students demonstrate the appropriate use of grammar, mechanics, punctuation, and spelling practices.

Objective #3: Through writing memoranda, letters, columns, and research reports, students demonstrate ways to promote multi-cultural awareness, gender sensitivity, and racial appreciation.

Objective #4: Through writing memoranda, letters, columns, and research reports, students demonstrate capability to communicate effectively with various cultural, racial, and special interest groups.

Required texts:

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Blendinger, J., & Wells, L. R. (in press). *Writing Essentials for Educational Leaders in a Nutshell*. Dubuque, IA: Kendall-Hunt.

Methods of instruction:

Methods of instruction include lecturing, writing projects, and editing.

Evaluation of student progress:

A comprehensive examination will be administered at the conclusion of the course. Evaluation will include a variety of written work. Students' grades will be based on the following:

Participation in class discussion and activities--20%

Written assignments--60%

Comprehensive examination--20%

Grading is on a 4-point scale as follows:

A = 3.5-4.0

B = 3.0-3.4

C = 2.0-2.9

D = 1.0-1.9

F = Below 1.0

Academic honesty:

Academic honesty is expected. Refer to Mississippi State University Policy and Procedures for Handling Academic Misconduct.

Bibliography:

Blumenthal, L. A. (1976). *Successful business writing*. New York: Putnam.

Butler, E., Hickman, M. A., & Overby, L. (1976). *Correct writing* (2nd ed.). Lexington, MA: D.C. Heath.

Gorn, J. L. (1973). *Style guide*. New York: Simon and Schuster.

Jackson, T., & Buckingham (1994). *Power letter express*. New York: Random House.

Kaplan, B. (1991). *Strategic communication*. New York: Harper Collins.

Madson, D. (1998). *Successful dissertations and theses*. San Francisco: Jossey-Bass.

Markman, R. H., Markman, P. T., & Waddel, M. L. (1994). *10 steps in writing the research paper* (5th ed.). New York: New York Barron's Educational Services.

Miller, C., & Swift, K. (1980). *The handbook of nonsexist writing*. New York: Lippincott & Crowell.

Nolting, K. S. (1990). *The written word* (3rd ed.). Boston: Houghton Mifflin.

Shertzer, M. D. (1986). *The elements of grammar*. New York: Macmillan.

Staff of the Princeton Review (1994). *Grammar smart*. New York: Villard Books.