

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS

Course Prefix and Number: EDA 8273

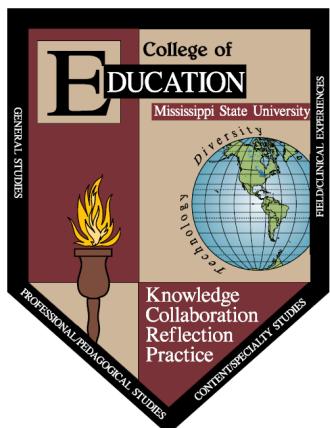
Course Title: Educational Administration and Supervision

Credit Hours: Three (3) semester hours

Type of Course: Lecture

Catalogue 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.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course 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 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 to Be Covered:

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

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.

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.

Suggested Student Activities:

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.

MSU Honor Code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Please see <http://students.msstate.edu/honorcode/> for more information. *Examples* of actions especially applicable in the online environment that I deem inappropriate include students who have taken a test and students who have not taken a test discussing the content of the test, making a copy of any or all test questions, pasting in materials from other sources for your answers to tests, working together on projects and other assignments unless group work is specified, and posting others' ideas to the Discussion Board without giving proper credit.

Technology:

Technological tools are used to complete student activities.

Diversity:

Diversity is not addressed in this course.

Disability:

Reasonable accommodations will be provided to any student who demonstrates, through appropriate documentation, a qualified disability. Please contact the instructor or visit Student Support Services at <http://www.sss.msstate.edu/> or (662-325-3335) for more information.

Field component:

This course of study does not have a field component.

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

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.