

SYLLABUS
ED 738/638 Administration of Elementary Schools
School of Education
NDSU
Summer 2010

Instructor: Dr. Denise K. Lajimodiere
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Office hours: By appointment
Date of class: June 14th – 17th [Some assignments extended beyond the 17th]
8:00 am – 5:00 pm
Room: FLC 212

I. COURSE DESCRIPTION

The common elements of leadership and management as they apply to the elementary and/or secondary school principalship. Practical applications in an elementary setting will be considered.

III. COURSE OBJECTIVES

A range of assigned readings, lectures, class activities, and assignments have been planned to assist in achieving the identified purposes of the course. It is expected that acceptable performance on all of the organized course activities will lead to satisfaction of the following NCATE and MN competencies:

- Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision (1.3a; A5, A9, A10)
- Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement (2.3c; C2, II, I3, I4).
- Candidates develop plans of action for focusing on effective organization and management of fiscal, human and material resources, giving priority to student learning, safety, curriculum and instruction (3.1b; B3, Mi, M2, M3, M4)
- Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement (3.1c; B3, B4).

Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision (3.2a; A3, B2, C3, F5).

Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facility (3.2c; B6, D2, M5).

Candidates use problem solving skills and knowledge of strategic, long-range and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning (3.3a; B5, J1, J4, J5, J6, J7, L1).

Candidates apply and assess current technologies for school management, business procedures, and scheduling (3.3c; B7, L6).

Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services (4.1g; E3).

Candidates provide leadership to programs serving students with special and exceptional needs (4.2c; C1, C2).

Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems and achieve school goals (4.3a; E3, M5,).

Candidates demonstrate how to use school resources and social service agencies to serve the community (4.3b; E3)

Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems (4.3c; B4, E4).

IV. REQUIRED TEXTS

1. Lunenburg, F. C. & Ornstein, A. C. (2008). (5th Edition). *Educational administration: Concepts and practices*. CA: Wadsworth/Thomson Learning.
2. Whitaker, T. (2003). *What great principals do differently: Fifteen things that matter most*. N.Y: Eye on Education.
3. Publication manual of the American Psychological Association. (2010). (6th edition). D.C:

American Psychological Association.

4. Choose ONE trade book from the following list:

1. Covey, R. S. (1989). *The 7 habits of highly effective people: Powerful lessons in personal change*. N.Y: Simon & Schuster.
2. DePree, M. (1989). *Leadership is an art* **AND** *Leadership jazz* (1992). N.Y: Dell Publishing.
3. Fullan, M. (2001). *Leading in a culture of change*. CA: Jossey-Bass
4. Kriegel, R. & Brandt, D. (1996). *Sacred cows make the best burgers: Developing change-ready people and organizations*. N.Y: Warner Books, Inc.
5. Marzano, R. T.; Waters, T. & McNulty, B. A. (2005). *School leadership that works: From research to results*. CO: McRel.
6. McEwan, E. K. (2003). *10 traits of highly effective principals: From good to great performance*. CA: Corwin Press, Inc.
7. Schwahn, C. J. & Spady, W. G. (1998). *Total leaders: Applying the best future-focused change strategies to education*. VA: American Association of School Administrators.
8. Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. N.Y.: Doubleday.
9. Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*. CA: Jossey-Bass.
10. Starratt, R. J. (1995). *Leaders with vision: The quest for school renewal*. CA: Corwin Press, Inc.

V. COURSE ASSIGNMENTS/REQUIREMENTS

1. Text Chapters: (50 pts.). In class assignment.

Chapters will be assigned to individual or group reporting to entire class.
See the attached rubric for Oral Presentations.

2. Trade Book Review: (100 pts.) **DUE:** June 25th (Deposit in Digital Drop Box)

Choose one of the above listed books. Write a four page double spaced paper (Times New Roman Font, 12pt.). Two of your pages will review the highlights of the book. Two pages will be your personal reflection of the book– any ‘A-ha!’ moments. Relate the book to your current experiences as an educator. Include introduction, summary and analysis of book. See attached rubric.

3. Speaker Reflections: (30 pts. each). In class assignment.

Following each speaker write a one page single spaced reflection of the presentation. Due the following day. See attached rubric.

4. Case Studies: (20 pts. each). In class assignment.

These will be assigned to groups to reflect, discuss, and report your answers to class.

5. Whitaker Book Discussion: (20 pts.). In class assignment.

Chapters will be assigned to individual/group to lead class discussion.

6. Paper: (220 pts.) **DUE:** July 2nd. (Deposit in Digital Drop Box)

Develop a ten page research paper. The purpose of this paper is for each of you to address an issue or set of related issues about elementary administrative practices. The issue(s) should grow out of your course work in conjunction with your own interest, concerns and experiences related to elementary administration. The paper is an opportunity for you to look in-depth at an issue or problem that is of interest to you based on your understanding and interpretation of course content.

Your paper should have four sections, clearly labeled: In the first section, the introduction, you will briefly describe the administrative issue you chose and why it is of interest to you as a teacher or administrator. In the second section you should present and discuss the issue(s) in its full extent. In the third section you should address how your understanding and interpretation of this issue will influence/challenge/change your teaching and/or your work as an administrator in the future. The fourth section is your conclusion, tying the above three sections together and wrapping up any conclusions.

Paper must be in APA format, Times New Roman font, 12 pt.; minimum of five references, limited to two from internet, unless online journals.

Paper topic must be approved by Instructor.
See attached rubric.

LATE WORK: Work turned in late will receive a 5 pt. deduction for each day late. Please contact professor if emergency situations occur.

Grade Procedure

90% of total points earned = A

80% of total points earned = B

70% of total points earned = C

Students earning a C or lower may communicate with the professor to bring grade up to a 'B.'

VI. REFERENCES

Autry, J. A. (2001). *The servant leader*. CA: Prima Publishing.

Buffie, E. G. (1989). *The principal and leadership*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Collins, J. (2001). *Good to great*. N.Y: HarperCollins.

Covey, R. C. (1991). *Principle centered leadership*. N.Y: Summit Books.

Doverspike, D. E. & Cone, W. H. (1992). *The principal and the law*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Friedman, T. L. (2005). *The world is flat: A brief history of the twenty-first century*. N.Y: Farrar, Straus and Giroux.

Luehe, B. (1989). *The principal and supervision*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Kimbrough, R. B. & Burkett, C. W. (1990). *The principalship: Concepts and Practices*.

Meyers, K. & Beall, J. W. (1992). *The principal and school-based staff development*.

Bloomington, IN: Phi Delta Kappa Educational Foundation.

Meyers, K. & Pawlas, G. (1989). *The principal and discipline*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

- Pawlas, G. & Meyers, K. (1989). *The principal and communication*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Sergiovanni, T.J. (1995). *The principalship: A reflective practice perspective*. (3rd.)
- Walter, J. K. & Marconnit, G. D. (1989). *The principal and fiscal management*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Webster, W. E. (1989). *The new principal: Learning about your school and community*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Webster, W. E. & Luehe, B. (1992). *The principal and strategic planning*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Web Sites:

www.ideapractices.org
www.nfhs.org
www.nassp.org
www.nclb.gov
www.nasep.org
www.edexcellence.net
www.educationworld.org
www.edweek.org
www.publicagenda.org
www.ascd.org
www.aasa.org
www.crpe.org
www.eric.uoregon.edu