

Rutgers University
Graduate School of Education
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732-932-7496 ext 8300

Administration and Supervision of Elementary and Secondary Schools

Course Syllabus

Online Course, Fall 2011

Instructor

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Course Description:

This course is designed to help prospective school leaders learn about issues of instructional leadership and supervision within a classroom and school. Students will consider how issues of supervision, evaluation, and accountability create opportunities and challenges for educational leadership in a learning community. The expectation is that this is an accelerated summer course whereby students are expected to complete the same level of rigorous course of study that is expected during the standard semesters, yet in a shorter time frame.

Organization of Course:

The course is offered as an internet course—this means that learners are expected to spend the same amount of time required for a “regular” class on the lesson and assignments. For the accelerated summer course, the expectation is that the student would spend 6 hours in class time. Students are required to respond to class lecture postings and all assignments in the time frame provided by the professor.

The instructor has provided additional information relating to how to succeed in the internet format in a separate document. Please read “How to Succeed in this Course,” and “Checklist for Internet Course Success,” which are included at the end of this document.

Student Expectations:

Assignments and readings are to be completed on the date specified. **Active participation through class discussions is required.** Students with disabilities who require accommodations should discuss these with the instructor as soon as possible.

This is an online course. Your full participation with the course materials in E-College is vital to gaining a greater understanding of the material. For most weeks, new activities will be released by Saturday morning and you will usually be expected to return to activities at least twice during the week in order to respond to discussions underway by your classmates.

Even though I will not respond to every posting, I am reading your responses for quality of thought, quality of expression and I will also be looking when you respond. When students respond to class discussions, **it is expected that students demonstrate mastery of course readings while also applying practical knowledge. It is expected that in addition to individual student posts, students will respond to a minimum of 2 posts by fellow classmates per discussion and pose 2 thought provoking questions to fellow classmates per discussion.** You are expected to log in to E-College three times throughout the week **at a minimum** to read and participate in new discussions. Needless to say, it's easier to tackle the main issues if you post early, before everyone else has picked over a reading or issue so beware of always being among the last respondents in a discussion.

In an effort to provide further incentive to provide thoughtful responses to class discussions, please note that .5 points will be awarded to the student who garners the most responses from fellow classmates per discussion.

It's also easier to respond to others when they've taken the time to compose their thoughts into a coherent message. While I'm not completely adverse to non-standard spelling and grammar in discussion groups if I can't follow your thinking in the post, you're probably not going to get as much respect for your ideas as they may deserve. Further, as future school administrators, it is imperative that your communication style be as professional as possible. Therefore, I do ask that you try to be as mindful as possible to grammar, spelling and punctuation when communicating your thoughts.

I will be reading all discussions and posting comments where I think necessary. I do expect you to **respond to questions posed by me and your classmates** in these postings.

Please keep to the topic listed in the instructions for each discussion thread or group. If you have other issues or concerns, please bring them up in the Housekeeping discussion area available from the E-College "Course Home" unit.

The course policies and the syllabus are subject to revisions which will be posted in the Announcements section of E-College and you are expected to stay on top of changes made. Check back frequently!

Oral Presentation:

Throughout the course of the semester, you will be asked to narrate a power point presentation. The purpose of this activity is to allow you to share your work with the class in a presentation format. It is a relatively easy process. You will need essentially only need Microsoft PowerPoint and a microphone attached to your computer. You can purchase a microphone inexpensively or use the Rutgers library or GSE technology resources (for example - http://www.amazon.com/Cyber-AcousticsStereo-Microphone-Ambidextrous-AC-201/dp/B0002QLQ96/ref=sr_1_41?ie=UTF8&s=electronics&qid=1262969254&sr=1-41). I've attached a "guide" to this syllabus should you require assistance with narrating a power point presentation. Should you require additional technical assistance you may contact Sylvia Muller at sylvia@dceo.rutgers.edu. Please be sure to ask your question in advance.

Required Texts and Materials:

1. Educational Administration: Theory, Research and Practice (Eighth Edition) by Wayne Hoy and Cecil Miskel. ISBN-10: 0073403741.

2. The publication you choose for your critique and supporting materials

Professional Ethics: We cannot do this work without discussing particular principals, collaborating teachers, schools, districts and students. We must be especially sensitive to the personal nature of the information and use discretion in talking and writing about the work.

Final Exam: Due Dec 13, 2011 (11:59pm)- Late submissions will not be considered

Under the Unit Titled FINAL EXAM, you will find your final exam questions. You will be presented with 4 questions to respond to in 4 hours. The time will be kept by e-college. You will be presented with one case study that will be from the Hoy and Miskel text and 3 other practical vignettes. (Samples of the vignettes can be found under the Housekeeping section of the course). You will be asked to respond to all 4 questions in a maximum of four hours. Please be sure to incorporate the theoretical knowledge you have learned from the text with practical experiences you have learned in your schools. Please be sure to exhibit a mastery of the theoretical concepts you have learned in the Hoy/Miskel text for the theoretical question. Further explanation regarding the exam will be explained on the introductory conference call.

Partner Presentation: Nov. 16, 2011 – Late submissions will not be considered

Each student will be assigned a partner in the class. Students are to reach out to their partner and prepare a 10-15 minute oral power point presentation on an issue currently confronting school administrators. Each duo will only submit one power point. Student partner groups may choose from one of the topics below. Each presentation should explain the point and counterpoint of each topic. When preparing your presentation, please assume that your target audience is a professional development program for educators. Each duo should post to the E-college site/Housekeeping Section by **Sept 30** indicating which topic they have chosen. Please note that if a topic has already been chosen, you may not pick the same topic – so, please choose and post early if you would like to have your choice of topics. (I have included a sample Point and Counterpoint discussion at the end of this syllabus as an example of the type of discussion that you should conduct.)

- Has NCLB been a positive force in schools?
- Do boys and girls learn differently?
- What's wrong with memorizing?
- What should schools do to encourage students' self-esteem?
- Should schools teach critical thinking and problem solving skills?
- Does assertive discipline work?
- Which are better: traditional tests or authentic assessments?
- Should teachers focus on students' learning styles?
- Is tracking an effective strategy?
- Is homework a valuable use of time?
- Does making learning fun make for good learning?
- What is good teaching?
- Should students be rewarded for learning?
- What do standardized test scores measure?
- Should tests be used to hold teachers accountable?

- Is Zero Tolerance a good idea?

Partners should research the topic (using the class text and outside resources) to provide further guidance and research on the issue. Additionally, the presentation should include practical approaches that are currently being used in the duo's schools/districts to address these issues. While it is not requirement, handouts and other materials that you can attach to your presentation electronically to aid in your discussion are acceptable optional tools that you *may* use.

The purpose of this activity is for students to learn how various districts approach similar issues, to understand the research basis for practical school issues, and to become familiar presenting such material to groups of educators.

The total grade for this activity is 25 points. However, each student will be asked to access their partner's contribution for a total of 10 points. (Therefore, I will assign 15 points and your partner will assign 10 points). Partners will be asked to access their fellow classmates based on quality of contribution to the duo and collegiality. Partner assessments will be held confidential and will be submitted to me.

Book Critique: Due Oct. 21, 2011- Late submissions will not be considered

Select one of the publications from the reference list attached to this syllabus and prepare a critique to be presented to the class based on your reading of the publication. Your presentation, in the form of either a (1) 10 minute you tube video; or (2) an 6-8 page paper should focus on your critical reactions and interpretations of significant implications of the author's thesis. Irrespective of the format, please be sure to include a reference page (which will not be included in the final count for the paper).

Your presentation of the material should focus on your critical reactions and interpretations of significant implications of the author's thesis. Naturally, it is expected that you will use outside research to defend or oppose the author's perspective.

Additionally, you should include information in your presentation that explains how the author's work can be applied in schools.

Please be aware that the book (and corresponding supporting materials) you chose for this activity may be referenced in your final paper.

Please indicate your choice of publication on the HOUSEKEEPING Section of E-college by Sept. 30. No more than 2 people may choose the same publication. Therefore, if you notice that 2 others have already chosen your publication, please choose a different book.

Your presentation can be presented in one of the following formats:

1. In a 10-15 minute Youtube video (you will submit the link to the video and a written bibliography);
OR
2. In a 6-8 page paper (your bibliography will not be considered within the page limit)

Please send me an email by Sept 30 indicating the presentation style you have chosen.

Grading:

Final Exam:	20%
Book Critique Presentation:	25%
Partner Presentation:	25%
Attendance/Class Participation:	30%
Preparedness	

The following standards provided by the Interstate School Leaders Licensure Consortium (ISLLC) will be addressed in this course:

KNOWLEDGE: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4

DISPOSITIONS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2

PERFORMANCE: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.3, 4.4, 4.5, 5.1, 5.3, 5.4, 5.5, 6.1, 6.2

Class Schedule
Subject to Change

Please use only as point of reference; additional readings and class assignments will be assigned throughout the semester

Week of Sept 1

Introductions

Week of Sept 10

Supervision Guidelines

Week of Sept 17

Successful Schools/Supervision

Week of Sept 24

Required Reading

Hoy/Miskel Chapter 1-3

Week of Oct 1

Required Reading

Hoy/Miskel Chapter 4

Week of Oct 8

Required Reading

Hoy/Miskel Chapter 5

Week of Oct 15

Book Critique Due- Oct. 21

Week of Oct 22

Required Reading

Hoy/Miskel Chapter 6-7

Please watch the movie Remember the Titans for this week. The movie is a commercially available movie that can be found at most video rental places. If you are unable to find the movie, please contact me – however, please watch the movie to be prepared to respond to posted questions. If you have already seen the movie, please re-watch it and take notes, because we will be discussing the movie with a critical eye toward leadership.

Week of Oct 29

Required Reading

Hoy/Miskel Chapter 8-9

Week of Nov. 5

NJEA Convention

Week of Nov. 12
Partner Presentation Due Nov. 16

Week of Nov. 19
Thanksgiving Holiday

Week of Nov. 26
Required Reading
Hoy/Miskel Chapter 10-11

Week of Dec 3-
Final Exam Due Dec 13

Sample discussion for Partner Presentation: (this is just a sample, keep in mind the other criteria for this activity, including practical application in your school, ect...)

Topic: *Should schools teach character and compassion?*

Not all educators believe that schools should teach compassion, tolerance, or other aspects of character and morality. Here are two contrasting opinions.

Point-

Schooling should include character education

Proponents of character education point to violence in the schools, teenage pregnancy, and drug use among young people as evidence that educators need to address issues of morality and virtue. They argue that families are no longer doing a good job in this area, so schools must assume the burden. Thomas Lickona (2002) describes character education as the deliberate effort to cultivate personal qualities such as wisdom, honesty, kindness and self discipline. The goals of character education are to produce good people (who can work and love), good schools (that are caring and conducive to learning), and a good society (that deals effectively with problems such as violence and poverty). To accomplish these goals, Lickona believes that students need knowledge and moral reasoning capabilities, emotional qualities such as self-respect and empathy, and skills such as cooperation and communication. Character education strategies include modeling kindness and cooperation, creating a classroom community that is democratic and supportive, using cooperative learning strategies, including reflection on moral issues in the curriculum, and teaching conflict resolution.

Counterpoint-

Character education is ineffective and dangerous

Alfie Kohn (2002) cautions that the term character education has two meanings. The first is the general concern shared by most parents and educators that students grow into good, caring, honest people. The second is a narrow set of programs and strategies for teaching a particular set of values. Few people disagree with the general concern, but there is a disagreement about the narrower programs. Kohn suggests that rather than try to “fix” students’ character, we should fix the structure of schools to make them more just and caring.

Publications to choose from for Book Critique–

- Blankstein, Alan W., Cole, Robert W., and Houston, Paul D. Ed.(2007). *Engaging Every Learner*. Thousand Oaks:Corwin Press.
- Blankstein, Alan W., Cole, Robert W., and Houston, Paul D. Ed.(2008). *Sustaining Professional Learning Communities*. Thousand Oaks:Corwin Press.
- Chance, Patti, L., and Chance, Edward W.(2002). *Introduction to Educational Leadership and Organizational Behavior Theory into Practice*. Larchmont Eye on Education.
- Christensen, Clayton M., Horn, Michael B., Johnson, Curtis W.,(2008). *Disrupting Class How Disruptive Innovation Will Change the Way the World Learns*. New York:McGrawHill.
- Collins, Jim.(2009). *How The Mighty Fall and Why Some Companies Never Give In*. New York:HarperCollins Publishers.
- Covey, Stephen.(2004). *The 7 Habits of Highly Effective People*. New York:Free Press.
- Covey, Stephen.(1991). *Principle Centered Leadership*. New York:Fireside.
- Daggett, Willard R.(2008). *Rigor and Relevance from Concept to Reality*. Rexford:International Center for Leadership in Education.
- Dewey, John. *Experience and Education*. New York: The Macmillan CO.,1938.
- Gabriel, John G.(2005). *How to Thrive as a Teacher Leader*. Alexandria:ASCD.
- Educational Equality Project. *Academic Preparation For College: What Students Need to Know and Be Able to Do*. New York: The College Board, 1983.
- Educational Research Service(2007). *The Principal as Educator and Leader:Readings for Professional Development*. Alexandria:ERS.
- Krathwohl, David R., Bloom, Benjamin S., & Masia, Bertram, B. *Taxonomy of Educational Objectives: The Classification of Educational Goals, (Handbook II: Affective Domain)*. New York:David McKay Company, Inc., 1964.
- Glass, Gene V.(2008). *Fertilizers, Pills, And Magnetic Strips, The Fate of Public Education in America*. Charlotte North Carolina:Information Age Publishing.
- Goldin, Claudia, and Katz, Lawrence, F.(2008). *The Race Between Education and Technology*. Cambridge Massachusetts:The Belknap Press.
- Houston, Paul O.(2008). *No Challenge Left Behind, Transforming American Education Through Heart and Soul*. Thousand Oaks:Corwin Press.
- Houston, Paul D., Blankstein, Alan M., Cole, Robert W.(Ed).(2007). *Out-Of-The -Box Leadership*. Thousand Oaks:Corwin Press.
- Johnson, Susan Moore.(1996). *Leading to Change, The Challenge of the New Superintendency*. San Francisco:Jossey-Bass.

- Lencioni, Patrick.(2002). *The Five Dysfunctions of a Team A Leadership Fable*. San Francisco :Jossey-Bass.
- Marx, Gary.(2006). *Future-Focused Leadership Preparing Schools, Students, and Communities For Tomorrow's Realities*. Alexandria:ASCD
- Marx, Gary.(2006). *Sixteen Trends Their Profound Impact on Our Future*. Alexandria:ERS.
- Neill, A.S. *Summerhill: A Radical Approach to Child Rearing*. New York: Simon and Schuster, 1960.
- Nussbaum, Paul D. and Daggett, Willard R.(2008). *What Brain Research Teaches about Rigor, Relevance, and Relationships*. Rexford:International Center for Leadership in Education.
- Owings, William A., and Kaplan, Leslie S.(Ed).(2003). *Best Practices, Best Thinking*. Thousand Oaks:Corwin Press.
- Sarason, Seymour, B. *The Culture of the School and The Problem of Change*. Boston: Allyn and Bacon Inc., 1971.
- Sax, Leonard.(2006). *Why Gender Matters*. New York:Broadway Books.
- Sizer, Theodore R. *Horace's Hope: What Works For the American High School*. Boston: Houghton Mifflin, 1996.
- Smolin, Louanne., Lawless, Kimberly.,Burbules, Nicholas, C. (Ed).(2007). *Information and Communication Technologies:Considerations of Current Practices for Teachers and Teacher Educators*. Malden:Blackwell Publishing.
- Tanner, Daniel. *Crusade For Democracy*. Progressive Education at the Crossroads. Albany: SUNY Press, 1991.
- Tanner, Daniel. *Using Behavioral Objectives in the Classroom*. New York: The Macmillan Co., 1972.
- Wallace, Frances., Blase, Karen., Fixsen, Dean., and Naom, Sandra. (2008).*Implementing the Findings of Research: Bridging the Gap Between Knowledge and Practice*. Alexandria:ERS.
- Walser and Chauncey, Ed(2007). *Spotlight on Leadership and School Change*{No. 4 in the Harvard Education Letter Spotlight Series}. Cambridge:Harvard Education Press.
- Zucker, Andrew A.(2008). *Transforming Schools with Technology How Smart Use of Digital Tools Helps Achieve Six Key Education Goals*. Cambridge :Harvard Education Press.
- Zakaria, Fareed.(2008). *The Post-American World*. New York:W.W.Norton and Co

HOW TO SUCCEED IN THIS ON-LINE COURSE:

Welcome to a most exciting adventure—our on-line course –

I have taught this course in a traditional face-to-face model and completely on line. Here are some of the ideas and tips that I have to offer to you to help you embark and succeed on this on-line adventure:

- 1) Students report to me that in an on-line course they have to be able to interact with others in multiple ways and this requires more time, dedication, and time-management than does a traditional face-to-face class.
- 2) In an on-line course, reading and writing are more important than in a traditional class. You have to be able to read and understand the writing of others—your instructor and your fellow learners. You must be able to comprehend written directions so that you can complete assignments. You need to be able to compose clear questions to your instructor when you are confused or need clarification. As for your own writing, you need to answer questions completely and concisely with attention paid to spelling and grammar.
- 3) You need to be comfortable working with a computer and using the Internet. You need to know how to log into the course, send responses to your professor, work in on-line groups, and respond in the discussion board format.
- 4) You need to be able to manage your time well so that assignments are emailed to your professor on time and that you collaborate with your peers so that group assignments can be handed in when they are due. You should expect to login to the course at least three times a week and spend at least two to three hours doing your on-line lessons and then additional time doing your class readings and research.
- 5) An on-line course places significantly less emphasis on lecturing by the professor. You are required to be a more critical and creative thinker who can make personal “sense” of what you are to do to succeed in this course.

Checklist for On-Line Course Success

- Keep up with all deadlines—on-line class and required graded assignments. Work can be turned in through the course drop box or emailed to me directly.
- Learn the on-line Rutgers course system during the first week of the class.
- Be sure that your email is updated on the E-college system; all emails for this class are generated from E-college so it is imperative that you have an updated email
- Log into the course frequently.
- Discover when and where you work best on-line. Create a schedule for yourself.
- Be patient with yourself , your computer, and the Internet
- Download and print documents/lessons you want to study or consider in depth.
- Save your work in more than one place.
- Find a friend or buddy who can help you achieve.
- Work hard.
- ASK QUESTIONS—of each other and of me. I LOVE to hear from you and no question or comment is insignificant to me. So please interact with me through my email rachpereira@yahoo.com.
- Enjoy!

How to Narrate a Power Point Presentation

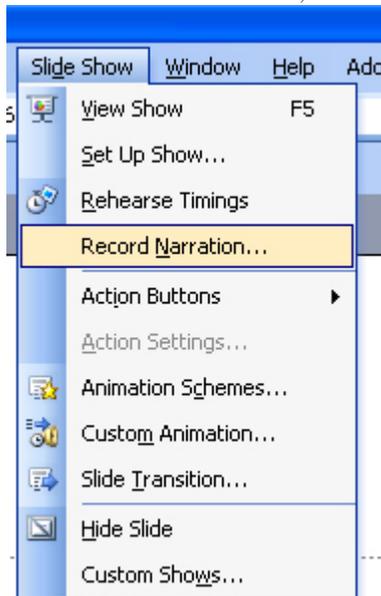
Creating narrated PowerPoint files is relatively simple and easy to do. The great thing about using narrated slides is that they can be used in a number of formats to enrich and enhance their educational / training value; they can be, for instance, converted to Flash video for interactive learning modes.

Here is a simple set of instructions on how to record narrations. While this may not work on every computer (especially if you are not the administrator of the machine), the basic creation structure remains the same.

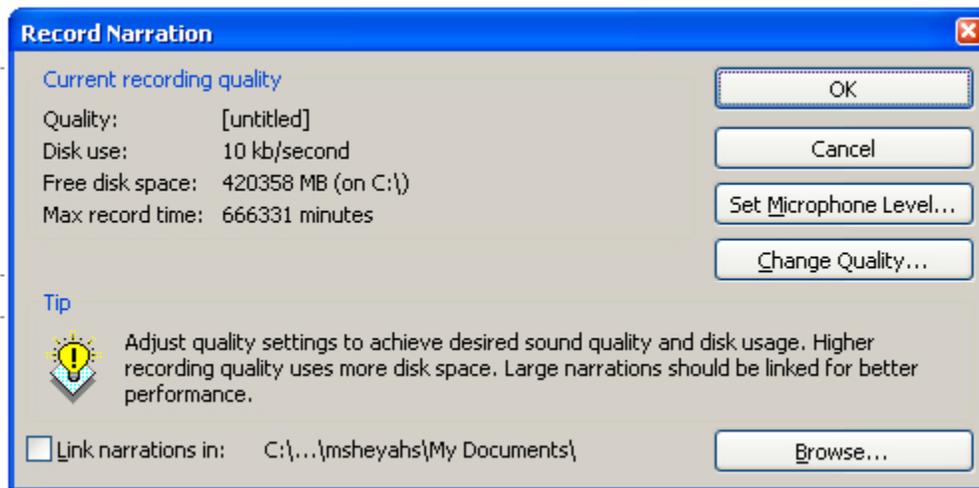
Narrated PowerPoint

Microsoft PowerPoint allows individuals to add additional voice-over audio files embedded in each slide in the slide show. Here are instructions on how to create a narrated slide show.

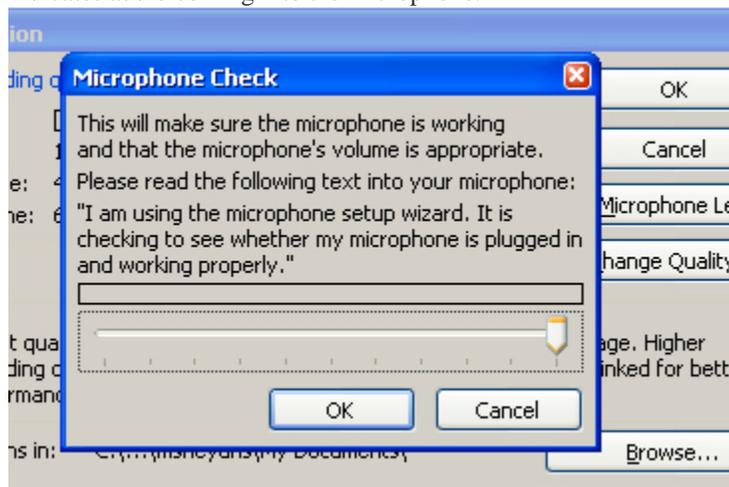
1. Open your PowerPoint file.
2. Be sure to save it to a location you are familiar with (MY DOCUMENTS or DESKTOP, perhaps)
3. From the PowerPoint menu, select:SLIDE SHOW > RECORD NARRATION



- A pop-up window, labeled “Record Narration” will appear that will allow you to manage the audio settings, change the quality, and check the microphone.



- On this pop-up, click: **SET MICROPHONE LEVEL**
- Another pop-up window, labeled “Microphone Check,” will appear with a moving green bar that indicates audio coming into the microphone.

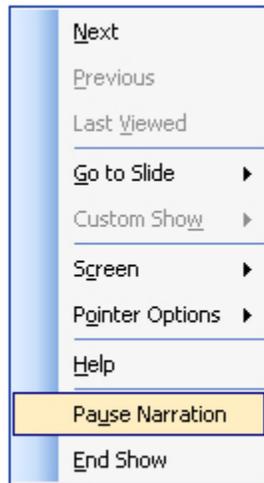


- The green bar on the “Microphone Check” window should now be moving when you speak.
- Click OK on the “Microphone Check” window.
- Click OK on the “Record Narration” window.
- Begin recording your show.

Additional NOTES on recording:

- Please keep in mind the following points when recording your Narrated PowerPoint.
- Begin speaking in a clear and slow manner during recording.
- Allow time before and after mouse clicks (between slide transitions) before speaking.

- If you need to take a break during recording, simply RIGHT-CLICK the screen and chose “Pause



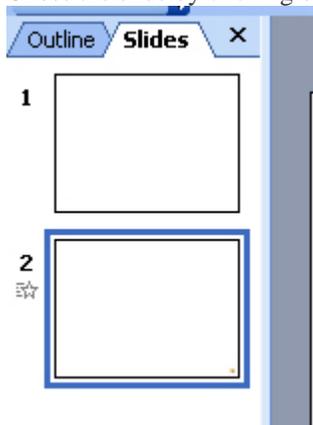
Narration”

- After you have finished recording, please SAVE the timings. These will be needed to tell PowerPoint when to transition to the next slide.



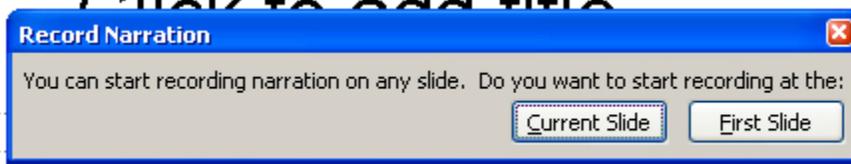
To edit a particular slide’s narration.

1. Chose the slide by clicking on the slide image in the PowerPoint main interface.



2. Follow the instructions above to begin recording as normal.
3. When you click OK to begin recording, a pop-up will display asking you whether you want to begin recording on the selected slide or on the very first slide. Click “Current Slide” and begin

recording.



4. After recording, slides, including recorded narration for that particular slide, can be moved up or down in sequential order of the PowerPoint show, if needed.