

## COURSE SYLLABUS

### SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Leadership and Counseling

Course Title: EA-760 (4), EA-761 (3), EA-762 (3): Internship: Specialist Level

New: Spring 1990

Revision: Summer 1996

Revision: Spring 2000

Revision Fall 2000

Revision Fall 2005

Revision Fall 2009

Revision Fall 2010



## THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

### I. Catalog Description and Credit Hours of Course:

Designed to provide advanced Specialist Students with an opportunity to gain relevant experience in school administration. Students seeking an initial certification and four hours credit enroll in EA-760. For students seeking certification renewal or advanced certification the EA-761 option (3 credits) is for students who completed 120 clock hours of relevant internship (Master's level), and the three hours of credit for EA-762 is required of a student who completed 120 clock hours of internship. Those seeking multiple certifications will probably need at least 6 credit hours. (4) (3) (3)

### II. Prerequisite(s);

Candidates must have been admitted to the specialist program.

### III. Purposes or Objectives of the Course:

The intent is for the candidate to gain relevant experience in school district administration by observing and assisting district level administrator in the exercises of the role. At the culmination of the experiences, the candidate will:

- A. Identify, describe and reflect on significant barriers to learning for P-12 students.
- B. Identify, describe and reflect on a statewide, multi-state, or national issue/trend that negatively impacts student learning the district.
- C. Describe and reflect on a partnership developed between the school district and area businesses, institutions of higher education, and/or other community groups and leaders that had a significant impact on student learning in the district.
- D. Explain and evaluate the specific impacts of partnerships had on student learning.

- E. Evaluate your strengths and weaknesses as a communicator and collaborator.
- F. Describe and reflect on the collaborative process that led to the establishment goals for a staff member in your school or district.
- G. Identify and describe the resolution of two or more opposing individuals, groups, or factions who have competing claims over the allocation of resources.

**IV. Expectations of Candidates:**

The Candidate will:

- A. Complete a self-assessment of leadership skills before the start of the internship.
- B. During one calendar year (6-12 months) Candidates will participate in an internship of 120-160 clock hours. This will provide opportunities for developing leadership and management competencies in a particular school administrative position for which the Candidate is preparing. (A log of hours by day with activities is maintained and submitted at the conclusion of the internship.)
- C. Participate in seminar session on the university campus addressing the interface between courses and professional practice.
- D. Complete a self-assessment of leadership skills at the conclusion of the internship.

**V. Course Content or Outline:**

**Topics to be addressed during the District Level Internship Experience:**

- A. Facilitating the Vision of Learning Within the School Community
- B. Sustaining a Culture Conducive to Student Learning
- C. Understanding and Responding to the Larger Context
- D. Collaborating with Families and Community
- E. Supporting Professional Growth and Development
- F. Organizing Resources for an Effective Learning Environment

**VI. Textbook(s):**

*Internship Manual* (current edition). Southeast Missouri State University.

**VII. Basis for Candidate Evaluation and Performance Outcome:**

The instructor will assign credit on the basis of:  
Credit/Non-credit

**VIII. Grading Scale**

The instructor will assign credit on the basis of:  
Credit/Non-credit

**IX. Academic Policy Statement:**

Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to:  
<http://www6.semo.edu/judaffairs/code.html>

**X. Student with Disabilities Statement:**

If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs.

**XI. Harassment and Civility**

The University strives to offer learning experiences and opportunities designed to help candidates think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the candidates and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every candidate at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

**XII. Dispositions**

**Professional Dispositions for Educational Leadership**

**The Dispositions, as assessed within Educational Leadership** are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the dispositions assessed at the beginning and end of coursework. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement *Disposition* Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed *dispositions* are listed under the applicable Conceptual Framework Term.

**Competent:**

- Committed to the development of a quality learning environment
- Willingly shares ideas and materials with others
- Prefers being part of a team
- Maintains high ethical and professional standards
- Is aware of program policies and professional practices
- Responds to program guidelines positively
- Maintains a professional appearance
- Recognizes the variety of ideas, values and cultures in the larger political, social, economic, legal and cultural context.
- Receptive to change for continuous improvement of learning environments
- Displays a results-oriented (professional program assessment) mentality

- Quality of oral expression is good and effective with a variety of audiences
- Exhibits effective written expression with proper mechanics and spelling

***Reflective:***

- Makes decisions that enhance learning and instruction
- Is willing to take risks to improve candidate achievement (learning)
- Is creative and resourceful and independently implements plans
- Demonstrates the ability to distinguish between relevant and irrelevant information
- Poses probing questions and identifies problems regarding educational issues
- Demonstrates appropriate analysis, synthesis and evaluation of data and information
- Solicits input and feedback from others
- Properly channels constructive criticism to the improvement of programs and learning

***Caring:***

- Believes that all candidates can learn
- Sees education as a key to opportunity and social mobility
- Maintains a high rate of attendance
- A self-starter who identifies needs and attends to them immediately
- Displays good judgment regarding the maintenance of good relationships
- Is diplomatic and sensitive to others’ feelings and opinions
- Appears to be deeply committed to a career in administration
- Displays enthusiasm for the profession

**XIII. Alignment of Standards to Course Objectives**

**Alignment of Standards**

<b>Objective</b>	<b>Conceptual Framework Unit Standard Met</b>	<b>ELLCC/ ISLLC Standard Met</b>	<b>MOSTEP Standard Met</b>	<b>Assessment Assuring that the Objective has been met</b>
A. Identify, describe and reflect on significant barriers to learning for P-12 students.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standard 1,2,3,4,5,6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	Portfolio
B. Identify, describe	1.2, 1.2, 1.3,	Standards	1.3.1, 1.3.2,	Portfolio

and reflect on a statewide, multi-state, or national issue/trend that negatively impacts student learning the district.	1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	1,2,3,4,5,6	1.3.3, 1.3.4, 1.3.5, 1.3.6	
C. Describe and reflect on a partnership developed between the school district and area businesses, institutions of higher education, and/or other community groups and leaders that had a significant impact on student learning in the district.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 5.1, 5.2, 5.3	Standard 1,2,3,4,5,6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	Portfolio
D. Explain and evaluate the specific impacts of partnerships had on student learning.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standards 1,2,3,4,5,6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	Portfolio
E. Evaluate your strengths and weaknesses as a communicator and collaborator.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standards 1,2,3,4,5,6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	Portfolio
F. Describe and reflect on the collaborative process that led to the establishment goals for a staff member in your school or district.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 5.1, 5.2, 5.3	Standard 1,2,3,4,5,6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	Portfolio
G. Identify and describe the	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2,	Standards 1,2,3,4,5,6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	Portfolio

resolution of two or more opposing individuals, groups, or factions who have competing claims over the allocation of resources.	3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3			
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### XVI. Relationship of the Conceptual Framework to Standards

The increasing emphasis on professional standards for educators that focus on resultant *dispositions* and School Leaders Licensure Assessment (SLLA) and the School Superintendent Assessment (SSA) results of program graduates has reinforced the relevance of the College’s emphasis on a synergistic meld of the themes of *competent, reflective, and caring* as the foundation of its *conceptual framework*. As the lists of expected achievement indicators, competencies, and *dispositions* issued by government and professional groups become more extensive, only a *competent* professional who assiduously *reflects* on his/her teaching, while maintaining a *caring* attitude, is and/or will be capable of meeting the intent of those standards. For a unit the size of the College of Education at Southeast Missouri State University, the broad applicability of *competencies, reflective learning, and caring* supports its utility as a purposeful conceptual framework that all constituents apply to their work. Specific instances of how the conceptual framework influences work within programs will be found in evidence provided by the programs.

It is the collaborative belief of the faculty of the College of Education at Southeast Missouri State University and the professional community of educators who work with the College to prepare future educators at all levels that any overarching statement or theme must encompass a vision for the entire College and its constituent parts. That vision, encapsulated within a theme statement, is to prepare pre-service professionals and to encourage and support the teacher, the administrator and the counselor in their efforts to at all times be, act and believe as competent, reflective and caring professionals in their support of all learners.

Given that such a vision arises from divergent constituencies, in diverse fields within education, it is important for us to be clear on what constitutes the foundational pieces on which this vision rests. While the primary tenets of this vision are our collective belief that to be professional educators, one must be *competent, reflective and caring* in both the personal and professional senses, equally important are the many components that we believe are both required and evoked by those three attributes. These components are to be found in the collegially derived descriptions for teacher education, administrator education and counselor education. We have developed visions for each of these areas as separate descriptions because we felt that while intertwined in the College and in the field, each approaches the task through curricular and pedagogical means unique to that field.

The general theme of the vision, as noted above, is that each of these areas strives to nurture and prepare the pre-service candidate, and challenge and stimulate the continuing professional to be a *competent, reflective and caring* professional, so they can meet the needs of diverse learners. These efforts include continuous endeavors to creatively incorporate *technology* throughout their individual subject area fields, to promote understanding and appreciation for *diversity*, and to support the development of *literacy* skills needed in an increasingly complex society. This *Conceptual Framework model, with the six centrally located terms of competent, caring, reflective, diversity, technology and literacy*, provide guidance for all programs in the College of Education in a continuous effort to develop, utilize and *assess* proficiencies according to standards evidenced in college, state and national standards.

**XV. Knowledge Base References:**

Dufour, R., & Eaker, J. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Educational Service.

Eaker, J., DuFour, R., & DuFour, R. (2002). *Getting started: Reculturing schools to become professional learning communities*. National Education Service: Bloomington, Indiana.

E.T.S. (2006). *A framework for school leaders*. New York: Prentice Hall.

Lassonde, C.A., Israel, S.E., & Almasi, J.F. (2009). *Teacher collaboration for professional learning: Facilitating study, research, and inquiry communities*.

Marshall, K. (2009). *Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap*. San Francisco: Jossey-Bass.

Underwood, J., & Webb, L.D. (2006). *School law for teachers: Concepts and applications*. New York: Prentice Hall.

Sergiovanni, T. (2005). *Strengthening the heartbeat: Leading and learning together in schools*. San Francisco: Jossey-Bass.

DEPARTMENTAL APPROVAL DATE 10/31/00

COLLEGE COUNCIL APPROVAL DATE 11/16/00