

## COURSE SYLLABUS

### SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Administration and Counseling

Course No: EA-781: Educational Administration-Variable Topics II  
(1hour) (2hours) (3 hours)



New: Spring 2000

Revised: Fall 2005

### **THE ADMINISTRATOR AS COMPETENT PROFESSIONAL EDUCATOR**

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

Incorporates and explores efforts initiated by private, state and federal educationally related entities and agencies, professional leadership organizations, professional leadership academies and grant activities designed for school improvement.

#### II. Prerequisite(s):

The student must have a teaching certificate and be admitted to the Masters in School Administration Program.

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

The student will demonstrate knowledge, understanding, and the ability to:

- A. Apply proactive, interactive, and participatory leadership to appropriate situations.
- B. Apply the basic concepts of the change process and develop a comprehensive school improvement plan.
- C. Effectively communicate standards of expected performance and the role of the school administrator as an instructional leader.
- D. Apply effective organizational skills and delegation of authority.
- E. Develop administrative procedures and assign responsibilities.
- F. Develop assessment of needs, goal setting, and accomplishment evaluation for school improvement.
- G. Build and maintain a positive school image and manage and distribute information about the school to the general public.
- H. Develop an effective plant management plan
- I. Monitor, evaluate and handle data regarding the progress and work of others.
- J. Participate in professional growth activities that enhance the development of a "learning community."
- K. Exhibit effective problem-solving and decision-making skills that will enhance student learners.
- L. Manipulate factors affecting the school's learning environment to improve student learning.

- M. Gather, analyze, and generate alternative solutions, proper decisions, possible consequences, and contingency plans.
- N. Recognize and appropriately handle situations arising from decision-making and the process of implementation of the decisions.
- O. Apply knowledge, understanding, and application strategies for promoting and maintaining a positive school climate, culture, and the value of diversity.
- P. Indicate knowledge of effective discipline procedures and the ability to select and/or develop a discipline plan for a school.

IV. Expectations of Students:

- A. Actively participate in classroom discussion, and complete all assignments as prescribed and maintain an appropriate professional posture while participating, presenting, and defending ethical values.
- B. Submit written reports as determined by the instructor.
- C. Participate in a variety of mock situations with parents, students, personnel, fellow administrators, and patrons from the community to gather, organize, and present information to various groups.
- D. Successfully complete formal assessments.

V. Course Content or Outline:

Class Hours

The evaluation of student performance includes the following products and/or activities and is standards based. Educational Leadership Constituent Council (ELCC) Standards and Missouri Standards for Teacher Education Programs (MoSTEP) standards follow each evaluation product or activity with the MoSTEP standards listed in parentheses.

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|----|---|-------------------|
| A. | The content of this course will change as leadership and improvement efforts vary. However, the focus will center on such areas as the following: | 15, 30 or 45 hrs. |
|    | 1.* Using Technology in the class   | sequence#9998     |
|    | 2.* Student Assessment  | sequence#9997     |
|    | 3. Balance Literacy   | sequence#9996     |
|    | 4.* National Board of Teacher Standards ( <b>5.5</b> )  | sequence#9995     |
|    | 5. Early Childhood  | sequence#9994     |
|    | 6. Public School Finance  | sequence#9993     |
|    | 7. Leadership and the ISLLC process   | sequence#9992     |
|    | 8.* MSIP/CSIP Process ( <b>5.5</b> )  | sequence#9991     |
|    | 9.* Advanced Leadership Academy (DESE)  | sequence#9990     |
|    | 10. Technology Integration  | sequence#9989     |
|    | 11. Effective Schools   | sequence#9988     |
|    | 12. Learning styles and the curriculum  | sequence#9987     |
|    | 13. Building leadership teams   | sequence#9986     |
|    | 14.* Accelerated schools ( <b>5.5</b> )   | sequence#9985     |
|    | 15. Leadership styles   | sequence#9984     |
|    | 16. Leadership for curriculum revision  | sequence#9982     |
|    | 17.* A+ Schools   | sequence#9981     |
|    | 18. Leadership for school improvement   | sequence#9980     |

19.	Diversity	sequence#9979
20.	Reading and Writing across the Curriculum	sequence#9978
21.*	No Child Left Behind (5.5)	sequence#9977
22.	Professional Development for Student Achievement	sequence#9976
23.	Secondary Curriculum Revision (5.2)	sequence#9975
24.	Vocational Curriculum Revision (5.2)	sequence#9974
25.	Elementary Curriculum Revision (5.2)	sequence#9973
26.	Legal Issues for Public Schools	sequence#9972
27.	Topics: Classroom Management	sequence#9971
28.	Improving Reading	sequence#9970
29.	Improving Math	sequence#9969
30.	Foundations of Advanced Placement	sequence#9968
31.	Issues in Literacy	sequence#9967
32.	Assisting First Year	sequence#9966
33.	Developing Learning Community	sequence#9965
34.	ESL & TESOL	sequence#9964
35.	BI/MULTILING'L LITERATURE	sequence#9963
36.	Virtual Schools	sequence#9962
37.	Curriculum Improvement & Change	sequence#9961
38.	Alternative School Developing Unique Curriculum	sequence#9960
39.*	Educational Technology: Website Issues	sequence#9959
40.	Understanding Safety-Classroom and School Yard	sequence#9958
41.	Diversity & Closing the Achievement Gap	sequence#9957
42.	Beginning Tchers Assistance Programs	sequence#9956
43.	Advanced Placement: Professional Development	sequence#9955
44.	Advanced Placement: Virtual Teams	sequence#9954
45.	Collaborative Teaching	sequence#9953
46.*	Differentiated Teaching	sequence#9952
47.	Reading Literacy	sequence#9951
48.	Reading First	sequence#9950
49.	Direct Reading Instruction	sequence#9949
50.	Parent Teacher Communication	sequence#9948
51.	Research Based Instruction	sequence#9947
52.	Integrated Curriculum	sequence#9946
53.	Classroom Management	sequence#9945
54.*	Electronic Instruction (ements classroom)	sequence#9944
55.	Problem: Improving Teaching	sequence#9943
56.	Problems: Elementary Education	sequence#9942
57.	Language Development in Early Childhood Education	sequence#9941
58.	Problems in Early Childhood Education	sequence#9940
59.	Language Development in Early Childhood Education	sequence #9939
60.	Problems in Early Childhood Education	sequence #9938

*\*\*Course and sequence numbering was established by the university's registrar.*

*\*Subject Areas identified with and (\*) can be utilized as components in the Internship(s) EA-646/647/648, with the approval of the internship instructor.*

B. The study of the content areas will be carried out in the following manner:

1. Electronic presentations by instructor and participants
2. Class discussions
3. Reading from selected courses and materials
4. Presentations by resource persons
  - a. Resource persons from public school and the University
  - b. Resource persons from the State Department of Elementary and Secondary Education

VI. Textbook(s):

Texts and materials appropriate to the content will be used in this course. A list of readings pertinent to the content areas will also be prepared for students.

VII. Basis for Student Evaluation and Performance Outcomes:

Grading scale: A= 90%- 100%; B= 80%-89%; C=70%-79%; F= Below 70%.

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each course.

VIII. Knowledge Base References:

Areglado, R. J. (2005). Perspectives on the principalship. *Principal*, 84(5). 40.

Brown, F. (2005). Leveling the playing field for new principals. *Principal*, 84(5), 22-24.

Cotton, K. (2003). *Principals and student achievement: What the research says*. Alexandria, VA: ASCD.

Davis, J., & Jazsar, M. (May/June, 2005). *The seven habits of effective principal preparation programs*. *Principal*, 84(5). 18-21.

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

Evans, T. J. (2005). Entering your new leadership position. *Supervision*, 66(8), 12-13.

Fischer, L., Schimmel, D., & Kelly, C. (1999). *Teachers and the law*. New York: Addison Wesley Longman.

Hughes, R. C. (2005). Creating a new approach to principal leadership. *Principal*, 84(5), 34-39.

*Interstate school leaders licensure consortium standards for school leaders*. (1996). Council of Chief State School Officers, Washington, DC.

Johnson, J. F., & Uline, C. L. (2005). Preparing educational leaders to close the achievement gaps. *Theory into practice*, 44(1). 45-52.

Mohn, C., & Machell, J. (2005). Reconceptualizing school leader learning: Blurring the lines between staff development and university-based principal preparation programs. *Planning & Changing*, 36(1/2), 120-127.

Murphy, J., & Shipman, N. (1998, April). *The interstate school leaders licensure consortium: A standards-based approach to strengthening educational leadership*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

Murphy, J. (Sept./Oct., 2002). How the ISLLC standards are reshaping the principalship. *Principal*, 82(1), 22-26.

Murphy, J. (Nov., 2001). The changing face of leadership preparation programs. *School Administrator*, 58(10), 14-17.

NASSP Board of Directors. (March, 1999). *Statement of ethics*. NASSP Bulletin, 91.

Quinn, T. (2005). Leadership development: The principal-university connection. *Principal*, 84(5), 12-14, 16.

IX. Academic Dishonesty:

Academic dishonesty is an offense against Southeast Missouri State University. A student who has committed an act of dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus academic dishonesty is not only a basis for disciplinary action, but is also relevant to the evaluation of the student's level of performance. Academic honesty requires that students do not cheat, or knowingly assist another to do so. Other unacceptable behavior includes plagiarism, which is submission of someone else's work as their own, and the unauthorized access to or changing of grades or examination. As required by Southeast Missouri State University policy, instructors must report cases of academic dishonesty. Refer to: <http://www6.semo.edu/judaffairs/code.html>

X. Accommodations:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the instructor. To request accommodations, students must contact Services for Students with Disabilities. Refer to: <http://www.semo.edu/cs/services/disability.htm>

DEPARTMENTAL APPROVAL DATE: 9/22/05

COLLEGE COUNCIL APPROVAL DATE: 10/20/05