

GRADUATE COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Leadership and Counseling

Course NO: EA-789: Superintendent's Assessment

New: Fall 1998

Revision: Fall 2000

Revision: Fall 2005

Revision: Fall 2010



THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:

Practical research-based application of knowledge, competencies and management skills identified as crucial to effective school district administration.(1)

II. Prerequisite(s):

Completion of EA-760 Internship; Admission to graduate studies, major in school administration. Permission of instructor.

III. Purposes of Objectives of the Course:

Upon completion of the test preparation course, the candidate will:

- A. Identify administrative procedures and processes involved in district level public relations and ways to promote a positive school climate.
- B. Analyze procedures for staff recruitment and orientation, develop professional development programs based on school improvement efforts, and identify processes involved in developing positive interpersonal relationships.
- C. Determine legal and financial provisions applicable to public education.

IV. Expectations of Candidates:

Candidates will participate in a variety of simulated activities reflecting typical internal and external school-community issues.

V. Course Content and Outline:

- A. Introduction and review of Interstate School Leaders Licensure Consortium (ISLLC) Standards
- B. Identifying resources for the School Superintendent Assessment (SSA) test preparation
- C. Guided practice:
Module I: Evaluation of Actions
Module II: Synthesis of Information and Problem Solving
Module III: Analysis of Information and Decision Making
- D. SSA Simulation

VI. Textbook(s):

No textbook; Instructor-developed materials for test preparation.

VII. Basis for Candidate Evaluation:

Candidate performance will be based on participation in the test preparation activities.

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 student 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 students 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

Objective	Conceptual Framework Unit Standard Met	ELLC/ ISLLC Standard Met	MOSTEP Standard Met	Assessment Assuring that the Objective has been met
A. Identify administrative procedures and processes involved in district level public relations and ways to promote a positive school climate.	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	*School Superintendent Assessment (SSA) Practice Test

B. Analyze procedures for staff recruitment and orientation, develop professional development programs based on school improvement efforts, and identify processes involved in developing positive interpersonal relationships.	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	*School Superintendent Assessment (SSA) Practice Test
C. Determine legal and financial provisions applicable to public education.	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	*School Superintendent Assessment (SSA) Practice Test

XIV. 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:

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Cambron-McCabe, N., & Cunningham, L. (2002). National commission for the Advancement of educational leadership: Opportunity for transformation. *Education Administration Quarterly*, 38(2), 289-299.

Grogan, M., & Andrews, R. (2002). Defining preparation and professional development for the future. *Education Administration Quarterly*, 38(2), 233-256.

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

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- Hoyle, J. (2010). *Six steps to preparing exemplary principals and superintendents: Leadership education at its best*. Lanham, MD: Rowman and Littlefield.
- Kowalski, T. J. (2005). Evolution of the school superintendent as communicator. *Communication Education*, 54(2), 101-117.
- Marzano, R. J. & Waters, T. (2009). *District leadership that works: Striking the right balance*. Bloomington, IN: Solution Tree Press.
- Owen, J. C., & Ovando, M. N. (2000). *Superintendent's guide to creating community*. Lanhan, MD: Scarecrow Press.
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- Wilmore, E. (2008). *Superintendent leadership: Applying the Educational Leadership Constituent Council standards for improved district performance*. Thousand Oaks, CA: Corwin Press.

DEPARTMENTAL APPROVAL DATE:
COLLEGE COUNCIL APPROVAL DATE: