I. Catalog Description (Credit Hours of Course):
The second of two courses which is project based focused on gaining expertise in the various teacher leadership positions in a district. (3)

II. Co- or Prerequisite(s):
Admission to the Specialist Program in Teacher Leadership

III. Purposes or Objectives of the Course (optional):
The intent is for the candidate to gain relevant experience in school/district teacher leadership by observing and assisting district and school level teacher leaders and/or administrators in the exercises of the role. The candidate will be able to concentrate in 4 areas. Areas of concentration are: Operations, Curriculum and Data, Human Resources, or Instructional Technology. At the culmination of the experiences, the candidate will:

A. Strengthen content expertise in a concentrated area of operations in the district.
B. Explain and evaluate the specific impacts of the concentrated area on student learning.
C. Evaluate strengths and weaknesses as a communicator and collaborator in a concentrated area of expertise.
D. Describe and reflect on the collaborative process that led to the establishment of goals for the school/district in the concentrated area.
E. Strengthen teacher leadership skills at the school and district level.
F. Reflect on how all areas of concentration in a district work together to improve student learning.

IV. Student Learning Outcomes (Minimum of 3):
The Candidate will:

A. Assess and cite evidence how working with individual staff members or the larger group led to a positive learning environment.
B. Evaluate strengths and challenges of the school system in a concentrated area and what action steps and processes were developed due to these strengths and challenges.
C. Discuss what effect the internship experience will have on future teacher leadership decisions and develop a plan for best practices in the identified field of teacher leadership.

V. Optional departmental/college requirements:
VI. Course Content or Outline (Indicate number of class hours per unit or section):

Topics to be addressed during the District Level Internship experience are dependent on the area of concentration.

- Operations Specialist – a focus on financial management and leadership, school plant planning and operations, communications and public relations, food service, and safety
- Curriculum and Data Specialist – a focus on curriculum development and alignment at the district level, data for school improvement, innovation in instructional practices, interventions for diverse populations, professional development
- Instructional Technology Specialist – a focus on trends in instructional technology, designing instruction for online learning, integrating technology into teaching in the elementary and secondary classroom, leadership in instructional technology in the district
- Human Resource – staffing analysis, hiring and termination practices, mentoring, evaluations, benefits, HR management

112 clock hours in the designated area of concentration are required for the internship and a culminating portfolio.

Please Attach copy of class syllabus and schedule as an example

Signature: ___________________________________________ Date: ________________
Chair

Signature: ___________________________________________ Date: ________________
Dean
THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:
The second of two courses which is project based focused on gaining expertise in the various teacher leadership positions in a district. (3)

II. Prerequisite(s):
Admitted to the Specialist Program in Teacher Leadership.

III. Purposes or Objectives of the Course:
The intent is for the candidate to gain relevant experience in school/district teacher leadership by observing and assisting district and school level teacher leaders and/or administrators in the exercises of the role. The candidate will be able to concentrate in 4 areas. Areas of concentration are: Operations, Curriculum and Data, Human Resources, or Instructional Technology. At the culmination of the experiences, the candidate will:

A. Strengthen content expertise in a concentrated area of operations in the district.
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E. Strengthen teacher leadership skills at the school and district level.
F. Reflect on how all areas of concentration in a district work together to improve student learning.

IV. Student Learner Outcomes:
The candidate will be able to:
A. Assess and cite evidence how working with individual staff members or the larger group led to a positive learning environment.
B. Evaluate strengths and challenges of the school system in a concentrated area and what action steps and processes were developed due to these strengths and challenges.
C. Discuss what effect the internship experience will have on future teacher leadership decisions and develop a plan for best practices in the identified field of teacher leadership.

V. Expectations of Candidates:
The Candidate will:
A. During one academic semester, the candidate will participate in an internship that will provide opportunities for developing leadership and management competencies in a
particular school/district leadership position for which the candidate is preparing.

B. Develop and complete a portfolio of work associated with the selected area of concentration based on current guidelines.

C. Participate in conferences during the university instructor’s visit to the school site in cooperation with the district teacher leader supervisor.

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

E. Students are expected to develop specific objectives, which will lead to an understanding of the role and functions of state department of educations and their relationship to the position of concentration in teacher leadership.

G. Students are expected to work in a professional, confidential manner.

VI. Course Content or Outline:
Topics to be addressed during the District Level Internship experience are dependent on the area of concentration.

- Operations Specialist – a focus on financial management and leadership, school plant planning and operations, communications and public relations, food service, and safety
- Curriculum and Data Specialist – a focus on curriculum development and alignment at the district level, data for school improvement, innovation in instructional practices, interventions for diverse populations, professional development
- Instructional Technology Specialist – a focus on trends in instructional technology, designing instruction for online learning, integrating technology into teaching in the elementary and secondary classroom, leadership in instructional technology in the district
- Human Resource – staffing analysis, hiring and termination practices, mentoring, evaluations, benefits, HR management

112 clock hours are required for the internship and a culminating portfolio.

VII. Textbook(s):

VIII. Basis for Candidate Evaluation and Performance Outcome:
The candidate will submit a portfolio at the end of the course. The instructor will assign credit on the basis of: Credit/Non-credit

IX. Grading Scale
The instructor will assign credit on the basis of: Credit/Non-credit

X. Academic Policy Statement:
Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to: http://www.semo.edu/facultysenate/handbook/5d.html

XI. 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. Refer to: http://www.semo.edu/ds/

XII. Harassment and Civility
A major determinant of a successful educational experience is a shared sense of respect among and
between the students and their instructor. Some of the texts and issues we will discuss may cause disagreements among members of the class. Multiple viewpoints are an essential component of any college course, and disagreeing with someone is fine. However, rude, disrespectful, aggressive, offensive, harassing, or demeaning behavior—either face-to-face or in an online discussion—toward anyone in the class will not be tolerated; students are expected to abide by the Code of Student Conduct http://www.semo.edu/pdf/stuconduct-code-conduct.pdf. Should a student feel someone has acted inappropriately toward them in class, please speak with the instructor at once so the situation can be addressed. The instructor for the course reserves the right to ask a student to leave the classroom or the online discussion for any inappropriate behavior, and if the situation warrants, may call campus security to remove the offending student from class.

XIII. Dispositions

Professional Dispositions for Educational Leadership

The Dispositions, as assessed within Teacher 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

### XIV. Alignment of Standards to Course Objectives

#### Alignment of Standards

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Conceptual Framework Unit Standard Met</th>
<th>ELLC/PSEL Standard Met</th>
<th>MOSTEP Standard Met</th>
<th>Assessment Assuring that the Objective has been met</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Strengthen content expertise in a concentrated area of operations in the district.</td>
<td>1,2,3,4,5,6, 2,3,4,5,6,7, 8,9,10</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6</td>
<td>Portfolio</td>
<td></td>
</tr>
<tr>
<td>B. Explain and evaluate the specific impacts of the concentrated area on student learning.</td>
<td>1,2,3,4,5,6, 4,9,10</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6</td>
<td>Portfolio</td>
<td></td>
</tr>
<tr>
<td>C. Evaluate strengths and weaknesses as a communicator and collaborator in a concentrated area of expertise.</td>
<td>1,2,3,4,5,6, 6,7,8</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6</td>
<td>Portfolio</td>
<td></td>
</tr>
<tr>
<td>D. Describe and reflect on the collaborative process that led to the establishment of goals for the district in the concentrated area.</td>
<td>1,2, 1,3,5,6,7</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6</td>
<td>Portfolio</td>
<td></td>
</tr>
<tr>
<td>E. Strengthen leadership skills at the district level.</td>
<td>1,2,3,4,5,6, 4,6,7,9</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6</td>
<td>Portfolio</td>
<td></td>
</tr>
</tbody>
</table>
Reflect on how all areas of concentration in a district work together to improve student learning.

Professional Standards for Educational Leaders (PSEL) - [PSEL Standards](#)
Educational Leadership Constituent Council Standards – [ELCC Standards](#)
Missouri Standards for Teacher Education Programs - [MoSTEP](#)

**XV. Relationship of the Conceptual Framework to Standards**

The increasing emphasis on professional standards for educators, and subsequent higher accountability due to teacher evaluations linked to student growth, 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.

**XVI. Whom to Contact with Concerns:**
Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the department chair, Dr. C.P.Gause at cgause@semo.edu.