COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Administration and Counseling

Course No.: EA-630
Course Title: Elementary School Administration

Revision: Spring 1990
Revision: Fall 1996
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:
The course provides students with knowledge and skills required for the position of elementary principal (3 credit hours).

II. Prerequisite(s):
EA-625 Foundations of Educational Administration OR permission of instructor.

III. Purposes or Objectives of the Course:
Upon completion of the course, the candidate will be able to:

A. Apply proactive, interactive, and participatory leadership to appropriate situations
B. Utilize basic concepts of the change process and develop a comprehensive school improvement plan.
C. Understand the role of standards of performance and the role of the principal as an instructional leader.
D. Apply effective organizational skills and delegation of authority.
E. Understand the use of administrative procedures and assignment of responsibilities.
F. Apply assessment of needs, goal setting, and accomplishment evaluation for school improvement.
G. Use the processes associated with building and maintaining a positive school image and managing and distributing information about the school to the general public.
H. Develop an effective plant management plan.
I. Monitor, evaluate and handle data relating to the progress and work of others.

J. Identify professional growth activities that enhance the development of a "learning community."

K. Use effective problem-solving and decision-making skills that will enhance student learners.

L. Identify 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. Exhibit knowledge of effective discipline procedures and demonstrate the ability to select and/or develop a discipline plan for a school.

IV. Expectations of Students:

Each student will be expected to:

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. The student will develop a master schedule, budget, school improvement plan, and conduct a mock interview.

D. 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 the various groups.

E. Successfully complete formal assessments.

V. Course Content:

Topics

A. ISLLC Standards and Objectives
B. What is the Principal’s Job
C. A Theory of Management for the Principalship
D. Reflective Practice and the Principalship
E. Developing a Master Schedule
F. Developing a Comprehensive School Improvement Plan
G. Leadership and School Culture
H. School as Community
I. Safe Learning Environment
J. Leadership and Collegiality
K. Characteristics of Successful Schools
L. Teaching, Learning and Community
M. Teacher Professional Development and Supervision
N. Stages of Leadership
O. Motivation and Commitment
P. Options for Supervision
Q. Vignettes, Case Studies, and Simulations
R. Selection of faculty and staff with emphasis on equity issues and the school community.

VI. Textbook(s):

VII. Basis for Student Evaluation:
The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each class.

Specific assignments and the percentage of the course grade will be explained in class.

A. Oral Discussion/Reports
B. Examinations
C. Written papers
D. Problem Solving Using ISLLC Model
*E. Budgeting
*F. Scheduling
*G. Teacher Termination/Evaluation
*H. Comprehensive School Improvement Planning
*I. Curriculum Leadership
*J. Interviewing
*K. Development and communication of the School Report Card

*Items identified by an asterisk will be continued during the student’s internship.
VIII. **Grading Scale**
The instructor will assign letter grades on the basis of performance on each of the items in section VII of this syllabus.

IX. **Academic Policy Statement:**
Students will be expected to abide by the *University Policy for Academic Honesty* regarding plagiarism and academic honesty. For complete information 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

<table>
<thead>
<tr>
<th>Objective</th>
<th>Conceptual Framework Unit Standard Met</th>
<th>ELLC/IS LLC/CEC Standard Met</th>
<th>MOSTEP Standard Met</th>
<th>Assessment Assuring that the Objective has been met</th>
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</thead>
<tbody>
<tr>
<td>A. Apply proactive, interactive, and participatory leadership to appropriate situations.</td>
<td>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</td>
<td>Standard 1, 2, 3, 4, 5, 6</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6</td>
<td>*Portfolio *Simulations *Midterm Examination *Final Examination *Final Reflections</td>
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<td>B. Utilize basic concepts of the change process and develop a comprehensive school improvement plan.</td>
<td>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</td>
<td>Standard 1, 2, 3, 4, 5, 6 SA2K3, SA2K2</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6</td>
<td>*Portfolio *School Improvement Plan *Midterm Examination *Final Examination *Final Reflections</td>
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<td>C. Understand the role of standards of performance and the role of the principal as an instructional leader.</td>
<td>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</td>
<td>Standard 1, 2, 3, 5</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.5</td>
<td>*Portfolio *Simulations *Final Examination</td>
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<td>D. Apply effective organizational skills and delegation of authority.</td>
<td>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</td>
<td>Standard 1, 2, 3, 4, 5, 6</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6</td>
<td>*Portfolio *Building Level Schedule *School Improvement Plan *Midterm Examination *Final Examination</td>
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<td>Final Reflections</td>
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<td>E. Understand administrative procedures and assignment of responsibilities.</td>
<td>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</td>
<td>Standard 1,2,3,4,5,6</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6</td>
<td>Portfolio Building Level Schedule Midterm Examination Final Examination Final Reflections</td>
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<td>F. Apply assessment of needs, goal setting, and accomplishment evaluation for school improvement.</td>
<td>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</td>
<td>Standard 1,2,3,5 SA2K2, SA2K3</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.5</td>
<td>Portfolio In class activity with PBTE Midterm Examination Final Examination</td>
</tr>
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<td>G. Use the processes associated with building and maintaining a positive school image and managing and distributing information about the school to the general public.</td>
<td>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</td>
<td>Standard 1,2,3,4,5,6 SA1S5, SA6S7, SA6S8</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6</td>
<td>Portfolio School Report Card Student and Faculty Handbooks Midterm Examination Final Examination</td>
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<td>H. Develop an effective plant management plan</td>
<td>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</td>
<td>Standard 1,2,3,5</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.5</td>
<td>Portfolio Building Level Budget and Schedule</td>
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<td>I. Monitor, evaluate and handle data regarding the progress and work of others.</td>
<td>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</td>
<td>Standard 1, 2, 3, 4, 5, 6</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.5</td>
<td>Portfolio School Improvement Plan Midterm Examination Final Examination Final Reflections</td>
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<td>J. Identify professional growth activities that enhance the development of a</td>
<td>1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1,</td>
<td>Standard 1,2,3,4,5</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.5</td>
<td>Portfolio Journal Readings</td>
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<td>Task</td>
<td>Standards/Statements</td>
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<td>&quot;learning community.&quot;</td>
<td>4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5</td>
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<td><strong>K. Use effective problem-solving and decision-making skills that</strong></td>
<td><strong>SA1S5</strong></td>
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<td><strong>will enhance student learners.</strong></td>
<td><strong>Standard s</strong> 1, 2, 3, 4, 5, 6 <strong>SA1S5, SA2K2, SA2K3</strong></td>
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<td><strong>L. Identify factors affecting the school's learning environment</strong></td>
<td><strong>1.3.1, 1.3.2, 1.3.3, 1.3.5</strong></td>
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<td><strong>to improve student learning.</strong></td>
<td><em>Portfolio</em>*</td>
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<td><strong>M. Gather, analyze, and generate alternative solutions, proper</strong></td>
<td><strong>School Improvement Plan</strong></td>
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<td><strong>decisions, possible consequences, and contingency plans.</strong></td>
<td><em>Simulations</em>*</td>
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<td><strong>N. Recognize and appropriately handle situations arising from</strong></td>
<td><strong>School Improvement Plan</strong></td>
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<td><strong>decision-making and the process of implementation of the</strong></td>
<td><em>Budgeting/scheduling</em>*</td>
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<td><strong>decisions.</strong></td>
<td><em>Midterm Examination</em>*</td>
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<td><strong>O. Apply knowledge, understanding, and application strategies</strong></td>
<td><strong>Final Examination</strong></td>
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<td><strong>SA2K3</strong></td>
<td><em>Final Reflections</em>*</td>
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<td><strong>SA2K2</strong></td>
<td><em>Final Reflections</em>*</td>
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<td><strong>SA1S5</strong></td>
<td><em>Final Reflections</em>*</td>
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<td><strong>SA1S5</strong></td>
<td><em>Final Reflections</em>*</td>
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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:


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.
