THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of the Course:

Provides the knowledge and skills necessary for personnel supervision in schools. Uses adult growth and development as the context for supervisory behavior appropriate to any supervisor-supervisee relationship. (3)

II. Prerequisite(s):

Graduate standing

III. Purposes or Objectives of the Course:

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

A. Apply models of adult development to educational environments and supervisor behavior as they relate to employee professional growth.

B. Develop and implement an effective staff development program.

C. Apply performance-based evaluation procedures for school district personnel.

D. Implement skills related to promoting positive interpersonal relationship with students, staff, and other administrators.

E. Utilize principles of communication.

F. Analyze the effect one's communication behavior has on other individuals.

G. Exhibit "due process" requirements as they apply to supervision and termination of teachers.
H. Analyze, evaluate, and apply concepts and principles related to improvement of instruction.

The student will become cognizant of:

I. Leadership and management strategies necessary to be a successful supervisor.
J. The need for planning, goal setting, and vision establishment.
K. The importance of instructional leadership.
L. Comprehensive School Improvement Planning.
M. MSIP standards and criteria for accreditation
N. PBTE process and purpose.
O. The relationship between theory and practice.
P. Practical problems of school supervision.
Q. Staffing, schedules, and basis for budgeting.
R. The value of professional development planning for staff.
S. Community involvement benefits.
T. Utilization of technology for educational leaders.

IV. Expectations of Students:

Each student will be expected to:

A. Relate the skills, content, and processes of the course to real supervisory situations within public education.
B. Participate in classroom simulations and discussions.
C. Display an understanding of supervision that facilitates staff and promotes student learning.
D. Complete written assignments and formal assessments.
<table>
<thead>
<tr>
<th>V. Course Content or Outline:</th>
<th>Class Hours</th>
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<tbody>
<tr>
<td>A. ISLLC Standards and Objectives</td>
<td>2</td>
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<tr>
<td>B. Images of supervision</td>
<td>3</td>
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<tr>
<td>Theories of supervision</td>
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<tr>
<td>Scientific management, human relations,</td>
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<tr>
<td>And neoscientific management</td>
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<td>C. Sources of authority</td>
<td>3</td>
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<tr>
<td>Bureaucratic, personal, technical-rational,</td>
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<tr>
<td>Professional, and moral authority</td>
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<td>Models of control</td>
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<td>D. Schools as organizations and schools as community</td>
<td>2</td>
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<tr>
<td>E. Supervision as a moral act</td>
<td>2</td>
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<td>F. Motivation, satisfaction, and the teachers, workplace</td>
<td>2</td>
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<td>G. School climate, culture, and change</td>
<td>3</td>
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<tr>
<td>Climate and learning</td>
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<td>Climate and group behavior</td>
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<td>School Culture and levels of culture</td>
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<td>H. Supervision for classroom effectiveness</td>
<td>3</td>
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<td>Research on teaching</td>
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<td>Matching teaching and evaluation strategies</td>
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<tr>
<td>I. The supervisor’s educational platform</td>
<td>2</td>
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<td>J. Curriculum concerns for supervisory leadership</td>
<td>3</td>
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<td>Observing instructional activity</td>
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<td>Reflective practice</td>
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<td>Post-observation activities</td>
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<td>K. Supervision and program evaluation</td>
<td>3</td>
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<tr>
<td>Who, what, and why of evaluation</td>
<td></td>
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<td>Procedures and technology: How to evaluate</td>
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<td>School Improvement Planning</td>
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<td>L. Providing supervisory leadership focused on teacher and student success.</td>
<td>3</td>
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</tbody>
</table>
M. A framework for classroom supervision
   The focus of clinical supervision
   The mismatch with practice
   Issues of credibility

N. Clinical supervision and teacher evaluation  (1.7)  3
   Helping teachers change
   The evaluation portfolio

O. Supervision and summative evaluation  2

P. Supervision and teacher development and renewal  (1.7)  3

Q. Providing options for supervision  3
   Clinical supervision
   Collegial supervision
   Self-directed supervision
   Informal supervision
   Inquiry-based supervision
   The question of supervisory style

Total 45

VI. Textbook(s):


VII. Basis for Student Evaluations and Performance Outcomes:

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.

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

A. Problem solving and planning using the ISLLC Model Exams  (1.7, 4.4)

B. Classroom participation as individuals and in groups

C. Research paper and/or journal article critiques

*D.* Mock Performance Based Teacher Evaluation  (4.2, 4.5, 12.1, 12.2, 12.3)  K2.8; P4.16

*E.* Problems Supervisors Face Daily  (1.3, 12.1, 12.2, 12.3)  K5.2; K5.4; D1.6; D3.4; D5.1; P3.8; P3.9; P3.15; P3.21; P5.1; P5.2; P5.3; P5.4 P5.5; P5.6; P5.9; P5.13

*F.* Comprehensive School Improvement Planning  (12.1, 12.2, 12.3)
*G. Staff Evaluation and Staffing Decisions
   (3.1, 12.1, 12.2, 12.3) D1.2; D1.3; D2.2; D2.7; D3.5; P2.4; 92.5; P2.8; P6.1;
   P2.19; P3.20

*H. Allocating time for leadership and management activities
   (1.5, 12.1, 12.2, 12.3)

*I. Assessing Needs, Planning Programs, and Evaluating Programs
   (1.6, 3.2, 4.1 12.1, 12.2, 12.3) K3.4; K5.1; K5.5; K6.2; K6.6; D2.4; D2.5;
   D5.2; D5.3; P2.2; P2.11; P2.7;

*Items identified by an asterisk will be continued during the student’s internship.
Approximately 100 hours will be required to complete the activities D-I.

Grading Policy:
90%--100%  A
80%--89%  B
70%–79%  C
Below 70%  F

VIII. Knowledge Base References:

Campbell, L. & Campbell, B. (1999). Multiple intelligence and student achievement:
   Success stories from six schools. Alexandria, VA. ASCD.

   River, New Jersey: Prentice Hall.

   schools to become professional learning communities. Bloomington, IN: National
   Educational Service.

   Educational Leadership, 61 (7), 42-46.

   York: Macmillan.


   and instructional leadership. Boston, MA. Pearson Education Inc.

Joyce, B. (Ed.). (2000). Changing school culture through staff development. USA:
   Association for Supervision and Curriculum Development.

Murphy, J. & Shipman, N. (1998, April). The Interstate School Leader Licensure
   Consortium: A standards-based approach to strengthening educational


IX: **ACADEMIC DISHONESTY:**

Academic dishonesty is an offense against the University. A student who has committed an act of academic 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 (Southeast Missouri State University-Code of Student Conduct). Refer to: [http://www6.semo.edu/judaffairs/code.html](http://www6.semo.edu/judaffairs/code.html)
X. **DISABILITIES ACT:**

If a student needs accommodations because of a disability, if a student should have emergency medical information to share with the instructor, or if a student needs special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class, or in the instructor’s office. To request academic accommodations (for example, a note taker), students must contact Services for Students with Disabilities. It is the campus office responsible for reviewing documentation provided in cooperation with students and instructors, as needed and consistent with course requirements. Refer to: [http://www.semo.edu/cs/services/disability.htm](http://www.semo.edu/cs/services/disability.htm)

DEPARTMENTAL APPROVAL DATE: 9/22/05
COLLEGE COUNCIL APPROVAL DATE: 10/20/05