COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Leadership and Counseling

Course NO & Title:  EA-635: Secondary School Administration
Revision:  Summer 1990
Revision:  Summer 1996
Revision:  Fall 2000
Revision:  Fall 2005
Revision:  Fall 2010
Revision:  Spring 2012

THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:
The course provides educational leadership candidates with knowledge and skills
required for the position of a secondary school principal (3).

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

III. Purposes or Objectives of the Course:
The educational leadership candidates 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
principal 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.

Alignment of Standards

<table>
<thead>
<tr>
<th>Objective</th>
<th>Conceptual Framework Unit Standard Met</th>
<th>ELLC/ISLLC Standard Met</th>
<th>MOSTEP Standard Met</th>
<th>Assessment Assuring that the Objective has been met</th>
<th>Number of Hours Allocated (45 total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. To help candidates 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, 2.3, 2.4, 2.5, 2.6</td>
<td>Standard 1.2, 1.3, 1.4, 1.5, 1.6</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>
<td>2</td>
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<tr>
<td>B. To familiarize candidates with the 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, 2.3, 2.4, 2.5, 2.6</td>
<td>Standards 1.2, 1.3, 1.4, 1.5, 1.6</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>
<td>8</td>
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<tr>
<td>C. To acquaint prospective administrators with 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, 2.3, 2.4, 2.5, 2.6</td>
<td>Standards 1.2, 1.3, 1.4, 1.5</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.5</td>
<td>*Portfolio *Simulations *Final Examination</td>
<td>2</td>
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<tr>
<td>D. To help candidates understand 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>Standards 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 *Final Reflections</td>
<td>9</td>
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<tr>
<td>E. To familiarize candidates with administrative procedures and assign 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>Standards 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>
<td>2</td>
</tr>
<tr>
<td>F. To help administrators develop 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>Standards 1,2,3,5</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>
<td>2</td>
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<td>G. To acquaint candidates with building and maintaining a positive school image and manage and distribute 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>Standards 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 *School Report Card *Student and Faculty Handbooks *Midterm Examination *Final Examination</td>
<td>2</td>
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<tr>
<td>H. To help candidates 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>Standards 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>
<td>2</td>
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<tr>
<td>I. To help candidates 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>Standards 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>
<td>2</td>
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<td>J. To familiarize candidates with professional growth activities that enhances the development of a &quot;learning community.&quot;</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</td>
<td>Standards 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>
<td>2</td>
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<td>K. To familiarize candidates with effective problem-solving and decision-making skills that will enhance student learners.</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>Standards 1.2, 3, 5</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.5</td>
<td>*Portfolio, *Budgeting/scheduling, *School Improvement Plan</td>
<td>2</td>
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<td>L. To acquaint candidates with factors affecting the school's learning environment to improve student learning.</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>Standards 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, *Student/Faculty Handbooks, *Midterm Examination, *Final Examination</td>
<td>2</td>
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<td>M. Gather, analyzes, and generates alternative solutions, proper decisions, possible consequences, and contingency plans.</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>Standards 1.2, 3, 4, 5, 6</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.5</td>
<td>*Portfolio, *Simulations, *School Improvement Plan, *Midterm Examination, *Final Examination</td>
<td>2</td>
</tr>
<tr>
<td>N. To help candidates recognize and appropriately handle situations arising from decision-making and the process of implementation of the decisions.</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>Standards 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, *Budgeting/Scheduling, *Midterm Examination, *Final Examination, *Final Reflections</td>
<td>2</td>
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</table>
O. To assist candidates to apply knowledge, understanding, and application strategies for promoting and maintaining a positive school climate, culture, and the value of diversity.

| 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 | *Portfolio *School Report Card *Final Examination *Final Reflections | 2

P. To assist candidates to become knowledgeable of effective discipline procedures and the ability to select and/or develop a discipline plan for a school.

| 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 | *Portfolio *Student/Faculty Handbook *Final Examination *Final Reflections | 2

**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.

The educational leadership candidates will become cognizant of:

A. The function and purpose of the secondary school in the community and nation.
B. Selection of faculty and staff with emphasis on equity issues and the school community.
C. The needs of children in a modern society and influence of society and diversity on the instructional program.
D. Ancillary services and the benefit community relations.
E. The impact of pertinent federal, state, and local legislation, regulations, court decisions.
F. Utilization of technology in the principalship.

IV. Student Learner Outcomes
A. Students will analyze the staffing and scheduling needs of a secondary school and develop an appropriate hourly and block schedule of classes utilizing the necessary number of qualified staff to meet DESE guidelines and district requirements.
B. Students will be able to analyze the budget needs of a secondary school, develop a budget that will provide the necessary funds to pay staff, provide materials, and to maintain the infrastructure needed to support the instructional program of the secondary buildings in the district.
C. Students will be able to critically analyze student performance, develop effective improvement plans and evaluate the effectiveness of the improvement plans using data from state mandated assessments.

V. Expectations of educational leadership candidates:

Each educational leadership candidate 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 candidate 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.

VI. Course Content or Outline:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Class Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. ISLLC Standards and Objectives</td>
<td>3</td>
</tr>
<tr>
<td>B. What is the Principal’s Job</td>
<td>1</td>
</tr>
<tr>
<td>C. A Theory of Management for the Principalship</td>
<td>2</td>
</tr>
<tr>
<td>D. Reflective Practice and the Principalship</td>
<td>2</td>
</tr>
<tr>
<td>E. Developing a Master Schedule</td>
<td>3</td>
</tr>
<tr>
<td>F. Developing a Comprehensive School Improvement Plan</td>
<td>3</td>
</tr>
<tr>
<td>G. Leadership and School Culture</td>
<td>3</td>
</tr>
<tr>
<td>H. School as Community</td>
<td>2</td>
</tr>
<tr>
<td>I. Safe Learning Environment</td>
<td>1</td>
</tr>
<tr>
<td>J. Leadership and Collegiality</td>
<td>3</td>
</tr>
<tr>
<td>K. Characteristics of Successful Schools</td>
<td>5</td>
</tr>
<tr>
<td>L. Teaching, Learning and Community</td>
<td>2</td>
</tr>
<tr>
<td>M. Teacher Professional Development and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>N. Stages of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>O. Motivation and Commitment</td>
<td>1</td>
</tr>
<tr>
<td>P. Options for Supervision</td>
<td>2</td>
</tr>
<tr>
<td>Q. Vignettes, Case Studies, and Simulations</td>
<td>6</td>
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<tr>
<td>R. Final Examination</td>
<td>45</td>
</tr>
</tbody>
</table>

Total Hours

VII. Textbook:

VIII. Grading Scale

The instructor will assign letter grades on the basis of performance on each of the items below:

A. Oral Discussion/Reports
B. Examinations
   * K6.8; D2.6; D4.4; D6.2; P2.6; P4.11; P5.10
C. Written papers
D. Problem Solving Using ISLLC Model
   * (1.7, 5.3, 5.4, 6.1, 6.2, 11.5) K1.3; K3.1; K3.2; K3.3; K5.2; K5.4; D1.6; D3.1; D3.4; D3.7; D5.1; D.5.6; P2.20; P3.1;P3.2; P5.1; P5.2; P5.3; P5.4; P5.6; P5.7; P5.9; P5.13;
*E. Budgeting
   * (12.1, 12.2, 12.3)
The evaluation of educational leadership candidate 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.

*Items identified by an asterisk will be continued during the educational leadership candidate’s internship (EA-647).

Approximately 200 hours will be required to complete the activities E-K.

IX. 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.


X. **Academic Dishonesty:**
Academic dishonesty is an offense against Southeast Missouri State University. An educational leadership candidate 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 educational leadership candidate’s level of performance. Academic honesty requires that educational leadership candidates 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

XI. Disabilities Act
Accommodations:
Educational leadership candidates with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the instructor. To request accommodations, educational leadership candidates must contact Services for Students with Disabilities. Refer to: http://www.semo.edu/cs/services/disability.htm

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 Ruth Ann Roberts, Chair; Department of Educational Leadership & Counseling.

DEPARTMENTAL APPROVAL DATE: 4/17/12
COLLEGE COUNCIL APPROVAL DATE: 5/8/12
Updated with Student Learner Outcomes: 4/21/12