THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:
The course provides candidates with experiences on administrative and supervisory duties of the elementary school principal and complies with the Missouri certification standards. Credit/non-credit only. (3)

II. Prerequisite(s):
Candidates must be admitted to the educational leadership program.

III. Purposes or Objectives of the Course:
The intent is for the candidate to gain relevant experience in secondary school administration by observing and assisting a principal in the exercise of the role. At the culmination of the experiences, the candidate will:

A. Identify management systems that relate to assessment and accountability for the instruction of students in grades 6-12.
B. Perform a performance-based teacher evaluation and identify staffing and scheduling needs at the school building level.
C. Assist in the development/revision of a school building budget.
D. Participate in conflict management sessions where the building leader is viewed as the mediator.
E. Develop a yearly calendar of building leader responsibilities
F. Maintain a reflective journal documenting the field experiences.
G. Assist in the decision-making process involving student disciplinary actions.
H. Attend collaborative meetings in which individual education plans are developed for students identified in need of special education.
I. Develop a public relations tool that integrates community and school functions.
J. Review the school facilities management plans and develop a plan for improvement.
K. Write a research-based paper focusing on the vision of learning at the school building level.

IV. **Expectations of Candidates:**

The candidate will:

A. During one calendar year, the candidate will participate in an internship that will provide opportunities for developing leadership and management competencies as a building school principal.
B. Participate in a two hour orientation session on the university campus addressing the interface between courses and professional practice.
C. Participate in conferences during the university instructor’s visit to the school site in cooperation with the building level supervisor.
D. Develop a portfolio of activities that include reflections, summaries of the projects completed, supporting artifacts, and a research-based paper focusing on a vision of learning at the building level.

V. **Course Content or Outline:**

**Topics to be addressed during the Building Level Internship Field Experience:**
A. Teacher Evaluations, Staffing and Scheduling
B. Public Relations
C. Facilities Management
D. Student Assessment and Accountability Systems
E. 6-12 Instructional Management Systems Focusing on Teaching and Learning
F. Collaboration between Community, School, and Parents
G. Conflict Management
H. School Budget Development and Revision

*300 clock hours will be required for the field experience

VI. **Textbook(s):**

VII. **Basis for Candidate Evaluation and Performance Outcomes:**

Candidate performance will be based on the completion of the portfolio of projects.
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](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

<table>
<thead>
<tr>
<th>Objective</th>
<th>Conceptual Framework Unit Standard Met</th>
<th>ELLC/ISLLC/CEC Standard Met</th>
<th>MOSTEP Standard Met</th>
<th>Assessment Assuring that the Objective has been met *600+ clock hours for field experience</th>
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</thead>
<tbody>
<tr>
<td>A. Identify management systems that relate to assessment and accountability for the instruction of 6-12 students.</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>
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<td>*Internship Portfolio</td>
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<td>B. Complete a performance-based teacher evaluation and identify staffing and scheduling needs at the school building level.</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>
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<td>C. Assist in the development/revision of a school building budget.</td>
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<td>D. Participate in conflict management sessions where the building leader is viewed as the mediator.</td>
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<td>E. Develop a yearly calendar of building leader responsibilities.</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 state 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., & Shipman, N. (1998, April). The interstate school leaders

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.

