THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:
An exploration of post-industrial models of leadership as they relate to administration of educational organizations. (3)

II. Prerequisite(s):
Admission to the Ed.S. program or instructor’s permission

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

A. Apply leadership theories and models for administrative roles and school improvement.
B. Construct and maintain leader-follower relationships to improve schools.
C. Use leadership in change processes for systems, organizations and individuals.
D. Identify influence/authority distinctions as applied to the larger political, social, cultural and economic issues.
E. Analyze interrelationships between the roles of philosopher, leader, and manager and followers.
F. Critique professional ethical leadership relating to shared vision and strategic plan.
G. Examine professional code of ethics and values.
H. Use appropriate communication strategies.
I. Connect leadership and a shared vision.

IV. Student Learner Outcomes:
A. Students will analyze current leadership theories on moral leadership.
B. Students will reflect and analyze the current literature on leadership styles.
C. Students will analyze current trends in culture and change literature/theory.

V. Expectations of Students:
A. Each Candidate is expected to read assignments from the text and other materials carefully and thoughtfully.
B. Each Candidate is expected to be an active participant in discussions and to demonstrate leadership behaviors in discussions.
C. Each Candidate is expected to demonstrate a mastery of course content in each assignment.
D. Each Candidate will demonstrate reflective analysis of leadership theories and research.

VI. Course Content or Outline:
A. The Principles of Leadership
B. Moral Leadership
C. Culture and Change
D. Standards and Systems
E. Diversity and Leadership
F. The Future of Leadership
G. Analysis of Leadership Style
L. Choosing to Lead

VII. Textbook(s):

VIII. Basis for Candidate Evaluation and Performance Outcomes:
A. Knowledgeable participation in class
B. Written Reports
C. Reflective analysis of leadership*
D. Internship Activities*
E. SSA Activities
*Items will be continued in the Candidate’s internship.

IV. Grading Scale
The weight of the evaluation criteria will vary according to each instructor and will be communicated at the beginning of the course.

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://www6.semo.edu/judaffairs/code.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/cs/services/disability.htm

XII. 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.

XIII. 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 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

IX. **Alignment of Standards to Course Objectives**

<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>
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<tbody>
<tr>
<td>A. Apply leadership theories and models for administrative roles and 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, 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>*Class participation *Analysis of leadership paper *Written reports</td>
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</table>
| B. Construct and maintain leader-follower relationships to improve schools. | 1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, | Standard 1,2,3,4,5, 6 | 1.3.1, 1.3.2, 1.3.3, 1.3.4 | *Class participation *Analysis of leadership
<table>
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<tr>
<th></th>
<th>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</th>
<th>1.3.5, 1.3.6</th>
<th>paper</th>
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<tbody>
<tr>
<td>C. Use leadership in change processes for systems, organizations and individuals.</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 s 1, 2, 3.5</td>
<td>*Class participation *Analysis of leadership paper *Written reports</td>
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<td>D. Identify influence/authority distinctions as applied to the larger political, social, cultural and economic issues.</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 s 1,2,3,4,5, 6</td>
<td>*Class participation *Analysis of leadership paper *Written reports</td>
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<tr>
<td>E. Analyze interrelationships between the roles of philosopher, leader, and manager and followers.</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 s 1,2,3,4,5, 6</td>
<td>*Class participation *Analysis of leadership paper *Written reports</td>
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<td>F. Critique professional ethical leadership relating to shared vision and strategic 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 s 1,2,3,5</td>
<td>*Class participation *Analysis of leadership paper *Written reports</td>
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<td>G. Examine professional code of ethics and values.</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, 6</td>
<td>1.3.5, 1.3.6</td>
<td>*Class participation *Analysis of leadership paper</td>
</tr>
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XV. 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.

XVI. Knowledge Base References:


Heights, MA: Allyn & Bacon.


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