THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:

This course provides knowledge, skills, and dispositions in preparation for school administrators to effectively lead school districts in the twenty first century. (3)

II. Prerequisite(s):

Master’s degree and admittance to the Specialist degree program.

III. Purposes or Objectives of the Course:

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

A. Apply basic leadership theories to various school environments. (1.5)

B. Understand and apply the basic concepts of the change process for systems, organizations, and individuals. (1.4) K2.9; K6.5

C. Collaboratively develop and communicate a vision, goals and strategic plan which focus on high expectations for all students. K1.2; D1.1; D1.2; D 2.2; D3.5; P1.1; P1.4; P2.8; P2.12; P3.4; P4.5

D. Apply motivational strategies that influence the entire school community to work toward achieving the school’s vision and recognize contributions of individuals toward realization of the vision. P2.12

E. Apply effective organizational skills and delegation of authority. (6.3) D3.3
F. Apply skills related to developing administrative procedures and assigned responsibilities as well as to planning for goal setting, policy development, program planning, and assessment processes. (6.3) K3.2; P3.4

G. Gather and analyze information and develop the skills to collaboratively generate alternative solutions, proper decisions, possible consequences, and contingency plans for problems and issues that arise in the school district. (1.3) K4.4; K6.1; D3.6; D4.1; D4.3; D6.2; P3.15; P1.4; P4.1; P4.16; P6.2

H. Analyze community power structures and opinion leaders and their relationship to school goals and programs. (10.1) K4.4; K6.7; D6.3; D6.4; P4.2

I. Apply skills related to promoting positive interpersonal relationships with students, staff, other administrators, and the community with an area of emphasis being issues addressing diverse populations. (e.g. group processes, consensus building, stress management, and conflict management) (7.1, 7.4, 7.5, 10.2) K1.6; K4.2; K5.3; K6.8; D2.6; D4.2; D4.4; P2.3; P3.16; P3.17; P4.5; P4.11; P5.10; P5.12; P6.3

J. Develop a personal code of ethics that reflects the acceptance of responsibility for school operations, considers the impact of his/her administrative practices on others, protects the rights and confidentiality of students and staff, and inspires others to higher levels of performance. (1.6, 1.7, 11.5) K5.4; D5.4; D5.6; D3.4; P5.1; P5.2; P5.3; P5.5; P5.6; P5.9

K. Define and analyze the crucial problems faced by the contemporary superintendent, as well as barriers to achieving the vision of the district. P1.12; P3.8; P3.9

L. Collect and utilize relevant data, especially student performance data, in making decisions about continuous school improvement. K1.4; K4.1

M. Apply best practices, research findings, and emerging trends related to the superintendency and school district administration. P3.3

N. Develop an awareness of technology appropriate to the responsibilities of the superintendency. K3.8

O. Engage school community in ongoing study of current best practices, relevant research, trends, and educational data and their implications for continuous school improvement. P2.14

P. Collaborate with professional staff to organize, provide, and evaluate professional development programs that relate to the vision and goals of the school, focus on
improving student outcomes, and apply adult learning strategies. **K2.8; D2.4; D2.5; P2.2**

Q. Develop and administer policies that provide a safe, clean, supportive, and aesthetically pleasing school environment and promote student health and welfare. **(5.3) K3.3; D2.7; D3.7; P3.19**

R. Collaborate with community agencies to integrate health, social, and other services for students and their families; and form partnerships with business, community, and higher education. **(5.4) D5.8; P4.4; P4.8; P4.9; P4.10; P6.1**

S. Apply a systems perspective and organizational theories to establish plans and processes for meeting district goals. These plans and procedures are based on knowledge of teaching and learning and designed to maximize opportunities for learning. **K1.3; K2.2; K2.5; K3.1; D3.1; P2.5; P3.1; P3.2; P6.5; P6.6**

T. Utilize sound measurement, evaluation, and assessment strategies to monitor progress toward meeting goals and formulating new action steps as needed. **K2.6; P2.13; P2.16; P2.17; P2.18**

U. Use appropriate written, verbal, and non-verbal communication in a variety of situations, and with various cultural, ethnic, racial, and special interest groups including the public news media. **(7.2, 10.5, 10.6) K1.5; D4.8; P4.1; P4.12**

V. Identify and analyze the major resources available to the school district. **K4.3; D4.7; P4.6; P4.7**

The student will become cognizant:

W. Of effective problem-solving and decision-making skills.

X. Of the bases of authority for educational leadership.

Y. That an administrator is in charge and ultimately responsible for all activities occurring in the administrator’s jurisdiction.

IV. Student Learning Outcomes

A. Students will develop a written vision and mission for a p-12 school district that reflects the student’s leadership goals; philosophy of leadership; knowledge of teaching and learning; strategies for collaboration with stakeholders; ability to manage district resources; and personal ethics and values as defined in the ISSLC Standards for district administrators.

B. Students will research the executive leadership of two disparate p-12 school districts; design and implement a research protocol; research documents and data for each school district; interview the respective superintendents, board members, administrators, faculty,
staff and community members; attend the district board of education meetings; and prepare a comparison/contrast paper analyzing the leadership styles of the executive leadership the school districts.

C. Students will apply leadership theory to a hypothetical situation in a p-12 school district demonstrating their ability to analyze information and data; assess the short and long-term needs of the district; research appropriate best practices, and design and defend an action plan for the district to address the issues raised in the scenario.

V. Expectations of Students:

A. Regular class participation.

B. Reading the assigned supplemental reference materials (in addition to the text).

C. Critiques of selected readings and/or preparation of a scholarly research paper on a specific topic of school district administration.

D. Periodic examinations.

VI. Course content or Outline

<table>
<thead>
<tr>
<th>Course</th>
<th>Class Hours</th>
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<tbody>
<tr>
<td>A. Historical and philosophical perspective of education and administration</td>
<td>3</td>
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<td>B. Current issues and problems facing the superintendent</td>
<td>3</td>
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<td>C. Leadership perspectives: The life of the School Superintendent</td>
<td>3</td>
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<td>D. Organizational Culture and School Leadership</td>
<td>3</td>
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<td>E. The New Politics of Education (11.3)</td>
<td>3</td>
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<td>F. The School Superintendent and the Board of Education</td>
<td>3</td>
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<td>G. Leadership for Curriculum Development and the Improvement of Student Achievement</td>
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<tr>
<td>H. Leadership for Curriculum Development and the Improvement of Student Achievement</td>
<td>3</td>
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<tr>
<td>I. School District Governance Policy and Regulation</td>
<td>3</td>
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<td>J. The Superintendent and the Law</td>
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K. The Superintendent: Fiscal Responsibility and Facility Planning  3
L. Leadership Theory and Practice  3
M. Collective Bargaining and Human Resource Administration (4.6)  3
N. The Superintendent: Student Personnel and School District Publics  3
O. Leadership for Democracy: Diversity, Equity, Ethics, and Justice  3

Total Hours  45

VII. Textbook(s):

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

A. Critiques and/or scholarly research paper
B. Class Participation
C. Examinations
D. Oral discussion
E. Problem solving and case studies using the ISLLC Model (1.2)

*F. Develop a Comprehensive School Improvement Plan (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.9, 4.1, 4.2, 4.4 6.1, 6.2, 6.3, 6.4, 8.1, 10.2, 10.4, 12.1, 12.2, 12.3) K1.2; D1.3; P1.7; P1.8; P1.9; P1.10; P1.11; P1.15; P2.12; P3.10; P3.11; P3.13

*G. Developing a Bond & Operating Levy Referendum (8.1, 12.1, 12.2, 12.3)

*H. Attend board meeting and present oral and written report (11.7, 12.1, 12.2, 12.3)

*I. Develop Public notices, agenda, and board packet for board meeting (11.7, 12.1, 12.2, 12.3)
J. Prepare a news release about a controversial issue (7.3, 10.5, 10.6) K1.5; D1.4; P3.18; P4.13; P5.14; P6.6

*Items identified with an asterisk will be completed during the student’s internship.

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

IX. Knowledge Base References:


X: Academic Dishonesty:

Academic dishonesty is an offense against Southeast Missouri State University. A student 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 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. Refer to: [http://www6.semo.edu/judaffairs/code.html](http://www6.semo.edu/judaffairs/code.html)

XI. Disabilities Act:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the instructor. To request accommodations, students must contact Services for Students with Disabilities. Refer to: [http://www.semo.edu/cs/services/disability.htm](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 David Stader, Chair; Department of Educational Leadership & Counseling.

**DEPARTMENTAL APPROVAL DATE: 4/17/12**
**COLLEGE COUNCIL APPROVAL DATE: 5/8/12**