THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:
   Designed to acquaint educators with theories and current research that support innovative practices and effective teaching strategies in K-12 school settings. The implications of current school improvement efforts, issues, and trends in K-12 education will be explored. The role of teachers as instructional leaders will be emphasized as this role leads to improving classroom performance and student achievement.(3)

II. Prerequisite(s):
   Master’s degree and admittance to the Ed. S. program

III. Purposes or Objectives of the Course
   A. Enhance teacher leadership, communication, critical thinking and reflective skills necessary for the PK-12 classroom educator.
   B. Expose candidates to issues relating to curriculum, instruction, assessment, and accountability factors of PK-12 education at the national and state levels.
   C. Broaden students’ knowledge of current educational theories and models of school improvement.
   D. Examine the implementation of action research as a means of school improvement.
   E. Explore the implications of a diverse student population.
Alignment of Standards

<table>
<thead>
<tr>
<th>Objective</th>
<th>Conceptual Framework Unit</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. Enhance teacher leadership, communication, critical thinking and reflective skills necessary for the PK-12 classroom educator.</td>
<td>1.2, 2.2, 3.1, 2, 3.2, 4.2, 4.4, 5.4, 6.1, 6.2, 6.3</td>
<td>Standard 3, 5</td>
<td>1.3.3, 1.3.5</td>
<td>Reflection Journal *Educational Platform *Portfolio *Professional Resume/Vita</td>
<td>10</td>
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<tr>
<td>B. Expose candidates to issues relating to curriculum, instruction, assessment, and accountability factors of PK-12 education at the national and state levels</td>
<td>4.2, 4.5, 4.6, 5.1, 5.2, 5.4, 5.5, 6.1, 6.2</td>
<td>Standards 1, 2</td>
<td>1.3.1, 1.3.2</td>
<td>*Portfolio *Culminating Project *Reflective Journal</td>
<td>10</td>
</tr>
<tr>
<td>C. Broaden students’ knowledge of current educational theories and models of school improvement</td>
<td>1.1, 2.2, 3.4, 6.1</td>
<td>Standards 1, 2</td>
<td>1.3.1, 1.3.2</td>
<td>*Portfolio *Culminating Project</td>
<td>8</td>
</tr>
<tr>
<td>D. Examine the implementation of action research as a means of school improvement</td>
<td>2.1, 4.4, 6.2</td>
<td>Standards 1, 6</td>
<td>1.3.1, 1.3.6</td>
<td>*Action Research Project</td>
<td>10</td>
</tr>
<tr>
<td>E. Explore the implications of a diverse student population</td>
<td>3.2, 3.3, 3.4, 3.5, 4.1-4.7</td>
<td>Standards 4, 5</td>
<td>1.3.4, 1.3.5</td>
<td>*Educational Platform *Reflective Journal</td>
<td>7</td>
</tr>
</tbody>
</table>

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.

IV. Expectations of Candidates:
   A. Each candidate is expected to be an active participant in class discussions.
   B. Each candidate is expected to complete weekly assignments and readings.
   C. Each candidate is expected to demonstrate a mastery of course content through course examinations, assignments, and projects.
   D. Each candidate is expected to maintain a reflective journal.

V. Course Content or Outline:
   A. Teacher Leadership Defined and the Role of Teacher Leaders 3
   B. Parallel Leadership and Professionalism 6
   C. Action Research as a Means of School Improvement 9
   D. Teacher Evaluation and the Depth of Knowledge 6
   E. Professional Learning Communities 6
   F. Teacher Leadership and Authentic Literacy 6
   G. The Reflective Teacher Leader 3
   H. Teacher Leadership and Constructive Collaboration 3
   I. Teacher Leadership and a Viable and Guaranteed Curriculum 3

   Total Hours 45
VI. **Textbooks:**


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

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Research Project</td>
<td>20%</td>
</tr>
<tr>
<td>Professional Vita</td>
<td>5%</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>20%</td>
</tr>
<tr>
<td>Educational Platform</td>
<td>5%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>20%</td>
</tr>
<tr>
<td>Culminating Project</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

Grading scale:

- A  90-100%
- B  80-89%
- C  70-79%
- F  69% and below

VIII. **Knowledge Base References:**


Educational Leadership, 61(8), 6-11.


IX. **Academic Dishonesty:**

Academic dishonesty is an offense against Southeast Missouri State University. A 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 candidate’s level of performance. Academic honesty requires that 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 honesty. Refer to: http://www6.semo.edu/judaffairs/code.html website.

X. **Accommodations:**

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

XI. **Harassment and Civility**

The University strives to offer learning experiences and opportunities designed to help students 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 students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student 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

Date of Department Approval: January 20, 2009

Date of College Approval: March 12, 2009