COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Administration and Counseling

Course NO: EA-718
New: Fall 2005
Revision: Fall 2010

Title of Course: Instructional Leadership Strategies II

THE ADMINISTRATOR AS COMPETENT PROFESSIONAL EDUCATOR

I. Course Description:
This course is designed to provide students an advanced understanding of the factors and processes related to teacher leadership in K-12 educational settings. The emphasis of the course will be improving classroom performance and student achievement as it relates to school improvement efforts. Students will learn to apply their knowledge of educational theories and current research as it relates to effective teaching strategies and innovative practices. (3)

II. Prerequisites:
Master’s degree and admittance to the Ed. S. program.

III. Course Objectives:
A. Enhance teacher leadership, communication, reflection, and critical thinking skills necessary for the K-12 classroom educator.
B. Explore school, teacher, and student level factors that impact school improvement efforts.
C. Examine current best practices as they relate to school improvement.
D. Examine the role of the teacher leader in the area shared decision-making as it relates to professionalism, collegiality, and community relations.
E. Broaden students’ understanding of accountability and assessment issues as they relate to a diverse student population.

Alignment of Standards

<table>
<thead>
<tr>
<th>Objective</th>
<th>Conceptual Framework</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</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>*Reflective Journal * Survey of</td>
<td>10</td>
</tr>
</tbody>
</table>
communication, reflection, and critical thinking skills necessary for the K-12 classroom educator.

| B . Explore school, teacher, and student level factors that impact school improvement efforts. | 4.2, 4.5, 4.6, 5.1, 5.2, 5.4, 5.5, 6.1, 6.2 | Standards 1, 2 | 1.3.1, 1.3.2 | 4.2, 4.5, 4.6, 5.1, 5.2, 5.4, 5.5, 6.1, 6.2 | 1.3.1, 1.3.2 | 10 |

| C. Examine current best practices as they relate to school improvement. | 4.2, 4.5, 4.6, 5.1, 5.2, 5.4, 5.5, 6.1, 6.2 | Standards 1, 2 | 1.3.1, 1.3.2 | 1.1, 2.2, 3.4, 6.1 | Standards 1, 2 | 1.3.1, 1.3.2 | 7 |

| D. Examine the role of the teacher leader in the area shared decision-making as it relates to professionalism, collegiality, and community relations. | 1.2, 2.2, 3.4, 6.1 | Standards 1, 2 | 1.3.1, 1.3.2 | 3.2, 3.3, 3.4, 3.5, 4.1-4.7 | Standards 4, 5 | 1.3.4, 1.3.5 | 8 |

| E. Broaden students' understanding of accountability and assessment issues as they relate to a diverse student population. | 3.2, 3.3, 3.4, 3.5, 4.1-4.7 | Standards 4, 5 | 1.3.4, 1.3.5 | 10 |

**Relationship of the Conceptual Framework to Standards**

The increasing emphasis on professional standards for educators that focus on resultant *dispositions* and Praxis 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 rounding artifice 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:**

- Each candidate is expected to be an active participant in class discussions.
- Each candidate is expected to complete weekly assignments and readings.
- Each candidate is expected to demonstrate a mastery of course content through course examinations, assignments, and projects.
- Each candidate is expected to maintain a reflective journal.

**V. Course Content or Outline:**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td>The Role of the Teacher Leader</td>
</tr>
<tr>
<td>10</td>
<td>School Level Factors that Impact Student Achievement and School Improvement</td>
</tr>
</tbody>
</table>
C. Teacher Level Factors that Impact Student Achievement and School Improvement 10
D. Student Level Factors that Impact Student Achievement and School Improvement 10
E. Classroom Strategies to Enhance Student Achievement and School Improvement 10

Total Hours 45

VI. Textbook(s) and/or Other Required Materials or Equipment:


VII. Basis for Student Evaluation:

Student evaluations are based on the following:

Survey of School Effectiveness 60%
Reflective Journal 30%
Personal Philosophy 10%

Grading Scale:
A 90-100%
B 80-89%
C 70-79%
F 69% and Below

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

VIII. Knowledge Base References:

classrooms: How to Build on students' cultural strengths. Alexandria, VA: ASCD.

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:
Date of College Approval: ________________