

# COURSE SYLLABUS

## SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Leadership and Counseling

Course Title: EA-625: Foundations of Educational Administration



Revision: Spring 1990

Revision: Fall 2000

Revision: Fall 2005

Revision: Fall 2009

Revision: Fall 2010

### THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

#### I. **Catalog Description and Credit Hours of Course:**

Introductory course for those preparing to enter one of the various jobs in school administration, especially a principalship or superintendency. Areas of concentration will include development of administration; theory of administration; organization and control of American schools; local, state and federal roles in education; call for change in public schools; and social and ethical issues in the school administrator's context. This course is taught online and prepares school leaders to use technology to lead to school improvement. (3)

#### II. **Prerequisite(s):**

Graduate standing and valid teaching certificate OR permission of instructor. Knowledge of technology including navigating a web page, internet skills, use of conferencing board, online and research skills.

#### III. **Purposes or Objectives of the Course:**

Upon completion of the course, the candidate will be able to:

- A. Identify the bases of authority for educational leadership and involvement of stakeholders.
- B. Summarize the historical development of leadership theories, perspectives, and orientations.
- C. Analyze the collaborative role of the administrator in leadership and management.
- D. Analyze the growth and development of the relationship public school administration and the school community.
- E. Assess various theories of school administration, motivation, and change their influence on administrative practices and Candidate learning.
- F. Define the collaborative structural framework of public school administration.
- G. Interpret the legal basis for public education and administration.
- H. Differentiate social, political and ethical influences on public school administration.

- I. Connect the demands for transforming schools and the forces causing change that leads to a high standard of learning, school improvement, and high expectations.
- J. Show utilization of technology for schools leaders.
- K. Develop of a collaborative vision that respects all cultures and promotes life-long learning.
- L. Use effective communication strategic for all stakeholders.

**IV. Expectations of Candidates:**

- A. Each Candidate is expected to actively participate in web-based discussion; and to satisfactorily complete all assignments.
  - \*B. Each Candidate is to submit a minimum of three critiques of current educational issues related to course topics.
  - C. Candidates will be expected to successfully complete examinations.
  - \*D. Candidates will interview a professional and write a reflective paper.
  - E. Candidates will begin using ISLLC Model to solve problems.
- \*Items will be continued in the Candidate's internship.

**V. Course Content or Outline:**

Topics to be addressed during the course:

- A. Public Values and School Policy
- B. Issues Shaping School Policy and Administration
- C. Educational Administration
- D. Educational Administration as an Emerging Profession
- E. The Development of Thought in Educational Administration
- F. Administrative Work, Roles, and Tasks
- G. Students Today
- H. The Role of Teachers
- I. The Principalship Today
- J. The Role of Superintendents
- K. Schools as Political Systems
- L. The Local System of Policymaking
- M. The State Level of Policymaking
- N. The Federal Level of Policymaking
- O. The Legal Foundation for Public Education
- P. Leading Public Schools: Legal Considerations
- O. School Finance

**VI. Textbook(s):**

Sergiovanni, T.J., Kelleher, P., McCarthy, M.M., & Wirt, F.M. (2009). *Educational governance and administration*. Boston, MA: Allyn & Bacon.

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

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

- A. Professional Readings
- B. Internship Activities
- C. Discussion Questions

- D. Leadership Story/Writing Activities
- E. Simulations
- F. SLLA Activities

## VIII. Grading Scale

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

## 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>

## 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 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

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

**Alignment of Standards**

<b>Objective</b>	<b>Conceptual Framework Unit Standard Met</b>	<b>ELLC/ ISLLC CEC Standard Met</b>	<b>MOSTEP Standard Met</b>	<b>Assessment Assuring that the Objective has been met</b>
A. Identify the bases of authority for educational leadership	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2,	Standard 1,2,3,4,5,6 (CEC	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	Discussion Questions

and involvement of stakeholders.	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	SA2K1) (CEC SA2K3) (CEC SA1S5, SA1K1) (CEC SA5K2, SA5K3, SA5S2)		Professional Readings Simulation
B. Summarize the historical development of leadership theories, perspectives, and orientations.	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	Standards 1,2,3,4,5,6 (CEC SA2K1) (CEC SA2K3) (CEC SA1S5, SA1K1) (CEC SA5K2, SA5K3, SA5S2)	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	Discussion Questions  Simulation
C. Analyze the collaborative role of the administrator in leadership and management.	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	Standards 1, 2, 3,5 (CEC SA2K1) (CEC SA2K3) (CEC SA1S5, SA1K1) (CEC SA5K2, SA5K3, SA5S2)	1.3.1, 1.3.2, 1.3.3, 1.3.5	Discussion Questions Professional Readings Leadership Story Interview Simulation
D. Analyze the growth and development of the relationship public school administration and the school community.	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	Standards 1,2,3,4,5,6 (CEC SA2K1) (CEC SA2K3) (CEC SA1S5, SA1K1) (CEC SA5K2, SA5K3, SA5S2)	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	Discussion Questions Professional Readings Leadership Story Interview Simulation
E. Assess various theories of school administration, motivation, and change their influence on administrative practices	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,	Standards 1,2,3,4,5,6 (CEC SA2K1) (CEC SA2K3) (CEC SA1S5,	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	Discussion Questions Professional Readings Leadership Story Interview Simulation

and Candidate learning.	6.3	<b>SA1K1)</b> <b>(CEC</b> <b>SA5K2,</b> <b>SA5K3,</b> <b>SA5S2)</b> <b>(CEC</b> <b>SA1S1)</b>		
F. Define the collaborative structural framework of public school administration.	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	Standards 1,2,3,5 <b>(CEC</b> <b>SA2K1)</b> <b>(CEC</b> <b>SA2K3)</b> <b>(CEC</b> <b>SA1S5,</b> <b>SA1K1)</b> <b>(CEC</b> <b>SA5K2,</b> <b>SA5K3,</b> <b>SA5S2)</b> <b>(CEC</b> <b>SA1S1)</b>	1.3.1, 1.3.2, 1.3.3, 1.3.5	Discussion Questions Professional Readings Leadership Story Interview Simulation
G. Interpret the legal basis for public education and administration.	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	Standards 1,2,3,4,5,6 <b>(CEC</b> <b>SA2K1)</b> <b>(CEC</b> <b>SA2K3)</b> <b>(CEC</b> <b>SA1S5,</b> <b>SA1K1)</b> <b>(CEC</b> <b>SA5K2,</b> <b>SA5K3,</b> <b>SA5S2)</b> <b>(CEC</b> <b>SA1S1)</b>	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	Discussion Questions Professional Readings Simulation
H. Differentiate social, political and ethical influences on public school administration.	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	Standards 1,2,3, 5 <b>(CEC</b> <b>SA2K1)</b> <b>(CEC</b> <b>SA2K3)</b> <b>(CEC</b> <b>SA1S5,</b> <b>SA1K1)</b> <b>(CEC</b> <b>SA5K2,</b> <b>SA5K3,</b> <b>SA5S2)</b> <b>(CEC</b> <b>SA1S1)</b>		Discussion Questions Professional Readings Leadership Story Interview Simulation
I. Connect the demands for transforming schools and the forces causing change that	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,	Standards 1, 2, 3, 4, 5, 6 <b>(CEC</b> <b>SA2K1)</b>		Discussion Questions Professional Readings Leadership

leads to a high standard of learning, school improvement, and high expectations.	4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	(CEC SA2K3) (CEC SA1S5, SA1K1) (CEC SA5K2, SA5K3, SA5S2) (CEC SA1S1)		Story Interview Simulation
J. Show utilization of technology for schools leaders.	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	Standards 1,2,3,4,5 (CEC SA2K1) (CEC SA2K3) (CEC SA1S5, SA1K1) (CEC SA5K2, SA5K3, SA5S2) (CEC SA1S1)		Discussion Questions Professional Readings Interview Simulation
K. Develop of a collaborative vision that respects all cultures and promotes life-long learning.	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	Standards 1,2,3,5 (CEC SA2K1) (CEC SA2K3) (CEC SA1S5, SA1K1) (CEC SA5K2, SA5K3, SA5S2) (CEC SA1S1)		Discussion Questions Professional Readings Leadership Story Interview Simulation
L. Use effective communication strategic for all stakeholders.	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	Standards 1,2,3,5 (CEC SA2K1) (CEC SA2K3) (CEC SA1S5, SA1K1) (CEC SA5K2, SA5K3, SA5S2) (CEC SA1S1)		Discussion Questions Professional Readings Leadership Story Interview Simulation

#### **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 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.

#### **VX. Knowledge Base References:**

Brimley, V., & Garfield, R.R. (2008). *Financing education in a climate of change*. Boston: Allyn & Bacon.

Busher, H. (2005). *Understanding educational leadership: Organizational and interpersonal perspectives*. New York: Open University Press.

Collard, J., & Reynolds, C. (2004). *Leadership, gender and culture in education: Male and female perspectives*. New York: Open University Press.

Dimmock, C., & Walker, A. (2005). *Educational leadership: Culture and diversity*.



Thousand Oaks, CA: Sage Publications.

E.T.S. (2006). *Case studies in school leadership: Keys to a successful principalship*. New York: Prentice Hall.

Kaye, B., & Jordan-Evans, S. (2005). *Love 'em or lose 'em: Getting good people to stay*. San Francisco: Berrett-Koehler.

Noguera, P.A. & Wing, J.Y. (eds.) (2006). *Unfinished business: Closing the racial achievement gap in our schools*. San Francisco: Jossey-Bass.

Sergiovanni, T.J. (2009). *The principalship: A reflective practice perspective (5<sup>th</sup> ed.)*. Boston: Allyn and Bacon.

Sergiovanni, T.J. (2004). *The lifeworld of leadership: Creating culture, community, and personal meaning in our schools*. San Francisco: Jossey-Bass.

Sergiovanni, T.J. (2004). *Strengthening the heartbeat: Leading and learning together in schools*. San Francisco: Jossey-Bass.

Tomlinson, H. (2004). *Educational leadership: Personal growth for professional development*. Thousand Oaks, CA: Sage Publications.

Yerkes, L., & Martin, R. (2005). *They just don't get it: Changing resistance into understanding*. San Francisco: Berrett-Koehler.

DEPARTMENTAL APPROVAL DATE

COLLEGE COUNCIL APPROVAL DATE