

## COURSE SYLLABUS

### SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Administration and Counseling

Course NO: EA-716

New: Fall 2005

Title of Course: Advanced Principles of Teaching I



## **THE ADMINISTRATOR AS COMPETENT PROFESSIONAL EDUCATOR**

### I. Course Description:

This course is designed to acquaint educators with theories and current research that support innovative practices and effective teaching strategies in K-12 school settings. The emphasis of the course will be the study of design, implementation, and evaluation of curricular, instructional, and assessment decisions as they impact the teaching and learning environment of schools with diverse ethnic, socio-economic, and special needs populations. 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

### I. Course Objectives:

- Enhance teacher leadership, communication, and critical thinking skills necessary for the K-12 classroom educator.
- Expose students to national and state legislative policies and mandates regarding school improvement efforts.
- Broaden students' knowledge of current educational theories and models of school improvement.
- Examine the dynamics of the change process and systems thinking.
- Explore the implications of a diverse student population.

### I. Expectation of Students:

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

I.	Course Outline	
	Topic:	Hours:
	Course Overview	
	The Role of the Teacher as Instructional Leader	
	Parallel Leadership	3
	Systems Thinking	3
	Dynamics of Change	3
	Legal Support for Instructional Leadership/ Improving Student Performance	
	Federal Mandates	
	Missouri Statutes	
	State Assessment and Accountability System	
	Missouri curriculum standards	
	Teacher Evaluation	3
	Models for Continuous Improvement	
	Framework for Instructional Leadership	3
	Quality Student Performance	
	Alignment of Curriculum, Instruction, Assessment	3
	Shifts in the Teaching and Learning Process	3
	The Teacher as Researcher (action research)	3
	The Nature of the 21 <sup>st</sup> Century Student	3
	The Structure of Knowledge	3
	Brain Research	
	Hemisphericity	3
	Theories of Motivation, Reinforcement, Retention, and Transfer	6
	Human Relations, The Ethic of Care, Building Relationships	3
	Current Educational Reform Movements	
	Professional Learning Communities	3
	Total Hours:	45

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

Lieberman, A. & Miller, L. (2004). *Teacher leadership*. San Francisco, CA: Jossey-Bass.

Crowther, F., Kaagan, S. S., Ferguson, M., & Hann, L. (2002). *Developing teacher leaders: How teacher leadership enhances school success*. Thousand Oaks, CA: Corwin Press.

III. Basis for Student Evaluation:

Student evaluations are based on the following:

Classroom Observations/	
Synthesis of Information (5)	30%
Reflective Journal	20%
Journal Article Critiques (4)	20%
Final Project/Exam	30%

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

IV. Academic Honesty Policy

Students will be expected to abide by the University policy for academic honesty in regards to plagiarism and academic honesty. Refer to:

<http://www6.semo.edu/judaffairs/code.html>

V. Disabilities Statement

If a student has a special need addressed by the American with Disabilities Act (ADA) and requires materials in an alternative format, please notify the Instructor immediately. Reasonable efforts will be made to accommodate special needs.

Approved by Department: January 18, 2005  
Approved by College Council: January 27, 2005  
Approved by Graduate Council: February 17, 2005