

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Administration and Counseling

Course NO: EA-718

New: Fall 2005

Title of Course: Advanced Principles of Teaching 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. Topics such as mentoring, community relations, shared decision-making, professional development, best practices, classroom management, and assessment issues will be addressed. (3)

II. Prerequisites:

EA-716 Instructional Leadership Strategies I

III. Course Objectives:

- Enhance teacher leadership, communication, and critical thinking skills necessary for the K-12 classroom educator.
- Explore the role of mentor and the use of peer-coaching to improve instruction.
- Examine current best practices as they relate to school improvement.
- Examine the dynamics of shared decision-making as it relates to professionalism, collegiality, and community relations.
- Broaden students' understanding of accountability and assessment issues as they relate to current educational statutes and policies.

I. Expectations 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	
	Research supporting Teacher Leadership	3
	Focus on Student Achievement/Classroom Performance	
	Research-based Practices	3
	Mentoring and Peer Coaching	3
	Parent and Community Involvement	
	Staff Collegiality and Professionalism	
	Shared Decision-Making	3
	Instructional Supervision	3
	Utilizing Data for School Improvement	3
	The Role of Assessment in School Improvement	
	Missouri Assessment Program	
	Formative and Summative Assessment Tools	3
	Curriculum Design	
	Missouri Grade Level Expectations	
	Alignment of Curriculum	
	The Role of Technology	
	Curriculum Mapping	3
	Performance-based Learning	
	Constructivist Learning	
	Cues, Questions, Advanced Organizers	
	Differentiating Instruction	
	Questioning Strategies	6
	Classroom Management	3
	Professional Development	3
	Performance Based Teaching Evaluation	6
	School Improvement Plans	3
	Total Hours:	45

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

Marzano, R. J., Pickering, D. J., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

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%

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.

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