COURSE SYLLABUS

DEPARTMENT: Educational Studies, Leadership and Counseling

COURSE NUMBER: ADM 668/669   CREDIT HOURS: 3

I.   <u>Title</u>:   Practicum and Seminar in School Administration

II. <u>Catalog Description:</u> For advanced graduate students in
     school administration.
     This course deals with current problems and issues taking
     place at the building level and stresses independent
     investigation in an on-site clinical setting.
     Prerequisite: Course to be taken in the last nine hours
     of the program.

III. <u>Purpose:</u> To develop the skills, dispositions and skills
     necessary for effective leadership in today's schools.

     The Practicum and Seminar in Administration is designed
     for advanced graduate students in school administration.
     It deals with current problems and issues confronting
     school principals, supervisors, pupil personnel
     directors, superintendents and school boards. Graduate
     students seeking licensure in school administration are
     encouraged to enroll in the seminar near the time of
     completing their licensure programs. The seminar becomes
     a culminating experience in which previous learning in
     curriculum, budget and finance, law, school/community
     relations, and clinical supervision are integrated and
     processed in relation to contemporary problems in the
     educational enterprise.

     Knowledge, dispositions, skills and Kentucky Education
     Reform Act :
     Expectations critical to the professional administrator
     are incorporated into this course. The course is built
     upon the Interstate School Leaders Licensure Consortium
     (ISLCC) standards and the Educational" Leadership
     Constituent Council (ELCC) standards approved by the
     learned societies for NCATE. The ISLCC standards have
     been adopted as the Kentucky Leadership Standards.

IV. <u>Course Objectives:</u>

     As a result of participation in this course, the student
     will demonstrate:

     A. Knowledge and skill in identifying and solving
     problems of the school leader at
     the building level. (ISLLC Standards I, II, III, IV, V
     and VI)

     B. Skill in collecting, analyzing and using data to solve
     problems. (ISLLC Standards II, III, IV, V and VI)

C. Skills necessary to identify, assess and alter the school organizational structure to improve the conditions for learning and teaching. (ISLLC Standards II, III, IV)

D. Leadership and motivational techniques to cause students and adults to be successful in the work of the school (ISLLC Standards I, II, and IV)

E. Use of total quality management principles including use of data for decision-making, team planning and continuous improvement to improve the work of the school. (ISLLC Standards I, II, III, and IV)

F. Involvement with faculty, parents and community as a team in decision- making. (ISLLC Standards I,II,IV, V, and VI)

G. Planning and implementation of change in school programs for increased student achievement. (ISLLC Standards I, II, III, IV, and V)

H. Actions of the principal that exemplify the indicators of effective schools. (ISLLC Standards I, II, III, IV, and V.)

I. Involvement with student support services such as guidance and counseling and student activities programs to improve the school environment on behalf of students. (ISLLC Standards I, II, III, IV, and VI)

J. Collaborative planning skills to improve student behavior and classroom management. (ISLLC Standards I, II, III, IV, V, and VI)

K. Understanding and the implementation of appropriate programs for children with special learning needs. (ISLLC Standards II, IV, V, and VI)

L. Supervision skills and ability to work with personnel in an effective school. (ISLLC Standards II, III, IV and V)

M. Budgeting and resource allocation skills. (ISLLC Standard III)

N. Collaboration with colleagues in reflection on ethical and collaborative issues involved in the clinical/field setting. (Standards IV, V and VI)

O. Integration of Technology in the Educational Program

V.   Content Outline:

- Professional standards for school leadership-ISLCC and ELCC/NCATE (ISLLC Standard V)
- Review, reflection and revision of the community profile identifying crucial community information for a principal working in the school. (ISLLC Standard I,IV, and VI)
- Identification of activities of the school leader necessary to address the leadership functions for the school, including the demonstration of ethical behavior (ISLLC Standard I, II, III, IV, V, and VI)
- Indicators of effective schools-brainstorm principal behaviors necessary to accomplish these indicators (ISLLC Standards I, II, III, IV, V, and VI)
- Meet on site with principals and assistant principals in their first or second year in a leadership role with open and honest discussion about moving into school leadership. (ISLLC Standards I, II, III, IV, V, and VI)
- Leadership for Learning-role, responsibilities, expectations and duties of the building principal-brainstorming (ISLLC Standards I, II, III, IV, V, and VI)
- Problem solving and reflective practice-developing a model for daily use based on clinical experiences during the seminar experience (ISLLC Standards I, II, III, IV, V, and VI)
- Collection and use of data to make decisions-use of student achievement test scores and other indicators to maintain centrality of student learning (ISLLC Standards I, II, III and IV)
- Involvement with student support services-guidance and counseling, health, activities programs (ISLLC Standards I, II, 111, IV and V)
- Role of the principal in meeting needs of students with special needs- IDEA and ADA/Section 504-legal requirements, due process, inclusion, support for students, parents and teachers (ISLLC Standards I, II, 111, IV, V and VI)
- Working with site-based councils and shared governance-techniques (ISLLC Standards I, II, 111, IV, V and VI)
- Building a safe environment by developing a plan for student behavior and classroom management collaboratively with teachers and parents (ISLLC Standards I, II, 111, IV, V and VI)
- Complete personal school leadership portfolio of performance-based activities and reflections on preparation for each of the Six ISLLC standards. (ISLLC Standards I,II,I11,IV, V and VI)
- Accept responsibility of leadership by developing article to share with other administrators. (ISLLC Standard V)

VI. <u>Instructional Activities:</u>

A. The student will write a brief description of the school and the school community. This should be extracted from the community profile prepared in ADM 624 School/Community Relations and highlight specific

information to which the principal should pay attention.
(3-page maximum) (ISLLC Standards I, II and IV)

B. Maintain a log of the following activities and any
meetings, discussions, conferences, workshops,
professional meetings and growth activities. (40 hours
minimum) (ISLLC Standards I,II,III,IV, V and VI)

C. Keep a journal of the activities completed at the
clinical site (date, location, activity, problem
identification, action, summary and reflection). (1 page
maximum per activity) (ISLLC Standards I, III, IV,V and
VI)

1. District and building policies, practices, and
   procedures.

2. Class and activity scheduling (secondary).

3. Enrollment requirements and procedures.

4. Organizing for instruction (elementary).

5. Planning and coordination of student/extra-
   curricular activities.

6. School improvement activities working with the
   site-based council.

7. Budgeting, fund raising, fund accounting.

8. Planning and coordination of staff development
   activities.

9. Conflict resolution.

10. Problem analysis and solution.

11. Decision-making.

12. Curriculum monitoring using student achievement
   data.

13. Instructional improvement activities.

14. Interaction with social service, private and/or
   community organizations.

15. Parent involvement activity.

16. Building safety inspection.

17. Communicating vision and mission of the school.

18. Working with meeting needs of special education student(s).

19. Working with meeting needs of Section 504 student(s).

20. Planning and/or implementation of student behavior program.

21. Meeting with/working with guidance counselor(s) to better understand the functions and responsibilities of this part of the school.

22. Integration of Technology in the Educational Program

AT LEAST ONE ACTIVITY WILL TAKE PLACE AT *ANOTHER* SCHOOL SITE/ANOTHER LEVEL Of SCHOOL.

D. Participate in class discussions and on-site experiences.

E. Prepare and article and submit for publication. (ISLLC Standard II, V)

F. Complete School Leadership Portfolio. (ISLLC Standards I, II, III, IV, V and VI)

G. Show integration of technology as part of the educational program.
H. Students will generate an up-to-date professional resume.

VII. Field and Clinical Experiences;

A minimum of 40 hours will be spent at a school site working with the specified activities under direction of a licensed school administrator .

VIII. Resources:

A. The Interstate School Leaders Licensure Consortium standards.
B. Resource persons at the school site.
C. Speakers and presenters

IX. Grading Procedures:

Points will be assigned to each of the instructional activities. Final grade computation will be made over the total points possible as follows:

A = 92% to 100%

B = 80% to 91%

C = 70% to 79%

A grade below a B is not accepted in the educational
leadership graduate programs. A grade below 70% does not
meet MSU graduate program requirements.

X.   Attendance Policy:

This course adheres to the policy published in the MSU
Graduate Bulletin.

XI.   Academic Honesty Policy:

Cheating, plagiarism (submitting another person's
material as one's own, or doing work which will receive
academic credit for another person) are not permitted.
This includes the use of unauthorized books, notebooks or
other sources to secure or give help during an
examination, the unauthorized copying of examinations,
assignments, reports, term papers, or the presentation of
unacknowledged material as if it were the student's own
work. Disciplinary action may be taken beyond the
academic discipline administered by the faculty member
who teaches the course in which the cheating took place.

XII. Text and References:

 As assigned.

XIII.   Prerequisites:

    Within the final nine hours of the administration
program.