

# **COURSE SYLLABUS**

## **EDUCATIONAL LEADERSHIP AND COUNSELING**

**ADM 644**

**3 SEMESTER HOURS**

**I. Title:** Survey of Research of Effective Schools and Practices

**II. Catalog Description:** A survey of research in the field of Preschool-Grade 12 education as it pertains to effective teaching, learning, and leadership. The components covered will include (but not be limited to) the following areas: trends, issues, motivation, assessment, school culture, accountability, curriculum, expectations, goals, leadership, monitoring, student feedback, time-on-task and organization.

**III. Purpose:** For the student to survey the research and scholarly literature relevant to public elementary and secondary education as it applies to school administration.

Principles, attitudes, skills, and KERA qualities critical to the professional administrator are incorporated into this course and fully comply with NCATE standards, ISLLC standards, and all Kentucky standards. Predicated on the focus of this course along with student readiness, provision is made for the acquisition of knowledge along with the extension and refinement in delivering learning to the student in the effective school. Specific applications of information and skills are required. The advanced student is prepared through reflection to integrate their ongoing preparation into a professional operating gestalt with a high degree of relatedness, connectivity, and professional ethics.

Emphasis will be on the principal's role in promoting research based instruction in keeping with KERA expectation and ISLLC standards.

**IV. Course Objectives:**

- 1. Analyze and evaluate research and determine its general value to a complex integrated educational delivery system. (ISSLC 1 AND 2)**
- 2. Analyze, synthesize, and evaluate research based knowledge related to effective teaching, learning, and administration in elementary and secondary education. (ISSLC 1 AND 2)**
- 3. Explain key components of research by grade level. (ISSLC 1 AND 2)**
- 4. Apply research data to the analysis of contemporary problems in elementary and secondary schools. (ISLLC 1, 2 AND 3)**
- 5. Identify the critical characteristics of effective teachers, administrators, and schools. (ISSLC 2 AND 3)**
- 6. Be a serious advocate for effective schools and practices in elementary and secondary education. (ISSLC 1, 2 AND 3)**
- 7. Compile key research data and discuss implications for outstanding practices in effective elementary and secondary schools. (ISSLC 1,2 AND 3)**
- 8. Conceptualize models of effective classroom teaching. (ISSLC 3)**
- 9. Internalize educational issues on a global basis. (ISSLC 3)**
- 10. Practice skillful discrimination of research data. (ISSLC 1 AND 2)**

**V. Content Outline:**

1. Trends in public education (ISSLC 1,2,3 AND 4)
2. Multiple issues in public education (ISSLC 1 AND 2)
3. The demographics of public education (ISSLC 1, 2, 3 AND 4)
4. Definition of effective schools (ISSLC 2)
5. Definition of effective teaching (ISSLC 2)
6. National and International teaching and learning standards (ISSLC 4)
7. Forecasting educational futures (ISSLC 4)

**VI. Instructional Activities**

**Learning Focus**

1. Acquisition of information
2. Integration of information into current practices
3. Writing in a futuristic manner
4. Experience changing paradigms
5. Design new delivery systems
6. Extensive reading of scholarly work
7. On demand tasks

**VII. Requirements**

1. Review of list of current issues as presented in a class hand out.
2. Choose five issues for an in-depth investigation
3. Submit an 800-1200 word paper on each of the selected issues
  - a. Use APA style
  - b. Statement of the issue
  - c. Issue discussion
  - d. Review of the literature
  - e. Your conclusion
  - f. Your professional position regarding the issue
  - g. Bibliography
4. Be prepared to present an oral presentation for class discussion.
5. Use only scholarly articles and research.
6. Present literature from a variety of sources.
7. One paper due each week of the class.

**VIII. Field and Clinical Experience (None Required)**

**THE PURPOSES, OBJECTIVES, EXPERIENCES AND READINGS WILL  
PROVIDE MULTIPLE EVIDENCES OF THE SIX *ISLLC* STANDARDS**

**IX. Text (None Required)**

**X. Resources:**

- 1. University Library**
- 2. Internet Services**
- 3. Current Events**
- 4. Hand Outs**
- 5. Professional Journals**

**XI. Grading Procedures**

**Final grade computation will be as follows:**

**A = 92% to 100%**

**B = 91% to 80%**

**C = 79% to 70%**

**A grade below B does not meet the Department of Educational Leadership and Counseling requirements for any degree or licensure program.**

**Each paper will be worth 100 points if turned in on time. Submission of a sixth paper will a 100 point bonus opportunity.**

**XII. Attendance Policy:**

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

**XIII. Academic Honesty Policy**

**Cheating, plagiarism (submitting another person's material as one's own or doing work for Another person which will receive academic credit) are all impermissible. 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.**

**September 2000**