

COURSE SYLLABUS

EDUCATIONAL LEADERSHIP AND COUNSELING

ADM 644

3 SEMESTER HOURS

Revised October 6, 2008

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

II. Catalog Description: A survey of research and scholarly literature 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, dispositions and skills consistent with the Interstate School Leader Licensure Standards (ISLLC), the Technology Standards for School Administrators (TSSA), and the professional Code of Ethics for Kentucky School Certified Staff are incorporated into this course in ways consistent with the purpose of the course and individual student readiness. The unit's theme of the reflective decision-maker is emphasized, as students are required to reflect upon course experiences as part of the learning process and the unit's conceptual framework of teacher as leader is addressed as course experiences and the program as a whole are focused upon the development of leaders. NCATE expectations with regard to KERA Initiatives and EPSB themes are incorporated through courses as consistent with the scope of each course. KERA Initiatives: NA; EPSB Themes: Diversity is explored through the examination of education in a global context.. Technology is emphasized, as students use Excel to represent survey data. Assessment of perceptions is stressed through the development of surveys. Student dispositions are discussed in reference to professional 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, analysis and presentation of current issues as presented in a class hand out.

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:

Attendance is expected in this course. Absences will need to be cleared with the professor in Advance. Absenteeism is strongly discouraged.

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.

XIV. Statement of Affirmative Action and Equal Opportunity

Murray State University does not discriminate on the basis of race, color, national origin, sex religion, marital status, age or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding non-discrimination policies contact the Office of Equal Opportunity. 270 809 23155

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