

**Murray State University  
Common Course Syllabi**

*Revised October 2008*

**DEPT: ELC**

**COURSE NUMBER: ADM 668**

**CREDIT: 3**

- I. Catalog Description: This is a managed field practicum experience where the graduate student works collaboratively with a building principal to develop depth in school leadership experiences. This will include scheduling, site-based decision making council, assessment, comprehensive school improvement planning, school report card, textbook adoption, curriculum-alignment, policy and procedures and leadership skills associated with the public school. At intervals, students will be convened in a seminar to share experiences to gain a broader perspective of school leadership.
- II. Purpose: To expose the student to a realistic perspective of school leadership and administration as it relates to ISLLC Standards I, II, III, IV, V, and VI as it deals with current problems and issues confronting school principals. The seminar becomes a culminating experience into which previous learned skills in curriculum and instruction; assessment, evaluation, school resource management, school law, technology, school and community relations and school improvement planning are infused into the functional principal's mode of professional operation. Ethical and moral issues and diversity involved in the profession are embedded in the course.

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: Core Content 4.1; Program of Studies; Learner Goals and Expectations; EPSB Themes: Diversity, Gap Closure; Assessment;

III. Course Objectives:

As a result of participation in ADM 668, the student will demonstrate:

- a. Through discussion, an understanding of educational administration and the context in which it operates. (ISLLC Standards I, II, III, IV, V, and VI.)
- b. The ability to describe the scope and nature of the processes and tasks involved in educational administration. (ISLLC Standards II, III, IV, V, and VI.)
- c. An explanation of the fundamental administrative theories and concepts, and their application to practice. (ISLLC Standards I, II, III, IV, V, and VI.)

- d. Ways to analyze organizational roles and relationships in educational enterprises. (ISLLC Standards I, II, III, IV, V and IV.)
- e. Ability to evaluate the expectations and challenges involved in educational administrative positions. (ISLLC Standards I, II, III, IV, V and VI.)
- f. Ability to develop skills in personnel management in the educational setting. (ISLLC Standards I, II, III, IV, V, and VI.)
- g. Ability to utilize basic information sources in the field of educational administration. (ISLLC Standards I, II, III, IV, V and VI.)
- h. Ability to become the educational leader in the school setting through the use of technology. (ISLLC Standards I, II, III, IV, V, and VI.)

#### IV. Content Outline:

- Students will produce competency exemplars, which include but are not limited to narratives, abstracts, written scenarios, diagrams and sample documents.
- Students will produce an ISLLC Portfolio via Livetext. Discussion of the six (6) ISLLC standards will be included.
- Students will incorporate competency exemplars into their portfolio.
- Students will use technology as an integrated part of their program.
- Students will generate an up-to-date professional resume and cover letter.
- Students will go to <http://www.ccsso.org/content/pdfs/isllcstd.pdf> to retrieve and print the professional standards for school leadership-Six ISLLC Standards.
- Students will identify 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)
- Students will brainstorm indicators of effective schools and principal behaviors necessary to accomplish these indicators. (ISLLC Standards I, II, III, I, V, and VI)
- Students will meet with principals and/or assistant principals to interact in an honest discussion about moving into school leadership. (ISLLC Standard I, II, III, IV, V, and VI)
- Students will experience leadership responsibilities, expectations and duties of the building principal. (ISLLC Standard I, II, III, IV, V, and VI)
- Students will develop problem solving and reflective practice strategies. (ISLLC Standard I, II, III, IV, V, and VI)
- Students will collect and use data to devise strategies to improve student learning. (ISLLC Standard I, II, III)
- Students will work with guidance counselors as they relate to students with health problems as well as those with special needs both academically and emotionally. (ISLLC Standard I, II, III)
- Students will work with school personnel in the area of special needs, ADD, Section 504, due process, and inclusion as well as support needs for students, parents and teachers. (ISLLC Standard I, II, III)
- Students will attend an ARC meeting and reflect on the significance, professionalism of the personnel, placement, reasons for placement, etc. in their reflection. The child's name will remain confidential. (ISLLC Standard I, II, III, IV, V, and VI)

- Students will attend a Site Based Council Meeting and reflect on the significance, professionalism of the personnel, provide an agenda in the portfolio, and the principal's role in leading the meeting in their reflection. (ISLLC Standard I, II, III, IV, V, VI)

## V. Instructional Activities

- A. Group Discussions and Projects
- B. Group Collaboration/Discussion
- C. Field Experiences
- D. Independent Reading
- E. Professional Reflection
- F. Class discussions
- G. Technology Seminars
- H. Complete a current professional resume with a cover letter. **50 points for resume and 25 points for Cover Letter. Due Date: Week of 11-12**
- I. Complete a personal school leadership portfolio using Livetext which will include performance-based activities and reflections on preparation for each of the Six ISLLC Standards. There will be weekly checks on your progress in order to receive full credit for the portfolio. **200 points Due Date: November 26-December 5**
- J. Maintain a log of activities, meetings, discussions, conferences, workshops, and professional growth activities with the assistance of school administrator(s), counselors, school district personnel, teachers, presenters, etc. Make sure that you include **ALL** leadership activities that you are involved with are included on this log, i.e. you attend 8 faculty meetings, 4 professional development planning sessions and/or you head up a CSIP committee. **The activities listed MUST BE in the area of LEADERSHIP.**  
  

**You will need a letter from a SUCCESSFUL administrator you plan to work with indicating his/her willingness to assist you. If you work with more than one administrator you will need additional letters. Upon completion of the (40 hours minimum), your advising administrator(s) will write a letter indicating your dedication, skill, decision-making qualities and the amount of effort you gave to this practicum. 50 points (Log posted on Livetext) Due Date for Letter: September 10—Posted on Livetext. Final Letter: Due before your Portfolio is assessed.**
- K. Keep a record of the following activities completed at the clinical site. There is a **1-page maximum for each activity**. Each page will include the following: **Date, Activity, Location, Action, Summary, and Reflection. (These activities are included in your 40 hours of field experience.)**  
**200 points Due Date: Weekly Progress Noted on Livetext**

1. Review Policy and Procedures Manual—Address a minimum of five policies.
2. Examine a Master Schedule for Elementary, Middle **and** High School. Do you see room for improvement? Explain your findings.
3. Examine enrollment requirements and procedures for kindergarten students and transfers in the middle and high school. Plan an orientation with agenda for the meeting. (Choose one elementary, middle or high school)
4. Attend a School Based Decision Making Council Meeting—write a reflection of the principal's role in the meeting.
5. Attend an ARC Meeting—Take minutes, list outcomes-- write a reflection of the principal's role in the meeting.
6. Examine the school budget and activity accounts for a one-year period. What improvements could be made? Be specific.
7. Complete a Building Walkthrough and compile a list of needs for your school building.
8. Review the TSSA standards for administrators. What skills do you possess and could bring to your school faculty? Rate your skills in each area.
9. Review the School Mission—include a copy in your portfolio. What evidence do see that the mission and vision of your school is modeled?
10. Work with a special education teacher as they develop an IEP for a special needs student; what should a principal know about this process?
11. Review the school's behavior management plan and make commendations and recommendations. Find out how and why it works/does not work.
12. Research school websites (at minimum of 3) and give commendations and recommendations of the site. Also post the URL address/comments on Blackboard.
13. Discuss the principal evaluation process with the administrator. What are the guidelines, expectations, and pertinent information for providing school improvement?
14. Discuss hiring procedures for classified and certified personnel. What are the steps involved in hiring a faculty and a staff member? What are the guidelines for observation and evaluation of classified and certified personnel?
15. Examine the school's internal and external communication plan. What ways do faculty and staff communicate, which ways are most effective, and how does the school involve external publics in the communication process. If your school does not have a communication plan, prepare a plan that includes internal and external publics with at least 8 activities.
16. Examine your school's technology plan. How is technology incorporated into classes; is there a student or faculty lab; # of computers, printers smartboards etc. What is the principal's role in this endeavor?
17. Interview your school bookkeeper and find out what principals need to know about the budgeting process at the school level. You may integrate this with activity 6.
18. Interview a school superintendent to find out what they look for when hiring a building level administrator. Talk to him/her about the SBDM responsibility and how he or she prepares parents and teachers for this critical decision.
19. Obtain a school Professional Development Budget for a five (5) year period. Look at the amount of the budget, the professional development delivered; who did it involve; when was the PD offered; did it make a difference in improvement of instruction; why or why not? How do you know? Was there follow-up? Be specific.

20. Obtain examples of forms, articles, information concerning leadership, etc. and place your completed portfolio for future reference. Make a list or table of contents of the forms/examples, etc in the front of this section.

VI. Field and Clinical Experiences

All practicum activities are considered as field experiences.

VII. Grading Procedures

Grades will be assigned according to the scale:

92-100%	A
80-91%	B
71-79%	C

**A final course grade of 70% does not meet MSU Graduate Program Requirements**

VIII. Attendance Policy

Students are expected to attend all class sessions and be on time. **Unexcused absences may result in a one-letter grade reduction per absence.** If mitigating circumstances exist, please contact the instructor by telephone on or before 7:30 a.m. the morning of the class to be missed.

IX. Textbook

Livertext is available at the bookstore and must be purchased for this class.

X. Academic Honest Policy

Cheating, plagiarism (submitting another person's material as one's own, or doing work for another person who will receive academic credit) is impermissible. This includes the use of unauthorized books, notebooks, or other sources in order 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.

XI. Cell Phone Usage

All cell phones should be turned off or put on silent during class to respect others.