**EDAD 639-0089-1 Practicum in Educational Administration**

**Fall 2014      August 18, 2014 -  May 2015**

**Instructor: Linda Hunt Brown, EdD                                                Office: Old Admin 123**

**Office Phone:** 308-432-6364                                                 **e-mail:** [lbrown@csc.edu](mailto:lbrown@csc.edu" \t "_blank)

**Cell Phone: 406-679-5675**

***Office Hours:* Monday 1-3; Tuesday 9-11 Wednesday 9-10**

**Credit hours:**   Three graduate credits (3)

**Description: Provides practical learning experiences inherent to elementary, middle, and secondary school principals.  Seminar sessions will include discussion of current research and practices based on building principals’ needs and concerns.  Separate and appropriate experiences will be designed wherever possible for students preparing in each of the areas – elementary and secondary administration.  Required:  at least 200 hours in a practicum setting at two school sites.  Prerequisite:  EDAD 639 and should be taken as close to the end of the program as possible.**

**Prerequisite: An earned baccalaureate degree from a regionally accredited institution of higher education. EDAD 629 is a prerequisite course for individuals who are seeking administrative endorsement in either a degree or certification program.**

**Required Text(s):  Hackmann, D.G., Schmitt-Oliver, D.M., & Tracy, J.C.  (2002).  *The standards-based administrative internship*.  Lanham, MD:  The Scarecrow Press, Inc.**

**Education Unit Conceptual Framework:**

The conceptual framework*, Developing as Visionary Leaders for Lifelong Learning,* focuses on the following components*:*

**Communication**

**Professionalism**

**Student Centered Learning Environment**

**Assessment**

**Thinking Skills**

**Methodology**

**Leadership**

**Administrative Candidate Learning Outcomes:**

* **“Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**
* **Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.**
* **Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**
* **Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**
* **Act with integrity, fairness, and in an ethical manner.**
* **Develop an understanding of how to respond to and influence the larger political, social, economic, legal, and cultural aspects of the education community.” http://www.ccsso.org/Resources/Publications/Educational\_Leadership\_Policy\_Standards\_ISLLC\_2008\_as\_Adopted\_by\_the\_National\_Policy\_Board\_for\_Educational\_Administration.html**
* **Complete an internship that addresses the standards.**

**Method(s) of Instruction: EDAD 639 is delivered online using the on-line discussion board, collaborative groups, field experiences, hands-on use of media and electronic source material, and on-site instruction and internship.**

***A special note regarding instructor feedback:* I view adult learning as a cooperative process with students and instructors working together as “co-learners”. With that being said, my highest priority is to provide prompt feedback and to act as a coach, mentor and facilitator. This “ideal” co-learner environment will only be accomplished if we both give our best efforts in the learning process. You have my commitment to always offer my best. In addition to instructor comments via the discussion boards, I will provide *individual and confidential* feedback within the online gradebook function when appropriate.**

**Technology Issues**

**Because EDAD 639 is an ONLINE course we want to take special care to provide several technology reminders. Here is a simple list of technology issues that are specific to the course and Chadron State’s Sakai course management system.**

**1. Chadron State College prefers the use of Microsoft Internet Explorer as the browser for properly opening course materials. Using Mozilla Firefox on a PC could be frustrating as students try to open PDF’s or other documents.**

***2. Checking your CSC e-mail regularly is essential for students to stay current with instructor announcements and possible changes in the course procedures/schedule/assignments.***

**3. All assignments need to be submitted via Sakai links designated by the instructor. Students should only send assignments via email attachment when approved by the instructor in advance.**

**Course Requirements:** It is intended that all courses on the graduate level shall require of students greater intellectual effort, more independence in reading and investigation, and more constructive thinking than do the undergraduate levels of instruction.

* **Read, study, and evaluate the assigned text.**
* **Under the mentorship of a practicing principal, perform at least 200 hours of internship activities.  In addition to the 200 hours required in EDAD 639, the candidate should have logged 50 additional practicum/internship hours in previous courses within the administrative program.  Those hours from previous courses should be added to the logged hours for the practicum/internship course and so designated.**
* **Complete on-line assignments.**
* **Complete on-site instruction and internship.**
* **Discuss information on the discussion board.**
* **Submit a final electronic anthology addressing the standards for administrators. This will be shared during the second face to face class or via video.**

***Collaborative Learning and Online Learning---*** The Collaborative learning process is an important learning strategy for this course to promote authentic learning through questioning, and understanding in sharing thoughts and ideas regarding the essential points from the readings and how the topic relates to your own experiences. The class will be divided into two smaller collaborative learning groups. I will post a discussion question for each month’s group discussion board.  For the first part, reflect on the discussion question posted under your group’s name. In order to be more thoughtful about your responses, I would recommend preparing your responses first on a word processor and then copy and paste them to the discussion board. Your response should be approximately three to five paragraphs in length **citing** the key elements from the readings and your own reflective experience to support your response.  For the second part, I would like you to begin by reading through other group members’ responses and provide feedback to at least two members of your group regarding their response. I know that sometimes technology can be frustrating so please do not hesitate to call me if you have any problems or concerns with Sakai or the course.  Feel free to call me at the office (308) 432-6364 or cell (406)679-5675. I can take calls at home up to 10 p.m. MST.

**Online Discussion Participation Scoring Guide   Due Date: Monthly.  
  
Grading Rubric**

| **Discussion Participation Grading Rubric** | | | | |
| --- | --- | --- | --- | --- |
| **Criteria (20 total points)** | **0 Non-performance** | **2 Basic** | **4 Proficient** | **6 Distinguished** |
| **Applies relevant course concepts, theories, or materials correctly.** | **Does not explain relevant course concepts, theories, or materials.** | **Explains relevant course concepts, theories, or materials.** | **Applies relevant course concepts, theories, or materials correctly.** | **Analyzes course concepts, theories, or materials correctly, using examples or supporting evidence.** |
| **Collaborates with fellow learners, relating the discussion to relevant course concepts.** | **Does not collaborate with fellow learners.** | **Collaborates with one (1) fellow learner without relating discussion to the relevant course concepts.** | **Collaborates with two (2) or more fellow learners, relating the discussion to relevant course concepts.** |  |
| **Applies relevant professional, personal, or other real-world experiences.** | **Does not contribute professional, personal, or other real-world experiences.** | **Contributes professional, personal, or other real-world experiences, but lacks relevance.** | **Applies relevant professional, personal, or other real-world experiences.** | **Applies relevant professional, personal, or other real-world experiences to extend the dialogue.** |
| **Supports position with applicable knowledge includes citations.** | **Does not establish relevant position.**  **No citations in original post.** | **Supports position with applicable knowledge. One citation in original post.** | **Validates position with applicable knowledge. Two or more citations in original post.** |  |

**Participation Guidelines**

**Actively participate in discussions. To do this you should create a substantive post for each of the discussion topics which should include citations and reflections on the topic. This unlike some “Forums” is where you just discuss topics since the expectation is to submit a scholarly response. Each post should demonstrate your achievement of the participation criteria. In addition, you should also respond to the posts of at least two of your fellow learners for each discussion question-unless the discussion instructions state otherwise. These responses to other learners should also be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. Also, respond to any follow-up questions the instructor directs to you in the discussion area.**

***Assignments—*The assignments are designed to provide you with a means to document what you are learning.   NO late assignments will be accepted for credit unless prior permission and extension has been granted by the instructor. Meeting deadlines is mandatory for administrators. All article reviews should be done in APA format for students in the EDAD program.  You can reference the APA format at the APA Online site [http://www.apastyle.org/elecref.html](http://www.apastyle.org/elecref.html" \t "_blank)**

**In accordance with the Nebraska State College System Policy 4141 the following represents the expected contact hours needed to ensure that the time involved in student learning is equivalent to that needed to attain the learning outcomes in comparable courses; learning outcome equivalency is achieved through multiple course modalities.  It is expected that students will spend the following Hours per Month participating in each of the listed course activities.**

|  |  |  |
| --- | --- | --- |
| **Learning Activity** | **Hours Per Month** | **Total for Course** |
| **Readings** | **2** | **16** |
| **Discussions** | **1** | **8** |
| **Project-Based Learning** | **3** | **24** |
| **Research-Based Learning** | **1** | **8** |
| **Group Work** | **25** | **200** |
| **Assessments** | **.5** | **4** |
| **Total** |  | **260** |

***The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum* *expectation for any student.***

**In accordance with the Nebraska State College System Policy 4141 the hours in parenthesis represents the expected contact hours need to ensure that the time involved in student learning that is needed to attain the learning outcomes in comparable courses; learning outcome equivalency is achieved through multiple course modalities. It is expected that students will spend the following Hours per Week participating in each of the listed coursed activities.**

**Course Schedule/Outline:  Tentative Course Schedule for EDAD 639 Fall 2014**

|  |  |  |
| --- | --- | --- |
| **Date** | **Readings Assignments** | **Learning Activities and Assignments** |
| **September** | **Chapter  1:  Planning an Effective Internship Experience**  **Post on-line in reference to The Standards-Based Administrative Internship**  **First required face-to-face/video conference meeting in Chadron will be Sept. 13th.**  **Read p.1-36 in the text**  **Focus on the roles and responsibilities of the all participants in the internship program**  **Read one of the suggested readings on p.32.**  **Refer to this reading when you post on line.** | **Group discussions on Sakai**  **PIP, ISLLC Self-Assessment, and Mentor forms due by Sept 30.**  **Chapter 1  Postings -- Due: September 18 / Peer responses -- Due September 25**  **Discuss any concerns about the syllabus, supervisor's handbook, or requirements here. And also post your response to the Leadership style prompt.** |
| **October** | **Chapter 2:  A Vision for Success**  **Post on-line in reference to The Standards-Based Administrative Internship**  **Discuss the vision development process at the district and the school level.  Also, discuss how you will articulate the vision within your school (helping others see the vision and maintaining the vision within your school)** | **Chapter 2  Postings -- Due: October 16  / Peer responses -- Due: October 23**  **Read/discuss Outcomes 1-5 in Sakai under Resources**  **Develop your own vision of a successful school that includes successful leadership, organization of the school, and your vision of professional development for you as a leader.  Your vision statement should then be added to your anthology that is due in March.**  **Turn in Log hours including reflections on two of your activities which relate to Chapter 2 content.** |
| **November** | **Chapter 3:  A Culture for learning and Growth Post on-line in reference to The Standards-Based Administrative Internship**  **Read in Sakai under Resources the effectiveness of organizations in regards to climate and the 4 “Outcomes”**  **After Reading Chapter 3 and the material under resources discuss these topics on line Read and respond to others on the discussion board**  **School Board Meeting -recommended activity** | **Chapter 3 Postings – Due: November 13 / Peer responses – Due: November  20**  **Reflect on the school culture in your organization and write your philosophy of teaching and learning to put in your anthology due in March.**  **Turn in Log hours including reflections on two of your activities which relate to Chapter 3 content.** |
| **January** | **Chapter 4:  Managing Change**  **Post on Sakai  in reference to The Standards-Based Administrative Internship**  **Read under resources the two themes that dominate the teaching and the practice of management today**  **Read reflect on outcomes 1-4 in Sakai under resources and read/reflect on sources on educational change, change process, theories, and practices** | **Chapter 4 Postings-- Due: January 18 / Peer responses -- Due: January 21**  **Read Chapter 4, pages 91 – 122.**  **Read the study notes provided on-line under resources.**  **Turn in Log hours including reflections on two of your activities which relate to Chapter 4 content.** |
| **February** | **Chapter 5:  Developing Collaborative Partnerships**  **Post on Sakai in reference to Chapter 5 in The Standards-Based Administrative Internship**  **Read under resources developing collaborative partnerships and outcomes 1-4.**  **Read/reflect on all of the material on collaboration in Sakai under resources.**  **School Board Meeting -recommended activity** | **Chapter 5 Postings -- Due: February 12 / Peer responses -- Due: Feb 19**  **Discuss collaboration and/or collegiality on the discussion board.  The discussion may include how to collaborate with outside agencies such as police, health and human services, court system, etc.**  **Turn in Log hours including reflections on two of your activities which relate to Chapter 5 content.** |
| **March** | **Chapter 6:  Demonstrate Ethical Leadership**  **Post on Sakai  in reference to Chapter 6 of The Standards-Based Administrative Internship**  **Read all of the material in Sakai in the overview, outcomes, and ethical responsibilities, under resources on ethical leadership**  **Prior to posting read/reflect on Ethical Leadership and Leading Schools in Context on the discussion board.**  **March 21, 2013 will be the second required face-to-face/video conference meeting at Chadron State college.** | **Chapter 6 Postings -- Due: March 12 / Peer responses Due March 19**  **Be prepared to share some of your practicum/internship experiences and/or your electronic anthology. Prior to class, check to see that you have everything in the anthology in the correct order.  Use the anthology checklist under Course Tools in Resources.**  **Turn in Log hours including reflections on two of your activities which relate to Chapter 6 content.**  **Your supervisors' evaluations should either be sent to CSC or brought to class at this time.  Some supervisors may share their results.  Others want the information to remain confidential.  At least 1 evaluation should be turned in at this time.** |
| **April** | **Chapter 7:  Leading Schools in Context**  **Post on Sakai in reference to Chapter 7 in The Standards-Based Administrative Internship**  **Read/reflect on the statement of ethics for school administrators in Sakai under Resources.** | **Chapter 7 Postings -- Due: April 9 / Peer responses -- Due: April 16**  **Discuss ethical leadership and how you can influence various groups outside of and within the school.**  **Add your Log hours including reflections on two of your activities which relate to Chapter 7 content to your anthology and submit a link or copy of your electronic anthology by April 25.** |

**Methods of Evaluation:**

* **CSC Class meetings (one in the fall and one in the spring) attendance is critical.**
* **Discussion on FORUM Postings**
* **Research papers will be of graduate quality.  Generally, credible resources will be cited for all major concepts presented.  Writing style and format for both the paper and the reference list will conform to the American Psychological Association (APA) style.  An evaluation form will be used.**
* **Complete log documentation as per directions provided.  All the materials specifically listed will be part of the anthology.  If materials are missing or time is not logged in, the student will supply the necessary materials or receive an incomplete until the missing materials are submitted.  The anthology is a major portion of out-of-class work.**
* **Contact with the school principal with whom you shadow will be made to determine the outcome of the shadowing experience.**
* **Your grade will be determined by your internship evaluation, anthology, discussion, and papers following the given formats.**

**Grading Procedures:   Points assigned to each activity are available for viewing in the gradebook for this class. Let me know if you have difficulty viewing any grades. All assignments must be attempted and achieve a grade of "C" or better in this course for you to receive a final grade for the class.  Late submissions are subject to a one letter grade penalty.  Total points will determine your grade for this class.**

**Discussion Participation                      140 points**

**Log and Reflective Papers (7)                       140 points**

**Supervisor’s Evaluation                      100 points**

Electronic Anthology                          140 points

**Total Points                                        520 points**

***(NO late assignments will be accepted for credit unless prior permission and extension has been granted by the instructor. Meeting deadlines is mandatory for administrators.)***

**Grading Scale:**   Total points will determine your grade for this class.

**A = 93 - 100%**

**B = 86 - 92%**

**C = 76 - 85%**

**Student Behavior:**

Academic Honesty- Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty.  Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated.  Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook.  The full copy of the student handbook can be found at [http://www.csc.edu/publications/csc\_student\_handbook.pdf](http://www.csc.edu/publications/csc_student_handbook.pdf" \t "_blank).  Academic Policies, including academic dishonesty, can be found between pages 32-34.

Attendance Policy– The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected.  Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students.

**Civility – Civil behavior enhances the academic setting, and is expected at all times.  Courtesy and respect for others are essential elements of the academic culture.  The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.**

**Nondiscrimination Policy/Equal Educational Opportunity Policy:**   Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students.  The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy.  To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status.   *Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the disabilities contact person (432-6268; Crites 011).*

**Disclaimer:** This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning.  However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students.  These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

**Selected References:**

**Blackman, M. C. & Fenwick, L. T. (March 29, 2000). The principalship: Looking for leaders in a time of      change. Education Week pp. 68, 46.  
  
Educational Leadership: Various issues published by the Association for Supervision and Curriculum           Development. Publications.  
  
Kouzes, J. M. and Posner, B. Z. (1995). The leadership challenge. San Francisco: Jossey-Bass.  
  
Kouzes, J. M. and Posner, B. Z. (1996). Credibility: How leaders gain and lose it, why people demand it. San               Francisco: Jossey-Bass.  
  
National Association of Secondary School Principal's Bulletin. All issues focus on the secondary school        principalship.  
  
Schwann, C. J. and Spady, W. G. (1998). Total leaders: Applying the best figure; focused change strategies to education. Alexandria VA: ASCD.**

**Sorenson, R. D. (2007). Stress management in education: Warning signs and coping mechanisms. *BELMAS                Journal of Management in Education 21*(3), 10-13.**

**Sorenson, R. D. (2007). How sex and money ruined Dr. Ed U. Kator's career. *Leadership in Focus 6(Winter)*,              6-10.**

**Sorenson, R. D. (2007). Where are our future school leaders? Critical factors that dissuade lead teachers      from pursuing the principalship. *School Leadership Review 2*(3), 12-27.**

**Sorenson, R. D. (2002). The novice principal: How to avoid the pitfalls leading to career derailment. *Texas* *Study of Secondary Education 12*(1), 28-31.**

**Sorenson, R. D. & Goldsmith, L. M. (2008). *The prinicpal's guide to managing school personnel*. Thousand               Oaks, CA: Corwin Press.**

**Sorenson, R. D. & Goldsmith, L. M. (2006). *The principal's guide to school budgeting*. Thousand Oaks, CA:              Corwin Press.  
Tirossi, G. N. (March 29, 2000). The principalship: School reform's missing imperative. Education Week, pp. 68, 44**

|  |
| --- |