

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

School of Education

Educational Leadership and Cultural Foundations

ELC 690: Practicum in Educational Administration

Course Syllabus: Summer 2005

Three credits

Prerequisites: Completion of 12 credits in the MSA program

This is a required course in the Masters of School Administration Program.

1. Instructor Information: C.P. Gause, PhD, Assistant Professor X.43469
239C Curry Building cpgause@uncg.edu

Office Hours: Monday 2:00-6:00pm
Tuesday 4:00pm-7:00pm
Wednesday 1:00-4:00pm
Thursday: Field Visits & Research
Friday: By Appointment

2. Course Purpose/Catalog Description: Planned administrative functions in appropriate school setting with objective of providing direct experience with processes and functions of educational administration. Supervision is shared responsibility of university and public school faculties. May be repeated for a maximum of 12 hours credit. (Graded on S-U basis)

3. Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

4. Course Goals and/or Objectives/Student Learning Outcomes:

The internship is designed to introduce you to the daily routines of a building level administrator. The MSA handbook further details the purpose of the internship requirement. Please refer to this. The seminar associated with the internship serves to support the experiences you are getting in the field. To that end, we will focus (via collaboration and collegial support) on the development of your role as 1) Learner, 2) Leader, 3) Mentor, 4) Supervisor, 5) Manager, 6) Politician, and 7) Advocate.

5. Teaching Strategies: Teaching strategies will involve a combination of lecture, interactive discussions, group activities, case studies, “role play” and student work. Student will also participate in Blackboard discussions.

6. Evaluation Methods and Guidelines for Assignments:

Grading:

- Preparedness for and participation in class discussions = 25%
(Should evidence good understanding of the author’s work, have questions prepared, and be able to apply these concepts at least loosely to present situation.)
- Log of Activities and artifacts that reflect your participation in the daily operations of the learning community, as well as the socio-cultural and political intersections that exist when conducting the business of school. (To include: Meeting agendas, curriculum documents, pictures, and any other additional materials that convey the depth of your internship experience. = 25%)
- Reflections Journal = 15%
(Should have a minimum of 3 entries per week, be thoughtful, directly tied to class discussions and recent class topics)
- Advocacy Project = 15%
(Should address an interest/ need over and above what is expected of you as Admin. Intern. should be well developed, organized, and supported by the principal. This project may be dovetailed with a requirement for Schools as Centers of Inquiry.)
- Internship contributions and growth based on mentor’s ratings =20%

All materials will be submitted in digital format on a CD. This will allow you to incorporate the technology standards and also will give you an opportunity for creativity in your presentation.

GUIDING REFLECTION POINTS

Week Of: _____

I. Reflecting on Roles (as applicable):

My role this week as **a resource provider:**

My role this week as **an instructional resource:**

My role this week as **a communicator:**

My role this week as **a visible presence:**

II. Reflecting on skills, knowledge and dispositions:

The **skills** (new) that I have learned and/or advanced are:

The **knowledge** (new) that I have learned and/or advanced is:

III. Theory Into Practice

Please provide a brief explanation of the leadership styles, as applicable, that you were able to use this week. If your duties were primarily managerial, please describe any leadership styles from any educational leader that you may have witnessed.

7. Required Text(s)/Readings/References: Palmer, P. (1998). The Courage to teach: Exploring the inner landscape of a teacher's life. Jossey-Bass: CA

8. Topical Outline: This might also be your calendar. The course outline should contain sufficient detail to permit assessment of agreement between actual content and stated objectives and catalog description.

9. Other Information: Any other items you normally include on your course syllabus such as Academic Honor Code, Attendance Policy, Additional Requirements, etc.

10. Recommended Text(s) and/or Readings: Jossey-Bass Reader on Educational Leadership. (2000)

11. Alignment with State and National Standards: ELCC

Standards (ELCC, ISLLC, NPBEA)

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7.0 Internship: Graduates are educational leaders who have the ability and experience to promote the success of all students by completing an internship that provides significant opportunities for synthesizing and applying knowledge and practicing the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Alignment of Course with NC Standards for School Leaders

This course addresses the following standards for school leaders:

North Carolina Standards for School Leaders (adapted from Educational Leadership Constituent Council and National Policy Board for Educational Administration)	ELC 690
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<p>1. Vision: Graduates are educational leaders who have the knowledge, skills, and abilities to promote the success of all students by facilitating the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.</p>	<p>X</p>
<p>2. Learning: Graduates are educational leaders who have the knowledge and ability to support the success of all students by promoting and maintaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.</p>	<p>X</p>
<p>3. Climate: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning climate.</p>	<p>X</p>
<p>4. Community: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p>	<p>X</p>
<p>5. Ethics: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by demonstrating a respect for the rights of others and by acting responsibly.</p>	<p>X</p>
<p>6. Context: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by articulating, analyzing and describing, and communicating the larger political, social, economic, legal, and cultural context and advocating for all students.</p>	<p>X</p>
<p>7. Internship: Graduates are educational leaders who have the ability and experience to promote the success of all students by completing an internship that provides significant opportunities for synthesizing and applying knowledge and practicing the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</p>	<p>X</p>