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### EDLD 594.01: Administrative Application

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The University of Montana  
Department of Educational Leadership and Counseling  
**EDLD 594: Administrative Application**  
**SYLLABUS**

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**COURSE DESCRIPTION:**

The Administrative Application course is for those individuals who are participating in the Montana Board of Public Education Administrative Internship Program and are the acting administrator for their building. The purpose of an administrative internship is to provide students with a wide range of administrative experiences that will immerse them in meaningful, concentrated, and applicable administrative experiences while providing their school district with leadership.

The internship experience also provides opportunities for cognitive links between theory and practice by immersing student interns in situations that require the application of educational theory and skills to administrative challenges. The purpose of this course is to help interns make cognitive links between theory and practice through the reflection and discussion of theories and concepts presented in the assigned readings. Interns will engage in monthly discussions (face-to-face, online, and group) regarding the assigned readings. Face-to-face discussions will take place with the field supervisor during regularly scheduled meetings, online discussions will be facilitated through an online supplement to this course involving all administrative interns and university representatives. Group discussions will be conducted at specific intern meetings at selected state conferences.

**ADMINISTRATIVE APPLICATION AND STANDARDS FOR SCHOOL LEADERS:**

The Department of Educational Leadership (EDLD) has adopted the [Interstate School Leaders Licensure Consortium \(ISLLC\) Standards for School Leaders](#). The ISLLC Standards were developed by the Council of Chief State School Officers and member states in 1996. The ISLLC Standards are used to guide courses in educational leadership.

For a more detailed explanation of the ISLLC Standards and specific information in the areas of Knowledge, Dispositions, and Performances for each standard, visit the web site for the Council of Chief State School Officers at [www.ccsso.org](http://www.ccsso.org).

The administrative application experience is guided by the 7<sup>th</sup> Standard for Advanced Program in Educational Leadership by the National Policy Board for Educational Administration. These standards can be accessed at [www.npbea.org/ELCC/ELCCStandards%20\\_5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf)

### **ELCC Standard 7.0: Internship**

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop 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.

The Administrative Rules of Montana (ARM) also specify the standards for the education of supervisors, principals, and superintendents through the Professional Educator Preparation Program Standards and Procedures (PEPPS) 10.58.701 and 10.58.704.

#### **10.58.701 (1) For the Prospective supervisor the program shall provide:**

- (g) the acquisition of those skills deemed essential for effective supervision, including supervised experiences in school that offer opportunities to:
  - (i) observe how supervisors discharge their duties;
  - (ii) gain knowledge of essentials in successful school supervision;
  - (iii) acquire theoretical understanding of successful supervisory practices;
  - (iv) learn about school organization and the essentials of coordinating various aspects of the school program; and
  - (v) acquire supervisory competence through practice that is carefully assessed by administrative supervisory personnel.

**The Administrative Application meets the ELCC 7th Standard as well as the Professional Educator Preparation Program Standards and Procedures (PEPPS) 10.58.701[g(i-v)] as students enrolled in this program are the full time administrator of record for their school and are supported by standards-based coursework, an on-site mentor, and a Field Supervisor from the Department of Educational Leadership and Counseling at The University of Montana.**

### **ONLINE COURSE SUPPLEMENT:**

This course will be supplemented with online discussions. The course supplement can be accessed at <http://umonline.umt.edu/> . The online supplement will be discussed during the October meeting.

**REQUIRED READINGS:**

The required reading from this course will be from:

[Covey, S. R. \(1989\). \*The 7 habits of highly effective people: Powerful lessons in personal change\*. New York: Free Press.](#)

Each month the intern will be responsible for the assigned reading. Those individuals not ready to discuss the readings will be required to write a paper on the content of the assigned readings.

October	17	MCEL Meeting Part One Habit 1	Pages 13-46 Page 65-94
November		Supervisor Meeting and Online Discussion Habit 2	Page 95-144
December		Supervisor Meeting and Online Discussion Habit 3	Page 145-182
January		Supervisor Meeting Paradigms of Interdependence	Page 183-203
February		Supervisor Meeting and Online Discussion or State Conference Habit 4	Page 204-234
March		Supervisor Meeting and Online Discussion or State Conference Habit 5	Page 235-260
April		Supervisor Meeting and Online Discussion Habit 6	Page 261-284
May		Supervisor Meeting and Online Discussion Renewal Sharpen the Saw Inside-Out Again	Page 285-286 Page 287-308 Page 309-319

## **EXPECTATIONS:**

Students enrolled in this course are expected to participate in all activities and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion (refer to Professional Standards for Student Performance in Appendix B).

Students are required to:

1. establish an e-mail connection with the Filed Supervisor and the Director of Administrative Interns.
2. be current in the assigned reading for the course and to participate in the online discussions.
3. maintain an ongoing log of their intern experience.
4. attend the following state conferences:
  - Autumn: Montana Conference of Education Leadership (MCEL)
  - Spring: Appropriate state principals or superintendents conference (There may be cases where an alternative conference can be substituted to the above conferences. Prior approval must be given by the field Supervisor or the Director of Administrative Interns.)
5. complete a professional portfolio which contains artifacts from the student's internship experience and documents which ISLLC Standards the student has met during their internship experience.
6. complete an Intern Self Evaluation.
7. complete a paper reflecting upon leaders and followers (you will be given a prompt).

## **GRADING:**

Grading for this course will be PASS/FAIL.

## **TENTATIVE SITE VISITATION TOPICS**

September

- Activity Log
- Portfolio
- Staff and Student Handbooks
- Goal Setting

October

- Evaluations (non-tenure)

November

- Parent – Teacher conferences
- Confidentially Issues
- Administrative and School Board Issues
- Winter Issues

December

- Evaluation and Supervision
- Holiday Issues

### January

- Special Education (CST's and IEP's)
- Title Programs
- 504
- District Policy

### February/March

- Evaluations (certified and non-certified)
- Retentions
- Parent and Student Rights

### April

- Administrators Report Card
- Needs Assessment
- Budgeting
- End of Year Projects
- Hiring and Non-Rehire
- Handbooks
- Intern Assessment Instruments for EDLD 594
- Goal Accomplishments

## APPENDIX A

### Missions

- *School of Education Mission Statement*

The School of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

- *Educational Leadership Mission Statement*

The mission of Educational Leadership at The University of Montana is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

## APPENDIX B

**PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE**

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Graduate students in the Department of Educational Leadership at  
The University of Montana are expected to:

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

**FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY  
RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.**