

Appendix A

School Building Leader Expanded Course Descriptions and Critical Performance Tasks

EAD 601 - Fundamentals of Administration (6sh)

At the conclusion of this course, candidates will be able to: identify the relationship between people's behavior and their belief structure; utilize group process as a problem-solving device; identify various leadership styles and their consequences; describe their own concept of Educational Administration; demonstrate a commitment to their own continued professional growth; and analyze a school district issue.

Critical Performance Tasks include the following:

1. *complete and apply an analysis of leadership styles for self and current administrators*
2. *develop a vision platform statement based upon dialogue with their mentor, practitioners, professors and colleagues.*
3. *design, implement and evaluate an issue analysis presentation in conjunction with a local superintendent. This issue must be of current relevance and include skills and knowledge that demonstrate successful problem solving, vision, links with the community and awareness of political and organizational structures.*
4. *analyze the effectiveness of team process and apply this to team interactions*
5. *analyze ethical dilemmas and recommend intervention strategies*
6. *apply learning to building and district issues*

EAD 610 - School Principalship (6sh)

At the conclusion of this course, candidates will be able to: develop an organizational structure for the middle manager to facilitate the goals and objectives of the unit; implement the management process for the middle manager most appropriate to a specific middle manager's position, and predict the consequences of that particular management process selected; verbalize and demonstrate technical skills that are necessary to perform formative and summative teacher evaluations; verbalize and demonstrate supervisory skills.

Critical Performance Tasks include the following:

1. *present and write a reflection about leadership styles of principals.*
2. *develop and implement an effective student management system at the building level that is consistent with one's own personal beliefs. The system must contribute to the school as a high performing organization.*
3. *work as part of a team to identify and clarify a problematic situation in an educational setting; to diagnose the problem; and to develop possible strategies for its resolution as presented to the class in a simulation and as written about in a reflection. Candidates also apply this knowledge to a reflection they write about attending a Board of Education Meeting.*
4. *develop and present a workshop session based upon an in-depth study of a major concept in educational administration. Each small group will be assigned a particular topic area for which it will be responsible. The four topic areas are: a) conflict resolution, b) change strategies, c) communication methods, and d) climate and culture. For each topic the group will concentrate on those characteristics and ways of behaving that separate effective from less-effective school administrators.*
5. *identify the broad range of personal and professional competencies required for a school administrator to function as an effective leader and manager in the schools of the future, and conduct a self-assessment in relation to these competencies.*
6. *apply these skills and this knowledge to school buildings and make connections between this building and the district within which it is located.*