EAD 641 - Supervision: Improvement of Instruction for Building and District Leaders (3sh)

At the conclusion of this course, candidates will be able to: develop and implement a plan indicating a process for the systematic collection of data and its use for the formative evaluation of a staff member; develop and implement a plan indicating a process for the systematic collection of data and its use for summative evaluation of a staff member. *This is appropriate for leaders at the building and district levels.*

Critical Performance Tasks include the following:

1. *employ the clinical supervision model in a school setting using published rubrics for performance.*
2. *describe current practices in his/her district’s procedures for supervision/evaluation and in the districts represented by other members of their team.*
3. *make a effective presentation which provides specific suggestions to classroom teachers to help them improve targeted aspects of their teaching.*
4. *develop a platform (reflective) statement on instructional supervision and the quality teacher that considers many alternative supervisory models to improve teaching and learning.*
5. *apply knowledge and skills to use in the building as also as part of the overall district plan (APPR)*

EAD 695 – Internship for Building and District Leaders (9sh)

The internship is a cooperative venture involving a candidate, a school district and the Educational Administration Department at SUNY Oswego. At the conclusion of this course, candidates will be able to: demonstrate their ability to apply key content and process knowledge in a real world leadership setting; complete an NCATE analysis of their leadership skills; develop a leadership plan for enhancing leadership skills: design, implement and evaluate a leadership project in which they are the primary leader; successfully complete all tasks assigned by the field supervisor; demonstrate to the satisfaction of the field supervisor, college supervisor and administrators in the field a capacity for leadership. *This is appropriate for leaders at the building and district levels.*

Critical Performance Tasks include the following:

1. *design, implement, and evaluate a leadership project that is needed by the educational setting and allows the candidate to demonstrate leadership skills.*
2. *design, implement and evaluate a learning plan based on an analysis of NCATE competencies.*
3. *design, implement and evaluate an intern seminar based on an analysis of NCATE competencies from all members of the internship cohort.*
4. *maintain a monthly electronic reflection with the college supervisor related to key learnings.*
5. *develop a professional portfolio which will meet part of the requirements for the comprehensive examination.*
6. *complete all required platform statements.*
7. *design a revised resume.*
8. *successfully complete an oral comprehensive exam with a panel including the field supervisor, college supervisor and another administrator unknown to the candidate.*
9. *document a diversity shadowing experience in an educational setting as diverse as possible from the candidate's current position.*
10. *apply all knowledge and skills to the individual setting and district within which the internship takes place.*