

College of Education
Department of School Psychology and Educational Leadership
M.Ed. K-12 Administration Program

| CORE COURSES |
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| <p>EDUC 6601 Research and Writing</p> <p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Construct a research question, an investigation proposal, and protocol. 2. Write a review of relevant educational peer-reviewed research literature. 3. Apply current APA style to professional writing. 4. Demonstrate an understanding of the nature, purpose, and application of educational research methods, design, and communication. |
| <p>EDUC 6602 Theories of Learning</p> <p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Recognize key theories and theorists and identify the underlying theories that support learning at all stages of development. 2. Make decisions about which theories can be used to resolve an identified learning issue. 3. Apply an understanding of selected theories to the resolution of a learning issue or problem. 4. Reflect on your understanding of learning theory and apply that understanding as an instructor and a learner. |
| <p>EDUC 6610 Educational Statistics</p> <p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Understand the basic parametric and nonparametric techniques used for summarizing and statistically analyzing qualitative and quantitative measurement data encountered in education, social sciences, and related professions. 2. Demonstrate calculator skills and technology competencies needed for the application of basic statistics. 3. Meet the current standards of the American Educational Research Association, when reporting the processes, results, and conclusions of data analyses. 4. Writing reports that meet the editorial, formatting, and writing style requirements of the latest edition of the Publication Manual of the APA. 5. Adhere to ethical and legal standards in the conduct of research and the reporting of results in accordance with the latest edition of the Publication Manual of the American Psychological Association. |
| EMPHASIS AREA COURSES |
| <p>EDLA 6608 Organizational Leadership and School Administration</p> <ol style="list-style-type: none"> 1. Identify and discuss the components of organizational theory, behavior, and practice as related to educational systems. 2. Identify and describe leadership styles, including behaviors and skills. 3. Identify and describe group dynamics in problem-solving and power structures. 4. Identify motivational theories and strategies appropriate to different school-based problems. 5. Discuss techniques to encourage leadership by faculty and staff, recognizing leadership as it emerges, and nurturing, monitoring, and providing follow-up assistance to faculty and staff. |

6. Identify and apply principles and processes of decision making in a school setting.

EDLA 6609 Principalsip

Course Outcomes:

1. Utilize data-driven processes to improve school-wide teaching and learning.
2. Create systems to effectively meet the academic and behavioral needs of all students.
3. Use effective leadership skills and strategies to guide school improvement planning, implementation, monitoring, and evaluation.
4. Competently manage operational systems for discipline and safety.
5. Utilize various strategies to establish and maintain a culture that motivates and empowers staff and students to achieve high levels of performance.

EDLA 6612 School Law and Ethics

Course Outcomes:

Understand the general structure of the federal and state judicial systems.

1. Explain why school administrators and other educators should understand the issues in within education law.
2. Understand the historical, political, legal, and cultural context of school law today.
3. Understand the differences and similarities between legal and ethical issues in schools.
4. Understand the governance of public schools and the relationship of the federal and state education agencies to local school governance.
5. Explain how the following legal topics impact the administrator's professional position and duties and determine appropriate action(s) when presented with current scenarios related to school governance, church-state issues, the instructional program, student rights, rights of students with disabilities, torts, teacher rights, and due process.
6. Know of resources in education law where further information can be found, including Idaho statutes.
7. Understand the legal rights and responsibilities of school principals and education administrators.

EDLA 6614 Curriculum, Instruction, Assessment

Course Outcomes:

1. Understand the foundations of curriculum and its theoretical basis.
2. Identify relationship between curriculum, instruction, and assessment.
3. Identify and use effective leadership skills and strategies to support the curriculum design and implementation processes, instructional practices, and the use of assessments to guide school improvement and monitor student achievement.
4. Identify effective leadership and communication strategies to supervise the curriculum and inform constituencies (student, parents, community, teachers, administrators, and governing boards) of learning progress relative to curricular design, implementation, and effective instructional and assessment practices.
5. Plan and execute an instructional improvement project at the classroom level.
6. Articulate the relationship of curriculum, instructional, and assessment alignment to student achievement and school success.

EDLA 6615 Supervision of Instruction

Course Outcomes:

1. Demonstrate understanding of the Framework for Teaching Model (Danielson) by correctly assessing samples of instruction according to elements and indicators of all 22 components.

2. Understand how to implement the Framework for Teaching for all 22 components of the Danielson Framework for Teaching.
3. Demonstrate the ability to find evidence from instructional planning and preparation documents, classroom observations, and discussions with teacher and associate this evidence to appropriate elements and indicators in all components for four domains and all 22 components of the Framework for Teaching.
4. Demonstrate the ability to assess a performance level supported by evidence that is associated with critical attributes and possible examples for all 22 components of the Danielson Framework for Teaching
5. Identify selected best teaching practices and acknowledge the presence or absence of these practices in teacher behaviors, planning, and classroom lessons students observe.
6. Implement the Downey 3-minute classroom walk-through; they will be able to make a quick and accurate assessment of teacher performance using the model.

EDLA 6642 School Culture and Community Relations

Course Outcomes:

1. Understand the importance of school community relations in improving student academic performance.
2. Demonstrate the ability to devise a comprehensive communications plan for both internal and external audiences of the school.
3. Know effective strategies to elicit two-way communication with all stakeholders.
4. Understand the importance of working with the press and know basic strategies that can be used to build relationships with the press.
5. Demonstrate effective strategies for marketing that builds support for a school.

EDLA 6657 Internship

Course Outcomes:

1. Experience the role of the school principal through assigned learning experiences at three traditional school levels, elementary, middle or junior high, and high school.
2. Complete and document 260 hours of internship experiences.
3. Produce a comprehensive portfolio that demonstrates competencies in all performance standards required by the State of Idaho for school principals.

EDLA 6651 Case Study

1. Know sources for professional research related to the school principal.
2. Understand the theoretical foundations of school leadership.
3. Understand the role of the principal in facilitating a vision for a school.
4. Understand the role of the principal in facilitating the school culture and instructional program.
5. Understand the role of the principal in the management of a school.
6. Understand the role of the principal in collaborating with families and communities.
7. Understand the necessity of the principal to act with integrity, fairness, and in an ethical manner.
8. Understand the role of the principal and the school in the larger political, social, economic, legal, and cultural context.
9. Demonstrate the ability to identify and resolve complex problems related to schools and the principalship.