

**Saint Mary's University of Minnesota
School of Graduate and Professional Programs
Twin Cities Campus**

COURSE TITLE School Administration for Wisconsin Licensure

COURSE NUMBER EDWN 620

COURSE CREDITS 6

INSTRUCTOR:

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COURSE DESCRIPTION

This course provides school administrators seeking certification in Wisconsin with an introduction to Wisconsin's unique school rules, regulations, and reporting requirements. It is "hands-on" and practical in nature, taught by school superintendents who have managed school systems in Wisconsin. Students create a professional development plan in accordance with Wisconsin licensure requirements.

Course Delivery:

Face-to-Face Instruction 2 Fridays & 4 Saturday sessions (34 hours)

Reflective Practice (10 hours)

Online Coursework (15 hours)

WiscAd Proficiencies Timeline (10 hours)

Portfolio Guide (5 hours)

Job Shadowing (16 hours per certification)

COURSE OBJECTIVES: Upon completion of this course, students are expected to be able to:

1. Understand the Wisconsin Administrator Standards they must achieve to be eligible for licensure as stipulated by Wisconsin Administrative Rules and Regulations:

PI 34.03 Administrator standards. To receive a license in a school administrator category under s. PI 34.32, an applicant shall complete an approved program in school administration and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- (1) The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.
- (2) The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- (3) The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

- (4) The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
 - (5) The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
 - (6) The administrator acts with integrity, fairness, and in an ethical manner.
 - (7) The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.
2. Create a WiscAd Proficiencies Timeline (WPT) which identifies the scope and sequence of proficiencies they will pursue to meet administrator standards required for licensure in Wisconsin.
 3. Define portfolio assessments which will demonstrate growth toward proficient performance in each of the Wisconsin administrator standards and obtain approval from the WiscAd Review Committee.
 4. Establish a mentoring relationship with an administrator in a Wisconsin K-12 school setting who will provide on-site supervision as required by PI34 for licensure purposes.

TEXTS:

Fitzpatrick, K.A. (2002). *School Improvement: Focusing on Student Performance*. National Study of School Evaluation: Schaumburg, IL.

Covey, S. R. (1990). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. NY: Simon & Schuster.

LIBRARY RESOURCES

To locate appropriate library resources for this class, please see the library Web page at:

<http://www2.smumn.edu/deptpages/tclibrary/>

You may also call the Twin Cities Campus Library at (612) 728-5108 or toll-free at (866) 437-2788, extension 108 or e-mail tc-library@smumn.edu. Goddard Library (for Rochester classes) can be reached at (507) 285-7233 and the Fitzgerald Library (for Winona Classes) at (507) 457-1562.

TOPICAL COURSE OUTLINE AND TEACHING METHODS

Face-to-Face Instruction

- Session 1: Saturday 9:00 a.m. to 4:00 p.m.
PI 34 and Licensure Requirements
Wisconsin Administrator Standards
WiscAd Proficiency Series
WiscAd Proficiencies Timeline (WPT)
WiscAd Review Committee Process
Simulation Introduction: “The Best of Times; The Worst of Times”
Course Expectations
- Session 2: Friday 6:00 – 9:00 p.m. & Saturday 9:00 a.m. to 4:00 p.m.
WPT Development (Continued)
PI 34 Licensure, Orientation, and Evaluation
WUFAR: Wisconsin School Accounting System
Simulation Exercise: Budget Reduction for Declining Enrollment
- Session 3: Friday 6:00 – 9:00 p.m. & Saturday 9:00 a.m. to 4:00 p.m.

Portfolio Development for Licensure
Round Table Discussion – representatives from different certification areas
Bring District’s School Board Packet to Class – Discussion
Simulation Exercise: “When All Hell Breaks Loose”
The 7 Habits of Highly Effective People – Discussion
RtI – Response to Intervention Assignment
- Session 4: Saturday 9:00 a.m. to 4:00 p.m.

School Improvement: Focusing on Student Performance - Discussion
Bring District’s Emergency Plan to Class – Discussion

Onsite and Online Coursework

- Assign 1: An analysis of harassment for a school/school district – “The Best of Times, The Worst of Times” (Due Session 2)
- Assign 2: An analysis of a school code of conduct/athletic code (Due Session 2)
- Assign 3: An analysis of a school board meeting (Due Session 3)
- Assign 4: Covey Disposition Worksheet (Due Session 3)
- Assign 5: An analysis of WKCE data for a school/school district (Due Session 4)
- Assign 6: An analysis of a school emergency plan – “When All Hell Breaks Loose” (Due Session 4)

Assign 7: Response to Intervention Analysis (Due Session 3)

Job Shadowing

Participants shadow active K-12 administrators for 16 hours “on-the-job,” construct a log of activities and contacts, and reflect on practice (per certification). Students will follow St. Mary’s University’s “Good Name Policy”:

Members of the university community recognize that freedom means the acknowledgement of responsibility to the subjects used in classroom discussions. Students and faculty are responsible for protecting the good name of any organization under discussion. They should communicate no information that either implicitly or explicitly impugns the good name of an organization, person, place, or thing being discussed or studied.

ASSIGNMENTS AND ASSESSMENT

1. **WISCAD PROFICIENCIES TIMELINE:** Complete a 2-3 year WiscAd Proficiencies Timeline (WPT) which will chart development in the knowledge, skills and dispositions necessary to demonstrate proficiency in each of the Wisconsin Administrator Standards to be assessed by the WiscAd Review Committee.

Rubric: WiscAd Proficiencies Timeline for Licensure				
Detail	Cites professional develop needs in detail and defines a comprehensive sequence of WiscAd Proficiencies.			10 points
Breadth	Combines sufficient individual and cohort activities to demonstrate development of knowledge, skill and dispositions across all 7 administrator standards.			10 points
Alignment	Aligns individual needs identified with WiscAd Proficiencies for development and portfolio artifacts which will be used to document their achievement.			10 points
Rigor	Challenges the participant to become an effective administrator.			10 points
Reflection	Reflects in depth on professional needs and honestly assesses value of selected individual proficiencies on maximum personal growth/professional development.			10 points
Maximum Points				50 points
A = 45-50	B = 40-44	C = 35-39	NC = < 35	

2. **Online Coursework:** Write five analysis papers which log hours, describe, critique, and reflect on practice in the conduct of a local school board meeting attended, a school or district emergency plan disseminated to staff, a school code of conduct or athletic code in effect, and Wisconsin Knowledge and Concepts Exam data as presented and disaggregated on the DPI website, RtI analysis.

Rubric: Online Coursework						
School Board Mtg	1	2	3	4	5	5 points

Emergency Plan	1	2	3	4	5	5 points
Codes	1	2	3	4	5	5 points
WKCE	1	2	3	4	5	5 points
RtI	1	2	3	4	5	5 points
Maximum Points						25 points
A = 22-25	B = 20-21		C = 17-19		NC = < 16	

3. **Simulation:** View, analyze, and respond to a harassment situation from a public broadcast presented. Draft a policy that meets legal requirements for defining harassment, reporting and managing complaints of harassment, and enforcing consequences of harassment in school settings.

Rubric: Harassment Simulation						
Situation Analysis & Response	1	2	3	4	5	5 points
Policy Draft	1	2	3	4	5	5 points
Maximum Points						10 points
A = 9-10	B = 7-8		C = 5-6		NC = < 5	

4. **Job Shadow:** Shadow active K-12 administrators for 16 hours “on-the-job,” construct a log of activities and contacts, and summarize experience in writing. If participants are seeking certification in more than one area, they are required to job shadow a mentor from each area for 16 hours each. Note: University’s “Good Name Policy” found in the Catalog and Student Handbook applies.

Rubric: Job Shadowing
This assignment is not evaluated by the instructor for this course; rather, students are to include all documents connected with this assignment as artifacts for their portfolio and submit the job shadow form to the WiscAd office. Portfolios are evaluated by the student’s Review Committee prior to licensure. Course grades are not affected by this assignment, but this assignment is a requirement which must be included in the portfolio.

COURSE GRADE

A	=	90-100 %	-	76-85	points
B	=	80-89 %	-	68-75	points
C	=	70-79 %	-	59-67	points
NC	=	< 70 %	-	< 58	points