

**EDSU 685**  
**SEMINAR/PRACTICUM IN EDUCATIONAL SUPERVISION**  
**Kingston, Jamaica**

**Text** Wheatley, Margaret J. -- Finding Our Way: Leadership for an Uncertain Time. Berrett-Koehler Publishers, San Francisco. ISBN # 1576753174.

**Conceptual Framework**

The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. We believe the best educational decisions are made after adequate reflection and after careful consideration of the interests, experiences, and welfare of the persons affected by the decisions. We also appreciate and respect the diversity of our students, and we promote the responsible use of technology by professional educators.

This course focuses on these concepts by requiring students to thoughtfully evaluate their school and district leadership practices, and by having students consider how they are continuing to grow and change as leaders.

**Course Description**

This course provides an opportunity for students of school supervision to work with a practicing principal or assistant principal in a school setting. Later, in class, students will discuss current issues in leadership that have been identified through the internship process. Discussions will take place in a seminar setting with students and supervising principals meeting together.

**Competencies**

Students will demonstrate knowledge of the following:

- the role of the school administrator
- the organization of the school
- current issues involving school leadership
- the relationship of theory to practice in school leadership

Students will demonstrate the following skills:

- problem solving
- decision making
- human relations
- communications
- data collection and analysis
- organization of curriculum and student activities
- management of auxiliary services

**Course Topics**

Students will develop the above competencies during the intern experience. During the seminars, students will select issues to be studied and discussed. These may include:

1. The Jamaican curriculum
2. Teachers and their preparation and day
3. Classroom climate including tracking and class size
4. Student discipline
5. Parent involvement
6. Extra-curricular programs
7. Other current issues

Students spend a minimum of 50 hours with a building principal or assistant principal. They will familiarize themselves with the skills needed to accomplish school improvement. Students will keep a journal of all intern experiences. The journal is submitted to the instructor in April, 2006.

The seminar part of the course will be organized when the professor arrives in early May.

### **Evaluation Procedures**

Student reports and journals are assessed to determine the extent to which they demonstrate understandings of the practice of leadership in Jamaican schools.

Final grades are based on the (1) journal submitted after the internship, (2) the critiques of each seminar and (3) the participation of the student. A grade of satisfactory or unsatisfactory will be assigned. Attendance is necessary for all sessions. The grade of satisfactory will be assigned to students who complete 50 hours of internship, maintain a satisfactory journal, attend seminars and class meetings, and submit a summary of learning.

### **Diversity Statement**

Because students in this class are from Jamaica, and the professor is from the United States, this class will have a rich sharing of cultural perspectives.

### **Technology Requirements**

Students sometimes use technology to complete and present their assignments. The issue of technology access in Jamaica is often a topic in our graduate classes.

### **Schedule of Seminars**

Seminars will be scheduled, when I arrive in Kingston, on May 12, 2008.