

LEAD 8920/8930/8940
Advanced Leadership Field Based Experiences I, II, and III
3 SEMESTER HOURS

College of Education
Valdosta State University
Department of Educational Leadership

Conceptual Framework: Guiding Principles

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning through Evidence-Based Practices

Required Textbooks

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

VSU Thesis and Dissertation Guide:

http://www.valdosta.edu/GRADSCHOOL/Student_Forms.htm

http://www.valdosta.edu/GRADSCHOOL/Thesis&Dissertation_Guide_2002.pdf

User-Friendly Handbook for Mixed Method Evaluations

<http://www.ehr.nsf.gov/EHR/REC/pubs/NSF97-153/START.HTM>

LiveText: www.livetext.com

Purchase the \$89 "College LiveText edu solutions" version at

<https://secure.livetext.com/misk5/buy?site=college>

Course Description

Prerequisite: RSCH 8000: A supervised application of leadership competencies to the resolution of problems in an educational setting.

College of Education Conceptual Framework Standards - (ELLC Standards)

- *1. *The educational leader facilitates the development, articulation, implementation, and stewardship of a vision of learning supported by the school community.
- *2. *The educational leader advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
- *3. *The educational leader ensures management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- *4. *The educational leader collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- *5. *The educational leader acts with integrity, fairness, and in an ethical manner.
- *6. *The educational leader understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
- *7. *The educational leader synthesizes and applies knowledge and skills in 1-6 in real settings under the guidance of university supervisors and school personnel.

Course Objectives

Students will:

Demonstrate their research knowledge and skills to complete an approved field-based project directed toward improving student achievement in their schools

Produce a formal paper which presents the project to include research support (literature review), methodology, findings and conclusions, and the implications from the project for the field of educational leadership

Complete the performance based activities specified by the Advanced Inventory of Leadership Activities.

Participate in seminars to expand their leadership knowledge and skills by reading leadership literature and sharing learning experiences from their job settings.

(ELCC 1-7; PSC 1-6: BOR 1-10)

Course Activities, Assignments, and/or Requirements

1. Students must purchase a student College LiveText account.
2. Students will conduct an approved Program Evaluation Research Project (Specialist Students) or the Student Achievement Improvement Project (Specialist Option Students) found the Educational Leadership Handbook
3. Students will produce a formal paper describing their work to submit to the instructor and into the LiveText format.
4. Students will complete all assigned PBA's from the appropriate program ILE. (Note: To receive credit for LEAD 8900, at least four PBA's must be completed. To receive credit for LEAD 8910 all PBA's must be complete and signed off by the Leadership Mentor and the LEAD advisor.
5. Students will read selected readings and /or books assigned by the instructor and participate in class presentations of the assigned reading assignments during seminar sessions.
6. All work for each class must be submitted to the instructor two weeks before the end of the semester for a grade other than Incomplete to be awarded.

Institutional Review Board

Students may be required to secure permission from the IRB for any research-based school improvement projects. This application may be done in 8900 or 8910 or another course based on when the candidate actually is ready to initiate the research activity.

Course Evaluation

The course will be evaluated each semester using methods prescribed by the College of Education and the University. Evaluation instruments/methods include:

- ILE and PBA's
- Project proposal
- Instructor review of research project

Assessment Rubric for Advanced Literature Review - Educational Leadership--Ed.S

Context

Advanced programs include coursework in research methods. The literature review is one way of assessing a candidate's understanding of content and issues in his/her field. Also it is a measure of the candidate's ability to select relevant evidence-based articles and synthesize the information in ways that inform the reader. The literature review is also a measure of the candidate's ability to produce professional writing that adheres to the APA format common to most journals in Education.

Purpose

The purpose of this assessment is to provide evidence that candidates can read, understand, synthesize, and write about evidence-based information that impacts their fields.

Assessor

Professors in each of the advanced programs are identified as assessors for this tool.

Advanced Programs Literature Review Performance Assessment

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Content, Evidence, Ideas GA-VSU-CFS.1	The content of the literature review is clear and focused; topic is narrow and manageable; research/evidence/support is accurately synthesized, thorough, and relevant to the topic; majority of citations are from refereed, evidence-based articles	The content of the literature review is fairly broad; ideas are reasonably clear but not detailed enough; research/evidence/support is summarized but not synthesized, and most is relevant to topic; some citations are from refereed, evidence-based articles	The content of the literature review is not clear; information is limited; extensive use of direct quotes with limited summarization and no synthesis; some of the research reviewed is not relevant to the topic; the majority of the citations are not from refereed, evidence-based articles
APA Format GA-VSU-CFS.1 GA-VSU-CFS.6	Articles/authors are cited correctly in the body of the paper; direct quotations are cited accurately; the reference list is correctly	Most of the articles/authors are cited correctly in the body of the paper; most of the direct quotations are cited	Major APA errors in citations in the body of the paper; quotations not accurately cited; major errors in the reference list

	formatted and include references for all citations in the paper; the paper is double-spaced including the reference list; headers are used correctly	accurately; minimal APA errors in the reference list; references for all citations in the paper are included in the reference list; the paper is double-spaced; headers are either not used or used incorrectly	and several citations from the paper are not included in the reference list; major double-spacing errors
Organization GA-VSU- CFS.6	The introduction leads to the purpose of the literature review; paper flows smoothly and is easily read; transitions between paragraphs are clearly connected to the content; paragraphs are sequenced logically; conclusion concisely summarizes topic	The paper has a recognizable introduction and conclusion; flows smoothly in most sections; transitions often work well, however, some transitions are unclear; conclusion summarizes some main points of the paper	The literature review lacks a clear sense of direction; there is not a clear introduction or conclusion; pacing is awkward and lacks a smooth flow; there are minimal transitions between sections; conclusions do not match the topic of the paper
Writing Style (grammar, sentence fluency, spelling GA-VSU- CFS.6	Sentences are complete and well constructed with appropriate grammatical structure; sentence structure is varied; research/evidence/support is written in past tense; punctuation is used appropriately; spelling is accurate	Sentences are complete and most are well constructed with appropriate grammatical structure; sentences are sometimes varied but significant redundancy in variety is noted; minimal errors in punctuation, spelling, and grammar	Sentences are choppy, awkward, or incomplete; substantial errors in punctuation; majority of research/evidence/support is not written in past tense; excessive spelling and grammatical errors

Assessment Rubric for Leadership Candidate's Impact on P-12 Learning (all programs)

Context

All Educational Leadership candidates must complete either a Student Achievement Improvement Project (initial certification candidates) or Program Evaluation Project (advanced candidates). This leadership activity is designed to give candidates an opportunity to demonstrate leadership practices and qualities in a school or school system setting. It consists of a long term project designed to combine many leadership components into an action plan to improve student achievement.

The project is conducted in two or more classrooms, across grade levels, school wide, or at the system level and should be built around and support the school/system vision, mission, goals and beliefs.

The purpose of the project is to demonstrate candidate competency in planning, using organizational skills, data collection, application, and communication, working with individuals, groups, and administration, understanding and application of research and best practice for teaching and learning, and the development of professional development plans.

Purpose

The purpose of this assessment is to provide evidence that while serving in their respective roles candidates can create a positive learning environment; understand and build upon the developmental levels of students; and understand the diversity and policy context of the learning community.

Assessor

Educational Leadership faculty members are who serve as candidate advisors are identified as assessors for this tool.

Leadership Candidate's Impact on P-12 Learning Assessment

Exceptional (3 pts)	Adequate (2 pts)	Inadequate (1 pt)	Not Able to Rate (0 pts)
The candidate provides exceptional evidence of his/her ability to critique and reflect on their work in the context of student learning; establish a supportive learning environment; collect and analyze student achievement data; and apply appropriate strategies for improving student achievement.	The candidate provides adequate evidence of his/her ability to create a positive learning environment; understand and build upon the developmental levels of students; and understand the diversity and policy context of the learning community.	The candidate provides little evidence of his/her ability to create a positive learning environment; understand the developmental levels of students; and understand the diversity and policy context of the learning community	The candidate provides NO evidence of his/her ability to create a positive learning environment; understand the developmental levels of students; and understand the diversity and policy context of the learning community

Assessment rubric for Leadership Candidate’s Advanced Inventory of Leadership Experiences

All educational leadership candidates must complete and Advanced Inventory of Leadership Activities consisting of performance based activities conducted in real settings. The purpose of his assessment is to provide evidence of the candidate’s over all performance on the Advanced Inventory of Leadership Experiences.

Assessor

Educational leadership faculty will lead a Beginning Leader Support Team whose members are identified as assessors for this tool.

Leadership Candidate’s Advanced ILE Assessment

Distinguished (3 pts)	Proficient (2 pts)	Developing (1 pt)	Emerging (0 pts)
The candidate’s work could be used as a model to teach others.	The candidate’s work meets criteria and expectations. All desired behaviors were displayed and performed correctly.	The candidate’s work indicates the need for additional practice. Some of the desired skills and behaviors were adequately displayed.	The candidate’s work indicates the need for additional study and practice. Few or none of the desired behaviors were adequately displayed.

How effective was the candidate in demonstrating skills, knowledge, and behaviors in these performance areas?

	RATING				
1. Curriculum	0	1	2	3	NA
2. Instruction	0	1	2	3	NA
3. Assessment	0	1	2	3	NA
4. Data Analysis	0	1	2	3	NA
5. Organizational Culture	0	1	2	3	NA
6. Professional Learning and Development	0	1	2	3	NA
7. Performance Management and Process Improvement	0	1	2	3	NA

8. Managing Operations	0	1	2	3	NA
9. Leading Change	0	1	2	3	NA
10. Relationship Development	0	1	2	3	NA

Grading Policy

A grade of “S” or “U” will be assigned at the conclusion of the course. To continue with the companion course, LEAD 8930/8940, a student must receive a grade of “S”. At the instructor’s discretion, a grade of “IP” may be given to provide students with one additional semester to satisfactorily complete the course requirements. An “S” will be given only if the student successfully completes all assignments with a score of 2. or higher.

Instructor

Dr. Bob Smith
 Email – bpsmith@valdosta.edu
 Telephone – 229 333-5633 (work)
 850 668-6334 (home office)

Attendance Policy

Graduate students are expected to attend all class sessions, to review assigned reading prior to class sessions, and to actively participate in class discussions, projects and activities.

Policy Statement on Plagiarism

Dewar College of Education

POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student

Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website

(<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
 2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
- The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to

comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are (229) 245-2498 (V/VP) and (229) 219-1348 (TTY).