

**LEAD 9010
INSTRUCTIONAL LEADERSHIP
3 SEMESTER HOURS
SPRING 2011**

**College of Education
Valdosta State University
Department of Curriculum, Leadership, and Technology
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

Jossey-Bass. (2007). The Jossey-Bass reader on educational leadership. San Francisco: Josey-Bass. (ISBN # 13:978- 0-7879-8400-7).

Kouzes, J. & Posner, B. (2007). The leadership challenge. San Francisco: Jossey Bass.(ISBN # 13:978-0-7879-8491-5)

DOCTORAL PROGRAM GOALS

The Doctorate in Education is designed to meet the following goals:

1. Provide a program of study that maximizes opportunities for study, inquiry and reflection through contact with a broad range of educators beyond the student's area of specialization;
2. Provide for the development of the knowledge, attitudes and skills essential for promoting technology-rich educational environments;
3. Provide an interdisciplinary approach to field-based inquiry that promotes a variety of practical and theoretical perspectives;

4. Prepare students to engage in an action research approach to the investigation of educational issues and solution of educational problems and
5. Provide opportunities for the development of leadership skills and perspectives necessary to meet the challenges of restructured education.

SPECIFIC COURSE OBJECTIVES

1. To develop an awareness of emerging issues and trends that potentially impacts school and organizational leadership
2. To apply successful organizational leadership strategies to the organizational improvement.
3. To review literature relating to the leadership of organizations

COURSE OUTCOMES, ACTIVITIES, AND ASSESSMENTS

Study of Studies

Students will review and abstract five research designs relating to planning for organizational change, leadership, and school or institutional improvement. The studies should be current (within the last 3 years) and should have the potential for replication. See directions and example.

Book Critique

Students will post a critique of an assigned book and should review and comment on at least two other book critique postings. See Appendix A for a description of book critique format.

Essays

Students will develop essays that will cover assigned readings. Students are encouraged to include a variety supporting literature.

Class Participation

Students should be prepared to share all individual and group assignments with the class. Each person is expected to be an active participant in each week's class. There will be an automatic reduction of 27 participation points for each of the six sessions missed.

Leadership Profile

Students will develop profiles of contemporary or historical leaders. (See Description in Blazeview)

Annotated Bibliography

Prepare a brief annotated bibliography of at least 50 readings. Please remember the annotated bibliography should include a reference in APA sixth edition format. See <http://olinuris.library.cornell.edu/ref/research/skill28.htm> for additional assistance. See the following example from Cornell's Olin Library references.

Waite, L. J., Goldschneider, F. K., & Witsberger, C. (1986). Nonfamily living and the erosion

of traditional family orientations among young adults. *American Sociological Review*, 51 (4), 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

CLASS POLICIES AND EXPECTATIONS

1. All papers/assignments must be consistent with guidelines in the publication manual of the American Psychological Association 6th Edition.
2. Before submitting paper assignments, be sure they adhere to the following guidelines:
 - a. Typed and double-spaced.—12-14 point Arial font (except where otherwise noted)
 - b. Cover page with the name of the assignment, your name, and submission date (except where otherwise noted).
 - c. Have a colleague review your paper.

GRADING RUBRIC FOR WRITTEN ASSIGNMENTS

- A** Excellent performance reflects detailed in-depth use of course materials and case information. Papers follow APA, with proper sentence structure and punctuation.
- B** Performance reflects use of course materials and case information but is weak in depth, detail or logical development. Papers follow APA, but have some errors.
- C** Good faith effort at the assignment but performance is flawed by many errors and by vagueness.
- F** Missed assignment or failure to submit work as assigned. Incomplete effort at the assignment or extreme vagueness

COURSE EVALUATION

Study of Studies	50 pts.
Book Critique	50 pts.
Leader Profile	100 pts.
Essays	100 pts.
Class Activities/Participation	100 pts.
Annotated Bibliography	100 pts.

GRADING SCALE

90 - 100%	A	448-500 pts.
80 - 89%	B	398-447 pts.
70 - 79%	C	348-397 pts.

INSTRUCTORS:

Dr. Don Leech
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Office: (229) 333.5633
Home: (229) 253-1473
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E-mail: dwleech@valdosta.edu Place LEAD 9010 at beginning of subject.

Dr. Jerry Siegrist
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Office hours are posted each semester. Students who need other times may make appointments.

CLASS MEETING DATES, ROOMS, and TIMES

Macon Group; January 28/29 and April 1/2

Valdosta Group: February 11/12 and April 15/16

Time: Friday **5 to 8** and Saturday **9 to 4:30**

Room: Macon – Jones 123 VSU – SLP Building 153

ATTENDANCE

For week-end college attendance is crucial. Students are to attend and participate in all classes. When an absence is absolutely necessary, this need should be discussed with the instructor. Absences may result in grade reductions.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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."
3. 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 our 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 instant of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX in Section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program should contact the Special Services Office in Nevins Hall, Room 1115. The phone number is 245- 2498.

Appendix A

OUTLINE FOR BOOK CRITIQUE

A critique is a critical estimate or evaluation of a scholarly work in comparison with accepted standards. A critique first summarizes or abstracts a written work in very succinct (short, brief, condensed) language. Second, it evaluates that written work. Finally, it expresses the views of the critique writer about the value of the work to a subject area or field of study.

Properly done, a critique is an exercise in critical thinking. It is a demonstration of the ability to read a work, summarize it succinctly and objectively, evaluate it using appropriate tools, then express opinions about its value or lack of value to a subject area or field of study.

A critique is not:

- Merely a book or article report
- Merely your opinion
- Largely I think or I liked or I didn't like
- A unlabeled mix of facts and opinion

The required format for a Critique in this class is as follows:

- I. Biographic Information: Use APA Style
- II. Summary: A succinct summary of the work--major views/ideas included This should be written so that someone who has not read the work can understand broadly what it covers, concludes, contends or proposes. This is not a place for evaluation or opinion. It is, as nearly as humanly possible, an objective summary, abstract of the written work.
- III. Discussion (Critical Evaluation) Here the critique moves from objective summary to evaluation. But the evaluation--while your work--is not just your opinion, but is dominantly written as an evaluation against other works. Is it consistent with other respected authorities? Does it draw on accepted work in the same area?

In short, this section evaluates how well the author(s) make their case, how well they prove, argue or support what they conclude or contend. Much writing today is largely the author's view or contention. Liking or not liking what they say is not a critique. Well educated individuals must develop habits of critical thinking and reading. The critical evaluation portion of a critique is a place to learn and practice these habits.

- IV. Implications for Practice Finally in this section you get to speak. Here you-- who abstracted and critiqued this work--tell what implications the written work has for the discipline. Does it add new, useful knowledge? Does it clarify some aspect?

Does it suggest a change? Does it challenge existing practice? Contend something new is needed? Does it clarify something you didn't understand before reading it? Does it add something of value to what you are studying? Or is it, just, so what we all already knew that.

In summary, the critique answers these questions:

1. What are the gist or main ideas of the written work?
2. How well does this work develop its main concepts? Is it consistent with other notable writings in this area?
3. What--in your opinion--are the implications, if any, for the field or discipline?