MOREHEAD STATE UNIVERSITY

Department of Professional Programs in Education
Summer II – 2010
EDIL 621 – RESEARCH FOR INSTRUCTIONAL LEADERSHIP

INSTRUCTOR:
PHONE:
EMAIL:
OFFICE:

CATALOG DESCRIPTION: This course provides a general study of school leadership and administrative responsibilities, with emphases on understanding schools as complex organizations and facilitating leadership to create a work climate supportive of excellence in teaching and learning.

Required Field Experience Hours: N/A

CONCEPTUAL FRAMEWORK FOR EDUCATOR PREPARATION PROGRAM:

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1) Demonstrate an understanding of the concept of school leadership and administrative responsibilities within the context of the instructional process;

2) Apply research methodologies that can be used in the context of facilitating a focused, efficient, and effective teaching and learning environment; and

3) Evaluate literature and research perspective related to schools as complex organizations and leadership perspectives that are supportive of excellence in teaching and learning.

Required Resources:

1. Glanz, J. (2003). Action Research: An Educational Leader's Guide to School Improvement, Second Edition. Norwood, MA: Christopher-Gordon Publishers, Inc. (Note: If you have the First Edition of this text, it will work okay, too.)

2. Retrieve on-line from: http://www.teachers.ab.ca/NR/rdonlyres/708CB2AF-4506-4A0B-851A-03734A15961B/0/ActionResearch.pdf. The Alberta Teachers' Association (2000). *Action research guide for Alberta teachers.* Edmonton, Alberta: Author. (Also available in Blackboard, Course Documents.)

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

4. APA Research Style Crib Sheet. Retrieved June 13, 2007, from http://www.wooster.edu/psychology/apa-crib.html

5. APA on-line. Retrieved June 13, 2007 from http://www.apastyle.org/elecsource.html

6. Action Research Support for Educators Retrieved June 13, 2007, from http://leo.oise.utoronto.ca/~lbencze/Action_Research_Help.html.

Course Evaluation:

Student evaluation will be based on three components as described below:

1) **Demonstrated In-Class Leadership** (90 points maximum)
Student participation in face-to-face and online discussions is vital. Students will have opportunity to lead the discussion, question other students and the professor's statements, and provide insight into best practices based on their own research and professional experiences. Students should be fully prepared for each class by completing all assignments prior to class.

2) **Exam** (150 points maximum)

Students will complete an in-class exam that will assess the fundamentals of educational research. Assigned readings and in-class discussion will provide students the foundation on which the exam will be based.

3) ***P*** **Research Project** (100 points maximum)
Students will be conducting research related to an issue within their school (or in a school with which they're familiar). The project should be related to improved student achievement. The research topic must be approved by the professor and should be approved no later than the second class meeting. Students will design their study, conduct their research and present the results of their research to the class.

4) **Reaction to Peer Research** (50 points maximum)
Students will be reviewing research that other students in the class have summarized. Peer review is a valuable tool in helping ensure that the research is valuable and worthy of the time and energy needed. Additional information about reaction to peer research is available in Blackboard, Course Documents, Guidelines for Presenting/Reacting to Research

Grade Assignment:
The grade of "B" indicates that all requirements are met with work at an above average level for graduate students. All assignments must be completed and submitted by the final day of the course. The grade of "A" indicates that all requirements are exceeded with superior quality work. Grades will be calculated as follows:

A. Demonstrated in-class leadership 90 points
B. Exam 150 points
C. Research Project 150 points (100 points for presentation of research + 50 points for reaction to peer research)

351 – 390	A	312 – 350	B
273 – 311	C	Below 273	No credit

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: Supervisor of Instruction			**Course:** Research for Instructional Leadership		
Aligned with →	Standards			**KERA/KDE Initiatives** Learner Goals based on Academic Expectations; Program of Studies Core Content; Standards and Indicators for School Improvement (SISI); MUNIS & KTIP; SBDM, Special ED law and ARC	**EPSB Themes** Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity); Technology Literacy Education; School Safety Education
Assessment ↓ (point values)	ISLLC[1]	NCATE[2]	TSSA[3]		
EDIL 621 A-1 Leadership (90) CFO: 3 SLO: 1, 3	All Standards	1g	1, 4, 6	SISI	

EDIL 621 A-2 Exam (150) CFO: 1 SLO: 3	2, 6	1e, 3c	2		Literacy
EDIL 621 A-3 Research Project (100) CFO: 1, 2, 4, 5 SLO: 1, 2, 3	All Standards	1e, 3c	2, 3, 6	Academic Expectations, Program of Studies, SISI	Diversity, Literacy
EDIL 621 A-4 Reaction to Peer Research (50) CFO: 2, 3 SLO: 3	2, 5	1f, 1g	4	Academic Expectations, Program of Studies, SISI	

[1]Interstate School Leaders Licensure Consortium Standards

[2]NCATE Unit Standards

[3]Technology Standards for School Administrators

<u>Assignment/Assessment Descriptions</u>:

Program: Supervisor of Instruction Course: **Research for Instructional Leadership**	
Assessment (point value)	**Description (Candidates are to check the Assignments and Discussion Board pages in BB for more detailed information regarding all assignments/assessments)**
EDIL 621 A-1 Demonstrated In-Class Leadership (90) Week 1 – 4 Due July 5 - 30	Student participation in face-to-face and online discussions is vital. Students will have opportunity to lead the discussion, question other students and the professor's statements, and provide insight into best practices based on their own research and professional experiences. Students should be fully prepared for each class by completing all assignments prior to class.
EDIL 621 A-2 Exam (150) Due July 14	Students will complete an in-class exam that will assess the fundamentals of educational research. Assigned readings and in-class discussion will provide students the foundation on which the exam will be based.
EDIL 621 A-3 Research Project (100) Week 3 Varies – Check Blackboard ***P* (Portfolio Artifact)**	Students will be conducting research related to an issue within their school (or in a school with which they're familiar). The project should be related to improved student achievement. The research topic must be approved by the professor and should be approved no later than the second class meeting. Students will design their study, conduct their research and present the results of their research to the class.
EDIL 621 A-4 Reaction to Peer Research (90) Week 4 Due Sept. 19 Varies – Check Blackboard	Students will be reviewing research that other students in the class have summarized. Peer review is a valuable tool in helping ensure that the research is valuable and worthy of the time and energy needed. Additional information about reaction to peer research is available in Blackboard, Course Documents, **Guidelines for Presenting/Reacting to Research.**

Make-Up Work and Attendance Policy:
This class is conducted partially face-to-face and partially online. Because of the flexibility of the online assignments, **there is no opportunity to make up online work that the student fails to submit**.

It is VERY important that students attend each of the face-to-face sessions. Yet, it is recognized that situations occur where this is not possible. Students may make up **no more than two face-to-face classes** by completing the following (**for each class they miss**):

1. Students are to identify a problem related to student achievement in the school in which they work. If a student does not work in a school, the student may select a school with which they are familiar
2. In the project the school should be identified along with demographics that will help the reader better understand the school. Additionally, data should be provided and described to support the problem that has been was identified.
3. Once the problem has been identified the student should conduct research and develop a plan to help the school develop an improvement plan. That plan should include identification of applicable resources (e.g. human resources, applicable technology, etc), professional development activities, a budget, and any other components that may help the school personnel to implement the plan.
4. A related literature section citing a minimum of five resources must be a part of the plan.
5. Once the plan is completed, it is to be delivered to the instructor AND the principal of the school around which the plan focuses. Students are to request the principal to e-mail the instructor (d.barnett@moreheadstate.edu) indicating that the plan was received.
6. The plan should be a minimum of 3,500 words and must be completed in APA style. The last page of the plan is to include a reference list. The reference list does NOT count towards the 3,500 words.
7. Students should take GREAT CARE to give credit for work that is cited within the project. Failure to do so is called plagiarism and results in NO CREDIT for the project.

Students who miss more than two fact-to-face classes OR choose to not make up the face-to-face classes they miss will lose 15 participation points for each occurrence.

Method of Instruction:
This course is designed to be collaborative and reflective, with students taking responsibility for participation in and, to some extent, leading class discussions on topics that they have been assigned and/or have researched. The class is partially face-to-face and partially online. Student participation in both settings is required. Assigned materials, including supplemental resources, must be read prior to class sessions so that students are prepared to actively participate in class sessions.

Portfolio Statement:
ONE exit portfolio is required for all students in all educational leadership courses. The artifacts in the portfolio are a reflection of YOU as an educational leader. For each of your EDIL courses

you will see assignments marked with a "***P***" suggesting that the work completed for that assignment be included in the portfolio. As you work your way through MSU's educational leadership programs you should NOT develop a separate portfolio for each program. Rather, the initial portfolio is updated to include work completed in subsequent programs and the updated artifacts should show a growing knowledge and maturity in skills as an educational leader.

Americans with Disabilities Act (ADA):
In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement:
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Advisement Time: The instructor will be available for advising by appointment, or by email at d.barnett@moreheadstate.edu. Due to Internet foibles, students who do not receive a response to an email request within 48 hours should repeat the inquiry.

Academic Honesty
As noted in MSU's Academic Honesty policy…

All students are required to abide by accepted standards of academic honesty which includes:

- Doing one's own work without extensive assistance from others
- Giving credit for the work of others, especially when words of another person are drawn from electronic sources such as the Internet, or from written documents.
- Using all information resources without plagiarism

Morehead State University's policy related to Academic Honesty and Plagiarism may be found at http://www.moreheadstate.edu/advising/index.aspx?id=8311.

Electronic media (e.g. e-mail, internet, etc.) provides students opportunity to research and read a wide variety of reference material. Additionally, this media makes it easy to copy and paste from one document to another. Including direct quotes or paraphrases of information without giving the original author credit is called plagiarism. Other examples of plagiarism include using definitions of terms or key phrases from a source as if the definitions are your own or copying information from websites as a part of a summary without crediting the original author.

In the past a few students have submitted work as their own that was completed and submitted by other students from earlier semesters. Obviously, this is a form of plagiarism. Students should be aware that a data base of previously submitted work will be used in combating plagiarism. Students submitting previously submitted work (either in part or in whole) will be

cited for plagiarism. Students sharing their work with others may be cited for complicity to plagiarism.

Students who are suspected of plagiarism will be provided written evidence (either hard copy or electronic copy) of the suspected plagiarism. Upon receiving the evidence of the suspected plagiarism, students have ten (10) calendar days to provide proof that the work submitted is not plagiarized. Students who are not successful in responding to the charge of plagiarism will be cited for plagiarism. Notice will be sent to the Chair of the Professional Program in Education, the Dean of the College of Education, and the Dean of Graduate Programs. The notice will become a part of the student's record. **Students with plagiarism notations as a part of their record will NOT be recommended for program completion**.

It is the student's responsibility to understand what constitutes plagiarism. There are a variety of online resources that provide assistance in understanding and examples of plagiarism. Some of these online resources include:

http://gervaseprograms.georgetown.edu/hc/plagiarism.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://turnitin.com/research_site/e_what_is_plagiarism.html
http://www.dartmouth.edu/~sources/about/what.html

Lack of knowledge of what constitutes plagiarism is NOT an acceptable defense when cited for suspected plagiarism.

Questions about plagiarism and its impact on program completion should be directed to the instructor.

Students should follow APA style when citing sources.

Library Resources: In addition to what is available in the campus library, students can access online information sources through the MSU Camden-Carroll Library Services homepage at http://www.moreheadstate.edu/units/library. These resources include a variety of full-text databases that provide complete article texts from thousands of journals, magazines, and newspapers. Access to all databases is permitted through: At the top of the Search page, click on "Patron" and enter your Social Security number and Last Name. If your name, address or telephone number listed there are incorrect, please call Access Services at (606) 783-5490.

As an extended campus student, you will find that the extended campus centers and community college libraries all have computer labs. Therefore, you will be able to access Camden-Carroll Library's online catalog that will allow you to search the library collection and databases that will assist you in finding journal articles, books, and other materials from other library resources. If extended campus users need help locating, accessing, and using information resources, they should contact the Extended Campus Librarian for assistance. For convenience, please bookmark the MSU Library Services home page address above.

Interstate School Leaders Licensure Consortium Standards (ISLLC):

1. Vision: An education leader facilitates the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders.
2. Instructional Leadership/culture: An education leader advocates and sustains a school culture and instructional program conducive to student learning and staff professional growth.
3. Organizational Management/Safe and Orderly Climate: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. Collaboration Skills/Community Involvement: An education leader promotes the success of every student by collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Ethical Behavior: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
6. Understanding, Relating to, and Impacting the School and Community Environments: An education leader promotes the success of every student by—at the local, district, state and national levels--understanding, responding to, and influencing the political, social, economic, legal, and cultural scenes.

Technology Standards for School Administrators:

1. Leadership and Vision: Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.
2. Learning and Teaching: Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.
3. Productivity and Professional Practice: Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.
4. Support, Management, and Operations: Educational leaders ensure the integration of technology to support productive systems for learning and administration.
5. Assessment and Evaluation: Educational leader use technology to plan and implement comprehensive systems of effective assessment and evaluation.
6. Social, Legal, and Ethical Issues: Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.