C&I 533: INSTRUCTIONAL LEADERSHIP
Course Syllabus
Donna M. Post, Ph.D., Instructor
Fall 2013

“Changes in schools may be initiated from without, but the most important and most lasting changes will come from within.”

--Roland S. Barth

INSTRUCTOR INFORMATION

A. Name: Donna M. Post, Ph.D.
B. Title: Associate Professor
C. Office Location: 323-N Wham Building
D. Office Hours: Immediately after class is fine. Otherwise, I meet with students by appointment. I am pro-student and sincerely interested in your academic progress. I will negotiate a mutually agreeable time with you--day or evening--for an on-campus meeting. To arrange an appointment, call my home or office number, or talk to me before or after class.
E. Phone/Fax/E-Mail: It is easiest and quickest to reach me by e-mail; you may also contact me at my home phone number, where there is an answering machine. However, any of the following means of contact are appropriate; some get quicker responses than others:
   Home: 618-529-1799   Office: 453-4224   FAX: 453-4244   E-Mail: dmpost@siu.edu
F. Snail Mail: Assignments and other printed materials or communications may be dropped off in Wham 327 (the Curriculum & Instruction office). Ask the receptionist to put the materials in my mailbox. (The Curriculum & Instruction office is open from 8:00 A.M. to 4:30 P.M., Monday through Friday. A receptionist is available during lunch hour.) PLEASE DO NOT E-MAIL ASSIGNMENTS!

COURSE INFORMATION

A. Title: Instructional Leadership
B. Number: C&I 533, Section 001
C. Credits: 3 hours
D. Prerequisites: None
E. Location: Wham 301-B
F. Dates/Days/Hours: August 22-December 12, 2013, 4:00-6:25 PM
G. Primary Premise of the Course: Since the major objective of school reform is improved student achievement, and since teachers are catalysts of that outcome, a thorough understanding by practicing educators of the need for teacher leaders, the variety of leadership roles teachers can assume, and the impact teacher leadership can have on schools and students is essential. An organized study of theories and related research can trace educational progress and map realistic directions for the future.
H. Catalog Description: A study of research and related literature concerning the roles and responsibilities of various instructional leaders in public and private schools, professional development centers, state departments of education, and college or university settings. Leadership styles and behaviors, especially as they apply to the academic circumstances and environments in specific case studies, are examined.
I. **Detailed Description:** The intent of this course is to provide an overview of various leadership roles teachers can assume when their professional goals focus on student achievement, instructional improvement, school reform, collegiality, and curriculum development at local, regional, state, or national levels, in private or public settings, or in political or professional organizations. Emphasis is placed on research related to these themes and strategies to identify, support, and develop attitudes and skills needed by teacher leaders.

J. **Course Objectives:**
1. to define and inspire teacher leadership;
2. to identify, discuss, and study research about roles and responsibilities of various types of teacher leaders, including (but not limited to) superintendents, principals, curriculum directors, staff developers, department/grade-level chairs, teacher educators, instructional supervisors, mentors, cooperating teachers, master teachers, Title I teachers, Reading Recovery teachers, Gifted Education teachers, etc.; (entrepreneurial leadership opportunities for classroom teachers in public school settings will be stressed);
3. to study stages of teacher development and explore their impact on school reform and student achievement initiatives;
4. to explore the professional careers of real teacher leaders through interviews, guest lectures, research, and personal experience;
5. to link research about teacher leadership with literature on school reform and explore possible future directions school leaders will need to consider;
6. to examine practical strategies that have been demonstrated to have positive effects on school improvement and reform, teacher education improvement and reform, and student achievement;
7. to understand and study research about schools as organizations; and
8. to explore personal strengths, skills, and personality traits necessary for leadership positions in educational settings.

K. **Instructional Methods:**
1. Discussions of course-related materials/readings/experiences
2. Guest speakers
3. Student presentations/projects
4. Hands-on experience
5. In-depth interviews

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<tr>
<th>TEXTS, READINGS, MATERIALS</th>
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<td><strong>A. Required Text(s):</strong></td>
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<td><strong>B. Optional Text(s):</strong></td>
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C. Supplementary Readings:
[NOTE: Copies of all supplementary readings will be provided as handouts during the course.]


MEANS OF STUDENT ASSESSMENT

A. 40 points—Interview and Analysis—You will interview a classroom teacher, a building principal, or a district superintendent (or a panel of these persons) using questions agreed upon in class or prompted by the specific situation, and then write a short summary of responses and include an analysis of the experience. The analysis will emphasize specific ideas or insights you gained and explain your reactions. A copy of this analysis must be provided for each member of the class and an audiotape/CD of the interview must be provided to Dr. Post.

OPTIONS: A). You may interview graduate students enrolled in Ed. Adm. and Higher Ed.
about the leadership qualities they are taught or think should be taught to administrators and teachers as part of their course work for the related degree. B). You may work with a partner to complete this project; both of you will receive the same grade. C). You may do a series of assigned readings about teacher leadership and submit a detailed written summary of the main points in each article—and your personal reactions to them—to Dr. Post and to your classmates. The copies for your classmates must be printed rather than sent electronically.

B. 60 points—Project Proposal—You will propose a significant teacher leadership project and, with the assistance of your instructor (or perhaps a boss or building administrator), refine it, establish a time line, and hammer out details. You will then submit it for grading and approval as a possible internship or teacher leadership plan to be implemented in the school where you are (or will be) employed. OPTIONS may be possible; discuss your ideas with me privately.

C. (Path 1) 35 points—Educational Platform—Using a metaphor or analogy as your conceptual guide, you will develop an original and initial educational platform to be refined and built-upon in subsequent courses required as part of the Teacher Leadership specialty area program. This platform will be presented in written format for grading purposes. [Those of you who’ve had CI 580 previously, and who are comfortable with the platform developed for that class, will do the alternative assignment listed below.]

—OR—

(Path 2) [DOES NOT APPLY TO M.A.T. CANDIDATES] 35 points—Educational Platform Extension—Using the educational platform developed in CI 580, you will develop a written extension which details the roles of at least five different types of teacher leaders within the public schools. This will be accomplished by extending the metaphor or analogy you developed in your original or re-conceptualized platform.

D. 15 points—Class Presentation—You will explain your project and platform in a short class presentation. OPTIONS may be possible; discuss your ideas with me privately.

E. 50 points—Final Exam—In an essay exam, you will synthesize information, recall important research information and the contributions of important professionals in the application of concepts, summarize and evaluate the contributions of teacher leaders to school reform and student achievement initiatives, and demonstrate a clear understanding of the issues, concepts, skills, opportunities, strategies, and rationales for teacher leaders in all facets of education.

### GRADING SCALE/Policies

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<tr>
<th>Scale</th>
<th>Points</th>
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<tr>
<td>92-100%</td>
<td>184-200</td>
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<tr>
<td>84-91%</td>
<td>168-183</td>
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<tr>
<td>75-83%</td>
<td>150-167</td>
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NOTE: The course is based on points, and your grade (A-F) is based on the percentage of points you achieve. I reserve the right to deduct points for late assignments or excessive absence or tardiness at the rate of 5 points per day and, for a missed exam, up to 10 total points.

B. Objectivity: For the sake of objectivity, a grading criteria sheet is used to evaluate all assignments. You will be provided with a copy of this information far in advance of each assignment due date so that my expectations are clear and so that you will have ample opportunity to ask questions and clarify issues.

C. Incompletes: I am most reluctant to give incompletes for courses I teach except in extreme cases where a student’s health or circumstances warrant special consideration. I would rather that both you AND I be finished with responsibilities of the course within a few days after the
end of the semester. I’ve also observed over the years that students who request incompletes frequently have difficulty completing the necessary coursework once they move into a subsequent semester. For these reasons, please do not ask for an incomplete unless you feel yours is a special case.

**COURSE POLICIES**

A. **Attendance/Tardiness/Early Dismissal:** Your attendance at all class meetings is expected. The courtesy of a phone call or an e-mail message explaining an unexpected absence or tardiness is appreciated. Please see me in advance to discuss anticipated absences and their impact on your progress in the course. *I reserve the right to deduct up to 5 grade points for each absence or tardiness exceeding 5 minutes.*

B. **Class Participation:** As this is a graduate class, you are expected to make contributions of a substantive nature during all discussions of course content. Your insights and experience are valuable, and I expect that your peers and I will learn vicariously through what you can share with us. Please take an active role without being forced to do so.

C. **Missed Exams or Assignments:** As noted above, there are possible penalties for late or missed exams and assignments—*5 points per day for assignments*, and up to 10 points total for a missed exam. It is your responsibility to make arrangements to satisfy the requirements of the course and to make up missed work as soon as possible after a problem has occurred. Please be advised, however, that *your grade in the course will be an ‘F’ until all missed work is completed satisfactorily unless extenuating circumstances are evident*. I do not excuse students from completing assignments and compensate with a lower grade, nor do I give incompletes in the course except under conditions outlined above.

D. **Academic Dishonesty:** This is rarely a problem among graduate students. However, I feel it’s important to explain my policy up front. It is this: University guidelines regarding plagiarism and academic dishonesty will be followed precisely. Should you be found guilty of academic dishonesty, your grade in the course will be an ‘F’. No exceptions will be made.

E. **Preparation of Assignments:** It is assumed that all work submitted by you for a grade in this course was completed BY you. I am inclined to trust the academic integrity of my students. However, if I learn that my trust may have been misplaced, you may be charged with academic dishonesty, and your grade and credit for the course may not be posted on a transcript until the situation is investigated and a finding is announced. The format that you are to follow for a particular assignment or quiz will be distributed in writing and explained thoroughly in class in ample time for you to comply before the due date.

**COURSE CONTENT**

A. **30%—**Exploration of roles for teacher leaders at all levels and in all facets of education, with emphasis on reading, syntheses of research, and real life experiences outlined by persons currently fulfilling those roles;

B. **10%—**Exploration of personal leadership styles, their impact on school reform or student achievement, and their implications for various teacher leadership roles;

C. **20%—**Critical leadership issues for the new millennium;

D. **10%—**The study of schools as organizations, including the positive and negative outcomes of current organizational structures, with an emphasis on their relationship to teacher leadership;
E. **20% -- The study of school reform/student achievement initiatives**, the role of various agencies in effecting change, and the impact of these agencies on the work of school leaders; and

F. **10% -- The study of research about teacher developmental stages**, with emphasis on implications for teacher leadership and staff development initiatives aimed at school reform and student achievement, K-12+.

**EMERGENCY PROCEDURES/B.E.R.T. Information**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu) and the Department of Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop-down), and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team (BERT) will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**“WORKING” BIBLIOGRAPHY**


