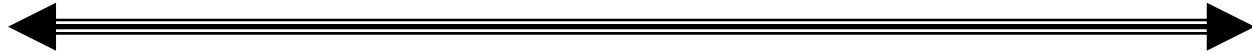


**University of Louisiana at Lafayette
College of Education
Class Syllabus**

*Subject to
Change!*



Course: EDLD 810: Leadership Theory and Practice
Semester: Fall 2007

Instructor: Paula S. Montgomery, Ph.D.
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Course Description

EDLD 810: Leadership Theory and Practice (3,0,3)

The world is changing at an accelerated rate and along with it the expectations of leaders. Leadership effectiveness demands high-level ability to work with others and respond to change. Similarly, the complexity of social issues we face demand leaders who are able to create a vision and organize others for collective efforts to address human and community needs.

The course assumes that every individual has leadership potential and that leadership qualities can be developed through experience and reflection. Through class activities we will create opportunities for practice, application and documentation of leadership experiences. Success in this course requires demonstrated mastery of theoretical concepts, capacity for collaborative work and the thoughtful reflection upon and integration of theory and experience.

Required Text

Northouse, P. G. (2007). Leadership theory and practice 4th ed. Sage Publications. Western Michigan University.

This course will also utilize a variety of articles, and publications to be posted on Moodle.

Conceptual Framework: The Responsive Professional

The conceptual framework of the UL Lafayette College of Education is designed to expand upon the institution's commitment to be a responsive university. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions associated with the four elements of a *Responsive Professional*. Responsive Professionals demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism.

Course Goals:

1. Reflect critically upon the applicability of leadership theories in the world today
2. Apply the theories of leadership to community contexts to affect social change
3. Learn from community leaders about their challenges and successes in defining a leadership styles
4. Connect personal experience, reading and community involvement through reflection to develop an understanding of your own leadership philosophy and potential
5. Draw upon our collective experiences to expand upon our definition of leadership
6. Develop individual and relational leadership skills including communication, planning, and teamwork through the use of reflective and collaborative technology

Course Objectives and Corresponding Unit Outcomes

Candidates will acquire the following knowledge (K), skills (S), and dispositions (D) through this course.

Item #	Objective	CF Unit Outcomes	ELCC Standards	ISLLC Standards
1.	To explore the history of leadership theory, movement, and styles.	CF-K1 CF-K2	ELCC 2	ISLLC 2
2.	To debate the evolution of management versus leadership.	CF-K1 CF-K8	ELCC 6	ISLLC 6
3.	To examine community and coalition including shared leadership and choice.	CF-P1	ELCC 4	ISLLC 4
4.	To explore the changing nature of leadership in relationship to societal needs, standards, and laws.	CF-D2	ELCC 6	ISLLC 6
5.	To explore the change process and its impact on organizations and individuals.	CF-P4	ELCC 1	ISLLC 1
6.	To explore group dynamics and organizational development.	CF-K1	ELCC 4	ISLLC 4
7.	To become familiar with their personal leadership tendencies.	CF-P2	ELCC 3	ISLLC 3
8.	To be able to propose courses of action a leader may use in addressing organizational problems.	CF-P4	ELCC 3	ISLLC 3
9.	To be able to apply all the major interpretive frameworks of leadership to real-life situations.	CF-P4	ELCC 2	ISLLC 2
10.	To use this new-found understanding of leadership to devise one's own conceptual approach to the subject.	CF-P4	ELCC 1	ISLLC 1

Course Requirements

1. **A Personal Look at Leadership: Your Personal Philosophy**

This assignment is designed to provide you with an opportunity to synthesize the diverse issues of leadership and to create a concise document that articulates your personal philosophy of leadership. The process of developing a personal leadership statement will help you clarify the core principles that guide your actions and establish a self-portrait of the leader you hope to become.

Purpose:

1. To develop a personal definition of leadership that incorporates contemporary leadership studies.
2. To identify the core principles that influence your actions and belief systems.
3. To create a self-portrait (including values and personal goals) that will offer guidance when faced with tough leadership decisions.

Write a personal leadership statement that articulates the principles that will influence your actions and beliefs as you engage in the process of leadership. This is a PERSONAL statement and should represent your UNIQUE philosophy of leadership, both in content and form.

This paper should include elements of the following concepts:

- Articulation of the core values, principles, and goals that influence your behavior and decisions
- Your personal leadership style
- Coherent and thorough outlining of your personal leadership style
- Connections to current literature, class reading, and class discussions

It is important to articulate a personal philosophy that guides your decision-making, irrespective to the specifics of the issue at hand. Consider the following questions in your exploration of your philosophy:

- When do you take risks?
- When do you share your vision?
- How much compromise do you make and in what areas?
- Under what circumstances might you lie?
- How, if at all, do your religious views dictate your philosophy?
- What kinds of personal principles must be inviolate?
- How do you make decisions? On what grounds? In what time frames?
- When do you share information?
- When do you base decisions on evidence? When do you follow intuition?
- What are the short and long term effects that you can weigh?
- What decision need to be made collectively? By whom?
- What decisions can (or should) be made individually?
- When is consultation needed, but individual decision-making authority retained?

Format: No longer than 2 double-spaced typed pages. All written work is to be the original copy, typed or printed, stapled and double spaced. All work will be graded for content, spelling, grammar, style, syntax, and following directions.

2. **Paper: What Type of Leader am I?**

Using the following inventories, write a paper to describe what type of leader you are as indicated by the survey results.

- Take the Leadership Self-Assessment Activity retrieved from <http://www.nwlink.com/~donclark/leader/survlead.html>
- Take the Leadership Style Survey retrieved from <http://www.nwlink.com/~donclark/leader/survstyl.html>
- Take the Leadership Questionnaire retrieved from http://www.nwlink.com/~donclark/leader/bm_model.html and write an analysis of your findings.
- Take the NASSP Self-Assessment for Breaking Ranks II Instructional Leaders (11 PAGES) retrieved from http://www.principals.org/s_nassp/bin.asp?CID=39&DID=47181&DOC=FILE.PDF

Format: Please format your paper using the following Sections:

- Introduction
- Leadership Self-Assessment Activity Analysis
- Leadership Style Survey
- Leadership Questionnaire
- NASSP Self-Assessment for Breaking Ranks II Instructional Leaders
- Personal Leadership Implications

All written work is to be the original copy, typed or printed, stapled and double spaced. All work will be graded for content, spelling, grammar, style, syntax, and following directions. Page Length: 5-7 pages

3. **Journal Reviews (4)**

You will be expected to write a two-page document on each of the four periodical reviews you will do. The periodicals are to deal specifically with some issue related to educational leadership. Reviews should include a summary of the reading, how the information relates to the student's current school situation, and an evaluation of the usefulness of the content.

BIBLIOGRAPHY: Use APA 5th Ed,

SYNOPSIS: You summarize the article, in one page explaining what the author(s) say(s).

ANALYSIS: Give YOUR opinion on each part of the article, in one page, explaining with, "I believe....", "I think....".

Format: Do not use cover sheets. Place your name on the top right, date, and course number.

4. Chapter Discussions, Case Studies and Leadership Instruments
See Course Schedule Chart

5. Critical Issues Analysis

Identify a critical issue within education that is both germane to your work and requires that a stand be taken. In 10 pages, analyze this issue considering the following:

- How did it emerge?
- What does the current literature say about this issue?
- What are the various points of view?
- Does the research support a particular stance or is the research conflicting or insufficient?

Now assume you are the academic leader responsible for deciding on this issue:

- What position do you take?
- What are the costs (fiscal and otherwise) and benefits of your stance?
- Defend your position in light of your philosophy of leadership.

6. Group Presentation

Students will be divided into groups for the purpose of developing a quality presentation based on readings and interest in a specific area of educational administration. All members of the group are expected to participate in the planning, development, and presentation of the topic. Students are encouraged to be creative and to make appropriate use of technology and activities. Each group should provide handouts for each class member, which includes the presentation information and reference sources.

The presentation will be evaluated on the basis of organization, presentation of information, application of readings and appropriate research, prepared materials, handouts, group member participation and creativity. The presentations should be 30 to 45 minutes in length.

7. Exams

As deemed by the professor.

8. Attendance/ Class Participation

Any absence is discouraged. Advance notice of absences is requested. Please be on time. If you must leave class early, consideration will be given in situations where extenuating circumstances exist.

It is important that you have the ability to speak in front of others. Classes are designed to give you an opportunity to express your views in an informed manner.

PASS-PORT Artifacts

To be discussed in class.

Field Experiences

Selected class dates will be noted as Field Experiences. Consult course schedule of events.

Technology Integration

A combination delivery system will be used for this class - traditional, face to face instruction as well as Moodle (the technological course delivery system). You will need a USER ID and password to access the material on Moodle. You may acquire that information from Stephens Hall. Students should check for new information on Moodle on a regular, consistent basis.

Course Evaluation

Grades will be assigned based on the following scale:

100- 93 = A

92 - 86 = B

85 - 78 = C

77 - 70 = D

All assignments must be turned in on the due date. Late assignments will be subject to a 10% point value reduction.

Resources

Professional Associations

American Educational Research Association

Southwest Educational Research Association

American Association of School Administrators

Association for Supervision and Curriculum Development

www.ascd.org

The National Education Association

www.nea.org

The American Federation of Teachers

www.aft.org

The Recruiting New Teachers, Inc.

www.rnt.org

National Board for Professional Teaching Standards (NBPTS)

www.nbpts.org

National Council for Accreditation of Teacher Education (NCATE)

www.ncate.org

National Council of Teachers of English (NCTE)

National Council of Teachers of Mathematics (NCTM)

National Middle Schools Association (NMSA)

National Science Teachers Association (NSTA)

Phi Delta Kappa (PDK)

International Reading Association (IRA)

Professional Journals

Educational Leadership

Education Today

Association of Supervision and Curriculum Development

www.ascd.org

National Parent Teacher Association

www.pta.org

Phi Delta Kappa

www.pdkintl.org

National Association of Secondary School Principals

www.nassp.org

Journal of Teacher Education

Teaching Exceptional Children

Teaching Pre K-8

Learning Instructor

Related Materials and Resources

United States Department of Education

www.doe.us

Louisiana State Department of Education

www.doe.state.la.us

LA Components of Effective Teaching

www.lcet.doe.state.la.us

Education Week

www.edweek.org

National Council for the Teaching of Mathematics

www.nctm.org

National Council for the Social Studies

www.ncss.org

National Laboratory Network

www.nwel.org/national/

ISSLC Standards

www.ccsso.org/isslc.html

National Center for Education Statistics

<http://nces.ed.gov>

Southern Regional Education Board (SREB)

www.sreb.org

A list of On-Line Journals in Education can be found at:

<http://aera-cr.asu.edu/ejournals>

References

Barth, R. (1981). The principal as staff developer. *Journal of Education*, 163(2), 144-162.

Clark, D. C., & Clark, S. (1996). Better preparation of educational leaders. *Educational Researcher*, 25(8), 18-20.

Dufour, R. & Eaker, R. (1998). *Professional learning communities at work*. Indiana: National Educational Service.

Little, J.W. (1985). Teachers as teacher advisors: The delicacy of collegial leadership. *Educational Leadership*, 43(3), 34-36.

Louis, K.S. & Miles, M.B. (1990). *Improving the urban high school: What works and why*. New York: Teachers College Press.

Leading learning communities: Standards for what principals should know and be able to do (2001). *National Association of Elementary School Principals*. Alexandria, Va.

Website: www.sreb.org

Blasé, J. & Blasé, J. (2000). *Empowering teachers: What successful principals do.* Thousand Oaks, CA: Corwin Press.

Gordon, S. P. (2004). *Professional development for school improvement: Empowering learning communities.* Boston: Allyn & Bacon.

Institute for Educational Leadership (April, 2001). *Leadership for student learning: Redefining the teacher as leader.* Washington, D.C.: IEL.

Course Policies and Procedures

Emergency Evacuation Procedures

A map of this floor is posted near the elevator marking the evacuation route and the Designated Route Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Student who may need assistance should identify themselves to the teaching faculty.

Attendance Policy

Consistent attendance is very important in this class.

There is a strong correlation between class attendance and college success. Your class involvement enables you to learn more actively and effectively. In other words, much of the benefit from what we do comes from the activities and the interactions we have in class. Therefore, your participation is essential for your own learning as well as that of others.

Class attendance and participation are requirements of this class and are assessed as 5% of the final grade.

Academic Honesty

The College of Education adheres to the policy on academic honesty as outlined on page 427 in the Undergraduate Bulletin (2003-2005) .

Students Requiring Special Accommodations

Students requiring special accommodations must register with the Office of Services for Students with Disabilities and provide official documentation to the instructor in a timely manner.

CONCEPTUAL FRAMEWORK UNIT OUTCOMES:

CANDIDATE PROFICIENCIES

Knowledge and Expertise in Practice – The *Responsive Professional* demonstrates knowledge of content disciplines and engages in effective pedagogical practice. The candidate:

- CF-K1 Knows, understands, and applies multiple theoretical perspectives about human development and learning.
- CF-K2 Demonstrates knowledge of content discipline and related standards.
- CF-K3 Knows and demonstrates appropriate use of instructional resources and methodologies for subject matter content.
- CF-K4 Plans and implements effective standards-based learning experiences.
- CF-K5 Applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement.
- CF-K6 Demonstrates effective management skills.
- CF-K7 Uses and integrates technology as appropriate.
- CF-K8 Models and utilizes effective planning that incorporates higher order thinking.
- CF-K9 Identifies and articulates relevant education policies and laws.

Reflection – The *Responsive Professional* actively, persistently, and carefully considers practice, experiences, and available alternatives to guide decision-making. The candidate:

- CF-R1 Reviews systematically one's own educational practice and learns from experience.
- CF-R2 Uses assessment and evaluation to inform instruction.
- CF-R3 Searches persistently for information and solutions to problems.

Diversity – The *Responsive Professional* articulates an understanding that beliefs, traditions, and values across and within cultures affect both learning and relationships with learners, their families, and the community. The candidate:

- CF-D1 Fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously.
- CF-D2 Accommodates learning styles and individual needs through developmentally appropriate practices.
- CF-D3 Engages and involves students in relevant and challenging learning experiences.
- CF-D4 Exhibits respect for all types of diversity.
- CF-D5 Is informed about and responsive to cultural differences.

Professionalism – The *Responsive Professional* actively seeks opportunities to grow professionally, collaborates to meet complex needs of learners, advocates educational principles, and models leadership skills. The candidate:

- CF-P1 Collaborates effectively with students, parents, and colleagues.
- CF-P2 Models appropriate behaviors and attitudes.
- CF-P3 Sustains commitment to professional growth.
- CF-P4 Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles.
- CF-P5 Engages in service to the profession.
- CF-P6 Participates in educational advocacy.
- CF-P7 Participates in professional organizations, meetings, and conferences.

University of Louisiana Lafayette

College of Education

RESPONSIVE PROFESSIONAL DISPOSITIONS

- Disp 1. Candidates demonstrate commitment to professionalism.
- Disp 2. Candidates identify and demonstrate appreciation of the importance of diversity and its impact.
- Disp 3. Candidates demonstrate a commitment to learning and to participation in professional organizations and currency in field.
- Disp 4. Candidates demonstrate self-direction in learning and practice.
- Disp 5. Candidates value the role of community and of the family in the learning process.
- Disp 6. Candidates demonstrate collaboration with other professionals to affect student learning.
- Disp 7. Candidates demonstrate a commitment to critical thinking and problem solving.
- Disp 8. Candidates value the use of data to inform decisions.

ISLLC Standards

(Interstate School Leaders Licensure Consortium)

- Standard 1** A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Standard 2** A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Standard 3** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- Standard 4** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Standard 5** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and an ethical manner.
- Standard 6** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Source: Interstate School Leaders Licensure Consortium of the Council of Chief State School Officers, 1997.

ELCC Standards
(The Educational Leadership Constituent Council)

Standard 1	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or districts vision of learning supported by the school community.
Standard 2	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for students.
Standard 3	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and affective learning environment.
Standard 4	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources
Standard 5	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.
Standard 6	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
Standard 7	Internship. The internship provides significant opportunities to candidates to synthesize and apply the knowledge and practice .and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

**EDLD 810:
Theories of Leadership
Instructor: Paula S. Montgomery, Ph.D.**

Fall 2007

Week	Day/Date	Class Delivery Method/Location	Topic/Assignments
1	Wednesday, Aug. 22	Whole Class SELU Nursing Bld. 5:00pm	Chapter 1: Introduction
2	Wednesday, Aug. 29	On-line	Chapter 2: Trait Approach Case 2.1 Leadership Trait Questionnaire
3	Wednesday, Sept. 5	On-line	Chapter 3: Skills Approach Case 3.1 Skills Inventory
4	Wednesday, Sept. 12	On-line	Chapter 4: Style Approach Case 4.2 Style Questionnaire
5	Wednesday, Sept. 19	On-line	Chapter 5: Situational Approach Case 5.1
6	Wednesday, Sept. 26	On-line	Chapter 6: Contingency Theory Case 6.1 Least Preferred Coworker Measure
7	Wednesday, Oct. 3	Whole Class SELU Nursing Bld. 5:00 pm	
8	Wednesday, Oct. 10	On-line	Chapter 7: Path-Goal Theory Path-Goal Leadership Questionnaire
9	Wednesday, Oct. 17	On-line	Chapter 9: Transformational Leadership Case 9.1
10	Wednesday, Oct. 24	On-line	Chapter 10: Team Leadership Case 10.2 Team Leader Questionnaire
11	Wednesday, Oct. 31	On-line	Chapter 12: Women and Leadership Case 12.3 Gender-Leader Implicit Association Test
12	Wednesday, Nov. 7	On-line	Chapter 13: Culture and Leadership Case 13.3 Dimensions of Culture Questionnaire
13	Wednesday, Nov. 14	On-line	Chapter 14: Leadership Ethics Perceived Leader Integrity Scale
14	Wednesday, Nov. 28	On-line	Prep for Presentations & Other Loose Ends
15	Saturday, Dec. 1	Whole Class SELU Nursing Bld. 8:30 – 4:00	Presentation Day

** Subject to change at the professor's discretion.