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**Calumet College of St. Joseph**  
**MAT 525: Leadership Theory**

**Term:** Spring, 2017

**Course Number:** MAT 525

**Instructor:** John M. Shields, Ph.D.

**Office Phone:** (219) 473-4262

**Email Address:** [jshields@ccsj.edu](mailto:jshields@ccsj.edu)

**Office Hours:** By Appointment.

**Instructor's Background:**

**Educational:**

Ph.D. in Constructive Theology from Loyola University of Chicago (2004); M.A. in Theology from the University of Notre Dame (1999); Ph.D. and M.Ed. in Educational Administration and Supervision from Loyola University of Chicago (1987 and 1976 respectively); B.A. in Philosophy from Tolentine College (1972).

**Professional:**

I serve the educational community as Associate Professor of Education and Religious Studies at Calumet College of St. Joseph. I have also served the educational community as Superintendent of Schools for the Roman Catholic Diocese of Gary (1992-1999), as Principal of Bishop Noll Institute (1987-1992), and as an Educator/Administrator at Mendel Catholic High School (1973-1987).

**Course Time:** Saturdays from 8:00 a.m. to 4:00 p.m.

**Course Description:** This course will introduce the students to leadership theory in general and as applied to the educational setting. A major premise of the course is that teachers as well as administrators serve as leaders for their classrooms and educational communities. The course will focus on identifying major leadership theories and the characteristics and skills of effective leaders. By participating in the course, students will also come to identify their own personal leadership styles in the effort to enhance their

leadership performance. Professional growth, communications strategies, technological facility, and field experience permeate the course.

**Prerequisites:** Satisfactory completion of Phase IV of the MAT Program.

**Text:**

Danielson, Charlotte, *Teacher Leadership That Strengthens Professional Practice*, ASCD, 2006

Selected readings from *The Jossey-Bass Reader on Educational Leadership*, John Wiley and Sons, 2013.

**Learning Outcomes/Competencies:**

The final phase of the MAT graduate program in education here at Calumet College of St. Joseph is built around three key dimensions: research, effective practice, and leadership. That is to say, each course offered within the program seeks to develop and enhance practicing teachers' skills in terms of doing critical research, enhancing teacher effectiveness, and exercising leadership. While it is true that certain courses within the MAT curriculum may devote greater attention to one dimension rather than the others because of the nature of the course, all courses seek to integrate research, practice, and leadership to varying degrees. This is the case because a major goal of the Program is to integrate theory and practice, and this is thus also the case for MAT 525, *Leadership Theory*. Research on leadership theory - tested in the field as action research and applied as action strategies - will hopefully point the way to the enhancement of effective teaching.

Students in this course will accomplish the following:

1. Come to understand and critically evaluate selected leadership theories.
2. Come to understand the complex interaction of variables affecting the exercise of leadership.
3. Come to understand and critically apply research on teacher leadership to the creation and presentation of a strategic plan for the exercise of teacher leadership.
4. Apply theoretical understandings of the dimensions of leadership to a qualitative analysis/report of leadership exercised in the field of education.

## **Learning Strategies:**

This course will, in many instances, seek to combine instructor input with carefully reflected discussion of the topics identified in the outline below. In other words, the course will take on the tone of a *seminar* where researched knowledge and educational values are shared in a respectful manner. Therefore, it is essential that all students read the assigned readings well in advance of the class and provide input to the seminar via timely research study. It is also essential that all students exercise critical research skills and apply those skills to the completion of the course assignments identified below.

## **Assessment:**

1. Mini-Reflection on Leadership in “Henry V”	10 points
2. Critical Presentation on Jossey-Bass Article	20 points
3. Prepare and/Present Teacher Leadership Strategic Plan	35 points
4. Qualitative Action Research Paper	35 points
	100 points total

Please note that assignments will be due on the days specified in the calendar below. There will be no exceptions. All written assignments are to be typed, double spaced, and in good grammar/sentence structure.

Grading will be according to the following point scale:

A: 90-100    B: 80-89    C: 70-79    D: 60-69    F: 59 and below

## **Tentative Calendar:**

- Day 1. (3/11) Goals, Syllabus Review, Leadership: Traits or Skills?
- Day 2. (3/18) Theories of Leadership Presented and Evaluated.
- Day 3. (3/25) Teacher Leadership Explored; Creating a Teacher Leadership Strategy; Guest Presentations on Leadership in Practice
- Day 4. (4/01) Presentations of Teacher Leadership Strategic Plans; Brainstorming: The Qualitative Research Project & Capstone Project Progress (meet with Professor Rodriguez in the afternoon).

## **Assignment Rubrics:**

### Mini-Reflection on “Henry V” (10 points).

The purpose of this short (two pages) reflection is to make a critical judgment about two potentially conflicting claims in leadership theory that can be phrased in the form of the following question: Is effective leadership a function of requisite traits (a la the “great person” theory) or is it a function of the acquisition and practice of certain skills? After viewing Shakespeare’s “Henry V,” the students will be asked to reflect on this critical question and make a summary judgment based on Henry’s exercise of leadership in medieval England. This reflection paper will be due on the second day of class.

### Critical Review (in the form of a Presentation) of a Jossey-Bass Article (20 points).

The purpose of this exercise is to allow students in the class to reflect critically on the various dimensions of leadership theory and share that reflection with classmates by way of presentation and discussion. On the second day of class, we will discuss certain classic leadership theories and their relative merits and limits; we will also discuss several critical perspectives on the exercise of educational leadership that go beyond the articulation of a given theory. As we conclude those discussions, students will be asked to make a presentation on one of the Jossey-Bass Reader articles from the text as a critical reflection on the merits of the article for leadership. The presentation should address the following key points (Power Point can be used):

1. Identify the thesis of the author.
2. Trace the logic of the author in defending the thesis.
3. Make a critical judgment on the relative merit of the author’s claim(s).
4. Identify how this article can add valuable dimensions to the study of leadership in education.

At the conclusion of the presentation, we will share further reflections collaboratively.

### Teacher Leadership Strategic Plan (35 points).

The purpose of this assignment is to ask students to apply the current research on “teacher leadership” to possibly lived practice in their own educational communities by creating and presenting a Power Point of a strategic plan for their exercise of teacher leadership. As we know from Charlotte Danielson’s text, *Teacher Leadership That Strengthens Professional Practice*, teacher leadership is oftentimes an informal, self-initiated practice focused on some form of school improvement. In a word, the exercise of teacher leadership is the exercise of action research (hopefully in a collaborative environment) on behalf of school improvement in its multiple dimensions. Therefore, for

the very last day of class, students are to prepare and present, via Power Point, a strategic plan for the actual future exercise of teacher leadership in one's school community. The plan should adequately apply either Lieberman's teacher leadership skills or those of Charlotte Danielson to an identified problem "crying out" for teacher leadership in the student's school community. Therefore, the plan should:

1. Identify an educational problem or concern.
2. Identify evidence supporting the reality of the problem.
3. Identify a plan of action utilizing resources – both human and material.
4. Identify the skills needed to carry out the plan.
5. Identify the pitfalls that may arise as the plan is carried out.
6. Identify the measure to be taken to avoid/overcome the pitfalls.
7. Identify some adequate measure of success.

#### Qualitative Action Research Paper (35 points).

The final assignment for this class will be due on the Saturday following the last class day of the course. This assignment will be a mini-qualitative action research report (of no more than five pages). The goal of this exercise is to have students engage in action research on a relatively small but important scale by applying a research perspective to "observations" of a school leader in action. We are applying theory to practice here. In the course of the class, student will be exposed to the NASSP Assessment Center "Skills for Educational Leaders." These skills have been tested by the NASSP for both validity and reliability and thus appear to point to the requisite skills necessary for effective leadership. In this exercise, the students are to do the following:

1. Identify a selected number of NASSP Leadership Skills (minimum of 5) for investigation.
2. Identify a school leader as the focus of observation.
3. Devise a venue for observation, i.e., a faculty meeting, a board meeting, "shadowing" a leader in action, etc.
4. Accumulate anecdotal evidence of skills present in the leader's behaviors.
5. Synthesize the observation findings into a coherent report that does the following:
  - a. Identifies the skills under investigation.
  - b. Identifies the method of observation.
  - c. In narrative form, provides for a summary of the findings applying anecdotes to skills.
  - d. Makes a final critical judgment by answering three key questions: Do you consider this leader to be effective and why? Are the NASSP skills present in the leader's repertoire of behaviors? Do you believe that these "present" skills contribute to the leader's effectiveness and why? Admittedly, the last "correlation" question may not be supported by statistical evidence (another study altogether); but in qualitative research, samples are small, universal applicability is limited; yet valuable insights can be achieved.

### **Education Department Attendance Policy:**

Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. The Education Department's accelerated graduate classes are intense and rigorous and demand student presence and participation on the four Saturdays of class. Therefore, if a student is absent from a graduate class one day, the student may be subject to withdrawal by the instructor

### **The Student Success Center (Tutoring Center):**

The Student Success Center is dedicated to supporting Calumet College of St. Joseph students. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. Tutoring is open to all students at Calumet College of St. Joseph at no charge and is available to support most introductory courses. Tutoring in support of some other courses is available as well. The Center is located in Room 166. The telephone number is 219.473.4287 or 800.700.9100 ext. 287.

### **Statement of Plagiarism:**

If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

### **Citation Guidelines:**

Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral "Student Handbook and Planner" and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the "Works Cited" and "References" pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

**Withdrawal from Classes Policy:**

After the last day for class changes has passed (see College calendar), students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar. The Registrar must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests may be mailed to the Registrar or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Dropping a course without written permission automatically incurs an "F" grade for the course (see Refund Schedule).

**Disabilities Services:**

Disabilities Services and Calumet College of St. Joseph (CCSJ) seeks to provide opportunities for equal access in programs, services and activities. CCSJ and Disabilities Services strive to meet the needs of students with disabilities by providing "reasonable accommodations" and academic services. Academic Services are in accordance with Americans with Disabilities Act (ADA) guidelines. Students with documented disabilities that require support to access academic activities are encouraged to contact Disabilities Services.

If a student believes that he or she needs a "reasonable accommodation" of some kind because of a physical, psychological, or mental condition (e.g., additional time needed for tests, note taking assistance, special testing arrangements, etc.), he or she should contact Disabilities Services at 473-4349. The Disabilities Services Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter.

**CCSJ Alert:**

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year,

please remember to re-register for the system. This can be done at:  
<http://www.ccsj.edu/alerts/index.html>.

### **School Closing Information:**

**Internet:** <http://www.ccsj.edu>

<http://www.EmergencyClosings.com>  
Facility: Calumet College of St. Joseph  
Phone: 219.473.4770

**Radio:**

WAKE – 1500 AM  
WGN - 720 AM  
WIJE – 105.5 FM  
WLS – 890 AM  
WZVN – 107.1 FM  
WBBM NEWS RADIO 78

**TV Channels:**

2, 5, 7, 9, 32

## **Emergency Procedures**

### **MEDICAL EMERGENCY**

#### **EMERGENCY ACTION**

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

### **FIRE**

#### **EMERGENCY ACTION**

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
  - Location of the fire within the building.
  - A description of the fire and how it started (if known)

## **BUILDING EVACUATION**

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

### ***IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:***

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

## **HAZARDOUS MATERIAL SPILL/RELEASE**

### **EMERGENCY ACTION**

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

## **TORNADO**

### **EMERGENCY ACTION**

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

## SHELTER IN PLACE

### EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

## BOMB THREATS

### EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Don't touch it!
  - Evacuate the area.

## TERRORISM AND ACTIVE SHOOTER SITUATIONS

### EMERGENCY ACTION

1. Call 911 and report intruder.

## RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.