

WESTERN ILLINOIS UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES

ACADEMIC DEPARTMENTS
EDUCATIONAL LEADERSHIP

ABOUT THE COLLEGE
ACADEMIC DEPARTMENTS
MAJORS AND MINORS
TEACHER EDUCATION PROGRAM
FACULTY/STUDENT RESOURCES
SERVICE CENTERS
TECHNOLOGY PROJECTS
CURRENT EVENTS
SITE MAP

Dr. Robert Marshall's EDL715 Website

Educational Leadership

715 Research in Schools and Communities
Western Illinois University

Fall 2008, Spring & Summer 2009

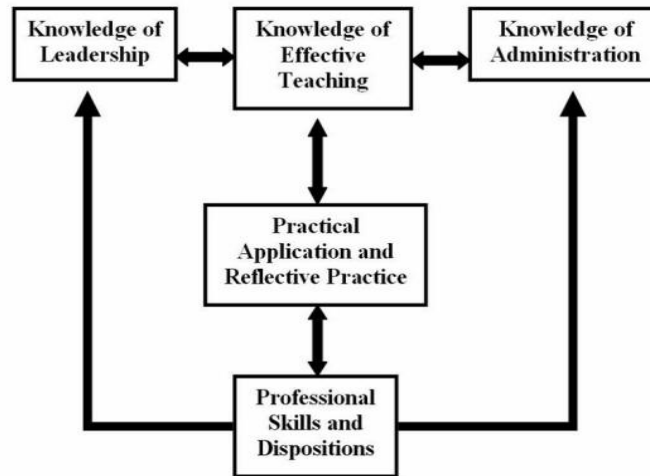
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Course Description

715 Research in Schools and Communities. (1, repeatable to 5) In conjunction with the three leadership courses in the program (EDL 710, 711, 712), students in the first three semester hours will be developing a case study of an effective school as denoted by the Illinois State Board of Education (Blue Ribbon Schools, Spotlight School). The focus of the study will be on the administrative practices that contribute to excellence with special attention to the development of school district mission, professional development, curriculum development, instructional practices and financial practices. The results of the student research will be incorporated into EDL 710, 711, and 712 and a final report generated. For the last two hours of EDL 715, students will be assigned to work with the administrative team of a low-performing school to determine ways to improve student achievement. While students will be completing the last two hours of EDL 715 at the same time they are enrolled in SPED 613 and IDT 756, the research will not be incorporated into the two classes. Corequisite: EDL 710, EDL 711, EDL 712, SPED 613 or IDT 756. Prerequisite: Completion of EDL 700 and EIS 701.

Helpful Web Sites

Washington State Model for School Improvement

<http://www.k12.wa.us/SchoolImprovement/Leadership.aspx>
[Survey Instrument](#)

Examples of Previous Quality Studies:

- [Tignor--Roskamp Study](#)
- [Powerpoint of Tignor--Roskamp Study](#)
- [Appendices Examples](#)

Writing Resources

Purdue University Owl Writing Lab: <http://owl.english.purdue.edu/>
 Research Report Workshop <http://owl.english.purdue.edu/workshops/hypertext/reportW/index.html>

Other Writing Labs on the Internet

- <http://www.unc.edu/~dcderosa/Draftworkshops/wordiness.html>
- <http://www.unc.edu/~dcderosa/Draftworkshops/stylechecklist.html>
- <http://www.unc.edu/~dcderosa/Draftworkshops/togetherverbs.html>
- <http://www.unc.edu/~dcderosa/Draftworkshops/sentcombination.html>
- <http://www.unc.edu/~dcderosa/Draftworkshops/generalchecklist.html>
- <http://www.unc.edu/~dcderosa/Draftworkshops/endofsentences.html>

VERY GOOD WRITING HANDOUTS!!

- <http://www.unc.edu/depts/wcweb/handouts/index.html>
- <http://www.unc.edu/depts/wcweb/handouts/dissertation.html>

RATIONALE: The mission of Western Illinois University's Department of Educational Leadership is: Prepare Effective Leaders for Tomorrow's Schools. This course provides students with the key elements for developing a research skills and experiences in school improvement models. At the end of this course, students will have developed the basic elements and structure of a practical field case study of an effective school experiencing continuous improvement.

- Step One: Select group of two or three to work with for the project
 Step Two: Review the Washington State School Improvement Model
 Step Three: Select site and receive approval from instructors (Kilmer and Marshall)
 Once approved, make contact with site for approval to conduct research
 Step Four: Begin literature review utilizing the Washington State variables for school improvement
 Step Five: Meet with Dr. Marshall & Kilmer in January for further instructions.

HOT WEB SITES:
Statistics Resources for SPSS

- <http://www.utexas.edu/its/rc/tutorials/stat/spss/spss1/index.html>
- http://www.ats.ucla.edu/STAT/mult_pkg/whatstat/default.htm
- <http://www.stat.tamu.edu/spss.php>
- <http://www.spsstools.net/spss.htm>
- <http://cs.furman.edu/rushing/mellonj/spss1.htm>
- <http://www.ats.ucla.edu/stat/spss/examples/default.htm>
- <http://www.psych.utoronto.ca/courses/c1/spss/toc.htm>
- <http://www.ats.ucla.edu/stat/spss/modules/default.htm>
- http://data.fas.harvard.edu/projects/SPSS_Tutorial/spsstut.shtml

Web Course Expectations

- All readings must be completed prior to posting responses to the Discussion Board.
- Postings must reflect an understanding, appreciation, and integration of the readings and topics.
- All postings must be completed by the designated due date.
- No late postings will be accepted.
- All postings must be posted electronically to the Discussions area.
- Failure to post responses to discussion questions or other students' postings in the Discussions area will result in a grade of "No Pass" for the course.

Web Participation

Participants are expected to log on to WebCT at least three times per week to complete postings, to check for instructions regarding posting requirements, and to respond to classmates' postings. Instructors will notify students in the Discussions area about any individual requirements and about expectations for responding to lectures or questions for consideration if they are different from what is stated in the course materials.

WebCT Mail should also be checked at least three times per week.

Western Illinois University Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. Instructors should exercise good judgment in considering excuses for absences, but it is the student's responsibility to confer with the instructor and to agree to any reasonable arrangements to compensate for his/her non-attendance.

When a student does not appear in class for several sessions, the instructor may contact the Office of Student Development and Orientation so that attempts may be made to locate the student.

Attendance and participation in class activities is essential to satisfactory completion of this course. If you cannot attend every class session, consider taking the class at a later time. If there is an emergency situation, contact the instructor ASAP.

Disability Statement

"In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornados, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services."

<http://www.student.services.wiu.edu/DSS/forms/publicationStatement.pdf>

WIU Academic Dishonesty Policy

Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. The most prevalent forms of academic dishonesty are cheating and plagiarism. Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student to not only abstain from cheating, but also to avoid making it possible for others to cheat. Any student who knowingly helps another student cheat is as guilty of cheating as the student he or she assists.

The submission of the work of someone else as one's own constitutes plagiarism. Academic honesty requires that ideas or materials taken from another course for use as a course paper or project be fully acknowledged. Plagiarism is a very serious offense in whatever form it may appear, be it submission of an entire article falsely represented as the student's own, the inclusion within a piece of the student's writing of an idea for which the student does not provide sufficient documentation, or the inclusion of a documented idea not sufficiently assimilated into the student's language and style.

Contact the School of Graduate Studies (www.wiu.edu/grad) for information on penalties for academic dishonesty and the University's appeal procedure for students charged with academic dishonesty. <http://www.wiu.edu/policies/acintegrity.shtml>

INCOMPLETE POLICY: An incomplete (I) is given under extreme extenuating circumstances. Although students are expected to complete the course requirements before the end of the term, in some instances, it is recognized that students may not be able to do so because of factors beyond their control. In such instances, and upon written permission of the instructor, a temporary grade of incomplete may be given to permit the students more time to complete the course requirements. In the event that the faculty member initiates a grade of "I", a letter will be sent to the student from the faculty member explaining the reason for the "I" and outlining what must be done to remove this grade. A copy of this letter will be placed in the Graduate Student's file. A student must satisfy the course requirements during the next semester that the course is taught or they will be awarded a grade based on the work that was completed.



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