

University of Lethbridge
Faculty of Education
University of
Lethbridge



EDUCATION 5500

**Understanding Professional Practice and Professional
Development**

Summer II
(July 10 – 28, 2017)
TH241

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COURSE DESCRIPTION:

This course provides an introduction to a broad variety of methods in which knowledge and understanding of professional practice and professional development can be enhanced and applied through field studies for professionals in education and education-related contexts in community settings (University of Lethbridge Calendar, p. 342).

The central focus of this course will be a critical examination of various paradigms of leadership as they apply to professional practice and professional learning. As such, the course aims to situate conventional notions of leadership by comparing and contrasting emerging models of communities of practices, collaborative professional learning, and inquiry-based adult learning.

Students' experiences as formal and/or informal instructional leaders will guide their (a) reflection on the form, function, and intersection of leadership, learning, and teaching practice, (b) examination of the process of social constructivism as it relates to leading and participating in collaborative inquiry as a professional learning strategy, and (c) exploration of recent literature regarding professional development, communities of practice, and adult learning.

The course will require students to address the essential question ***What are the implications and skills that accompany effective leadership of professional practice?***

RATIONALE:

Perhaps to a greater extent than ever, educators are assuming formal or informal leadership roles and responsibilities around designing and implementing curriculum, re-imagining assessment, facilitating the professional learning of colleagues, and demonstrating cyclical and sustained inquiry-based pedagogical growth. Effectiveness in doing so requires an expanded understanding and analysis of the context in which this unique type of leadership occurs.

OBJECTIVES:

For the purposes of this course, students will be encouraged to ground their understanding in theories of their own development and experiences in schools. Accordingly, the course will provide opportunities for interacting with various school improvement perspectives and professional development approaches. In so doing, the central focus will be on enhancing the reciprocal learning relationship between formally designated leaders, informal or non-designated leaders, and teachers.

Throughout the course activities and assignments, students will:

1. Identify critical conditions and considerations for leadership of professional practice and professional learning
2. Understand the role and process of reflective practice
3. Become familiar with a variety of theories of adult learning and their implications for professional development
4. Develop increased skill in facilitating professional collaborative inquiry for self and colleagues
5. Create cognitive links between school improvement, instructional leadership, and enhanced teaching
6. Increase knowledge and skills specific to academic writing
7. Access, analyze and integrate information from a variety of sources.

COURSE CONTENT

This course invites students into an investigation of current teaching and leadership practices in Alberta schools.

Course content will include, but not be limited to, the following topics of examination. Based on students' background, professional responsibilities, and interests, shifts in emphasis may be appropriate. The following broad themes will guide readings, discussions, and course assignments.

A. Models and characteristics of leadership

- Defining professional competence in teaching and leading
- Leading professional learning
- Responsibilities and limitations of informal and distributed leadership

B. Theories of adult education

- Rationalist, behaviourist, and constructivist paradigms of professional development

- Andragogy
- Critical reflection and professional reflexivity

C. Learning Communities versus Communities of Practitioners

- Characteristics of learning communities
- Comparative assumptions between learning communities and communities of practice
- Issues of culture and social capital in leadership and professional practice

D. Models of Action Inquiry and Professional Growth

- Role and types of reflective practice
- Comparing models of action research and collaborative inquiry

COURSE DELIVERY:

Education 5500 in Summer Session II, 2017, is offered through face-to-face delivery mode. Classes will be highly constructivist and interactive, with attention to offering opportunities for students to engage in a number of ways through multiple learning styles. An important aspect of this course is skill development in generative leadership; accordingly, students will be practicing and demonstrating a number of instructional leadership competencies consistent with the *School Leader Quality Standard* (2016).

TEXT/RESOURCES:

**Please note: Required readings are outlined on the course schedule on pages 8 – 9 of this syllabus.*

Required Text

Townsend, D., & Adams, P. (2009). *The essential equation: A handbook for school improvement*. Calgary, AB: Detselig.

In addition, the following required readings will be posted on the course moodle site and should be referenced to successfully complete assignments.

Adams, P. (2017). Leadership development through action research: The journey of one school district toward collaboration, inquiry, and professional learning. In Clausen, K., & Black, G. (Eds.). *The future of action research in education: A Canadian perspective*. Montreal, QC: McGill-Queens University Press.

Adams, P. (2016). A noticeable impact: Perceptions of how system leaders can affect leading and learning. *Journal of Educational Administration and Foundations*, 25(3).

Adams, P. (2015). The generative dialogue. Excerpt from *Developing school leadership competencies using a collaborative inquiry model*. Edmonton, AB: Alberta Education.

Adams, P. & Townsend, D. (2014). From action research to collaborative inquiry: A framework for researchers and practitioners. *Education Canada*, 54(5), pp. 12 – 15.

Alberta Education. (1997). *Ministerial Order #016/97*. Retrieved at

<https://education.alberta.ca/media/.../appendix%20d%20-%20tqs.pdf>

Alberta Education. (2016). *Draft Teacher Quality Standard*. Author.

Alberta Education. (1998). *Teacher growth, supervision, and evaluation policy*. Retrieved at <https://education.alberta.ca/departement/policy/otherpolicy/teacher/>

Alberta Education. (2009). *The principal quality practice guideline: Promoting successful school leadership in Alberta*. Retrieved at <https://education.alberta.ca/.../principal-quality-practice-guideline-english>

Alberta Education. (2016). *School Leader Quality Standard Draft*. Author.

Barth, R. (2001). *Learning by heart*. San Francisco, CA: Jossey-Bass.

Brookfield, S. (2017). *Becoming a critically reflective teacher*. San Francisco, CA: Wiley & Sons.

Brown, J., & Moffett, C. (1999). *The hero's journey*. Alexandria, VA: Association for Supervision and Curriculum Development.

Campbell, C. (2017). *The state of educators' professional learning in Canada*. Retrieved at <https://learningforward.org/publications/canada-study>

Cranton, P. (1994). *Understanding and promoting transformative learning: A guide for educators of adults*. San Francisco, CA: Jossey Bass.

Gabriel, J. (2005). *How to thrive as a teacher leader*. Alexandria, VA: ASCD.

Knight, J. (2011). *Unmistakable impact*. Thousand Oaks, CA: Corwin.

Knowles, M. (1980). *The modern practice of adult education: From pedagogy to andragogy*. New York, N.Y.: Cambridge. Retrieved at www.amazon.com/Malcolm-S-Knowles/e/B001IGHJAE

Palmer, P. (1998). *The courage to teach*. San Francisco, CA: Jossey-Bass.

Townsend, D., & Adams, P. (2016). *The generative dialogue*. Unpublished manuscript.

York-Barr, J. (2006). *Reflective practice to improve schools*. Thousand Oaks, CA: Corwin.

Students may also wish to familiarize themselves with the writing of authors seminal to topics such as reflection, adult learning, communities of practice, and collaborative inquiry. These authors include:

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.

Schön, D. (1983). *The reflective practitioner*. New York, N.Y.: Basic Book.

Wenger, E., McDermott, R., & Snyder, W. (2002). *Cultivating communities of practice*. Boston, MA: Harvard Business School.

Lastly, the course moodle site contains a section entitled *Additional Resources*. The readings in this section are **optional**, and are meant to offer a more indepth exploration of specific topics for those students who would like to access supplementary resources.

Elmore, R. (2008). Accountable leadership. *The Educational Forum*, 69(2), pp. 134 – 142.

Male, T. & Palaiologou, I. (2011). Learning-centred leadership of pedagogical leadership? *International Journal of Leadership in Education: Theory and Practice*, 15(1), pp. 107 – 118.

Opfer, D. & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research*, 81(3), pp. 376 – 407.

Shön, D. (1987). *Educating the reflective practitioner*. San Francisco, CA: Jossey Bass.

Tian, M., Risku, M., & Collin, K. (2015). *A meta-analysis of distributed leadership from 2002 – 2013: Theory development, empirical evidence and future research focus*. Retrieved at <http://ema.sagepub.com/content/early/2015/04/09/1741143214558576.full.pdf+html>

Timperley, H. (2011). Knowledge and the leadership of learning. *Leadership and Policy in Schools*, 10(2), pp. 145 – 170.

COURSE REQUIREMENTS & EVALUATION:

The following course requirements are meant to engage students in personalized, relevant, and purposeful exploration and growth. Accordingly, negotiation of weighting and form of assignments is possible. **Please refer to Appendix A for further information or, alternately, contact the instructor to make differentiated arrangements.**

1. LEADERSHIP METAPHOR: 20% (10% for artifact + 10% for interpretation and analysis)

Purpose. Metaphor has the power to kindle imagination and apply a conceptual lens to reflection that enriches understanding and insight. This purpose of this assignment is to probe into areas such as leadership style, teaching philosophy, the teacher-leader nexus, and espoused/lived practice.

This assignment always elicits some wonderful offerings of deep and extended symbolism: a rose garden, a loaf of bread, a luge track, a series of babushkas, a country road, a quilt, and a variation of Animal Farm, to name but a few. Honor your own narrative when completing this assignment! Art-work is permitted. Creativity is rewarded.

Accompanying Required Readings.

Townsend & Adams (2009): Chapter 1

In addition, the class moodle site contains readings by Brown & Moffett (1999) that accompany this assignment. Furthermore, students should familiarize themselves with Ministerial Order #016/97, the 2016 Draft Teacher Quality Standard, the 1998 Alberta Education Teacher Growth, Supervision, and Evaluation Policy, the 2009 Competencies for School Leaders in Alberta, and the 2016 Draft School Leader Quality Standard. Concepts from all readings should be evident in the analysis portion of this assignment.

Requirements. Create an artifact that symbolizes your formal or informal leadership journey to this point in your career (10 marks). Provide a written interpretation and analysis (10 marks) of your metaphor, making reference to concepts offered in the accompanying required readings. The analysis should be no less than 1500 words in length.

All metaphors will be shared during class and written analyses submitted electronically.

Due date: Presented in class on July 12, 2017

2. CRITIQUE: LEADERSHIP IN LEARNING EPISODE: 30% (10% for vignette description + 20% for critique and analysis)

Purpose. As formal or informal leaders of learning, it is important to identify and critique practices in the facilitation of professional learning. The purpose of this assignment is to examine and reflect upon existing practices, with an eye toward engaging in and implementing more informed practices in the leadership of professional learning.

Accompanying Required Readings.

Townsend & Adams (2009): Chapter 5

In addition, the class moodle site also contains readings by Barth (2001), Brookfield (2017), Cranton (1994), Gabriel (2005), and Knowles (1980). Each author explores various aspects of the conditions and characteristics of effective professional learning that should be incorporated into this assignment.

Requirements. Thoroughly describe one professional development episode in which you have assumed a formal or informal leadership role. Provide a reflective analysis of the episode.

- a. Describe the vignette, clarifying or embellishing the scenario to highlight particular aspects being critiqued. This anecdote should be no less than 800 words.

- b. Analyze the episode by identifying no fewer than five (5) characteristics that are supported or not supported by current research in effective leadership in professional learning. A T-chart format may be used as one method to synthesize some aspects of your analysis.
- c. Summarize the critique by making recommendations concerning the practice (continue as described, continue with modifications, discontinue because practice is in conflict with research), supporting reasons for your recommendation.
- d. The completed critique should be between 5 - 7 typed, double-spaced pages in length (excluding reference list).
- e. The critique should include references to no fewer than 5 authors.

Grading Criteria.

- Quality of critique
 - Research cited directly relates to practice
 - Analysis and evaluation are supported by research evidence
- Defensibility of recommendations

Suggested due date: July 18, 2017

INQUIRY-BASED PROFESSIONAL LEARNING PLAN (20%)

Purpose. The purpose of this assignment is to engage in a process of thinking that will serve as preparation to lead future collaborative inquiry professional learning experiences at the school and/or division level.

Accompanying Required Readings.

Chapter 3: Townsend & Adams (2009)

The class moodle site also contains readings by Adams (2017), Adams (2016), Adams (2015), Adams & Townsend (2014), and Townsend & Adams (2016)

Requirements. Students will be provided an Inquiry-based Professional Learning Plan that will be used to complete this assignment.

Grading Criteria.

- Clearly articulated and specific guiding question.
- Thorough description of the strategies involved in answering the research question.
- Reference to the data and evidence that will be used to answer the guiding question.

Suggested due date: July 21, 2017

LITERATURE SYNOPSIS (30%)

Purpose. This assignment will take the form of an academic piece of writing that examines concepts identified in the *Course Content* and authors identified in the *Text/Resources*. Students are encouraged to build familiarity with seminal literature through which they can compare, contrast, and critique the contentions of important authors in the area of leadership, professional learning, and instructional practice.

Accompanying Required Readings. The class moodle site contains readings by Campbell (2017), Knight (2011), and York-Barr (2006) that should be taken into consideration in this assignment.

Also included in the moodle site are Graduate Studies guidelines for formatting an academic paper, including the title page.

Requirements. Using articles, book chapters, or research studies, identify major concepts posited by the author(s). *Contrast and compare* authors with similar or divergent messages by elaborating upon similarities and differences. Papers are expected to be 10 – 12 double-spaced pages in length (excluding reference list).

Grading Criteria.

- Scholarly approach to writing
 - Succinct, well-defined description of research and/or theory
 - Clear inter-relatedness between authors/concepts
- General quality of writing (organization, structure, grammar)
- Format and adherence to APA style (6)

Suggested due date: July 28, 2017

COURSE SCHEDULE

Based on students' background, professional responsibilities, and interests, shifts in emphasis may be appropriate.

Class	Date	Topics	Lead	Readings (M) indicates the reading is available on the course moodle site
1	July 10	<ul style="list-style-type: none">• Course Overview• Self Reflection: As I See Myself• Collaboration & Problem Solving: Creating a Culture of Learning	Pamela	
2	July 11	<ul style="list-style-type: none">• Learning Communities Diagnostic• Learning in Community• Legislative Parameters of Professional Competency	Pamela	Townsend & Adams: Chpt. 1 Barth: 2001 (M) Palmer: 1998 (M) TQS: 1997 & 2016 PQS/SLQS: 2009 & 2016

				TGSE Policy 1998
3	July 12	<ul style="list-style-type: none"> Metaphor presentations PD versus PL: Conditions and Characteristics 	All Pamela	Brown & Moffett: Chpt. 1 & 2 (M) Townsend & Adams: Chpt. 5
4	July 13	<ul style="list-style-type: none"> Reflective Practice: Types and Processes Reflection and Reflexivity Situating Theories of Adult Learning in Professional Growth 	Pamela	Brookfield: 2017 (M) Cranton: 1994 (M) Gabriel: 2005 (M) Knowles: 1980 (M)
5	July 14	<ul style="list-style-type: none"> Intersecting Topics: Using a Collaborative Inquiry Approach Collaborative Inquiry in Leadership of Learning 	Pamela	Townsend & Adams: Chpt. 3 Adams & Townsend: 2014 (M)
6	July 17	<ul style="list-style-type: none"> Facilitating Professional Learning: The Generative Dialogue Crafting the Essential Question: The Triad Model 	Pamela All	Adams: 2015 (M) Adams & Townsend: 2016 Manuscript (M)
7	July 18	<ul style="list-style-type: none"> Leadership in Learning Assignment due Leading Learning Research Presentation Facilitating Professional Learning: The Generative Dialogue No Room for Bloom? 	All Doctoral Candidate: Kevin Wood Pamela Pamela	 Adams: 2016 (M)
8	July 19	<ul style="list-style-type: none"> Graduate Students Challenge Day 	U of L Faculty	
9	July 20	<ul style="list-style-type: none"> Topic to be determined 	Pamela	
10	July 21	<ul style="list-style-type: none"> Inquiry-based Professional Learning Plan due Generative Leadership: A Model for Consideration 	All Pamela	 Adams: 2017 (M)
11	July 24	<ul style="list-style-type: none"> Leading Learning Research Presentation Critical Analysis of Leadership of Learning Research and Ontologies 	Doctoral Candidate Len Sproule Pamela	 Campbell: 2017 (M) York-Barr: 2006 (M) Knight: 2011 (M)
12	July 25	<ul style="list-style-type: none"> Preparing for the Literature Review: Format, processes, guidelines 	Pamela	Graduate Studies Formatting Guidelines (M)
13	July 26	<ul style="list-style-type: none"> Preparing Internship II Proposal Individual Interviews and planning time for Internship II 	Pamela All	
14	July 27	<ul style="list-style-type: none"> Peer editing of literature review draft 	Pamela & Editing groups	
15	July 28	<ul style="list-style-type: none"> Literature Review due Course Summary & Wrap Up 	Pamela	

GRADING SCHEDULE FOR GRADUATE CLASSES

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

ACCOMMODATION POLICY

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar.

You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

PROTECTION OF PRIVACY

Although we place a heavy emphasis in this course on reflecting about your own school settings, practices, and data, it is important to respect confidentiality during discussions and dialogues. The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.

While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.

STUDENT CONDUCT

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs)

Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below:

ATA Code of Professional Conduct

<http://www.teachers.ab.ca/AbouttheATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx>

Standards of Professional Conduct for Master of Education Students:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

PLAGIARISM

All material and ideas included in class assignments must be properly acknowledged to give credit to the originator in keeping with APA style requirements. The University of Lethbridge Student Conduct Policy considers plagiarism an academic offence and states: “No student shall represent the words, ideas, images or data of another person as his or her own.” Assistance with documentation is available through the University of Lethbridge Library.

APPENDIX A: Negotiation of Assignments

NAME: _____

Assignment Name	Due Date From: To:	Weighting From: To:	Professor's Endorsement ✓