EDUCATION 5630
Educational Leadership and the Change Process
Summer Session II, 2017
Dates: July 10-28, 2017
Time: 1:00 to 3:50   Room: **TH341**

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Course Materials

- Fullan, M. & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems*. Thousand Oaks, CA: Corwin.
- Bedard, G. & Mombourquette, C. (2016). *Enacting Alberta school leaders' professional practice competencies: A toolkit.* Victoria: Friesen Press.
- American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association
- There will also be a selection of academic articles that will be accessible electronically through the University of Lethbridge library.
- Alberta Education (2009). *Principal Quality Practice Guidelines.*
  Document located on Alberta Education website at:
  https://education.alberta.ca/media/1089182/principal-quality-practice-guideline-english-12feb09.pdf
- Alberta Education (2016). *Draft Principal Leadership Quality Standard*.
  Document will be distributed in class and accessible through Moodle.

  IT IS RECOMMENDED THAT YOU GET AS MUCH OF THE ASSIGNED FULLAN & QUINN TEXT READ AS POSSIBLE PRIOR TO THE START OF CLASS. A MINIMUM OF CHAPTERS 1-3 NEED TO BE READ FOR FIRST WEEK OF CLASS.

Course Description

This course introduces students to the concept of educational leadership and the change process. Students will examine educational leadership models, the change process, administration theory, and the role of vision in leadership.

Learner Outcomes

A. Promote effective leadership practices. Learners will:
- Explore the continuum of leadership models over time
- Examine contemporary leadership perspectives and evaluate effectiveness relative to school improvement
- Synthesize contemporary leadership perspectives studied to determine core elements of effective leadership practices
- Demonstrate an understanding of the leadership standards in Alberta and how they correlate with elements of contemporary leadership perspectives.
- Articulate leadership beliefs and values grounded in personal experience and furthered by scholarly inquiry, reflection, and dialogue.

B. Promote and facilitate effective change processes. Learners will:
- Explore perspectives on change theory and relationship to school improvement processes
- Apply elements of a change theory to a change mandate in the provincial and local context
- Demonstrate an understanding of the relationship between leadership perspectives and change theory

C. Build scholarship capabilities. Learners will:
- Demonstrate capacity for scholarly writing using appropriate format, language, and structure
- Enhance skills of communication and discussion specific to leadership practice
- Develop research skills including use of library electronic articles
- Become knowledgeable about the features of the Leadership program and the nature of each course, including the staging and the purposes of internships

Students with Disabilities 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.

Evaluation

Assignments	Value	Due
Assignment #1 Leadership Beliefs and Values Statement (a)	5%	July 12
Leadership Beliefs and Values Statement (b)	10%	July 25
Assignment #2 Contemporary Leadership Perspectives Presentation	10%	July 13 Scheduled in class – partners. One page summary to be submitted for the group.

Assignment #3 Personal reflection Draft Principal Leadership Quality Standard.	15%	July 17
Assignment #4 Group Presentation	15%	July 20 Scheduled in class – groups of 3-4.
Assignment #5 Joint Research paper (5630 & 5631)	35%	July 28
Dialogue and critique	10%	Participation and contribution in class discussions, group seminars and Challenge Day (July 19th)

Assignments, Criteria, and Rubrics

Assignment #1 a   (5%)

The purpose of this assignment is to reflect on what your current beliefs and values are regarding educational leadership. There is not a right answer. Draw from your experience as an educator as well as other life experiences where you have encountered effective leadership practices. Describe your beliefs and values regarding effective educational leadership. (350-500 words)

- What is leadership? What belief underlies this definition?
- What do effective educational leaders do?
- What personal attributes do you value in a leader? Why?

Rubric will be posted on Moodle and distributed at the beginning of the course.

Assignment #1 b (10%)

The purpose of this assignment is to build on your first statement based on what you have learned over the first few weeks of the course. Describe your beliefs and values regarding effective educational leadership. (500-750 words)

- What is leadership? What belief underlies this definition?
- What should be the primary focus of an effective educational leader? What do effective educational leaders do? Support with 2 references from educational leadership research.
- What personal attributes are valued in a leader? Why? Support with 2 references from educational leadership research.

Rubric will be posted on Moodle and distributed at the beginning of the course.

Assignments #2 (10%)

Partner presentation. Students will select from articles provided by the instructor that focus on a particular leadership theory or perspective. A one page summary will be prepared for the class and partners will give a 10-15 minute presentation. The summary and presentation will include:
- Key elements of the theory or perspective.
- Any links to leadership theories that were presented on first day of the class by instructor.
- How the theory or perspective links leadership to school improvement or improved student learning.

Rubric will be posted on Moodle and distributed at the beginning of the course.

Assignments #3 (15%)

Reflection paper (500-750 words). Student will reflect on their personal capacity in one of the Competencies contained in the *Draft Principal Leadership Quality Standard.*
- Identify the Competency.
- Using the Descriptors as a guide, what are your areas of strength in this Competency?
- What areas would you like to grow in?
- Outline one or two strategies you can implement in your context that will provide for growth?
- Identify and briefly describe educational leadership theory that can be used to inform this Competency.

Rubric will be posted on Moodle and distributed at the beginning of the course.

Assignments #4 (15%)

Presentation using whatever format the group feels is appropriate. Groups of 3-4 students.
- Correlate competencies in the School Leader Standard to any of the leadership theories we have studied.
    - What Competencies are supported as best practice in leadership by leadership theory?
    - How are they supported?

OR
- Apply change theory to a provincial or school context.
    - Describe a provincial or school change that is in the process of being implemented.
    - Apply any one of the change models discussed in class to the change.
    - According to the model, what steps should be taken to implement the change?

Groups will submit a 1-2 page summary of the presentation. Each student will submit 1 paragraph summary of how the assignment informed their own leadership perspective.
Rubric will be posted on Moodle and distributed at the beginning of the course.

Assignment #5: Research Paper (35%)   (2000 words – excluding references)
(one paper to be submitted as the final assignment for both Educ. 5630 and Educ. 5631).

Over the course of the summer you have been exposed to numerous ideas and theories about leadership, culture, and the change process.

What have you learned about the relationship between the interplay of leadership principles, school culture, and the change process that will be important to you when you think about improving student learning as you enter a leadership role (formal or teacher leader) in your school?

In other words, what are the big ideas, and not all the ideas, in this interplay that you think are most important for your professional context and why? Make an academic argument and defend your position with appropriate references in APA format.

It may help you to consider this task in the context of an idea that you might want to develop in your first internship or in the context of some innovation related to a specific element of C&I, or assessment, or inclusion, or another idea/innovation that you feel strongly would be worth introducing to your colleagues. Please discuss your choice with us.

Criteria	Exemplary 33-35% (A+, A)	Proficient 28-32% (A-, B+, B)	Unsatisfactory 27% or less (B-)
Appropriate components and argument	The paper clearly establishes a credible synthesis of leadership principles, school culture, and the change process with appropriate links to student learning and with appropriate cites from the literature.	The paper partially establishes arguments linking the leadership principles, the culture components, and change theory, and student learning. Includes some appropriate cites from the literature.	The paper fails to establish arguments linking the leadership principles to culture components, change theory and student learning. Citations are either lacking or irrelevant.
APA	Writing standards are consistent with APA (6th edition).	Writing standards are partially consistent with APA (6th edition).	Writing standards (APA 6th edition) are largely ignored.

Dialogue and critique   10%

This element of the course relates to the thoughtful discernment and meaningful engagement in discussions and coursework – I will be listening for the connections you make between the theory and practice as well as the authors you reference. As well, part of participation in this course includes active engagement in the Challenge Day scheduled for all day July 19th.

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/About the ATA/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

Privacy Concerns and FOIP

Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.

Academic Honesty

Please be aware that all material and ideas included in class presentations and assignments must be properly acknowledged to give credit to the originator. This includes all resources whether consulted and/or quoted or copied from print resources, Internet, media, or personal consultations. Assistance with documentation is available through the University library. If violations are suspected, students may be required to submit an electronic version of their work.

Grading Schedule

Based on the recorded grade for each of the assignments in Education 5631, the following constitutes the final grade:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
100% 97%	96% 93%	92% 90%	89% 87%	86% 83%	82% 80%	79% 77%	76% 73%	72% 70%	69% 67%	66% 63%	62% and Less

Note: Any course with a grade of less than B- cannot be considered for credit in a Faculty of Education master's level program.

Tentative Schedule

Date	Topic	Who's on?	Details	What's due?
July 10	• Program & Course Outline • The leadership continuum	C Gilmore	• Read - Fullen & Quinn *Coherence* Chapters 1 & 2 – "Focusing Direction"	Group selection Partner and article selection
11	Leadership Standards in Alberta	C Gilmore Class Discussion	• Draft Principal Leadership Quality Standard • Read - Fullen & Quinn *Coherence* Chapter 3 – "Cultivating Collaborative Cultures"	
12	Instructional Leadership	C Gilmore Class Discussion	• Read - Fullen & Quinn *Coherence* Chapter 4 – "Deepening Learning" • Hattie & Marzano: High Yield Instructional Strategies	Leadership Statement (Assignment 1a)
13	Contemporary leadership perspectives	Presentations (students) & C Gilmore	• Articles assigned for Monday - Change Models	Contemporary Leadership Perspectives Presentations (Assignment #2)
14	AM Only Library/ Research presentation		Following librarian in AM, time with Dr. Dr. Hamm and Dr. Gilmore as determined.	
17	Change Theory	C Gilmore	• Change Models readings assigned last week • Fullen & Quinn *Coherence* Chapter 5 – "Securing Accountability"	School Leader Standard Reflection (Assignment #3)
18		Collaborative group work	• Time to work on Assignment #4 Gilmore available	
19	Challenge Day: Group Challenge structured for all students in MEd programs (come all day)			
20	Change, Leadership & School Improvement	Group Presentations & C Gilmore	Group Presentations – Application of Theory Writing an Academic Paper	(Assignment #4) Application of Theory Presentations (Assignment #4)
21	Change, Leadership & School Improvement	Librarian Group Presentations C. Gilmore	Following Librarian, finish group presentations Writing an Academic Paper Part 2	
24	Reflection on Leadership Theory and personal beliefs/values	C Gilmore	• Concept Maps Discussion • Time for Assignment 1(b) – Leadership Beliefs and Values • Read - Fullen & Quinn *Coherence* Chapter 6	

Date	Topic	Who's on?	Details	What's due?
25	Change Theory: Prototypes	C Gilmore	• Simon Breakspear and Prototypes • Articles as assigned • Time to work on final papers	Leadership Statement (Assignment 1b)
26	Final Papers	Independent work time	• Time to work on final papers • Dr. Gilmore available for assistance	
27	Peer editing	Editing partners	• Editing partners assigned Dr. Gilmore available for any final editing inquiries	
28	Individual interviews booked			Research Paper Due (Assignment #5)

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