EDUCATION 5630
Educational Leadership and the Change Process
Summer Session II, 2019
Dates: July 8-26, 2019
Time: 1:00 to 3:50   Room: **TH341**

University of Lethbridge
Faculty of Education

Instructor:	Dr. Cheryl Gilmore	**Secretary:**	Margaret Beintema
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Course Description

An interpretation of the change process, leadership models, administration theory and the role of vision in leadership.

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

Alberta Education. (2018). *Leadership Quality Standard.* Edmonton: Alberta Government: Document located on Alberta Education website at: https://education.alberta.ca/media/3739621/standardsdoc-lqs-_fa-web-2018-01-17.pdf

There will also be a selection of academic articles that will be accessible electronically.

Instructor's Note: It is recommended that you get as much of the assigned Fullan & Quinn text read as possible prior to the start of the class. A minimum of chapters 1-3 need to be read for the first week of class.

Course Goals

This course introduces students to the concept of educational leadership and the change process. An examination of leadership theory and change models will inform understanding of the provincial *Leader Quality Standard* and how leadership practices influence teaching and learning in schools.

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 quality standard in Alberta and how the competencies within the standard 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 10
Leadership Beliefs and Values Statement (b)	5%	July 23

Assignment #2 Contemporary Leadership Perspectives Presentation	15%	July 11 Scheduled in class – partners. One page summary to be submitted for the group.

Assignment #3
    Personal reflection - Leadership
    Quality Standard.
	15%	July 16

Assignment #4 Group Presentation	15%	July 18 Scheduled in class – groups of 3-4.
Assignment #5 Joint Research paper (5630 & 5631)	35%	July 26
Dialogue and critique	10%	Participation and contribution in class discussions, group seminars

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th edition. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable.

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

Assignment #1 b (5%)

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. Choose two statements that you made in your first paper and for **each** statement: Describe your beliefs and values regarding effective educational leadership. (350-500 words)

- Explain how what you have learned so far in the course reinforces and enhances the statement (support with at least one reference from educational leadership research).
  OR
- Explain how what you have learned so far has changed your perspective regarding the statement (support with at least one reference from educational leadership research).
- Cite the references using APA format

Rubric will be posted on Moodle

Assignments #2 (15%)

Partner presentation. Students will select from articles provided by the instructor that focus on a particular leadership theory or perspective. The articles will be selected by the instructor to support reflection on the Alberta *Leadership Quality Standard*. 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 the *Leadership Quality Standard*
  Rubric will be posted on Moodle

Assignments #3 (15%)

Reflection paper (500-750 words). Student will reflect on their personal capacity in one of the Competencies contained in the *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.

Assignments #4 (15%)

Presentation using whatever format the group feels is appropriate. Groups of 3-4 students.
- Correlate competencies in the *Leadership Quality Standard* to any of the leadership theories we have studied.
  - What Competencies are supported as best practice according to 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

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.

Rubric will be posted on Moodle.

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.

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. 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. Unless you have the person's specific permission, please do not mention

identifying information about the person's story (e.g., no names, no District or school) and keep the disclosure broad rather than specific.

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. The Grade Point that correlates with each letter grade is identified below the letter grade. :

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
4.00	4.00	3.70	3.30	3.00	2.70	2.30	2.00	1.70	1.30	1.00	0.00
100%	96%	92%	89%	86%	82%	79%	76%	72%	69%	66%	<63%
97%	93%	90%	87%	83%	80%	77%	73%	70%	67%	63%	

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 8	• Program & Course Outline • The leadership continuum	C Gilmore	• Read - Fullen & Quinn *Coherence* Chapters 1 & 2 – "Focusing Direction" – Visionary Leadership	Group selection Partner and article selection for assignment 2
9	Leadership Quality Standard in Alberta	C Gilmore Class Discussion	• Leadership Quality Standard • Read - Fullen & Quinn *Coherence* Chapter 3 – "Cultivating Collaborative Cultures" -Fostering Effective Relationships	
10	Instructional Leadership	C Gilmore Class Discussion	• Read - Fullen & Quinn *Coherence* Chapter 4 – "Deepening Learning" • Hattie & Marzano: High Yield Instructional Strategies -Instructional Leadership	Leadership Statement (Assignment 1a)

Date	Topic	Who's on?	Details	What's due?
11	Contemporary leadership perspectives	Presentation (students) & C Gilmore	• Concept maps • Articles assigned for Monday - Change Models	Contemporary Leadership Perspectives Presentations (Assignment #2)
12	No Class in PM Librarian (Paula Cardoza) from 9:00 – 10:30		Following librarian in AM, time with Dr. Dr. Mombourquette and Dr. Gilmore as determined.	
15	Change Theory	C Gilmore	• Change Models readings assigned last week • Fullen & Quinn *Coherence* Chapter 5 – "Securing Accountability"	
16	Change, Leadership and School Improvement	C. Gilmore & Group Work	• Change Models (con't) • Time to work on Assignment #4	School Leader Standard Reflection (Assignment #3)
17	Developing Leadership Capacity	Gilmore & Group Work	• Capacity building with staff • Time to work on Assignment #4	
18	Change, Leadership & School Improvement	Group Presentation & C. Gilmore	Group Presentations – Application of Theory Writing an Academic Paper	(Assignment #4) Application of Theory Presentations (Assignment #4)
19	No Class in PM Librarian (Paula Cardoza_ from 9:00 – 10:30 Change, Leadership & School Improvement		Following Librarian, finish group presentations	
22	Reflection on Leadership Theory and personal beliefs/values	C Gilmore	• Writing an Academic Paper • Concept Maps Discussion • Reflection/ Discussion for Assignment 1(b) – Leadership Beliefs and Values	
23	Change Theory: Prototypes BBQ Lunch	C Gilmore	• Simon Breakspear and Prototypes o Articles as assigned • Read - Fullen & Quinn *Coherence* Chapter 6 • Time to work on final papers	Leadership Statement (Assignment 1b)
24	Final Papers	Independent work time	• Time to work on final papers • Dr. Gilmore available for assistance	
25	Peer editing	Editing partners	• Editing partners assigned Dr. Gilmore available for any final editing inquiries	
26	Individual interviews booked			Research Paper Due (Assignment #5)

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