

# EDUCATION 5631

## School Culture and the Instructional Program

Summer Session II, 2013

Dates: July 3-23, 2013

Time: 9:00 to 12:00 Room: TH 341

**Instructor:** Dr. Carmen Mombourquette  
**Office:** TH324 (By appointment)  
**Telephone:** 403-329-2018  
**E-mail:** carmen.mombourquette@uleth.ca

**Secretary:** Margaret Beintema  
**Office:** TH 321  
**Telephone:** 403-329-2732

### Course Materials

Deal, T. E., & Peterson, K. D. (2009). *Shaping school culture* (2nd ed.). San Francisco, CA: Jossey-Bass.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association

**Instructor's Note:** Please read as much of the two required books as your time allows prior to the class. It is my belief that the books may help you to get situated in your program quickly, particularly in this course.

Very important to buy a copy of the APA manual referenced above – make sure it is the 6<sup>th</sup> edition, second printing. You will be using the manual throughout the course of your program – best to start using it right away and be an APA master by the time you write your Capstone.

### Course Goals

This course will examine the leader's role in facilitating a positive school culture and **in positioning teaching and learning as the focal point of schools**. Gaps in present cultural practice will be identified and analyzed and strategies developed to enrich school culture.

## Learner Outcomes

- A. Promote positive school culture. Learners will:
- Explore several conceptions of school culture and climate
  - Examine ways to determine school culture using multiple methods
  - Use strategies to promote a positive school culture
  - Understand the contours and implications of a learning community
  - Understand conflict and micro-politics, and how they affect or support a positive culture
- B. Provide effective instructional program. Learners will:
- Understand how principles of effective instruction may be used to improve instructional practices and curricular materials
  - Explore the principles of the leader's role in helping staff to design, implement, and evaluate curriculum
  - Understand how technology and information systems can enrich instruction and curriculum
  - Use plans to provide staff the assistance needed for improvement
- C. Apply best practice to student learning. Learners will:
- Understand how to lead staff in identifying and discussing strategies for improving student learning
  - Understand how to use appropriate research and inquiry to support learning with an emphasis on Inclusion and its implications for leadership and impact on school culture
- D. Comprehensive Growth Plans. Learners will:
- Understand how to plan appropriate professional development programs directed towards improved student learning
  - Probe the implications of adult learning theory and a learning culture in the context of school-wide and individual professional development plans

## Evaluation

Assignments	Value	Due
Professional Platform Statement	5%	July 5
Assignment #1 Assessment of your school's culture	10%	July 12
Assignment #2 Partner class presentation	20%	As they are scheduled. Please partner up immediately. One page summary to be submitted by each member of the group. I will read for APA compliance only. Content will be assessed from class presentation.
Assignment #3 Group Presentation	20%	Scheduled in class – 5 groups. Two page summary to be submitted by each member of the group. I will read for APA compliance only. Content will be assessed from class presentation.
Assignment #4 Joint Research paper (5630 & 5631)	35%	July 26
Dialogue and critique	10%	Participation and contribution in class discussions and in group seminars

## Assignments, Criteria and Rubrics

### *Professional Platform Statement*

**(350 words double spaced)**

**5%**

**Describe your understanding of the importance of school culture.** What is it? How can a school culture affect student learning? How do leaders influence the culture? Can the culture of a school be changed? If so, what are the key steps in changing a school's culture?

### *Assignment #1: My School's Culture*

**(750-1000 words)**

**10%**

**Assessment of your school's culture.** Using Hoy and Miskel's definitions, provide an overview of the culture and climate at your school during the past year. Use examples and cite artefacts to support your views. Maintain anonymity, please.

Criteria	Exemplary 9-10% (A+, A)	Proficient 7-8% (A-, B+, B, B-)	Unsatisfactory 6% or less
Relevance	The observations and discussion directly link to culture theory in a meaningful way.	The observations and discussion loosely relate to culture theory.	The observations and discussion are unrelated to culture theory.
Understanding	The student captures the essence of what is valued and supported, and missing in the school culture.	The student cites practices that are important and unimportant in the school and somewhat related to culture.	The student fails to reveal the components of culture (present or absent) in the school.
Examples	Examples are clear, real, and supportive.	Examples are few and/or partially relevant to the school culture discussion.	Examples are lacking or unrelated.
Summary	The summary contains a coherent critique or judgment regarding the school's teaching and learning culture. APA format followed in paper and reference section without mistakes.	The summary contains a statement regarding the school's teaching and learning culture. APA format followed in paper and reference section with a few mistakes.	The summary is either missing or unrelated to school's teaching and learning culture. APA format followed in paper and reference section not really followed

**Assignment #2: Partner/Single Presentation****(30 minutes – that is it – no longer!!!) 20%**

**Class Partner/Single presentation.** Analyze and critique the instruction program at your school(s) from the perspective of your article or chapter. To do this you will first need to provide a summary of the research articles/chapters assigned and then make statements that connect the readings to the real life world at your school(s). Answer - To what extent are the following matters respected, privileged, and collaboratively centered in staff dialogue: teaching strategies; supervision practice; meeting the diverse needs of learners; and the use of technology and information systems to support curriculum and instruction; others? What factors negatively affect the views, conversations, and importance of these issues in your school? Please make every attempt to share the preparation workload and presentation time equally. I encourage you to engage your audience of listeners and learners and create an atmosphere for further discussion on key ideas in your presentation. Have fun.

You will do an in-class presentation and also present a mini-paper to me. APA style is required for paper presented – not necessarily for the in-class presentation. Mini-paper (one title page, one page of text, one page of references – two from journal article and one from a book)

<b>Criteria</b>	<b>Exemplary 19-20% (A+, A)</b>	<b>Proficient 16-18% (A-, B+, B, B-)</b>	<b>Unsatisfactory 15% or less</b>
Relevance Understanding	The presentation accurately positions the discussion around a supported understanding of the practice.	The presentation loosely positions the discussion around an understanding of the practice.	The presentation fails to position the discussion around an understanding of the practice.
Links between theory and practice	Clear links are made to existing practice in the school and gaps that might be addressed, and strategies for doing so.	References are made to existing practice in the school and gaps that might be addressed, -- strategies for doing so are vague and/or missing.	References made to existing practice in the school and gaps are irrelevant and/or, strategies for addressing shortcomings are misplaced and/or missing.
Clarity of presentation	The critique includes a balanced view of perceptions and behaviours.  The pace, clarity, and communication supports make for a lucid, engaging presentation	The critique refers to diversity of perceptions and behaviours.  The pace, clarity, and communication supports moderately enhance the presentation.	The critique is shallow and/or misses the mark.  The presentation fails to engage the audience.
APA	APA format followed in paper and reference section without mistakes	APA format followed in paper and reference section with a few mistakes	APA format followed in paper and reference section not really followed.

**In groups of four design a 30-40 (Max – no longer!!!) minute small group presentation** on one of the following topics:

- a) Micropolitics (this refers to what we call the ‘politics of the school’) and teacher collaboration;
- b) Inclusion and its implications for leadership and impact on school culture;
- c) technology and student learning;
- d) using data to improve teaching and learning; or
- e) adult learning theory and a learning culture.

We will get these groups sorted out immediately so you can begin researching and conceptualizing the assignment. In essence, we want to come to an understanding of what these topics have to do with school culture – how they impact it (both positively and negatively) and what can be done about them.

You will do an in-class presentation and also present a mini-paper to me. APA style is required for mini-paper (one title page, two page max for content, one page for references – two from journal and one from book) – not necessarily for the in-class presentation.

<b>Criteria</b>	<b>Exemplary 19-20% (A+, A)</b>	<b>Proficient 16-18% (A-, B+, B, B-)</b>	<b>Unsatisfactory 15% or less</b>
Research	The presentation cites credible research to support strategies that build a learning focused school culture.	The presentation cites limited research to support strategies that build a school culture.	The presentation lacks sufficient support from credible references.
Strategies	Strategies are offered as tangible ways for leaders to apply at the school level.	Strategies have limited application for leaders at the school level.	The strategies fail to connect to the leadership challenges at the school level.
Clarity of presentation	The pace, clarity, and communication supports make for a lucid, engaging presentation.	The pace, clarity, and communication supports moderately enhance the presentation.	The presentation fails to engage the audience.
APA	APA format followed in paper and reference section without mistakes.	APA format followed in paper and reference section with a few mistakes.	APA format followed in paper and reference section not really followed

**Assignment #4: Research Paper (2000 words – excluding references) 35%**  
 (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.

<b>Criteria</b>	<b>Exemplary 33-35% (A+, A)</b>	<b>Proficient 28-32% (A-, B+, B, B-)</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 (6 <sup>th</sup> edition).	Writing standards are partially consistent with APA (6 <sup>th</sup> edition).	Writing standards (APA 6 <sup>th</sup> 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.

**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.

**Plagiarism Warning**

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%	96%	92%	89%	86%	82%	79%	76%	72%	69%	66%	62%
97%	93%	90%	87%	83%	80%	77%	73%	70%	67%	63%	and Less

Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies and Research in Education graduate program.

## Tentative Schedule

Date	Topic	Who's on?	Readings	What's due?
<b>July 3</b>	<ul style="list-style-type: none"> <li>Program &amp; Course Outline</li> <li>Presentation Schedule</li> <li>Professional Platform</li> <li>Statement</li> <li>Judy Vogt/ Rumi Graham at 10:30 am</li> </ul>	CM	Hoy and Miskel Deal and Peterson – Shaping School Culture “Introduction”, “Schools as Tribes”	Group selection Partner and article selection
<b>4</b>	<ul style="list-style-type: none"> <li>School culture and climate</li> </ul>	CM	Deal and Peterson Chapters 2 & 3 Deal and Peterson Chapters 4 & 5 <a href="http://www.youtube.com/watch?v=3pD1DFTNQf4">http://www.youtube.com/watch?v=3pD1DFTNQf4</a>	
<b>5</b>	<ul style="list-style-type: none"> <li>Capstone and Library</li> </ul>		In the AM we will watch a couple of Capstones being presented. In the PM we will have a visit from Librarians to talk research and Endnote.	Professional platform statement
<b>8</b>		Presentation (1-3)	Deal and Peterson Chap 6, 7, 8 1 Barth (article) 2 Fullan Chap 2	
<b>9</b>		Presentations (4-5)	Deal and Peterson 3 Fullan Chap 3 4 Fullan Chap 4	
<b>10</b>		Presentations (6-7)	Deal and Peterson 5 MacKinnon & Pynch-Worthylake 6 Achinstein	

Date	Topic	Who's on?	Readings	What's due?
11		Presentations (8-9)	Deal and Peterson 7 Fullan Chap 4 8 Seashore Louis & Wahlstrom 9 Knapp et al	
12	AM Only Judy Vogt / Rumi Graham			School Culture Assessment
15	Micropolitics and teacher collaboration.	Group Presentation 1		
16	Inclusion and its implications for leadership and impact on school culture	Group Presentation 2		
17	Technology and student learning. Capstone observations	Group Presentation 3		
18	Using data to improve teaching and learning. Adult learning theory and a learning culture.	Group Presentation 4  Group Presentation 5		
19	AM Only Judy Vogt/Rumi Graham  Specialization – Key Points: Program Structure Culminating Activities Internship Capstone			
22	Course wrap up			
23	Individual interviews booked			
26				Research Paper Due

## References

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