Course Goals

The aim of this leadership core course is to introduce the constructs and processes of understanding and creating case studies within a school leadership context. The role of leadership related to culture, school improvement, management, and professional community is explored in the case study environment. Various approaches to solving school problems will be considered with an emphasis on integrating theory and practice in the application of leadership in the school and/or district context. Students will engage in critiquing solutions and in designing their own case study in accordance with publication standards.

Outcomes

A. Understanding the Elements of the Case Study

Students will:
1. Examine the underlying issues at play in a school leadership case study.
2. Identify and understand leadership problems in a case.
3. Analyze a case from various perspectives.
4. Present an analysis to the peer group for critique.

B. Analyzing and Evaluating an In-depth Case

Students will:
1. Identify and understand the leadership intricacies of an in-depth case.
2. Pose solutions to the emerging problems in a case.
3. Prepare a school leadership case analysis based on leadership concepts—capacity creation, system and school goals, and accountability.
C. Creating a School Leadership Case

Students will:
1. Develop an understanding of concepts within the framework of a case study—(structure, process, values, and norms to guide leadership practice).
2. Understand the concept of a “dilemma” in school setting.
3. Prepare and submit a case focused on a school’s dilemma worthy of publication in the Journal of Cases in Educational Leadership.

Course Schedule

(content and learner activities)

<table>
<thead>
<tr>
<th>Module</th>
<th>Learner Outcomes</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>A1 &amp; 2</td>
<td>Elements and purposes of a case study.</td>
<td>What are case studies?</td>
</tr>
<tr>
<td>A3 &amp; 4</td>
<td>Analyze and present a mini case study</td>
<td>Mini cases: Select three from 16, 46, 55, 67, 81, 91</td>
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<tr>
<td>B 1, 2, 3</td>
<td>Identify issues and pose solutions for an in-depth case study. Peer review</td>
<td>Dave Dryden Challenge Case Grade Three Transfer Case Hokus Pokus Secondary Case</td>
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<tr>
<td>C 2</td>
<td>Understand double-loop theory</td>
<td>Carol Cardno (background reading only)</td>
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<tr>
<td>C 3</td>
<td>Prepare and submit a case for potential publication in the Journal of Cases in Educational Leadership</td>
<td>Writing a Case Study</td>
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Assignments and Grade Weightings

<table>
<thead>
<tr>
<th>Submission</th>
<th>Due date</th>
<th>Marks (%)</th>
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<tbody>
<tr>
<td>1. Mini case analyses (3)</td>
<td>May 12</td>
<td>15</td>
</tr>
<tr>
<td>2. Analysis: case study #1</td>
<td>May 19</td>
<td>15</td>
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<td>3. Peer Response Case #1</td>
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<tr>
<td>4. Analysis: case study #2</td>
<td>May 26</td>
<td>15</td>
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<tr>
<td>5. Peer Response Case #2</td>
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<tr>
<td>6. Analysis: case study #3</td>
<td>June 02</td>
<td>15</td>
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<td>7. Peer Response Case #3</td>
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<td>10</td>
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<tr>
<td>8. Student case study (dilemma)</td>
<td>June 16</td>
<td>30</td>
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Assignment Details

Assignment 1  Mini Case Study  (15 marks)
Select three mini cases for analysis. Your summary and analysis for each case will identify the leadership issues and offer a strategic plan to resolve the issues. Select three from 16, 46, 55, 67, 81, and 91. Each case submission is to be no more than 250 words.

Due date: May 12, 2012

Assignment # 2  Case Analysis  (15 marks)
The Ralph Klein Citizens’ Society at Dave Dryden High School

Due date: May 19, 2012

Assignment # 3  Case Analysis:  (15 marks)
Grade 3 Transfer Case: Getting Back to Basics

Due date: May 26, 2012

Assignment # 4  Case Analysis:  (15 marks)
Hokus Pokus Secondary School

Due date: June 2, 2012

Assignment # 5  Write your own case  (30 marks)

Due date: June 16, 2012

Assignment # 6  Case critiques  (10 marks)
Grading Schedule

Based on the recorded grade for each of the assignments in Education 5634, the following constitutes the final grade:

<table>
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<tr>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
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<tr>
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| 97% | 93% | 90% | 87% | 83% | 80% | 77% | 73% | 70% | 67% | 63% | 62%

References


