

EDUCATION 5630

Educational Leadership and the Change Process

Summer Session II, 2016

Dates: July 4-22, 2016

Time: 1:00 to 3:50 Room: TH335

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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 School Leader Standard*.
Document located at:
http://c.ymcdn.com/sites/www.albertaschoolcouncils.ca/resource/resmgr/PDFs/2016/School_Leader_Standard_draft.pdf

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

Evaluation

Assignments	Value	Due
Assignment #1 Leadership Beliefs and Values Statement (a)	5%	July 6
Leadership Beliefs and Values Statement (b)	10%	July 19
Assignment #2 Contemporary Leadership Perspectives Presentation	10%	July 6-7 Scheduled in class – partners. One page summary to be submitted for the group.
Assignment #3 Personal reflection Draft School Leader Standard	10%	July 11
Assignment #4	20%	July 14 – 15

Group Presentation Correlate Draft School Leader Standard to leadership perspectives or apply change theory to provincial or school context		Scheduled in class – groups of 3. Two page summary to be submitted by each member of the group.
Assignment #5 Joint Research paper (5630 & 5631)	35%	July 22
Dialogue and critique	10%	Participation and contribution in class discussions and in group seminars

Assignments, Criteria, and Rubrics

Assignments #1 – 4

Description and rubrics will be distributed at the beginning of the course

Assignment #5: 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.

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	The paper partially establishes arguments linking the leadership principles, the culture components, and change theory, and student	The paper fails to establish arguments linking the leadership principles to culture components, change theory and student

	links to student learning and with appropriate cites from the literature.	learning. Includes some appropriate cites from the literature.	learning. Citations are either lacking or irrelevant.
APA	Writing standards are consistent with APA (6 th edition).	Writing standards are partially consistent with APA (6 th edition).	Writing standards (APA 6 th 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 Master of Education program.

Tentative Schedule

Date	Topic	Who's on?	Readings	What's due?
July 4	<ul style="list-style-type: none"> • Program & Course Outline • The leadership continuum 	C Gilmore	<ul style="list-style-type: none"> • Fullen & Quinn <i>Coherence</i> Chapters 1 & 2 – “Focusing Direction” 	Group selection Partner and article selection
5	<ul style="list-style-type: none"> • Leadership Standards in Alberta 	C Gilmore	<ul style="list-style-type: none"> • Professional Practice Competencies for School Leaders Links to Alberta Education documents: Principal Quality Practice Guidelines https://education.alberta.ca/media/1089182/principal-quality-practice-guideline-english-12feb09.pdf • Draft School Leader Standard http://c.ymcdn.com/sites/www.albertaschoolcouncils.ca/resource/resmgr/PDFs/2016/School_Leader_Standard_draft.pdf • Fullen & Quinn <i>Coherence</i> Chapter 3 – “Cultivating Collaborative Cultures” 	
6	Lunch BBQ Contemporary leadership perspectives	Presentations (students) & C Gilmore	<ul style="list-style-type: none"> • Fullen & Quinn <i>Coherence</i> Chapter 4 – “Deepening Learning” • Hattie & Marzano: High Yield Instructional Strategies Articles as assigned	Leadership Statement (Assignment 1a)
7	Contemporary leadership perspectives & Change Theory	Presentations (students) & C Gilmore	<ul style="list-style-type: none"> • Change Models • Online readings as assigned • Concept Maps 	Contemporary Leadership Perspectives Presentations (Assignment #2)
8	AM ONLY	Librarian in	Following librarian, 45 minutes with Dr. Mombourquette, and 45 minutes with Dr. Gilmore – Concept Maps	
11	Change Theory	C Gilmore	<ul style="list-style-type: none"> • Change Models (con't) • Fullen & Quinn <i>Coherence</i> Chapter 5 – “Securing Accountability” Online readings as assigned	School Leader Standard Reflection (Assignment #3)
12	Change Theory	Collaborative group work		
13	Challenge Day: Accountability Framework for Schools with other MEd programs (come all day)			

Date	Topic	Who's on?	Readings	What's due?
14	Change, Leadership & School Improvement	Group Presentation 1, 2 & 3 & C Gilmore	Online readings as assigned Writing an Academic Paper	Application of Theory Presentations (Assignment #4)
15	AM ONLY	Librarian In Group Presentation 4	Following Librarian, 45 min with Mombourquette and 45 minutes with Gilmore Change Theory and Leadership application scenarios	Application of Theory Presentations (Assignment #4)
18	Reflection on Leadership Theory and personal beliefs/values	C Gilmore	<ul style="list-style-type: none"> • Concept Maps Discussion • Time for Assignment 1(b) – Leadership Beliefs and Values • Fullen & Quinn <i>Coherence</i> Chapter 6 	
19	Change Theory: Prototypes	C Gilmore	<ul style="list-style-type: none"> • Simon Breakspear and Prototypes • Articles as assigned • Time to work on final papers 	Leadership Statement (Assignment 1b)
20	Regular Day		<ul style="list-style-type: none"> • Time to work on final papers • Dr. Gilmore available for assistance 	
21	Peer editing in pm.		Dr. Gilmore available for any final editing inquiries	
22	Individual interviews booked			Research Paper Due (Assignment #5)