

EDUCATION 5631

School Culture and the Instructional Program

Summer Session II, 2019

Dates: July 8 - 26, 2019

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

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Territorial Land Recognition

We acknowledge that we live and learn on the ancestral lands of the Blackfoot people of the Canadian plains and pay respect to their cultural heritage, beliefs, and relationship to the land.

This area is also home to the Métis Nation of Alberta, Region 3.

We acknowledge the many Indigenous people whose ancestors have walked this land since time immemorial and move forward in the spirit of reconciliation with all people.

Course Description

An examination of the leader's role in facilitating a positive school culture and in positioning teaching and learning as the focal point of the school.

Course Materials

- Gruenert, S., & Whitaker, T. (2015). *School culture rewired: How to define, assess, and transform it*. Alexandria, VA: ASCD.
- Deal, T. E., & Peterson, K. D. (2016). *Shaping school culture* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Bedard, G., & Mombourquette, C. (2016). *Enacting Alberta school leaders' professional practice competencies: A toolkit*. Victoria, BC: FriesenPress.
- 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 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.

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

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 Technology, Inclusion, First Nations, Metis, and Inuit knowledge, 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%	Monday, July 8
Assignment #1 Assessment of your school's culture	10%	Monday, July 15
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.

Assignments	Value	Due
Assignment #3 Group Presentation	20%	Scheduled in class – 6-8 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%	Friday, 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...due July 8) 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...due July 15) 10%

Assessment of your school's culture. Using Hoy and Miskel's (2001) and/or Gruenert and Whitaker's (2015) 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 school 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%

Big Note: We will form our partnerships by the end of the second class.

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). Paper will only be marked for APA use. Each student will hand in their own paper!!!!** Content will be assessed from class presentation.

Criteria	Exemplary 19-20% (A+, A)	Proficient 16-18% (A-, B+, B, B-)	Unsatisfactory 15% or less
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.

Big Note - We will form our groups by the end of the second class (July 10)

In groups of two/three design a 45 minute (Max – no longer!!!) 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) Residential Schools/Treaty Rights and education;
- d) using data to improve teaching and learning;
- e) adult learning theory and a learning culture;
- f) gay straight alliance establishment;
- g) using teacher professional growth plans to impact student learning; and
- h) high school re-design and implications for school 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. **Every member must hand in their own paper!!!!** 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.

Criteria	Exemplary 19-20% (A+, A)	Proficient 16-18% (A-, B+, B, B-)	Unsatisfactory 15% or less
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...due July 26) 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 theories and practices, strategies, concepts, and ideas about leadership, culture, and the change process.

In your roles as principal, vice/assistant principal, coordinator, or teacher leader in your own schools - What have you learned about the relationship between the interplay of leadership practices, school culture, and the change process that will be important to you when you think about improving student learning 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.

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 practices, 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 practices, 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 practices to culture components, change theory and student 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.

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.

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](http://www.teachers.ab.ca/About%20the%20ATA/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.

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%	63%
	97%	93%	90%	87%	83%	80%	77%	73%	70%	67%	63% and Less

Note: 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?
July 8	<ul style="list-style-type: none"> • Program & Course Outline • Presentation Schedule • Professional Platform Statement 	Carmen	Hoy and Miskel Deal and Peterson – Shaping School Culture “Introduction”, “Schools as Tribes”	Professional platform statement (5%) Group selection Partner and article selection
9	<ul style="list-style-type: none"> • School culture and climate • Muffin Morning 7:30 to 9:00AM • Watch Capstone (9:15) 	Carmen	Deal and Peterson Chapters 2 & 3 Deal and Peterson Chapters 4 & 5 http://www.youtube.com/watch?v=3pD1DFTNQf4	
10	<ul style="list-style-type: none"> • School culture and climate • Susan Pollock 9:00 to 9:10 • Librarian – Paula Cardoza 9:10 – 10:30 	Carmen	Hoy and Miskel Gruenert and Whitaker Chapters 1, 2, 3, 4, 5	
11	<ul style="list-style-type: none"> • School culture and climate 	Carmen	Deal and Peterson Donaldson APA	
12	<ul style="list-style-type: none"> • Paula Cardozo 9-10:30 • Gilmore and Mombourquette Classes only in AM, no class in PM		APA Library Endnote	
15	<ul style="list-style-type: none"> • 	Presentation (1-2)	Deal and Peterson Chap 6, 7, 8 1 Barth 2 Kardos et al. **Use Donald Vision and Relationships – Two groups non-discussable and two groups Expert, Novice, Integrated	School Culture Assessment (10%) Partner presentations begin (20%)

Date	Topic	Who's on?	Readings	What's due?
16	<ul style="list-style-type: none"> • Muffin Morning Paula Cardozo (Librarian 10:30 – Noon)	Presentations (3-4)	Deal and Peterson 3 Glickman 4 Given ** Use Timothy – Leading and Instructional Two groups	
17	Catch Up Day			
18		Presentations (5-6-7)	Deal and Peterson 5 Adams 6 Achinstein -Andrew and Dave 7 Torre Gibney et al –	
19	Paula Cardozo Librarians 9:00 to 10:30 Gilmore and Mombourquette No Class in PM			
22	Inclusion and its implications for leadership and impact on school culture LBGTQ Provincial Legislation	Group Presentations 1 and 2	Culture from cases (Bedard & Mombourquette) 1 2	Group presentations begin (20%)
23	Residential Schools and Treaty Rights Micropolititis BBQ Lunch	Group Presentations 3 and 4	Culture from cases (Bedard & Mombourquette) 3 4	Group presentations
24	Adult learning theory and a learning culture Using Teacher Professional Growth Plans to enhance learning	Group Presentations 5 and 6	Culture from cases (Bedard & Mombourquette) 5 6 Gr	Group presentations

Date	Topic	Who's on?	Readings	What's due?
25	AM One hour to wrap up both courses. Specialization – Key Points: Program Structure 10 - 11 Culminating Activities Internship Capstone 11 to Noon	PM Collaborative writing groups – peer edits		
26	Individual interviews booked			Research Paper Due (35%)

References

- Achinstein, B. (2002). Conflict amid community: The micropolitics of teacher collaboration. *Teachers College Record*, 104(3), 421-455.
- Adams, C. M., & Miskell, R. C. (2016). Teacher trust in district administration: A promising line of inquiry. *Educational Administration Quarterly*, 52(4), 675-706.
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- Barth, R. S. (2002). The culture builder. *Educational Leadership*, 59(8), 6-11.
- Donaldson, M. L. (2013). Principals' approaches to cultivating teacher effectiveness: Constraints and opportunities in hiring, assigning, evaluating, and developing teachers. *Educational Administration Quarterly*, 49(5), 838-882. doi:10.1177/0013161x13485961
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- Glickman, C. (2002). The courage to lead. *Educational Leadership*, 59(8), 41-44.
- Hoy, W. (1990). Organizational climate and culture: A conceptual analysis of the school workplace. *Journal of Educational and Psychological Consultation*, 1(2), 149-168.
- Hoy, W. & Miskel, C. (2001). *Educational Administration (Chapter 5 – Culture and Climate in Schools)*. Boston: McGraw Hill.
- Kardos, S. M., Johnson, S. M., Peske, H. G., Kauffman, D., & Liu, E. (2001). Counting on colleagues: New teachers encounter the professional cultures of their schools. *Educational Administration Quarterly*, 37(2), 250-290. doi:10.1177/00131610121969316

- Seashore Louis, K., & Wahlstrom, K. (2011). Principals as cultural leaders. *The Phi Delta Kappan*, 92(5), 52-56. doi:10.2307/27922511
- Torre Gibney, D., Preston, C., Drake, T. A., Goldring, E., & Cannata, M. (2017). Bringing student responsibility to life: Avenues to personalizing high schools for student success. *Journal of Education for Students Placed at Risk (JESPAR)*, 22(3), 129-145. doi:10.1080/10824669.2017.1337518