



EDUCATION 5632 (online)

Managing the Organization

Spring Session: April 1-June 30, 2020

Synchronous Sessions: April 4,
May 16, 30
June 24

Instructor: Dr. Carolyn Cameron

Phone:

E-mail: carolyn.cameron@uleth.ca

COURSE DESCRIPTION

The nature of leadership practice in an organizational context – the leader as manager. Understanding school system management processes and developing human resources. Assessing the larger political, social, economic, legal and cultural contexts of schools as organizations.

CONTEXT

This course is designed to expand the exploration of the nature of leadership practice in schools or school districts to include the perspective of leader as manager. School system management processes that support the development of human, physical and financial resources within the larger political, social, legal, and cultural context will be examined.

This course will focus mainly on the **Leadership Competency 8 – Managing School Operations and Resources** as identified in *The Leadership Quality Standard* (Alberta Education, 2018). A leader effectively directs operations and manages resources. Achievement of this competency is demonstrated by indicators such as:

- a. identifying and planning for areas of need;
- b. applying principles of effective teaching and learning, child development, and ethical leadership to all decisions;
- c. aligning practices, procedures, policies, decisions and resources with school and school authority visions, goals and priorities;
- d. following through on decisions made by allocating resources (human, physical, technological and financial) to provide the learning environments and supports needed to enable and/or improve learning for all students;
- e. facilitating access to appropriate technology and digital learning environments; and
- f. ensuring operations align with provincial legislation, regulations and policies, and the policies and processes of the school authority.

This course addresses management in schools and the school district from a leadership perspective. Viewing organizational components of schools and systems as an integral part of the culture of leadership and learning requires specific skills, knowledge and dispositions for enabling effective implementation and delivery of the school program. Intentional, purposeful utilization of structures and processes support and sustain the school and community vision while being responsive to policies and demands of the larger context. The school leader skillfully interprets shared values and goals in implementing the school plan connected to student learning. Critical to sustainability and progress is the development of solid foundational practices that support the management of human, physical, technical and financial resources.

LEARNER OUTCOMES

A. Leading and managing. Learners will:

- examine the nature of organizational leadership with a focus on the structure, roles and relationships in school settings,
- understand and interpret policy development to manage the organization,
- explore the relationship between leadership and management, and
- demonstrate deep knowledge and understanding Leadership Competency 8: Managing School Operations and Resources.

B. Linking outcomes and operations management. Learners will:

- analyze and reflect on the operations within a school,
- understand process skills to create consensus and to resolve conflict, while aligning resources with the school plan, and
- understand the application of the *Education Act* and other legislation in the promotion of achievement and safe and efficient use of facilities.

C. Resourcing in support of teaching and learning. Learners will:

- explore current means for school management, business procedures, and scheduling,
- understand how to deploy resources to align curriculum with student needs,
- develop plans for the sustainable distribution and access to technology, and
- examine the nature of responsive school programs that support student needs.

D. Operating within the political, legal and economic context. Learners will

- understand the impact of specific contextual factors on policy, practice and the school environment,
- examine policies, laws and regulations enacted by authorities that affect schools, and
- explore policies and activities that benefit students and their families, and that promote equitable learning opportunities for students.

E. Building scholarship, knowledge and leadership capabilities. Learners will

- enhance understanding of leadership with respect to school and organizational management through dialogue, reading, research and reflection.

RESOURCES

Alberta Education: <https://www.alberta.ca/education.aspx>

- The Education Act
- Teaching Profession Act
- Funding Manual for School Authorities
- Guide to Education: ECS to Grade 12
- Inspiring Education: A dialogue with Albertans
- Ministerial Order on Student Learning
- Leadership Quality Standard
- Superintendent Leadership Quality Standard
- Alberta Education. (2018). *About the Accountability Pillar*. Retrieved from <https://www.alberta.ca/accountability-education-system.aspx> [L]
[SEP]
- Alberta Education. (2018, October). *Accountability Pillar Results Report (AERR)*. Retrieved from <https://open.alberta.ca/publications/accountability-pillar-results-province-2018> [L]
[SEP]
- Alberta Education. (2018). *Provincial Achievement Tests*. Retrieved from <https://www.alberta.ca/provincial-achievement-tests.aspx#toc-0>

- Your School District Policy Handbook
- Your School District Three Year Education Plan
- Your School Education/Improvement/Development Plan

Required Readings:

- Aritz, J., Walker, R., Cardon, P., Li, Z., Mayfield, J., & Mayfield, Milton. (2017). Discourse of leadership: The power of questions in organizational decision making. *International Journal of Business Communication*, 54(2), 161-181.
- Bryk, A.S. (2010). Organizing Schools for Improvement. *Phi Delta Kappan*, 91(7), 23-30.
- Bush, T. (2007). Educational leadership and management: theory, policy and practice. *South African Journal of Education*, 27(3), 391-406.
- Cole, P. (2012, September). *Aligning professional learning, performance management and effective teaching* [Seminar Series Paper].
- Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, 4(3), 221-239.
- Kershner, B., & McQuillan, P. (2016). Complex adaptive schools: Educational leadership and school change. *Complicity: An International Journal of Complexity and Education*, 13(1), 4-29.

Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management*, 28(1), 27-42.

Mombourquette, C. P. & Pesta, N. (2017, Spring). Using standards of practice to drive school growth: Stories from the field competency six: Managing school operations and resources. *Canadian Association of Principals Journal*. 33-34.

Robinson, V. (2006). Putting education back into educational leadership. *Learning & Managing*, 12(1), 62-75.

Robinson, V. (2019). *Open-to-learning conversations: Background paper*. The University of Auckland: Unpublished Manuscript.

Spillane, J. P. (2009). Managing to lead: Reframing school leadership and management. *Phi Delta Kappan*, 91(3), 70-73.

Please note: Students will be required to search for additional resources to support their research, presentations and learning tasks.

TENTATIVE SCHEDULE

The following is an outline of the course topics and readings. In-class or online activities are at the discretion of the instructor and the schedule below may be adapted to meet the emerging needs and dynamics of the participants in the course.

Date	Topics	Readings and Tasks	Assignment Due Dates
<p>Week 1 Apr.2-9</p> <p>Apr. 4 Zoom Session *No Classes Apr. 10-13</p>	<p>Welcome to the Course!</p>	<p>Access:</p> <ul style="list-style-type: none"> • Alberta Education Resources • Required Readings • <p>Read:</p> <ul style="list-style-type: none"> • Alberta Education Resources <p>Write:</p> <ul style="list-style-type: none"> • Introduce yourself online providing the following: the city/town you are currently living, your current position, what are your learning expectations for this course, what can we as a class do to support your learning (post)^[1]_[SEP] • Begin initial reflection on your current professional leadership practice (do not post) – LT#2 <p>Plan:</p> <ul style="list-style-type: none"> • Form triad group (same group for both LT#2 & LT#3) and e-mail instructor names of group 	<p>Introductory post completed by April 9th (not graded)</p>

		<p>members and top 3 choices of topic to facilitate prior to April 4th.</p> <ul style="list-style-type: none"> Form small group of 4 for LT#4 and e-mail instructor names of group members and top 3 choices of topic for presentation prior to April 4th. <p>Attend: ZOOM Session 1 – Introduction to Course Sat. Apr. 4th 9:00 – 10:00 a.m. (MST)</p>	
Week 2 Apr.14-19	<u>Topic 1</u> Leading and Managing a Learning Organization	<p>Moodle Dialogue: Post one original comment in response to provocation and one reply</p> <p>Read:</p> <ul style="list-style-type: none"> Bush, T. (2007). Educational leadership and management: theory, policy and practice. Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. Spillane, J.P. (2009). Managing to lead: Reframing school leadership and management. 	LT #1: One original post by April 16 th and one reply by April 18 th
Week 3 Apr.20-26	<u>Topic 1</u> Leading and Managing a Learning Organization	<p>Triad Dialogue: A Leadership Conversation</p> <p>Read:</p> <ul style="list-style-type: none"> Kershner, B., & McQuillan, P. (2016). Complex adaptive schools: Educational leadership and school change. Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. Robinson, V. (2006). Putting education back into educational leadership. 	LT #2: Discussion recording, initial reflection & revised reflection due April 26
Week 4 Apr. 27 - May 3	Making Connections: Research, Policy & Practice	<p>Collaborate: Create group presentation plan</p> <p>Read and Review:</p> <ul style="list-style-type: none"> Policy, resources and research related to your group's topic 	LT#4: Group Presentation Plan due May 3
Week 5 May 4-10	<u>Topic 2</u> Setting Direction & Creating the Vision	<p>Moodle Dialogue: Post one original comment in response to provocation and one reply</p> <p>Review:</p> <ul style="list-style-type: none"> Inspiring Education: A Dialogue with Albertans Ministerial Order on Student Learning 	LT#1: One original post by May 6 th and one reply by May 8 th

Week 6 May 11-17 May 16 Zoom Session	<u>Topic 3</u> Understanding the Role of School Council	Review: <ul style="list-style-type: none"> • Education Act • Guide to Education Attend: ZOOM Session 2 Saturday, May 16 th 9:00 – 10:30 a.m. (MST)	LT#4: Group Presentation
Week 7 May 18-24	<u>Topic 4</u> Leading Professional Learning	Moodle Dialogue: Post one original comment in response to provocation and one reply Read: <ul style="list-style-type: none"> • Cole, P. (2012, September). <i>Aligning professional learning, performance management and effective teaching.</i> 	LT #1: One original post by May 20 th and one reply by May 22 nd
Week 8 May 25-31 May 30 Zoom Session	<u>Topic 5</u> Understanding Policy: Teacher Growth, Supervision & Evaluation; Student Discipline & Code of Conduct	Review: <ul style="list-style-type: none"> • Teaching Profession Act • Teacher Growth, Supervision and Evaluation Policy Attend: Zoom Session 3 Saturday, May 30 th 9:00 – 11:00 a.m.(MST)	LT#4 2 Group Presentations
Week 9 June 1-7	<u>Topic 6:</u> Decision Making – Human Resources	Moodle Dialogue: Post one original comment in response to provocation and one reply Read: <ul style="list-style-type: none"> • Robinson, V. (2019). <i>Open-to-learning conversations: Background paper.</i> 	LT #1: One original post by June 3 rd and one reply by June 5 th
Week 10 June 8-14	<u>Topic 6:</u> Decision Making – Instructional Resources	Moodle Dialogue: Post one original comment in response to provocation and one reply Read: <ul style="list-style-type: none"> • Bryk, A.S. (2010). Organizing Schools for Improvement. • Mombourquette, C. P. & Pesta, N. (2017, Spring). Using standards of practice to drive school growth: Stories from the field competency six: Managing school operations and resources. 	LT #1: One original post by June 10 th and one reply by June 12 th
Week 11 June 15-21	<u>Topic 6:</u> Decision Making – Instructional	Moodle Dialogue: Post one original comment in response to provocation and one reply Read:	LT #1: One original post by June 17 th and one reply by June 19 th

	Time	<ul style="list-style-type: none"> Aritz, J., Walker, R., Cardon, P., Li, Z., Mayfield, J., & Mayfield, Milton. (2017). Discourse of leadership: The power of questions in organizational decision making. 	
Week 12 June 22-28 June 24 Zoom session	Topic 7: Evidence of Learning – Student Evaluation & Assessment	Review: <ul style="list-style-type: none"> Alberta Education. (2018). <i>About the Accountability Pillar</i>. Alberta Education. (2018, October). <i>Accountability Pillar Results Report (AERR)</i>. Alberta Education. (2018). <i>Provincial Achievement Tests</i>. Attend: Zoom Session 4 Saturday, June 24 th 9:00 – 10:30 a.m.	LT#4: Group Presentation LT#5 due June 25

ASSESSMENT

Assignment Overview

	Assignments	Weighting	Due
Learning Task #1	Engagement in and contribution to Scholarly Community	15%	Ongoing
Learning Task #2	Triad Discussion & Reflection	20%	April 26
Learning Task #3	Partner Facilitation	20%	As per schedule
Learning Task #4	Group Presentation	20%	Initial Plan due May 3 schedule
Learning Task #5	Leadership Action Plan	25%	June 25

Learning Task # 1: Engagement in and Contribution to Scholarly Community (15%)

Due: Ongoing

You are expected to participate in the weekly discussions. Your responses will put forth questions and ideas, take and defend positions, respond to and strengthen the ideas of others, question what seems settled, commonplace or beyond question and connect to relevant literature.

You will need to go beyond summarizing and retelling what you read/know and be willing to put what you think and have experienced at risk. The content of your conversation and postings is to be substantive, scholarly, and oriented to developing new understanding for yourself and others.

You are required to contribute at least one original comment about the discussion topic by Wednesday midnight of each week and to thoughtfully participate in a questioning, strengthening and knowledge building dialogue through at least one extending comment responding to the thoughts and contributions of others by Friday midnight of each week.

Original comments are expected to be 300-500 words; extending comments are expected to be 100-300 words. Please take the time to make your posts understandable to others.

Assessment Criteria for Learning Task #1

Criteria	Minimally meets requirements (B- to B+)	Meets All Requirements (A- to A)	Meets All and Exceeds Some Requirements (A to A+)
Dialogic Processes	You add your independent contribution with limited dialogic interaction with others in the group.	You recognize and respond to the contributions of others, helping them and the group obtain needed information.	You respond to and strengthen the contributions of others, engaging with them as dialogic partners in building understanding.
Interpretive Agency	You demonstrate a personal sense of direction, motivation, and responsibility	You bring forth your thoughts and negotiate a fit between your thinking and that of others.	You bring forth your thoughts and encounter them again differently through the thinking of others.
Idea Diversity	You participate in identifying different ideas.	You play an active role in putting forward different ideas to create a dynamic environment.	You play an active role in putting forward different ideas to create a dynamic environment in which relationships among ideas becomes evident, creating a rich environment for ideas to evolve into new and more refined forms.

Learning Task # 2: A Leadership Conversation & Reflection (20%) Due: April 26

You will participate in a triad discussion related to **Leadership Competency 8** from the *Alberta Leadership Quality Standard*, sharing reflections on your professional leadership practice while building deeper understandings of the topics and their implications for practice. Conversations should include reflection of a personal vision of the principal as a leader and a manager based on leadership experiences, course readings and a broader field of study. Prior to your discussion, explore the assigned course readings and reflect on your professional practice with respect to addressing the following questions:

- What characterizes your approach to the aspects of educational leadership within **Leadership Competency 8**?
- What is the through line between your demonstration of this competency and a meaningful impact on teaching and learning?
- What are you finding challenging?
- What would you like to think about differently?

You may wish to prepare artifacts that reflect this aspect of your leadership capacity and the impact of your leadership decisions on teaching and learning (ie. photographs, samples of student work or documents, resources or plans you created for or with teachers). *Artifacts need to be anonymized.* Consider questions you may have about your practice or about this competency that you will use to elicit insights from others. Prepare a rough outline of your reflection to share with the group (1-2 page written summary; 3 min audio/video; mind map, etc.) including an overview of this competency, preliminary reflections and guiding questions.

During the small group discussion:

1) Each group member will take a few minutes to:

- share your reflections (including your artifact, if you have one)
- explore connections between your practice **Leadership Competency 8** from the Alberta *Leadership Quality Standard*, and theories, course readings and other scholarly resources, and
- engage with others to strengthen your understanding of the topic and open new possibilities for your leadership practice

2) When responding to the group member who is sharing, the responsibilities of other group members are to:

- delve into the problems of practice or critical reflections your groupmate has shared
- address questions raised by making connections to theory, readings and other scholarly resources, and
- ask clarifying questions that prompt growth-oriented discussion and reflection

Each small group discussion shall be approximately 45 to 60 minutes in length, allowing time for three participants to share. Groups may choose to meet online, or in person, at a time that is convenient for the group. Please record your meeting using Skype, Google Hangout, Zoom or any other appropriate technology.

Following the discussion, please revise your summary to refine your description of the topic, the guiding questions you used, and the connections you made to scholarly readings. You should also include a description of how your thinking has changed as a result of your group discussion. This summary should be concise, still following the 1-2 page written/3 min. audio or video, etc. guidelines.

Submit both the original and the revised version of your summary by April 26. In addition, choose one group member to submit the group's meeting recording on the same date.

*Artifacts, readings and reflections encountered in this task may help shape the final assignment for

this course.

Assessment Criteria for Learning Task #2

Criteria	Minimally Meets Requirements (B-)	Meets All Expectations (A-, B+, B)	Meets All and Exceeds Most Expectations (A+, A)
Relevance	Provides a tangential connection to a current issue, problem or challenge faced in educational leadership	Provides a clear connection to a current issue, problem or challenge faced in educational leadership	Provides a comprehensive scholarly overview of a current issue, problem or challenge faced in educational leadership
Reflective Practices	Shares personal experiences, ideas and insights, making some connections to leadership theory and participating in dialogue with the learning community	Brings forth personal experiences, ideas and insights, making connections to leadership theory and using dialogue within the learning community to prompt reflection	Initiates exploration of personal experiences, ideas and insights, making meaningful connections to leadership theory and using dialogue within the learning community to advance understanding
Readings and Resources	Applies some course materials to build understanding of leadership perspectives and practices	Uses course materials and additional resources to strengthen understanding of leadership perspectives and practices	Builds upon course materials and other relevant scholarly resources to open new possibilities in understanding of leadership perspectives and practices

Democratizing Knowledge	Provides information with limited dialogic interaction with others in the group Asks questions of self and others	Recognizes and responds to the contributions of others, engaging in critical reflection of one's own practice and that of others Asks questions and makes connections to deepen understanding	Responds to and strengthens the contributions of others, engaging with them as dialogic partners with equal ownership in building deep understanding Asks questions and makes connections that prompt critical reflection and lead to new understandings
Summary	Summary does not convey the key ideas and/or is unclear	Summary conveys most of the key ideas; communication is clear	Summary clearly conveys the key ideas and uses a compelling communication style

Learning Task #3: Student Facilitated Discussion (20%)

Due: See schedule

You will work with two other partners to lead and facilitate a Moodle online discussion on your selected topic (topics to be assigned during first Zoom session). You will post your overview by Sunday midnight of the week of your scheduled facilitation and begin the discussion on the Monday. Your overview will be in the form of a 3-5 minute video (posted to You Tube). This video will contain succinct background pertaining to the topic.

Your responsibilities include:

- 1) Posting a provocation for the week's dialogueback in the form of a 3-5 minute video that includes:
 - providing an overview of key aspects and dimensions of the topic including:
 - legislative requirements/expectations/guidelines from Alberta Education,
 - examples of application in schools/districts
 - a clear focus on the role of the principal/leader and decision making processes utilized
 - direct connection to impact on student learning
 - use of the article provided, weaving key themes into your provocation and, if possible, including one additional current article for students to read that supports or challenges the topic and information presented

- posing a provocative question or providing a protocol to stimulate higher order thinking and engage participants in online discussions related to deeper understanding of the topic and the visible evidence of the topic in action in their setting
- 2) Monitoring and responding to student posts
 - 3) Keeping the discussions going
 - 4) Posting a brief one page written summary/wrap up of the discussion within one week of the end of the discussion.

Moodle Dialogue Facilitation	
Week#	Topic
2	Leading and Managing a Learning Organization (instructor led)
5	Setting Direction & Creating the Vision
7	Leading Professional Learning
9	Decision Making – Human Resources
10	Decision Making – Instructional Resources
11	Decision Making – Instructional Time

Assessment Criteria for Learning Task #3

Criteria	Minimally Meets Requirements (B-)	Meets All Expectations (A-, B+, B)	Meets All and Exceeds Most Expectations (A+, A)
Video Content	Vague or limited identification of key issues Limited overview of topic.	Key issues of the topic and connections to practice are identified. Adequate overview of topic and issues. Importance of your topic is identified	Overview addresses the breadth and depth of the key issues related to the topic. Thorough, concise overview of topic and issues. Clearly establishes the importance of your topic and draws the participants in. Promotes consideration of application to practice.
Provocation/question for discussion	Requires minimal application of thinking.	Encourages contribution relying on opinion. Requires explanation of current practice or understanding.	Encourages high level thinking and application of topic. Promotes differing perspectives and challenges current thinking. Requires connection of practice to literature

Criteria	Minimally Meets Requirements (B-)	Meets All Expectations (A-, B+, B)	Meets All and Exceeds Most Expectations (A+, A)
Facilitated Discussion	Limited opportunity for participants to engage with the topic. Facilitators demonstrate minimal understanding of topic. Posts are infrequently responded to. Limited depth in responses to posts.	Facilitators demonstrate basic understanding of topic and offer provocations that provide opportunities for exploration and building of knowledge. Their responses affirm views and comments with some extensions and connections. Original posts are responded to in a timely manner. Participants are engaged in higher level thinking.	Facilitators demonstrate solid understanding of topic and offer provocations that are creative, original and appropriate to support effective exploration of the topic. Their responses encourage participants to connect and build on each other's ideas and thereby take responsibility for the overall advancement of knowledge. Posts are responded to in a timely manner and the discussion is sustained. Participants are deeply engaged in higher level critical thinking and reflection

Learning Task #4: Group Presentation (20%)

Due: see schedule

In groups of 4 you will prepare a 45 minute interactive presentation that includes:

- an overview of the topic
- identification of applicable legislative/provincial policy/guidelines from Alberta Education
- identification of applicable specific school district policies/regulations
- an overview of expectations and accountability
- identification of role of principal/leadership
- clear connections to supporting student learning and achievement
- examples of lived practice
- a “case study, vignette or problem” for the class that causes class interaction, deeper thinking, and provides for application of topic content relative to educational management and leadership
- promotion of deeper thinking about educational management and leadership in relation to problem solving and increased relevancy and application to school/educational contexts
- supporting research and references from current literature regarding ‘best practice’

You will provide and post a concise summary (one page/double sided) that presents the main ideas and references from your presentation.

Group Presentation	
Week#	Topic
6	Understanding the Role of School Council
8	Understanding Policy: Teacher Growth, Supervision & Evaluation
8	Understanding Policy: Student Discipline & Code of Conduct
12	Evidence of Learning – Student Evaluation & Assessment

Assessment Criteria for Learning Task #4

Criteria	Minimally Meets Requirements (B-)	Meets All Expectations (A-, B+, B)	Meets All and Exceeds Most Expectations (A+, A)
Introduction	No clear introduction	Importance of your topic and associated issues are identified.	Clearly identifies the importance of your topic along with the associated issues and dimensions of your topic. Draws the participants in.
Content	Vague or limited identification of key issues. Limited connection to course research and Alberta policies.	Key issues of the topic and connections to practice are identified. Research and policies are identified.	Thorough presentation of topic and issues. Connection to current research. Linked to relevant policies. Evidence of critical analysis of topic, issues and challenges presented to educational leaders.
Learning Activity	Limited opportunity for participants to engage with the topic.	Participants are engaged in higher level thinking. Activity provides opportunity for exploration and building of knowledge.	Participants are deeply and actively engaged in higher level critical thinking. Application to school or educational context evident. Connected to educational management and leadership.
Summary	Limited overview of topic and use of APA format. Minimal references identified.	Adequate overview of topic and issues. APA format used correctly in most of the document	Thorough, concise review of essential elements of topic and issues. Includes a list of references. Consistent use of APA format.

Learning Task #5: Exploration of School

Organizational Leadership & Management Issue (25%)

Due: June 25

You will write an academic paper that addresses one school organizational leadership and management issue or problem of practice (related to the course content) that you have observed in your setting. Your paper will provide the context of your setting and the following:

- introduce the issue by providing a description of the context, the issue, and the rationale for your selection
- analyze the situation/practice (What is occurring? What are the issues? etc.)

- provide a critical review and analysis of the key elements of current research literature pertaining to this specific issue. (What practices does the literature support? What critique does the literature provide?)
- connect the literature to current practice and your current educational context
- identify next steps/course of action (supported by literature) you would recommend for improving and addressing the issue if you were the school leader
- what would be the indicators of success? What impact would this have on student learning? Teacher practice? Parent participation?

This paper shall be approximately 1500 words in length (6-8 pages), excluding title and reference pages), written utilizing APA format (Times New Roman, 12 point font, double spaced, one inch margins on both sides of each page and one inch margin at both top and bottom of each page)

Assessment Criteria for Learning Task #5

Criteria	Minimally Meets Requirements (B-)	Meets All Expectations (A-, B+, B)	Meets All and Exceeds Most Expectations (A+, A)
Introduction	No clear introduction. Provides minimal overview of issue.	Topic is presented and issues are identified. Relevance is identified.	Clearly identifies purpose, issues and context. Presents compelling rationale for further exploration.
Content	Vague or limited presentation and understanding of the issue with minimal connection to course material or leadership practice.	Analysis and critique are generally connected to course material and leadership practice.	Provides well organized, in-depth analysis and critique of issue directly connected to course material and leadership practice. Offers creative alternatives and suggestions for improvements based on meaningful analysis. Demonstrates deep understanding of role, purpose and intentions.
Use of resources/ literature	Surface level reference to research/literature and resources	Adequate use of supporting literature/ research and resources to support critique.	Clear connection of critique and analysis to current research, literature and available resources
Focus	Vague or limited consideration of topic with no apparent throughline and little attempt at a focus anywhere in the paper.	Generally maintained focus with an at times wandering throughline that minimally recognizes the complexity of the topic and tries to address that complexity.	Strongly maintained subject, purpose, and logic with a clear throughline maintained throughout the paper recognizing and addressing the complexities of the topic.
Mechanics	Minimal use of correct grammar, spelling and sentence structure	Grammar, spelling and sentence structure are correct.	Grammar, spelling and sentence structure are correct and used effectively.

Formatting	APA format used infrequently or incorrectly throughout the paper.	APA format used correctly throughout most of the paper.	APA format used correctly throughout the paper.
-------------------	---	---	---

The following ethical considerations should guide your participation in our online class conversations:

- You should strive to be sensitive when expressing alternate viewpoints to classmates but you should also be willing to critically question the ideas of others with a view to deepening the conversation.
- You are expected to be ethical in any discussions of workplaces and life settings and ensure confidential information is not shared or posted online; *please use pseudonyms in all examples.*
- If interpersonal misunderstandings develop, all involved should make an effort to clear them up as quickly as possible.

GRADING SCHEDULE FOR GRADUATE CLASSES

All components within Graduate Studies & Research in Education programs that use a percentage procedure will use the following table for determining the final grade.

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
100-97	96-93	92-90	89-87	86-83	82-80	79-77	77-73	72-70	69-67	66-63	Less than 63

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

STUDENTS WITH DISABILITY 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 for guidance and assistance (<http://www.uleth.ca/ross/accommodated-learning-centre/>). Counselling Services is another resource available to all students (<http://www.uleth.ca/counselling/>).

PROTECTION OF PRIVACY

Although this program places an emphasis on the use of authentic school settings, practices and data, it is imperative to refrain from the use of personal identifying information in course dialogue and writing. Towns and schools should be disguised and real names kept confidential.

PLAGIARISM WARNING

All material and ideas included in class assignments must be properly acknowledged to give credit to the originator in keeping with APA style requirements. The University of Lethbridge Student Conduct Policy considers plagiarism as an academic offence and states: “No student shall represent the words, ideas, images or data of another person as his or her own.”

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/or the Code of Professional Conduct for the field, as noted below.

ATA Code of Professional Conduct <https://www.teachers.ab.ca/The-Teaching-Profession/ProfessionalConduct/Pages/default.aspx>

Standards of Professional Conduct for Master of Education Students:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>