EDUCATION 5630
Educational Leadership and the Change Process
Summer Session II, 2020
Dates: July 6-24, 2020
Time: 1:00 to 3:50 pm

University of Lethbridge

Faculty of Education

Instructor:	Dr. Cheryl Gilmore	**Secretary:**	Margaret Beintema
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As this course is offered via the internet and an office meeting is not possible due to the Pandemic please do feel welcome to contact me via email, cell phone, or Zoom if you need assistance.

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 interpretation of the change process, leadership models, administration theory and the role of vision in leadership.

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 (7th ed.).* Washington, DC: American Psychological Association

Alberta Education. (2018). *Leadership Quality Standard.* Edmonton: Alberta Government:
Document located at:
https://education.alberta.ca/media/3739621/standardsdoc-lqs-_fa-web-2018-01-17.pdf

There will also be a selection of academic articles that will be accessible electronically.

Instructor's Note: It is recommended that you get as much of the assigned Fullan & Quinn text read as possible prior to the start of the class.

Other Required Materials:
Ensure you have a high-bandwith internet connection sufficient to support video streaming. In addition, your technology should have the following features:
- Video streaming (i.e., Zoom) capability
- Webcam
- Headset (built-in microphone recommended)

Course Goals

This course introduces students to the concept of educational leadership and the change process. An examination of leadership theory and change models will inform understanding of the provincial *Leader Quality Standard* and how leadership practices influence teaching and learning in schools.

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 quality standard in Alberta and how the competencies within the standard 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

Academic Accommodations for Students with Disabilities Policy

If you are a student requiring academic accommodations 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.

Evaluation

Assignments	Value	Due
Assignment #1 Leadership Beliefs and Values Statement (a)	5%	July 8
Assignment #2 Contemporary Leadership Perspectives Presentation	15%	July 9-10 Scheduled in class – partners. One page summary to be submitted for the group.
Assignment #3 Personal reflection - Leadership Quality Standard.	15%	July 14
Assignment #4 Group Presentation	20%	July 16-20 Scheduled in class – groups of 3-4.
Assignment #5 Joint Research paper (5630 & 5631)	35%	July 24
Dialogue and critique	10%	Participation and contribution in class discussions, group seminars

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 7th edition where required. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable.

Assignments, Criteria, and Rubrics

Assignment #1   (5%)

The purpose of this assignment is to reflect on what your current beliefs and values are regarding educational leadership. There is not a right answer. Draw from your experience as an educator as well as other life experiences where you have encountered effective leadership practices. Describe your beliefs and values regarding effective educational leadership. (350-500 words)

- What is leadership? What belief underlies this definition?
- What do effective educational leaders do?
- What personal attributes do you value in a leader? Why?

Scored out of 10

Criteria	Exemplary	Proficient	Unsatisfactory

Content (7)	The three key questions are addressed in a meaningful way. (7)	The three key questions are addressed with some evidence or examples to support meaning. (6)	Paper does not address all the questions. (5 or less)
Format and language usage (3)	APA format followed (title page, double spaced, paragraph indents, page numbers). Minimal language errors. (3)	APA format followed with some mistakes. Moderate level of language usage errors. (2)	APA format not followed. Frequent language usage errors. (1)

Assignment #2 (15%)

Partner presentation. Partners will be assigned the first day of class; students will select from articles provided by the instructor that focus on a particular leadership theory or perspective. The articles will be selected by the instructor to support reflection on the Alberta *Leadership Quality Standard.* A 1-2 page summary will be prepared for the class and partners will give a 10-15 minute presentation. The summary and presentation will include:

- Key elements of the theory or perspective.
- Any links to leadership theories that were presented on first day of the class by instructor.
- How the theory or perspective links leadership to the *Leadership Quality Standard*

Scored out of 15

Criteria	Exemplary	Proficient	Unsatisfactory
Handout (7)	The handout succinctly summarizes key elements of the leadership perspective. Identifies beliefs, links to earlier theories, LQS indicators. Addresses link to school improvement or student learning. Format easy for reader to navigate. (6-7)	The summary is missing a few key elements; Format moderately easy to navigate. (5)	Summary missing more than a few key elements. Format difficult to navigate. (Less than 5)
Presentation (8)	Highlights key elements of the reading. Presentation is clear, logical, and sequential. (7-8)	Presentation a direct read from the handout rather than highlights. Moderate clarity and/or sequence. (6)	Presentation has gaps. Lacks clarity and/or sequence. (Less than 6)

Assignments #3 (15%)

Reflection paper (500-750 words). Student will reflect on their personal capacity in one of the Competencies contained in the *Leadership Quality Standard.*

- Identify the Competency.
- Using the Descriptors as a guide, what are your areas of strength in this Competency?
- What areas would you like to grow in?
- Outline one or two strategies you can implement in your context that will provide for growth?
- Identify and briefly describe educational leadership theory that can be used to inform this Competency.

Scored out of 15

Criteria	Exemplary	Proficient	Unsatisfactory
Content (11)	The four key questions are clearly addressed in a meaningful way. Link to leadership theory is clear and relevant (10-11)	The four key questions are moderately addressed. Link to leadership theory not clear and/or relevant (8-9)	Paper does not address all the questions and/or make link to leadership theory (7 or less)
Format and language usage (4)	APA format followed (title page, double spaced, paragraph indents, page numbers). Minimal language errors. (4)	APA format followed with some mistakes. Moderate level of language usage errors. (3)	APA format not followed. Frequent language usage errors. (2-1)

Assignments #4 (20%)

Presentation using whatever format the group feels is appropriate. Groups of 3-4 students.
- Correlate competencies in the *Leadership Quality Standard* to any of the leadership theories we have studied.
  - What Competencies are supported as best practice according to leadership theory?
  - How are they supported?

OR
- Apply change theory to a provincial or school context.
  - Describe a provincial or school change that is in the process of being implemented.
  - Apply any one of the change models discussed in class to the change.
  - According to the model, what steps should be taken to implement the change?

Groups will submit a 1-2 page summary of the presentation. Each student will submit 1-2 paragraph summary of how the assignment informed their own leadership perspective.

Scored out of 20

Criteria	Exemplary	Proficient	Unsatisfactory
Written Summary (10)	The summary succinctly summarizes key elements of the presentation. Summary is clear and easy to follow. Individual paragraph clearly describes how the project informed personal leadership perspective. (9-10)	The summary is missing a few key elements from the presentation. Moderately easy to follow. Individual paragraph moderately addresses how the project informed personal leadership perspective. (7-8)	Summary missing more than a few key elements. Difficult to navigate. Individual paragraph does not address how the project informed personal leadership perspective. (Less than 7)
Presentation (10)	Clearly demonstrates application or leadership theory OR change model. Presentation is clear, logical, and sequential. Presentation is engaging. (9-10)	Application of leadership theory OR change model is somewhat unclear or incomplete. Moderate level of engagement. (7-8)	Presentation has gaps. Lacks clarity and/or sequence. Lacks engagement. (Less than 7)

Assignment #5: Research Paper (35%)　　　　　　　**(2000 words – excluding references)**
(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 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 (6th edition).	Writing standards are partially consistent with APA (6th edition).	Writing standards (APA 6th 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.

Professional Obligations and Standards

Attendance: You are required to attend *all* scheduled class sessions and to participate fully in each planned class activity/discussion. When preparation outside of class is assigned, you are expected to come fully prepared and submit work that reflects a *standard of professional excellence* in appearance, form and content. Educators are expected to demonstrate specific non-academic behavior when working with children, parents, classroom assistants, administrators and other professional personnel and student teachers are asked to demonstrate these same behaviors/characteristics.

Academic Honesty: The University of Lethbridge Calendar (2019) defines **PLAGIARISM** as "the submission by a student of the writings, ideas or data of another individual as the student's own in any essay or assignment" (p. 508). The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system.

Plagiarism an academic offense, therefore all materials cited, quoted, and referenced in class assignments *must* adhere to standards found within the Publication Manual of the American Psychological Association, Sixth Edition (2010). This includes *all resources* including 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 and the work may be subsequently subjected to author detection processes.

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, 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:
https://www.teachers.ab.ca/TheTeachingProfession/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx

Privacy Concerns and FOIP

Although we place a heavy emphasis in this course on school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.

The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.
Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.

While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.

Faculty of Education Standards of Professional Conduct

As a Faculty within the University of Lethbridge, the Faculty of Education is committed to maintaining its student's freedom of thought, belief, opinion, and expression. As a professional Faculty, the Faculty of Education is committed to assisting students to become professionals. The Faculty, then, has the dual responsibility of fostering the academic freedom of students within the context of professional standards of conduct. The standards describe professional characteristics and behaviors students are expected to develop and demonstrate during field experience components and field related courses within the teacher education program. Appropriate demonstration of these professional standards will be judged by on-campus instructors and school personnel.

(1) The student acts in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, color, gender, sexual orientation, gender identity, physical characteristics, age, ancestry or place of origin.

(2) The student treats pupils, peers, school personnel, and faculty members with dignity and respect and is considerate of their circumstances.

(3) The student acts in a responsible manner which includes being punctual, dependable, trustworthy, consistent, and reliable.

(4) Recognizing that attendance in practicum courses and professional semesters is a professional responsibility, students apprise appropriate personnel at the University and/or school in advance of unavoidable absences.

(5) The student demonstrates empathy for others by showing concern for and understanding of others' feelings and/or ideas.

(6) The student responds to feedback by listening to, evaluating, and responding to suggestions.

(7) The student maintains positive interpersonal relationships with peers, faculty, school personnel, and pupils by contributing, cooperating, participating, and working with others in a flexible and adaptable way.

(8) The student shows enthusiasm and initiative by being actively involved as a participant while encouraging the involvement and participation of others.

(9) The student shows maturity and judgment.

(10) The student demonstrates a commitment to teaching through interest in learning about teaching, consulting, questioning, reading and discussing.

(11) The student criticizes (verbally or in writing) the professional competence or professional reputation of others only in confidence to proper officials and only after the other person has been informed of the criticism.

(12) The student respects the confidentiality of information about pupils, peers, school personnel, or faculty received in confidence or in the course of professional duties.

(13) The student acts in a manner which maintains the honor and dignity of the profession and the University of Lethbridge.

(14) The student does not make representations on behalf of the Faculty of Education, the University of Lethbridge, the school, or the profession.

In addition to Professional Conduct, students are expected to meet expectations set out in other University and Faculty of Education policies, and to adhere to expectations set out by The Alberta Teachers' Association, Alberta Education, and School Jurisdictions.

Grading Schedule

Based on the recorded grade for each of the assignments in Education 5630, the following constitutes the final grade. The Grade Point that correlates with each letter grade is identified below the letter grade. :

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
4.00	4.00	3.70	3.30	3.00	2.70	2.30	2.00	1.70	1.30	1.00	0.00
100%	96%	92%	89%	86%	82%	79%	76%	72%	69%	66%	<63%
97%	93%	90%	87%	83%	80%	77%	73%	70%	67%	63%	

Note: Any course with a grade of less than B- cannot be considered for credit in a Faculty of Education master's level program.

Tentative Schedule

Date	Topic	Who's on?	Details	What's due?
July 6	• Program & Course Outline • The leadership continuum	C Gilmore	• Read - Fullen & Quinn *Coherence* Chapters 1 & 2 – "Focusing Direction" – Visionary Leadership	Assigned partners for assignment 2
7	Leadership Quality Standard in Alberta	C Gilmore Class Discussion	• Leadership Quality Standard • Read - Fullen & Quinn *Coherence* Chapter 3 – "Cultivating Collaborative Cultures" – Fostering Effective Relationships	
8	Instructional Leadership	C Gilmore Class Discussion	• Read - Fullen & Quinn *Coherence* Chapter 4 – "Deepening Learning" • Hattie & Marzano: High Yield Instructional Strategies – Instructional Leadership	Leadership Statement (Assignment 1)
9	Contemporary leadership perspectives	Presentation (students) & C Gilmore	• Concept maps • Articles assigned for Monday - Change Models	Contemporary Leadership Perspectives Presentations (Assignment 2)
10	No Class in PM Librarian (Paula Cardoza) from 9:00 – 10:30		• Following librarian in AM, time with Dr. Dr. Mombourquette and Dr. Gilmore as determined.	
13	Change Theory	C Gilmore Discussion	• Change Models readings assigned last week • Fullen & Quinn *Coherence* Chapter 5 – "Securing Accountability"	Groups assigned for assignment 4

Date	Topic	Who's on?	Details	What's due?
14	Change, Leadership and School Improvement	C. Gilmore & Group Work	• Change Models (con't) • Time to work on Assignment 4	School Leader Standard Reflection (Assignment 3)
15	Developing Leadership Capacity	Gilmore & Group Work	• Capacity building with staff • Time to work on Assignment 4	
16	Change, Leadership & School Improvement	Group Presentation & C. Gilmore	• Group Presentations – Application of Theory • Writing an Academic Paper	(Assignment 4) Application of Theory Presentations
17	No Class in PM		Finish group presentations for Gilmore time	
20	Reflection on Leadership Theory and personal beliefs/values	C Gilmore & Discussion	• Writing an Academic Paper • Concept Maps Discussion • Reflection/ Discussion on Assignment 1 – Leadership Beliefs and Values	
21	Change Theory: Prototypes	C Gilmore & Discussion	• Simon Breakspear and Prototypes/ Sprints o Articles as assigned • Read - Fullen & Quinn *Coherence* Chapter 6 • Time to work on final papers	
22	Catch-up Day and Final Papers	Gilmore (loose ends) & Independent work time	• Time to work on final papers • Dr. Gilmore available for assistance	
23	Peer editing	Editing partners	• Editing partners assigned Dr. Gilmore available for any final editing inquiries	
24	Individual interviews booked			Research Paper Due (Assignment 5)

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