

EDUCATION 5631

School Culture and the Instructional Program

Summer Session II, 2020

Dates: July 6- 24, 2019

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

Instructor: Dr. Carmen Mombourquette

Office: TH 324 (Available by Appointment)

Telephone: 403 309 2018

Cell

E-mail: Carmen.mombourquette@uleth.ca

Secretary: Margaret Beintema

Office: TH 321

Telephone: 403-329-2732

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 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 (2020). *Publication manual of the American Psychological Association* (7th 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. If you need assistance or have any questions regarding course content, assignments, or

any other course-related concern, please speak to me in class or send me an email with your question.

It is very important to buy a copy of the APA manual referenced above – make sure it is the 7th edition. 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.

Other Required Materials:

Ensure you have a high-bandwidth 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 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 6
Assignment #1 Assessment of your school's culture	10%	Monday, July 13
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.
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 24
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 6) **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 13) **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 article/chapter 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.

Assignment #3: Group Presentation

(45 minutes in Length)

20%

Big Note - We will form our groups on the first day of class

In groups of 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) adult learning theory and a learning culture;
- e) online learning; and
- f) using teacher professional growth plans to impact student learning

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 does it mean in our current context of school, what these topics have to do with school culture, how they impact school culture (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 necessary 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 24) 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 role as principal, vice/assistant principal, coordinator, or teacher leader in your own school - 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 (6th edition).	Writing standards are partially consistent with APA (6th edition).	Writing standards (APA 6th edition) are largely ignored.

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 are a student with 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. <https://www.uleth.ca/ross/academic-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/>

Professional Obligations and Standards

Attendance: You are required to attend *all* scheduled class meetings and workshops 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.

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 6	<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
7	<ul style="list-style-type: none"> • School culture and climate • Watch Capstone 	Carmen	Deal and Peterson Chapters 2 & 3 Deal and Peterson Chapters 4 & 5 http://www.youtube.com/watch?v=3pD1DFTNQf4	
8	<ul style="list-style-type: none"> • School culture and climate • Susan Pollock 9:00 to 9:10 • Librarian – Paula Cardozo 9:10 – 10:30 	Carmen	Hoy and Miskel Gruenert and Whitaker Chapters 1, 2, 3, 4, 5	
9	<ul style="list-style-type: none"> • School culture and climate 	Carmen	Deal and Peterson Donaldson APA	
10	<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	
13	<ul style="list-style-type: none"> • Start small group presentations 	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?
14		Presentations (3-4)	Deal and Peterson 3 Glickman - 4 Bellei - ** Use Timothy – Leading and Instructional Two groups	
15	Catch Up Day	Presentations (5)	5 Adams –	
16		Presentations (6-7)	Deal and Peterson 6 Seashore Louis – 7 Given -	
17	Gilmore and Mombourquette No Class in PM			
20	Inclusion and its implications for leadership and impact on school culture Online learning	Group Presentations 1 and 2	Culture from cases (Bedard & Mombourquette) 1 2	Group presentations begin (20%)
21	Residential Schools and Treaty Rights Micropolitics	Group Presentations 3 and 4	Culture from cases (Bedard & Mombourquette) 3 4	Group presentations
22	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	Group presentations
23	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		

Date	Topic	Who's on?	Readings	What's due?
24	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. doi:10.1177/0013161X16652202
- Barth, R. S. (2002). The culture builder. *Educational Leadership*, 59(8), 6-11.
- Bellei, C., Morawietz, L., Valenzuela, J. P., & Vanni, X. (2019). Effective schools 10 years on: Factors and processes enabling the sustainability of school effectiveness. *School Effectiveness and School Improvement*, 31(2), 266-288. doi:10.1080/09243453.2019.1652191
- 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
- Given, H., Kuh, L., Lee Keenan, D., Mardell, B., Redditt, S., & Twombly, S. (2010). Changing school culture: Using documentation to support collaborative inquiry. *Theory Into Practice*, 49(1), 36-46.
- 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