



Education 5632 - Managing the Organization

Spring/Summer 2021 | April 1 – June 30 (online)
Synchronous Zoom Sessions: April 10, May 15, 29 & June 26

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If students have any questions or need assistance please connect with me through email to set up a zoom session meeting.

Calendar 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.

Course Objectives

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.

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.

Course Schedule

The following is a tentative outline of the course topics and readings. 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.1-11</p> <p>*No Classes Apr. 2-5</p> <p>Apr. 10 Zoom Session#1</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 • Scardamalia, M., & Bereiter, C. (2006). Knowledge building: Theory, pedagogy, and technology • Scardamalia, M., & Bereiter, C. (2010). A brief history of knowledge building <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, highlights of your MEd program to date, your learning expectations for this course, what can we as a class do to support your learning (post) • 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 email instructor names of group members and top 3 choices of topic to facilitate prior to April 10th • Form small group of 4 for LT#4 and email instructor names of group members and top 3 choices of topic for presentation prior to April 10th 	<p>Introductory post completed by April 8th (not graded)</p>

		Attend: ZOOM Session 1 – Introduction to Course Sat. Apr. 10 th 9:00 – 11:00 a.m. (MST)	
Week 2 Apr.12-18	<u>Topic 1</u> Leading and Managing a Learning Organization	Moodle Dialogue: Post one original comment in response to provocation and one reply Read: <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 14 th and one reply by April 16 th
Week 3 Apr.19-25	<u>Topic 1</u> Leading and Managing a Learning Organization	Triad Dialogue: A Leadership Conversation Read: <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 25 th
Week 4 Apr. 26 - May 2	Making Connections: Research, Policy & Practice	Collaborate: Create group presentation plan Read and Review: <ul style="list-style-type: none"> • Policy, resources and research related to your group's topic 	LT#4: Group Presentation Plan due May 2 nd
Week 5 May 3-9	<u>Topic 2</u> Setting Direction & Creating the Vision	Moodle Dialogue: Post one original comment in response to provocation and one reply Review: <ul style="list-style-type: none"> • Inspiring Education: A Dialogue with Albertans • Ministerial Order on Student Learning 	LT#1: One original post by May 5 th and one reply by May 7 th LT#3: As scheduled
Week 6 May 10-16 May 15	<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 15 th 9:00 – 11:00 a.m. (MST)	LT#4: Group Presentation

Zoom Session #2			
Week 7 May 17-23	<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). Aligning professional learning, performance management and effective teaching 	LT #1: One original post by May 19 th and one reply by May 21 st LT #3: As scheduled
Week 8 May 24-30 May 29 Zoom Session #3	<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 29 th 9:00 – 12:30 p.m.(MST)	LT#4 : 2 Group Presentations
Week 9 May 31-June 6	<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). Open-to-learning conversations: Background paper 	LT #1: One original post by June 2 nd and one reply by June 4 th LT #3: As scheduled
Week 10 June 7-13	<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 9 th and one reply by June 11 LT #3: As scheduled
Week 11 June 14-20	<u>Topic 6:</u> Decision Making – Instructional Time	Moodle Dialogue: Post one original comment in response to provocation and one reply Read:	LT #1: One original post by June 16 th and one reply by June 18 th

		<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 	LT #3: As scheduled
Week 12 June 21-27 June 26 Zoom Session #4	<u>Topic 7:</u> Evidence of Learning – Student Evaluation & Assessment	Review: <ul style="list-style-type: none"> Alberta Education. (2018). About the Accountability Pillar. Alberta Education. (2019 October). Accountability Pillar Results Report (AERR). Alberta Education. (2019). Provincial Achievement Tests. Attend: Zoom Session 4 Saturday, June 26 th 9:00 – 11:00 a.m.	LT#4: Group Presentation LT#5 due June 30th

Course Materials

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.
- Scardamalia, M., & Bereiter, C. (2006). Knowledge building: Theory, pedagogy, and technology. In K. Sawyer (Ed.), *Cambridge Handbook of the Learning Sciences* (pp.97-118). New York: Cambridge University Press.
- Scardamalia, M., & Bereiter, C. (2010). *A brief history of knowledge building*. *Canadian Journal of Learning and Technology* V. 36(1).
- 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.

Required Resource Materials:

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>
- Alberta Education. (2019, October). *Accountability Pillar Results Report (AERR)*. Retrieved from <https://open.alberta.ca/publications/accountability-pillar-results-province-2019>
- Alberta Education. (2019). *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

American Psychological Association. (2019). Publication Manual of the American Psychological Association (7th ed.). Washington, DC.

Course Assignments and Evaluation

	Assignments	Weighting	Due
Learning Task #1	Engagement in and contribution to Scholarly Community (Moodle Dialogue)	15%	Ongoing
Learning Task #2	Triad Discussion & Reflection	20%	April 25
Learning Task #3	Triad Facilitation (Moodle Dialogue)	20%	As per schedule
Learning Task #4	Group Presentation	20%	Initial plan due May 2; presentation as per schedule
Learning Task #5	Leadership Action Plan	25%	June 30

Schedule for Moodle Dialogue Facilitation

Date	Topic
Week 2: Apr.12-18	Leading and Managing a Learning Organization (instructor led)
Week 5: May 3-9	Setting Direction and Creating the Vision
Week 7: May 17-23	Leading Professional Learning
Week 9: May 31- June 6	Decision Making – Human Resources
Week 10: June 7-13	Decision Making – Instructional Resources
Week 11: June 14-20	Decision Making – Instructional Time

Schedule for Group Presentations

Date	Topic
Week 6: May 10-16	Understanding the Role of School Council
Week 8: May 24-30	Understanding Policy: Teacher Growth, Supervision & Evaluation
Week 8: May 24-30	Understanding Policy: Student Discipline & Code of Conduct
Week 12: June 21-27	Evidence of Learning – Student Evaluation & Assessment

Knowledge Building

Participation in this scholarly community will reflect the rigorous, dynamic, and at times challenging actions and interactions that characterize a community of scholars. Throughout this course, the collaborative assignments and presentations in Learning Tasks #1-4 reflect elements of Scardamalia and

Bereiter's (2010) Knowledge Building theory and pedagogy. In knowledge building communities, the collective work of a group of learners and teacher(s) is "improving the knowledge itself, rather than the contents of students' minds" (p.8). These communities are characterized by a high level of agency and intentionality, real ideas and authentic problems, and pervasive, constructive engagement in democratic knowledge-building dialogue. Students should be familiar with these principles included in the two readings from the course outline by Scardamalia and Bereiter. As teachers and learners, active participation in professional learning communities enables school leaders to continually advance personal learning and the learning of colleagues.

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

Due: Ongoing

Throughout your participation in the course, you will be expected to help deepen conversations, moving from summarizing and retelling what you read/know to a meaning-making experience that negotiates and creates new understanding. We need our dialogue to go beyond a mere sharing of ideas. The Moodle dialogues are intended to be **Knowledge-Building** dialogues throughout the course and for each discussion you are asked to submit ONE original post, by Wednesday midnight of each week, using the provocation provided as your starting point. Further, you will be required to respond to at least ONE of your cohort's original posts by Friday midnight of each week. There is an expectation that the conversation builds upon ideas expressed; and is not a response that merely indicates agreement of or liking a post.

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.

Criteria	Minimally meets requirements (B- to B+)	Meets All Requirements (A- to A)	Meets All and Exceeds Some Requirements (A to A+)
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 learning community 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 25

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 (i.e., 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 25. 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	You provide a tangential connection to a current issue, problem or challenge faced in educational leadership.	You provide a clear connection to a current issue, problem or challenge faced in educational leadership.	You provide a comprehensive scholarly overview of a current issue, problem or challenge faced in educational leadership.

Reflective Practices	You share personal experiences, ideas and insights, making some connections to leadership theory and participating in dialogue with the learning community.	You bring forth personal experiences, ideas and insights, making connections to leadership theory and using dialogue within the learning community to prompt reflection.	You initiate 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	You apply some course materials to build understanding of leadership perspectives and practices.	You use course materials and additional resources to strengthen understanding of leadership perspectives and practices.	You build upon course materials and other relevant scholarly resources to open new possibilities in understanding of leadership perspectives and practices.
Democratizing Knowledge	You provide information with limited dialogic interaction with others in the group. You ask questions of self and others.	You recognize and respond to the contributions of others, engaging in critical reflection of one's own practice and that of others. You ask questions and make connections to deepen understanding.	You respond to and strengthen the contributions of others, engaging with them as dialogic partners with equal ownership in building deep understanding. You ask questions and make connections that prompt critical reflection and lead to new understandings.
Summary	Your summary does not convey the key ideas and/or is unclear.	Your summary conveys most of the key ideas; communication is clear.	Your 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 dialogue in the form of a 3-5 minute video that provides 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 in a way that improves ideas/builds knowledge
- 3) Keeping the discussions going
- 4) Posting a brief one-page written summary/wrap up of the discussion within 2 days of the end of the discussion.

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	<p>You provide vague or limited identification of key issues.</p> <p>You provide a limited overview of topic.</p>	<p>You provide key issues of the topic and identify connections to practice.</p> <p>You provide an adequate overview of topic and issues.</p> <p>You identify the importance of your topic.</p>	<p>You provide a concise overview that addresses the breadth and depth of the key issues related to the topic.</p> <p>You clearly establish the importance of your topic and draw the participants in.</p> <p>You promote thoughtful consideration of application to practice.</p>

Criteria	Minimally Meets Requirements (B-)	Meets All Expectations (A-, B+, B)	Meets All and Exceeds Most Expectations (A+, A)
Provocation/question for discussion	Your provocation requires minimal application of thinking.	Your provocation encourages contribution by relying mainly on opinion. Your provocation requires explanation of current practice or understanding.	Your provocation encourages high level thinking and application of the topic. Your provocation promotes differing perspectives and challenges current thinking. Your provocation requires connection of practice to literature.
Facilitated Discussion	As facilitators, you demonstrate minimal understanding of the topic. You provide limited opportunity for participants to engage with the topic. You respond infrequently to the posts. Your responses to the posts are of limited depth.	As facilitators, you demonstrate basic understanding of the topic. You offer provocations that provide opportunities for exploration and building of knowledge. You respond to the original posts in a timely manner. Your responses affirm views and comments with some extensions and connections.	As facilitators, you demonstrate deep understanding of the topic. You offer provocations that are creative, original and appropriate to support effective exploration of the topic. Your responses encourage participants to actively engage in the dialogue, build on each other's ideas and thereby take responsibility for the overall advancement of knowledge. You respond to the posts throughout the week in a timely manner. You sustain the discussion and ideas are improved upon.

Learning Task #4: Group Presentation (20%)

Due: See schedule

In groups of 4 you will prepare a 60 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) that presents the main ideas and references from your presentation.

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	Your introduction is not clear; you do not identify the importance of your topic.	You identify the importance of your topic and the associated issues are made clear.	You clearly identify the importance of your topic along with the associated issues and the complex dimensions of your topic. You introduce your topic in a compelling manner.
Content	You provide vague or limited identification of key issues. You provide minimal connection to course research and Alberta policies.	You identify key issues of the topic and the connections to practice are clear. You identify relevant research and policies related to your topic.	You provide a thorough and insightful presentation of the topic and issues. You make meaningful connections to current research and relevant policies. You provide evidence of critical analysis of the topic, issues and challenges presented to educational leaders.
Learning Activity	You provide limited opportunity for participants to engage with the topic.	You provide participants with an opportunity to engage in higher level thinking.	You provide participants with an opportunity for active engagement, higher level critical thinking and knowledge building.

		Your learning activity provides opportunity for exploration and practical application of the topic.	Your learning activity provides the opportunity to apply a deeper understanding of the topic to school or educational context. Your activity demonstrates important connections to educational management and leadership.
Summary	You provide a limited overview of the topic and use of APA format. You identify minimal references.	You provide an adequate overview of the topic and issues. You correctly use APA format in most of the document.	You provide a succinct review of the essential elements of the topic and issues. You include a list of references and demonstrate consistent use of APA format.

Learning Task #5: Exploration of School

Organizational Leadership & Management Issue (25%)

Due: June 30

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 Publication Manual 7th Edition 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	<p>Your introduction is not clear.</p> <p>You do not provide an adequate overview of the issue you are addressing.</p>	<p>You present your topic and identify related issues.</p> <p>You highlight the relevance of your topic.</p> <p>You provide an adequate “road map” which provides an overview of the remainder of your paper.</p>	<p>You open with a hook which captures the reader’s attention.</p> <p>You clearly identify the purpose, issues and context in an interesting manner.</p> <p>You present compelling rationale for further exploration.</p> <p>You provide a clear “road map” which provides an overview of the remainder of your paper.</p>
Content	<p>You provide a vague or limited presentation and understanding of the issue with minimal connection to course material or leadership practice.</p>	<p>You provide an analysis and critique that are generally connected to course material and leadership practice.</p>	<p>You provide a well-organized, in-depth analysis and critique of the issue directly connected to course material and leadership practice.</p> <p>You offer creative alternatives and suggestions for improvements based on meaningful analysis.</p> <p>You demonstrate a deep understanding of role, purpose and intentions.</p>
Use of resources/ literature	<p>You provide a surface level reference to research/literature and resources.</p>	<p>You make adequate use of supporting literature/ research and resources to support critique.</p>	<p>You make a clear connection of critique and analysis to current research, literature and available resources.</p>
Focus	<p>You provide a vague or limited consideration of the topic with no apparent through-line and little attempt at a focus anywhere in the paper.</p>	<p>You provide a generally maintained focus with a wandering through-line (at times) that attempts to recognize and address the complexity of the topic.</p>	<p>You provide a strongly maintained subject, purpose, and logic with a clear through-line maintained throughout the paper recognizing and addressing the complexities of the topic.</p>

Conclusion	You do not provide an adequate summary of your topic.	You provide an overview of your topic summarizing the key ideas presented.	You conclude your paper with an interesting overview of your topic highlighting key ideas in a compelling, powerful manner.
Mechanics	You make minimal use of correct grammar, spelling and sentence structure.	You use grammar, spelling, and sentence structure correctly.	You use grammar, spelling, and sentence structure correctly and effectively.
Formatting	You use APA format infrequently or incorrectly throughout the paper.	You use APA format correctly throughout most of the paper.	You use APA format correctly throughout the paper.

Attendance

Attendance for all classes is required. In exceptional circumstances where you will be absent, please notify the instructor in advance.

Grading Scheme

GRADING SCHEDULE FOR GRADUATE CLASSES

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

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

Student Conduct

Students are subject to the student discipline policy for academic and non-academic offences in accordance with [Student Discipline Policy - Academic Offenses Graduate Students](#).

Additionally, in the Faculty of Education graduate programs, students are required to adhere to the Standard of Professional Conduct as stipulated in the program specific section of the University Calendar, as well as 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/The-Teaching-Profession/ProfessionalConduct/Pages/default.aspx>

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.

Privacy and Confidentiality

- 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.
- The personal information your classmates and instructor 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.
- 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.

Withdrawal from an Online Course

If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.