



EDUCATION 5855

Exploring the Leadership Quality Standard

Summer Semester II 2021

Dates: July 5 to July 21

Time: See included course schedule for synchronous times. Room: Online

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To secure uninterrupted time together, please arrange virtual meetings with me via [email](#). I am happy to meet with you at our earliest convenience.

Course Description

An exploration of Alberta Education's *Leadership Quality Standard* and implications for the practice of educational leadership in Alberta.

Course Materials

American Psychological Association (2019). *Publication Manual of the American Psychological Association (7th ed.)*. American Psychological Association.

Additional course materials will be available on Moodle.

Course Objectives

This course introduces students to the theoretical concepts related the field of educational leadership and to the nine competencies of the *Leadership Quality Standard*. Through the examination of leadership theory, students will gain an understanding of the provincial *Leadership Quality Standard* and how leadership practices influence teaching and learning in schools.

- A. Promote effective leadership practices. Learners will:
- Generate leadership beliefs and values grounded in professional experience, scholarly inquiry, individual reflection, and collegial dialogue
 - Examine contemporary literature in relation to the nine competencies within Alberta's *Leadership Quality Standard*
 - Highlight leadership principles from contemporary school improvement literature
 - Recognize evolutions of various educational leadership concepts, constructs and theories

- v. Apply contemporary educational leadership literature to local contexts
- vi. Describe relationships between leadership competencies and local contexts
- vii. Prioritize core elements of effective leadership practice based on local contexts

B. Promote and facilitate effective leadership processes. Learners will:

- i. Apply elements of leadership theory to provincial and local mandates
- ii. Examine various perspectives associated with school improvement processes
- iii. Analyze relationships between effective leadership, teaching, and student learning

C. Build scholarship capabilities. Learners will:

- i. Demonstrate advanced communication skills (verbal and written, expressive and receptive)
- ii. Apply advanced research skills, including use of electronic library databases
- iii. Apply APA standards to academic writing
- iv. Cite research support toward the leadership competencies
- v. Describe relationships between leadership program courses, including the purposes and staging of a potential leadership field study

Students with Disabilities Policy

If you have a disability, special learning need, or 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 Center (<https://www.uleth.ca/ross/accommodated-learning-centre/>) as well as Counselling Services (<https://www.uleth.ca/counselling>) for further guidance and assistance.

Evaluation

Assignments	Value	Due
Assignment #1a Leadership Beliefs and Values	5%	Monday, July 5 @ 6pm via Moodle 350-500 words, expression of leadership beliefs and values in education.
Assignment #1b Leadership Beliefs and Values	5%	Thursday, July 8 @ 11:59pm via Moodle 500-750 words, reflective application of emergent concepts from explorations of literature and local contexts to previous writing. Cite all references using APA formatting.
Assignment #2a Mini-Presentations	45%	Daily coursework: 3-5 minute multimedia presentations , in small groups, to synthesize key readings, case studies, and scenarios. 1-page summaries of each presentation, highlighting key concepts, quotes, and ideas. Cite all references using APA formatting.
Assignment #2b Online Responses	15%	Daily Coursework: contributions, ideas, and questions offered online (ie. Moodle Discussion Forum) in response to multimedia presentations of other groups, by 9pm on the day that a presentation is posted.

		Wednesday, July 15 @ 6pm via Moodle 1-2 page summary highlighting 2-3 of your most compelling responses to the presentations of classmates. Explain how each selection reflects your working context and specific LQS competency indicators.
Assignment #3 Research Paper	30%	Wednesday, July 21 @ 6pm via Moodle 2000-words (plus references) to synthesize key themes, concepts, and/or theories from the literature, as well as local contexts/perspectives, in relation to the LQS. Apply APA formatting requirements.

All written work must reflect APA formatting standards. Students are advised to thoroughly proof-read and edit all written work prior to sharing/posting/distributing.

Assignments

Assignment #1a (5%)

The purpose of this assignment is to reflect on your current beliefs and values regarding educational leadership. There is **not** a right answer. (**350-500 words**).

- Identify an example from your educational background in which you experienced the influence of effective leadership practices.
 - What happened?
 - How did this experience shape your current beliefs and values of what effective educational leadership is?
 - What attributes do you currently value *most* in a leader? Why?

OR

- Select **one** Competency within the *Leadership Quality Standard* (LQS) that you currently consider to be an area of personal strength. Using the most germane descriptors of that competency as a guide, describe one or two specific examples to effectively illustrate your current capacities toward this Competency.
 - Which competency do you feel most confident/capable with?
 - What have you experienced that makes you feel this way?
 - What did you do?
 - Which descriptors are most closely associated with your actions?

OR

- Select **one** Competency within the *Leadership Quality Standard* (LQS) that you currently recognize as an area of interest for further growth. Using the most germane descriptors of that competency as a guide, describe one or two context-specific examples that are informing your interest.
 - Which Competency do you feel *least* confident/comfortable with?
 - What have you experienced that makes you feel this way?
 - What do you feel might be your next best step(s) to gain confidence/capacity toward this Competency?

Submit this assignment via a **Moodle Drop Zone** on **Monday, July 5 @6pm**.

Assignment #1b (5%)

The purpose of this assignment is to reinforce (or possibly challenge) your writing and thinking in Assignment #1a. Choose **two** statements that you made in your first paper. For **each** statement, discuss how key research findings, emergent concepts, or other considerations/perspectives experienced in ED5855 to this point are serving to support (or disaffirm) your writing in Assignment #1a. Cite **at least two references** using APA formatting (**500-750 words**).

- Synthesize what you have learned so far to explain how it is **reinforcing/supporting** each statement (each accompanied by at least one key idea/theme/quote from educational leadership research)

OR

- Synthesize what you have learned so far to explain how it is **challenging/informing** each statement (each accompanied by at least one key idea/theme/quote from educational leadership research)

OR

- Synthesize what you have learned so far to explain how it is **reinforcing/supporting** one statement **and** challenging/informing another statement (each accompanied by at least one key idea/theme/quote from educational leadership research)

Submit this assignment via a **Moodle Drop Zone** on Thursday, July 8 @ 1:59pm.

Assignment #2a (45%)

Mini-Presentations. As part of daily coursework, students will work in small groups to synthesize assigned readings/case studies/scenarios associated with the nine leadership competencies, highlight key findings and emergent themes, and address contextual implications for daily leadership practice in schools.

To promote the engagement of classmates in an online learning environment, some presentations will take the form of **3-5 minute multimedia files**, utilizing purposeful combinations of text, key visuals, narration, animation, and/or on-camera performances. Presentations should elicit purposeful responses from classmates by highlighting key themes/theories/concepts/takeaways, posing contextual questions, inviting critical discussion/debate, promoting individual and/or cultural perspective sharing, etc. Groups will post a **link to their presentation file** via **Moodle** (Google Doc containing links to respective files, etc.) by the end of each designated class.

One-Page Presentation Summaries. At the end of each designated class, groups will also submit a one-page presentation summary, via a **Moodle Drop-Zone**, to:

- Highlight key themes/theories/concepts/takeaways from the literature
- Pose emergent questions/critiques/topics for debate
- Consider implications of local contexts/perspectives/priorities on leadership practice

These summaries will become a valuable resource for everyone during the final assignment!

Assignment #2b (15%)

Individual Online Responses. As part of daily coursework, students will post online responses to the multimedia presentations of other groups (ie. **Moodle Discussion Forums**). Responses may take the form of specific answers, opinions/perspectives, related research findings, emergent questions, and critical considerations, among other possibilities. Throughout the course, responses will broaden and deepen individual and collective leadership capacities through a continual process of synthesis, contextualization, and reflection.

Individual responses to each presentation will be posted by **9pm on the same day that the presentation is posted**.

On **Wednesday, July 14 @ 6pm**, students will submit a **1-2 page summary** of their individual responses to others via a **Moodle Drop Zone**. Select (copy/paste) 2-3 of your responses that highlight the substance of your online contributions. For each selection, explain their relationship to the LQS and/or your own leadership context (ie. reinforcement or challenge of an existing conception/practice, evidence of new learning, implications for future action, etc.).

Assignment #3 (30%)

Research Paper. (2000 words plus references). During our exploration of the nine competencies of Alberta's *Leadership Quality Standard* this semester, you have been exposed to a variety of ideas, concepts, theories, and perspectives related with educational leadership. In this paper, apply your emerging understanding of the interplay between principles of educational leadership and optimum student learning in the context of your current school and leadership position (formal or informal):

- In what ways can the LQS and educational leadership literature support/inform your own leadership practice (formal or informal) to provide optimum learning for all students in your school?
- Which aspects of the LQS and educational leadership literature can you prioritize to ensure optimum learning opportunities for all students in your school?
- How can you apply the leadership competencies and related principles of educational leadership to further improve teaching and learning in your current school?
- What are the *big* ideas (**not all** of the ideas) in the interplay between educational leadership and student learning that are most applicable to your professional context? Why?

You may find it helpful to approach this assignment with the possibility of developing it further during an upcoming leadership practicum. Your paper may form the basis of support for developing and implementing a research- and context-informed initiative (ie. pedagogical focus, professional learning focus, vision/visioning focus, community involvement, etc.) with school-based colleagues. Cite references using APA formatting to support your academic arguments and defend your positioning.

An accompanying rubric for this assignment will be posted on Moodle. Submit this assignment via a **Moodle Drop Zone on Wednesday, July 21 @ 6pm**.

Student Conduct

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the [University Calendar](#). Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in the resources below:

[ATA Code of Professional Conduct](#)

[Standards of Professional Conduct for Master of Education Students](#)

Privacy Concerns and FOIP

ED5855 values the contexts of local schools and districts. All course-related communications and activities (verbal, textual, visual, etc.) are simultaneously academic *and* professional. It is essential that we share our lived experiences and perspectives openly *and* professionally. We will address educational *issues* directly and honestly while protecting the identity of *individuals* (people, schools, and districts). Processes and products associated with the ED5855 course **cannot** be recorded without the expressed permission of the instructor and *all* students, *in advance*.

Netiquette: Establishing and Maintaining a Professional Online Learning Community

To promote the qualities of our online learning community, students are encouraged to participate fully in all learning activities pertaining to the ED5855 course, both synchronous and asynchronous. To promote face/name recognition between colleagues, students will be expected to log in and identify themselves by their first and last names (no anonymous usernames). Similarly, students are encouraged to upload pictures ("selfies") to the various online accounts associated with the course (ie. Zoom, FlipGrid, VideoScribe, Miro, etc.).

Academic Honesty

All material and ideas included in class presentations and assignments must follow APA formatting requirements to provide formal credit to the originator. This includes all resources, whether consulted, quoted, or copied from print resources, Internet, media, or personal consultations. Additional assistance with documentation is available through the [University library](#).

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

Course Schedule (TENTATIVE)

The following course schedule provides an overview of the design of the ED 5855 course. Extensive measures have been taken to develop a purposeful sequence of learning opportunities throughout the course. In the event that an unforeseen circumstance influences the following schedule listed tentatively below, the instructor will provide students with as much advance notice as possible.

Date	Description
Monday July 5 am or pm (Asynchronous) Individual Moodle	Block 1 - Orientation to Online Technologies <ul style="list-style-type: none"> • Moodle Orientation • Zoom Resources (downloading Zoom, accepting invitations) • Task 1: FlipGrid Tutorial • Task 2: Netiquette Resource (watch/respond by 4pm) • Task 3: Self-Introduction (post to FlipGrid by 4pm, watch others before tomorrow @ 9am) • Task 4: Survey (complete before tomorrow @ 9am) • Assignment #1a: Leadership Values and Beliefs <ul style="list-style-type: none"> ○ 350-500 words ○ submit via Moodle Drop Zone @ 6pm
Tuesday July 6 9:00am to 11:50am (Synchronous) Whole Group Zoom	Block 2 – Building an Online Learning Community <ul style="list-style-type: none"> • Zoom Orientation (audio, video, text, screen sharing, breakout rooms) • Icebreaker • Purpose of ED5855 (essential questions) • Review Course Outline • Multimedia Presentation File - Sample • Q&A Session
Tuesday July 6 1:00pm to 3:50pm	Block 3 - Competency #1: Fostering Effective Relationships <ul style="list-style-type: none"> • Choose a topic/reading/case/scenario • Access designated Zoom breakout rooms

(Synchronous) Whole/Small Zoom/Moodle	<ul style="list-style-type: none"> • Task 1: <ul style="list-style-type: none"> ○ re-introductions ○ read/discuss/synthesize ○ create a presentation file (e.g. multimedia presentation file) and a 1-page summary ○ post presentation file/URL to Moodle Discussion Forum @ 4pm ○ submit 1-page summary via Moodle Drop Zone @ 4pm • Task 2: <ul style="list-style-type: none"> ○ watch/respond to at least two presentations from other groups by 9pm ○ ensure that all group presentations receive responses
Wednesday July 7 9:00am to 11:50am (Synchronous) Whole/Small Zoom/Moodle	Block 4 – Competency #2: Modelling a Commitment to Professional Learning <ul style="list-style-type: none"> • Choose a topic/reading/case/scenario • Access designated Zoom breakout rooms • Task 1: <ul style="list-style-type: none"> ○ read/discuss/synthesize ○ create a presentation file and a 1-page summary ○ post presentation file/URL to Moodle Discussion Forum @ 12 noon ○ submit 1-page summary via Moodle Drop Zone @ 12 noon • Task 2: <ul style="list-style-type: none"> ○ watch/respond to at least two presentations from other groups by 9pm ○ ensure that all group presentations receive responses
Wednesday July 7 1:00pm to 3:50pm (Synchronous) Whole/Small Zoom/Moodle	Block 5 – Competency #5: Supporting the Application of First Nations, Métis, and Inuit Foundational Knowledge <ul style="list-style-type: none"> • Choose a topic/reading/case/scenario • Access designated Zoom breakout rooms • Group Discussion: What's working well? What isn't? What's needed? • Task 1: <ul style="list-style-type: none"> ○ read/discuss/synthesize ○ prepare a visual organizer, including key resources/reference ○ post visual organizer to Moodle Discussion Forum @ 4pm • Task 2: <ul style="list-style-type: none"> ○ watch/respond to at least two visual organizers by 9pm ○ ensure that all visual organizers receive responses
Thursday July 8 9:00am to 11:50am (Synchronous) Whole Group Zoom	Block 6 – Competency #5: Supporting the Application of First Nations, Métis, and Inuit Foundational Knowledge <ul style="list-style-type: none"> • Blackfoot Perspectives • Q&A Session: local priorities, resources, protocols, and opportunities
Thursday July 8 1:00 to 3:50pm (Asynchronous) Individual Moodle	Block 7 – Competency #3: Embodying Visionary Leadership and Competency #9: Understanding and Responding to the Larger Societal Context <ul style="list-style-type: none"> • See Moodle Block 7 for related resources • Explore readings/cases/scenarios • Task 1: respond to one topic/question via Moodle Discussion Forum by 4pm • Assignment #1b: Leadership Values and Beliefs <ul style="list-style-type: none"> ○ 500-750 words ○ Cite references (APA formatting) ○ Submit via Moodle Drop Zone @ 11:59pm
Friday July 10	3-Day Weekend
Monday July 12 9:00am to 11:50am (Synchronous) Whole/Small	Block 8 – Competency #4: Leading a Learning Community <ul style="list-style-type: none"> • See Moodle Block 8 for link to Google Doc • Choose a topic/reading/case/scenario • Access designated Zoom breakout rooms • Task 1:

Zoom/Moodle	<ul style="list-style-type: none"> ○ read/discuss/synthesize ○ create a presentation file and 1-page summary ○ post presentation file/URL to Moodle Discussion Forum @ 12 noon ○ submit 1-page summary via Moodle Drop Zone @ 12 noon • Task 2: <ul style="list-style-type: none"> ○ watch and respond to the presentations of at least two other groups by 9pm ○ ensure that all group presentations receive responses
Monday July 12 1:00pm to 3:50pm (Synchronous) Small Groups Zoom/Moodle	Block 9 – Competency #6: Providing Instructional Leadership <ul style="list-style-type: none"> • See Moodle Block 9 for link to Google Doc • Choose a topic/reading/case/scenario • Access designated Zoom breakout rooms • Task #1: <ul style="list-style-type: none"> ○ read/discuss/synthesize ○ create a presentation file and a 1-page summary ○ post presentation file/URL to Moodle Discussion Forum @ 4pm ○ submit a 1-page summary via Moodle Drop Zone @ 4pm • Task #2: <ul style="list-style-type: none"> ○ watch and respond to the presentations of at least two other groups by 9pm ○ ensure that all group presentations receive responses
Tuesday July 13 9:00am to 11:50am (Synchronous) Small Groups Zoom/Moodle	Block 10 – Competency #7: Developing Leadership Capacity <ul style="list-style-type: none"> • See Moodle Block 10 for link to Google Doc • Choose a topic/reading/case/scenario • Access designated Zoom breakout rooms • Task #1: <ul style="list-style-type: none"> ○ read/discuss/synthesize ○ create a presentation file and a 1-page summary ○ post presentation file/URL to Moodle Discussion Forum @ 12 noon ○ submit 1-page summary via Moodle Drop Zone @ 12 noon • Task #2: <ul style="list-style-type: none"> ○ watch and respond to the presentations of at least two other groups by 9pm ○ ensure that all group presentations receive responses
Tuesday July 13 1:00pm to 3:50pm (Synchronous) Small Groups Zoom/Moodle	Block 11 – Competency #8: Managing School Operations and Resources <ul style="list-style-type: none"> • See Moodle Block 11 for link to Google Doc • Choose a topic/reading/case/scenario • Access designated Zoom breakout rooms • Task #1: <ul style="list-style-type: none"> ○ read/discuss/synthesize ○ create a presentation file and a 1-page summary ○ post presentation file/URL to Moodle Discussion Forum @ 4pm ○ submit a 1-page summary via Moodle Drop Zone @ 4pm • Task #2: <ul style="list-style-type: none"> ○ watch and respond to the presentations of at least two other groups by 9pm ○ ensure that all group presentations receive responses
Wednesday July 14 9:00am to 11:50am (Synchronous) Whole Group Zoom	Block 12 – Competency #3: Embodying Visionary Leadership and Competency #9: Understanding and Responding to the Larger Societal Context <ul style="list-style-type: none"> • See Moodle Block 12 for related resources • Perspective Sharing • Assignment #2b: 1-2 page summary of responses, submit via Moodle Drop Zone @ 6pm • Assignment #3 – Submit Research Paper via Moodle Drop Zone on Wednesday, July 21 @ 6pm

Reading List (TENTATIVE)

A selection of resources will be available via Moodle throughout the course. The following list is neither exhaustive nor fixed:

- Alberta Education. (2018). *Leadership Quality Standard*. Edmonton, AB: Alberta Education. Retrieved from <https://education.alberta.ca/media/3739621/standardsdoc-lqs-fa-web-2018-01-17.pdf>
- Brandon, J., Adams, P., Friesen, S., Hunter, D., Koh, K., Mombourquette, C., Parsons, D., and Stelmach, B. (2018). *Building, supporting, and assuring quality professional practice: A research study of teacher growth, supervision, and evaluation in Alberta*. A Research Report for Alberta Education, Edmonton, AB. <http://hdl.handle.net/1880/111772>
- Fullan, M. and Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems*. Corwin.
- Mombourquette, C. (2013). Principal leadership: Blending the historical perspective with the current focus on competencies in the Alberta context. *Canadian Journal of Educational Administration and Policy*, 147, 1-19.
<https://journals.ualgary.ca/index.php/jeap/article/view/4284>
- Stelmach, L., Adams, P., and Brandon, J. (2019). *Assessment synthesis: Optimizing learning for all students – implementation of Alberta's 2018 professional practice standards*.
<https://prism.ualgary.ca/handle/1880/110729>