EDPS 507 (B01): School-Based Leadership: Applying Theory to Practice
Summer 2018

COURSE OUTLINE

Instructor: Dr. Bonnie Stelmach
Office: 7-145 Education North
Telephone: (780) 492-9890
Office Hours: By appointment
Email: bonnies@ualberta.ca
eClass: https://eclass.srv.ualberta.ca/course/view.php?id=44038

Scheduled Classes: Sunday, July 29: 4:00 – 5:50 p.m.
Monday, July 30 – Thursday, August 2: Students must attend the Summer School on Leadership Excellence 4-day conference.
Friday, August 3: TBD

Location: Summer School on Leadership Excellence locations are posted on the Summer School schedule https://summerschool.ualberta.ca
Additional class meetings will be held in ED 107 (Education South Tower)

Faculty of Education Equity Statement:
The Faculty of Education, University of Alberta, is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff, and students in developing teaching and learning contexts that are welcoming to all.

“Policy about courses outlines can be found in Section 23.4(2) of the University Calendar.”

General Course Information:

EDPS 507 is one of the elective courses in the master’s program in the Department of Educational Policy Studies. This 3-credit course focuses on concepts, theories, issues, and practices in school-based leadership. Alberta’s Leadership Quality Standard (LQS) is a central focus in the topics chosen and learning objectives. The course has an alternative format. The Summer School on Leadership Excellence, a four-day conference with keynote, plenaries, small group discussions, and endnote speaker, constitutes the core curriculum. Students will also attend an orientation class on Sunday, July 29th. Activities may be scheduled on Friday, August 3rd. This course is offered only to students who have previously participated in Summer School on Leadership Excellence for credit in EDPS 595: The Principalship.

Course Description:

This course offers students an opportunity to apply research concepts, theories, and findings to issues related to school-based leadership. The course is designed to support Alberta educators who are aspiring to be school leaders, or who currently have a school leadership role. Alberta’s Leadership Quality Standard recently became Ministerial Order in February 2018; therefore, it is the guiding framework for the course.
Work in this course is designed to support current and aspiring school leaders in the development of select areas of the LQS.

Course Objectives:

The assigned readings, class topics, guest speaker presentations, and assignments have been chosen to help students:

- identify areas of the Leadership Quality Standard for their own professional growth and learning;
- critically reflect upon the Leadership Quality Standard as a framework for developing school leadership excellence;
- conduct independent literature searches;
- apply research concepts, ideas, and/or findings to select dimensions of the LQS; and,
- use technology to develop an instructional tool/resource pertinent to school-based leadership dimensions outlined in the LQS.

Organization of the Course:

The course is organized around the following leadership dimensions as outlined in the Leadership Quality Standard, which became Ministerial Order in February 2018:

1. Fostering Effective Relationships
2. Modeling Commitment to Professional Learning
3. Embodying Visionary Leadership
4. Leading a Learning Community
5. Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
6. Providing Instructional Leadership
7. Developing Leadership Capacity
8. Managing School Operations and Resources
9. Understanding and Responding to the Larger Societal Context

Required Texts:


Required Readings:

* Written and/or recommended by Summer School speakers.

Optional reading, but recommended if it is pertinent to your inquiry for the course 😊


**Commissioned Research:**


Class Format:

The course is designed to integrate theory into practice, and is organized primarily around the Leadership Quality Standard (LQS) which became Ministerial Order for Alberta school leaders in February 2018. This course engages students through an alternative format which includes:

- **Summer School on Leadership Excellence:** This four-day conference is a research-based event with presentations delivered by researchers, field-based practitioners with research backgrounds, and graduate students currently engaged in research. Presentations address various aspects of the School Principal Quality Leadership Standard.

- **Scheduled Classes:** Students will meet for an introductory class on July 29th. Course objectives and direction regarding how to get the most out of Summer School to link to course assignments and objectives will be discussed. *Students may meet again on August 3rd.*

- **Independent Study and Assignments:** A list of required readings has been assigned. Students are encouraged to complete the readings before or during Summer School. These readings should be incorporated into assignments. As noted above, some readings are optional; however, students are to determine this based on their inquiry for the assignments. Students will also be required to conduct independent review of research and/or professional materials of their chosen topic for the purpose of completing assignments.

Student Assessment

Students in this course hail from a variety of backgrounds and experiences. Some are aspiring school leaders serving different roles and different contexts (e.g. vice principal, principal, learning coach in urban, rural and international locations); some are currently enrolled in a graduate program; and, some are extending their learning as Open Studies students and may be contemplating graduate studies. Given this variation, options are provided for students who will select the appropriate choice to meet their learning goals. All students are expected to engage with the research in the completion of assignments. Students are also invited to develop their own assessment products in consultation with the instructor.

1. **Early Learning Assessment**
   
   **Due: August 3, 2018 @ 11:59 p.m. via eClass**
   
   **Value: 40%**

   **Option A:** “The Purpose of School Leadership” Blog

   In Parts I and II of *Key Questions for Educational Leaders* (2015) Griffiths and Portelli ask scholars to reflect on the purpose of education and what is education leadership. In this blog, you will reflect on the Summer School sessions and readings on a question that combines those two streams of thought: **What is the purpose of school leadership?** You are expected to tie in the Leadership Quality Standard (LQS). Think about the purpose of school leadership and whether and/or how the LQS supports the purposes as you see it. You should think about focusing your inquiry by selecting competencies that are of interest to you or you feel you want to learn more about, rather than trying to speak to each of the nine competencies. The goal of this assignment is to demonstrate your understanding of the LQS and to reflect critically and academically (i.e. use ideas from readings and sessions) on what it means for your professional practice. A statement like, “The purpose of school leadership is to support student achievement” is a good starting point, but you would want to elaborate on that and substantiate your thoughts with research (sessions, scholarship).
A blog is more conversational and creative than an academic paper; however, refrain from using slang or acronyms as this impedes communication. The writing should be thoughtful, personal, and professional, and engaging for your peers.

In completing this assignment, please adhere to the following guidelines:

• You must write four thoughtful blog posts. You can write one for each day of Summer School, but you can write them whenever you want before the due date.

• The length of your blog post should be manageable. Quantity over quality. Your message must be clearly articulated (i.e. one paragraph will not suffice), but you are not writing an essay.

• Your reader will not have sat in your Summer School sessions or read the research, so be clear when introducing ideas so the reader knows where they came from.

• Focus on what is meaningful for you, what raised questions, what challenged you, what you agreed/disagreed with, how you imagine your learning will impact your practice, etc. All your posts should connect to the question of the purpose of school leadership and the connection to the LQS. You must demonstrate thoughtful engagement with ideas and research. You want your reader to engage in your curiosities.

• You do not have to focus on EVERY session you attended. Depth, rather than breadth, is your goal.

• You will be using WordPress: https://wordpress.com

• Include references at the end of your blog. Use APA 6th edition referencing style. If you cite verbatim within your blog, remember to follow APA citation.

**Option B: Leader Mission Statement**

Engel (2018) offers concrete parameters and qualities of effective mission statements for organizations, but he also suggests that mission statements can be personal. This assignment gives you the opportunity to think about yourself as a leader (e.g. in a formal role, aspiring to a formal role, as a teacher leader) in the context of Alberta schools by developing and justifying/explaining how you arrived at your Leader Mission Statement.

Your Leader Mission Statement should be succinct, and capture the essence of school leadership for you. Think of it as something you could put up on your wall in your office/classroom that would tell people about your leadership.

Your mission statement will be accompanied by an elaboration of what your mission statement means. Your elaboration should reference speakers from Summer School, and readings assigned for this course. You do not have to go beyond to conduct independent research for this assignment. Connection to the LQS should be evident. You do not have to focus on all nine competencies, but it should be clear that your Leader Mission Statement is applicable to Alberta schools.

In completing this assignment, please adhere to the following guidelines:

• Mission statement should be succinct—it’s a statement not a paragraph or essay. This is a mission statement for you as a leader, not for your school.

• Mission statement should be appropriate—this is a professional mandate, so to speak, so refrain from “folly” or being “cute” e.g. “Leadership—It’s the Real Thing” (as in Coke – It’s the Real Thing)

• Share the research insights you gained that supported the development of your mission statement (e.g. key findings, key thinkers, key theories)—be sure to provide references within text for any research you are sharing.
• Explain how the sessions and/or readings inspired the development of your mission statement.
• Explain how the mission statement will support you in achieving the competencies in the Leadership Quality Standard.
• 2 pages single-spaced, 12 point font, Times New Roman (page quota does not include cover and reference pages)
• include a cover page with your name, course title and assignment, date and program (i.e. Master’s Degree or Open Studies)
• include a reference page. Use APA 6th edition referencing style.

Option C: Found Poetry

You will summarize and highlight key learnings and messages from the Summer School on Leadership Excellence via the creation of a found poem. Richmond (n.d.). describes poetry in this way: “Found poetry is the literary equivalent version of collage. Much like the visual artist who combines multiple media (newspaper, feathers, coins, sheet music) into collage art, you can do the same with words, pulling concepts and phrasings from various sources to create “found” poems” (https://thewritepractice.com/what-is-found-poetry/).

Using the sessions from Summer School and readings, create a found poem that captures the essence of Alberta school leadership. You should keep the Leadership Quality Standard in mind (you may use statements from the LQS as well). This is a creative way to integrate readings, statements made by presenters with your own conceptualization of leadership. The aim is to communicate your understanding of school leadership or an important aspect of school leadership in a research-based and creative way. You may wish to focus on any of the topics from the session on summer school, but it must link to leadership.

Your poem should be accompanied by a list of references for the “found” pieces from the readings and sessions. This will be a line-by-line reference, since each line of your poem will come from research (sessions and readings). You must provide the source and page numbers in APA style. You should incorporate at least two sessions and three readings from the required list in this assignment.

Your poem will also be accompanied by a one-page explanation of your poem to help the reader interpret your creation.

For an example of found poetry see Margaret Wheatley’s “The True Professional”: http://margaretwheatley.com/wp-content/uploads/2014/12/TheTrueProfessional.pdf

In completing this assignment, please adhere to the following guidelines:
• Your poem should be of a length that demonstrates substantial consideration of leadership or a leadership topic (i.e. a two-line poem will not do).
• Your poem will be created from statements ‘found’ in your sessions and readings. Do not reference these in the poem itself. Provide a line-by-line reference list.
• Provide a one-page, single spaced explanation/interpretation of your poem. Your poem should have a focus; it should not be a random assemblage of lines from readings/speakers.
• Your poem must have a title.
• include a cover page with your name, course title and assignment, date and program (i.e. Master’s Degree or Open Studies)
2. **Summative Assessment**

   **Due: August 13, 2018 @ 11:59 p.m. via eClass**

   **Value: 60%**

**Instructional Video—Key Question for Educational Leaders**

In the spirit of Griffiths and Portelli (2015), you will focus on a key question they raise in the text that relates to the LQS, and develop an instructional video using your learning from the Summer School sessions and research. This instructional video should be developed with the idea that it could be used to teach other aspiring or current school leaders how research can inform their understanding of and support their development in one of the competencies. The goal is to make an aspect of the LQS concrete, and to use research to substantiate how it translates into professional practice. This instructional video should be specific to the Alberta context.

In completing this assignment, please adhere to the following guidelines:

- Select a “key question” that has direct implications for or relation to the LQS—the question should emerge from Griffiths and Portelli, but can shaped for the LQS and Alberta context
- Clarify how the question is important to achieving a competency in the LQS
- Teach/inform the viewer what you have learned from research (Summer School sessions, readings and your core text – Griffiths and Portelli) that can advance their understanding—be sure to select a competency that lends itself to research
- The content of your video should be your synthesis of research, use of examples, and ideas for how school leaders can develop understanding of this competency
- The video should be maximum 7 minutes
- Use effective and creative strategies to develop an engaging video – you may insert clips, etc. but only to emphasize a point – clips from other sources should not constitute a major aspect of your video, and should be included as teaching tools, not entertainment
- Explain what you learned from sessions and readings that you think is important for other educators to know and how they can use the research in their professional and leadership practice
- Integrate required readings and independent research (minimum 10 references with the majority being peer-reviewed)
- Be sure the video provides title, your name and affiliation, date, location
- You should reference research and speakers in the video (verbally and in text where relevant). You are expected to use the core text, required readings, and additional sources (majority peer-reviewed). Minimum of 10 references.
- Submit a reference page along with your video. Use APA 6th edition referencing style. Be sure your name, course name, assignment title, and date are include in the reference list.

**Option B: Leadership Case Video**

Based on an issue or challenge highlighted in Griffiths and Portelli, develop a case video that current or aspiring principals could use as a way to develop in an area of the LQS. Your video should introduce the case/issue, and present research that contributes to deeper understanding of the case (not necessarily a ‘solution’ to the case). The aim of this video is to present a real-life example of something a principal would confront in their practice, and that points to their need to develop in an area of the LQS. Make your case clear and identify the relevant LQS competency. Focus your case/issue so that you are dealing with a specific aspect of the LQS rather than all nine competencies. You may use an example from your professional experience, as long as you anonymize it.
In completing this assignment, please adhere to the following guidelines:

- Select a “key question” or case that has direct implications for or relation to the LQS—the question should emerge from Griffiths and Portelli, but can be shaped for the LQS and Alberta context.
- Clarify how the case/issue demonstrates how principals must develop in a competency in the LQS.
- Use research (readings, sessions, and your own independent research) to provide conceptual/theoretical insight into the case.
- Presentation of the case itself should be at the beginning of the video, but should not constitute the entire video. The case is intended to be a launch point for research-based instruction about a leadership issue.
- The video should be maximum 7 minutes.
- Use effective and creative strategies to develop an engaging video— you may insert clips, etc. but only to emphasize a point—clips from other sources should not constitute a major aspect of your video, and should be included as teaching tools, not entertainment.
- Explain what you learned from sessions and readings that you think is important for understanding the case and how school leaders can use the research in their leadership practice.
- Integrate required readings and independent research (minimum 10 references with the majority being peer-reviewed).
- Be sure the video provides title, your name and affiliation, date, location.
- You should reference research and speakers in the video (verbally and in text where relevant). You are expected to use the core text, required readings, and additional sources (majority peer-reviewed). Minimum of 10 references.
- Submit a reference page along with your video. Use APA 6th edition referencing style. Be sure your name, course name, assignment title, and date are included in the reference list.

Grading

Grading is not an exact science. “Grades reflect judgment of student achievement made by instructors. These judgments are based on a combination of absolute achievement and relative performance in a class. The instructor should mark in terms of raw scores, rank the assignments in order of merit, and, with due attention to the verbal descriptions of the various grades, assign an appropriate letter grade to each assignment [Section 23.4(4) of the University Calendar].

Your assignments will be graded with a degree of flexibility/range such as the following:

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<tr>
<th>Grading Scale</th>
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<tr>
<td>Letter</td>
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<tr>
<td>A+</td>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
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Grade Distribution

Your success in the course is contingent upon excellence in the completion of all of the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Targeted Completion Date</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>1) Early Learning Assessment</td>
<td>August 3rd</td>
<td>40%</td>
</tr>
<tr>
<td>2) Summative Assessment</td>
<td>August 13th</td>
<td>60%</td>
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</tbody>
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Policy for Late Assignments:
Due dates for course assignments have been clearly outlined. These due dates are established to support your effective progression through the course. Extensions will not be offered or granted, except to those students who request an extension because of serious, unforeseen events in their lives. In their study of procrastination and externally- and self-imposed deadlines, Ariely and Wertenbroch (2002) found that students’ grades were higher in the group subjected to externally imposed deadlines. Thus, the inflexibility with the due dates is intended to serve you in terms of organization and academic performance. Penalty for late assignments will be at the instructor’s discretion upon consideration of the circumstances—the instructor reserves the right to give partial or full credit for late assignments that have been submitted without notice, and to refuse acceptance of an assignment past a certain date.

Plagiarism and Cheating:
All students should consult the “Truth-in-Education” Academic Integrity handbook [http://www.tie.ualberta.ca/~media/tie/Documents/AI_Handbook.pdf](http://www.tie.ualberta.ca/~media/tie/Documents/AI_Handbook.pdf). An instructor who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult [http://www.uofaweb.ualberta.ca/TIE/](http://www.uofaweb.ualberta.ca/TIE/). It is the responsibility of each student to ensure assignments are completed with integrity. At the level of graduate education it is expected that students understand what constitutes plagiarism and/or cheating. Ignorance is not a defense.

Academic Integrity
“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx](http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx) ) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Attendance, Absences, and Missed Grade Components:
According to the University of Alberta Calendar, excused absences are not automatic, and are at the discretion of the instructor. Consistent attendance and participation is expected throughout the course. This means not only arriving to class on time, turning off the distraction of a cell phone, but also, being prepared by having read the materials and completing assigned work. Unanticipated events may be considered an excusable absence, and it is appreciated if notification can be provided as early as possible. Please note the following examples from the University Calendar of UNACCEPTABLE reasons for absence from class:

- Vacations
- Weddings
- Travel arrangements
Given the compressed nature of this course, absences are not permitted.

**Recording of Lectures:**
Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

**Student Accessibility Services:**
If students have special needs that could affect performance in this class, please let the instructor know during the first week of the term so that appropriate arrangements can be made. If students with disabilities are not already registered with Student Accessibility Services, contact the office immediately (1-80 SUB; Email sasrec@ualberta.ca; phone 780-492-3381; WEB www.uab.ca/accessibility).

**Reference Resources**

**Websites**
- Alberta Education. [https://education.alberta.ca/](https://education.alberta.ca/)
- Alberta Teachers’ Association (ATA). [http://www.teachers.ab.ca/Pages/Home.aspx](http://www.teachers.ab.ca/Pages/Home.aspx)
- Canadian Association of Principals. [http://cdnprincipals.org/](http://cdnprincipals.org/)
- University of Alberta Libraries. [https://www.library.ualberta.ca/](https://www.library.ualberta.ca/)
- ATA Leadership Update. [http://www.teachers.ab.ca/Publications/Other%20Publications/Pages/Leadership%20Update.aspx](http://www.teachers.ab.ca/Publications/Other%20Publications/Pages/Leadership%20Update.aspx)

**Using American Psychological Association (APA) Format**

- Purdue University. [https://owl.english.purdue.edu/owl/resource/560/05/](https://owl.english.purdue.edu/owl/resource/560/05/)
- University of Alberta. [http://guides.library.ualberta.ca/apa-citation-style](http://guides.library.ualberta.ca/apa-citation-style)