Department of Educational Policy Studies

EDPS 595 (B01): The School Principalship: Seminars and Simulations
Summer 2018

COURSE OUTLINE

Instructor: Dr. Bonnie Stelmach
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Telephone: (780) 492-9890
Office Hours: By appointment
Email: bonnies@ualberta.ca
eClass: https://eclasssrv.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: 9:00 a.m. – 3:50 p.m.

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 595 is one of the elective courses in the master’s program in the Department of Educational Policy Studies. This 3-credit course is an introduction to the school principalship. 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 and a full-day class on Friday, August 3rd.

Course Description:

This course offers an introduction to the school principalship and leadership concepts. The course provides students with opportunities to reflect upon their performance in typical administrative situations encountered by school principals in terms of their earlier administrative studies and the readings, which are an integral part of the course.
Course Objectives:

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

- Develop an understanding of Alberta’s Leadership Quality Standard.
- Identify research that supports implementation of dimensions of the LQS.
- Apply research findings and theory to professional issues.

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 Readings:

Readings have been selected to align with the leadership dimensions as much as possible, and to provide students with foundational knowledge about various leadership issues. The readings emphasize current issues and topics. Some readings are written by scholars presenting at the Summer School on Leadership Excellence, or have been recommended by speakers. Most reading are peer-reviewed journal articles, but professional literature is included as well.

Please note this is a tentative list of readings (as of March 2018):


Required Text


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 will meet for a full day of dialogue and interaction on August 3rd following Summer School when key learnings, issues, foundational concepts, and course assignments will be discussed.

- **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 will be incorporated in 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.

There are TWO assignments to be completed for credit. Students will have options, which are detailed in the course syllabus. Brief descriptions are provided here.

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

   The early learning assessment requires students to integrate learning from Summer School sessions and course readings. Students have three options for the finished product (letter, blog, YouTube video). Regardless of format, students are expected to engage research in a focused inquiry related to the LQS. Written format is 2 pages, single-spaced. Video is 5 minutes maximum.
2. **Summative Assessment**  
**Due: August 13, 2018 @ 11:59 p.m. via eClass**  
**Value: 60%**

Following the same issue or idea from the early learning assessment, students will develop a research-based resource. Students have two options for the final product – professional development module or resource bank. Regardless of format, the expectation for this assignment is that students focus on a dimension of the Leadership Quality Standard by integrating Summer School sessions and research. Students are expected to conduct independent research beyond the course readings for this assignment to focus their inquiry. This assignment is intended to be a resource for students in their professional roles.

**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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<td>A+</td>
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<td>A</td>
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<td>B+</td>
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<td>C+</td>
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<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>
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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>
</tr>
</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). 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/. 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 ) 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/
Alberta Teachers’ Association (ATA). http://www.teachers.ab.ca/Pages/Home.aspx
Canadian Association of Principals. http://cdnprincipals.org/
Council on Alberta Teaching Standards (COATS). http://teachingquality.ab.ca/
University of Alberta Libraries. https://www.library.ualberta.ca/

Using American Psychological Association (APA) Format

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