



UNIVERSITY OF ALBERTA
Department of Educational Policy Studies

EDPS 595 (B01): The School Principalship: Seminars and Simulations
Summer 2017

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eClass: <https://eclass.srv.ualberta.ca/course/view.php?id=37592>

Scheduled Classes: Sunday, July 30: 4:00 – 5:50 p.m.
Monday, July 31 – Thursday, August 3: Students must attend the Summer School on Leadership Excellence 4-day conference.
Friday, August 4: 9:00 a.m. – 3:50 p.m.

Location: Summer School on Leadership Excellence locations are posted on the Summer School schedule <http://summerschool.ualberta.ca/schedule>
Additional class meetings will be held in ED 129 (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 31st, and a full-day class on Friday, August 4th.

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 the School Leader Quality Standard.
- Familiarize themselves with diverse historical, contemporary, and comparative theoretical perspectives/ paradigms with respect to the principalship.
- Critically examine and reflect upon trends and issues in society and their impact on the principalship.
- Apply research findings and theory to professional issues.

Organization of the Course:

The course is organized around the following leadership dimensions:

1. Fostering Effective Relationships
2. Embodying Visionary Leadership
3. Leading a Learning Community
4. Providing Instructional Leadership
5. Building Capacity for First Nations, Métis, and Inuit Students
6. Developing and Facilitating Leadership
7. Managing School Operations and Resources
8. 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 (e.g. teacher leadership principal leadership). 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.

Adams, P., & Townsend, D. (2014). From action research to collaborative inquiry: A framework for researchers and practitioners. *Education Canada*, 54(5). Retrieved from <http://www.cea-ace.ca/education-canada/article/action-research-collaborative-inquiry>

Bedard, G.J., & Mombourquette, C.P. (2015). Conceptualizing Alberta district leadership practices: A cross-case analysis. *Leadership and Policy in Schools*, 14(2), 233-255. Retrieved from: <http://www.tandfonline.com/doi/pdf/10.1080/15700763.2014.997936>

Braun, V. (2016). Standpoint theory in professional development: Examining former refugee education in Canada. *in education*, 22(2), 72-86.

Brown, B., & Jacobsen, M. (2016). Principals' technology leadership: How a conceptual framework shaped a mixed methods study. *Journal of School Leadership*, 26(5), 811-836.

- Casto, H. G. (2016). "Just one more thing I have to do": School-community partnerships. *School Community Journal*, 26(1), 139-162.
- Cherkowski, S., & Walker, K. (2016). Purpose, passion and play: Exploring the construct of flourishing from the perspective of school principals. *Journal of Educational Administration*, 54(4), 378-392. doi: 10.1108/JEA-10-2014-0124
- Enns, R., Kirova, A., & Connolly, D. (2013). Examining bonding and bridging activities in the context of common spaces approach to integration. *Canadian Ethnic Studies*, 45(3), 39-63.
- Grace, A., & Wells, K. (2015). *Growing into resilience: Sexual and gender minority youth in Canada*. Toronto, ON: University of Toronto Press. **Read Chapter 4: Gender Beautiful**. eBook: <http://web.b.ebscohost.com/login.ezproxy.library.ualberta.ca/ehost/detail/detail/ZTAwMHhuYV9fMTA2Mzk3NF9fQU41?sid=9de40523-a298-460e-ba95-9951ce4938b9@sessionmgr103&vid=0#AN=1063974&db=e000xna>
- Kovach, M. (2013). Treaties, truths, and transgressive pedagogies: Re-imagining Indigenous presence in the classroom. *Social Studies*, 9(1), 109-127.
- Kutsyuruba, B., & Walker, K. D. (2017). The destructive effects of distrust: Leaders as brokers of trust in organizations. In A. H. Normore & J. S. Brooks (Eds.), *The dark side of leadership: Identifying and overcoming unethical practice in organizations* (pp. 133-154). Bingley, United Kingdom: Emerald Insight. Retrieved from <http://www.emeraldinsight.com/doi/book/10.1108/S1479-3660201726>
- MacKenzie, B. (2016). #Inappropriate: Ramifications of teachers' off-duty social media postings. *Education Law Journal*, 26(1), 53-72.
- Mitchell, C., & Sackney, L. (2016). School improvement in high-capacity schools: Educational leadership and living-systems ontology. *Educational Management Administration & Leadership*, 44(5), 853 – 868.
- Murphy, J., Hallinger, P., & Heck, R. H., (2013). Leading via teacher evaluation: The case of the missing clothes? *Educational Researcher*, 42(6), 349-354.
- Newton, P., & Tunison, S., & Viczko, M. (2010). The school principal's role in large-scale assessment. *Journal of Educational Administration and Policy*, 105, 1-24. Retrieved from: <http://files.eric.ed.gov/fulltext/EJ895584.pdf>
- Ross, D. J., & Cozzens, J. A. (2016). The principalship: Essential core competencies for instructional leadership and its impact on school climate. *Journal of Education and Training Studies*, 4(9), 162-176.
- Smale, W.T., & Hill, J. (2016). The principal's role in regulating students' use of social media technology. *Journal of Educational Administration & Foundations*, 25(1). Retrieved from: <http://jeaf.ca/index.php/jeaf>
- Stewart, J. (2017 March). A culture of care and compassion for refugee students. *Education Canada*, 57(1), 20-25.

Tschannen-Moran, M., & Gareis, C. R. (2017). Principals, trust, and cultivating vibrant schools. In K. Leithwood, J. Sun, & K. Pollock (Eds.), *How school leaders contribute to student success: The four paths framework*. Cham, Switzerland: Springer. eBook: <http://link.springer.com/login.ezproxy.library.ualberta.ca/book/10.1007%2F978-3-319-50980-8>

Wenner, J. A., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of Educational Research*, 87(1), 134-171. doi: [10.3102/0034654316653478](https://doi.org/10.3102/0034654316653478)

Williamson, B. (2016). Calculating children in the dataveillance school. In E. Taylor & T. Rooney (Eds.), *Social and ethical implications of new technologies for children and young people* (pp. 51-66). New York, NY: Routledge. eBook: <https://ebookcentral-proquest-com.login.ezproxy.library.ualberta.ca/lib/ualberta/reader.action?docID=4626081&ppg=1>

Zaretsky, L. (2004). Advocacy and administration: From conflict to collaboration. *Journal of Educational Administration*, 42(2), 270-286.

Required Text

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Class Format:

The course is designed to integrate theory into practice, and is organized primarily around the School Principal Quality Leadership Standard which will become Ministerial Order for Alberta school leaders (or will have become so by the time the course begins). 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 30. 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 4th 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.

1. Early Learning Assessment

Due: August 4, 2017 @ 11:59 p.m. via eClass

Value: 40%

Option A: Letter to my...(students, teachers, administrative team, parents, etc.)

You will focus on a central issue, challenge, or curiosity related to any of the learning standards on the Principal Quality Leadership Standard, and that was presented during one or more sessions during the Summer School on Leadership Excellence. The goal of this assignment is to articulate an idea or question that has meaning for you in your professional role, and to explain to a select audience why the question is important, what is the heart of the matter, what insights you gained from both presentations during Summer School and required readings regarding the issue, and how you imagine integrating your learning into your future practice.

Your communication will be in the form of a letter, addressed to the audience to whom you want to communicate your learning, and for whom the idea has most relevance. The idea is to demonstrate learning and the insights you gained into this issue, but you do not have to have a definitive solution to the problem.

This assignment will form a foundation for the final assignment; therefore, select an idea about which you are interested as a concentrated focus.

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

- Define the problem and/or articulate the issue
- Explain why this issue is significant to your addressee and others
- Describe your role in the problem (e.g. Why does it matter that you are thinking about this? In your capacity as leader, teacher, etc., how do you imagine you can contribute to addressing this issue?)
- Summarize the insights you gained with respect to the issue using research from at least one presentation from Summer School and at least one of the required readings
- 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, and date
- include a reference page (you do not have to reference within text, unless you are citing verbatim). Use APA 6th edition referencing style.

Option B: Education Blog

You will summarize and highlight key learnings and messages from two sessions from the Summer School on Leadership Excellence.

You may wish to address any topic of interest that reflects the Principal Quality Leadership Standard and the Summer School topics. Ideally, this assignment will provide a focus for your final assignment.

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

- Provide a brief statement explaining the context of the Summer School on Leadership Excellence and who you are
- Identify the session and speaker about which you are blogging
- Summarize the topic and/or issue on which the session was focused
- Share the research insights you gained (e.g. key findings, key thinkers, key theories)—be sure to provide references within text for any research you are sharing (you may recommend one of the readings from the required readings list)
- Explain why you think what you learned from this session is important for other educators to know and/or what questions/ideas have emerged based on your learning
- 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, and date
- include a reference page (you do not have to reference within text, unless you are citing verbatim). Use APA 6th edition referencing style.
- Education Canada is a suggested blog to which you can post your summary:
<http://www.cea-ace.ca/blog>

Option C: YouTube (or equivalent video posting format)

You will summarize and highlight key learnings and messages from the Summer School on Leadership Excellence via the creation of a video for online posting (e.g. YouTube). You may wish to provide a synthesis, and highlight how the sessions and readings (not all, but the ones you focused on) will enhance your educational practice.

You may wish to address any topic of interest that reflects the Principal Quality Leadership Standard and the Summer School topics.

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

- Provide a brief statement explaining the context of the Summer School on Leadership Excellence and who you are
- Synthesis key learnings from the Summer School and how you think this might enhance others' professional practice
- Highlight the research insights you gained (e.g. key findings, key thinkers, key theories)—be sure to provide references within text for any research you are sharing (you may recommend one of the readings from the required readings list)
- 4 minute video—you may approach this through narrated PowerPoint, Prezi—be creative, but ensure that the messages are clear
- reference the speakers and readings in a way that ensures you are attributing the ideas (e.g. “Sabre and Walker, in their 2016 article in the Journal of Educational Administration define flourishing as...”)
- Provide a reference list. Use APA 6th edition.

2. Summative Assessment

Due: August 12, 2017 @ 11:59 p.m. via eClass

Value: 60%

Option A: Professional Development Module

You will develop a module based on an issue/topic related to the School Principal Quality Leadership Standard (the focus of your letter or blog). If the Teaching Quality Standard is most relevant to you, then you may refer to this; however, there should be a *teacher leadership* component that is central (i.e. not a curriculum focus). This module should be developed with the idea that you (or a colleague) could present this to an educational audience (e.g. teachers, principals). The goal is to define an issue and integrate research into a session that will enhance your colleagues' understanding, and enhance leadership practice.

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

- Identify the issue or challenge about which the PD module is developed
- Identify your audience and the context in which this module will be used (e.g. district PD, teachers' convention)
- Provide a plan with objectives, materials, and time allotted for the module (e.g. 1 hour session, objectives, and materials/resources)
- Create the materials that will be used in the facilitation of the module (e.g. PowerPoint) with necessary script
- Share the research insights you gained (e.g. key findings, key thinkers, key theories)—be sure to provide references within text for any research you are sharing (you may recommend one of the readings from the required readings list)
- Explain why you think what you learned from this session is important for other educators to know and how they can use the research in their professional and leadership practice
- You can incorporate creative elements into your module (e.g. video, interactive activities)
- Integrate required readings and independent research (minimum 10 references with the majority being peer-reviewed)
- include a cover page with your title of presentation, name, course title and assignment, and date
- include a reference page. Use APA 6th edition referencing style.

Option B: Resource Bank

Based on what you learned from the sessions during Summer School on Leadership Excellence and your required readings, develop a resource bank that educators could use to support their learning and practice. Focus your resource bank on one topic/issue (ideally the focus of your first assignment).

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

- Identify the issue or challenge about which the resource bank is developed
- Identify for whom you think the resource bank will be most useful (e.g. new principals, learning coaches)
- Include a minimum of 10 resources (the majority being peer-reviewed research) based on required readings and independent research, and an annotation of each resource (context of the research reviewed, key findings/learnings, methodology used, how you think this resource can be used)
- You can incorporate creative elements into your resource bank (e.g. videos, blogs, TED talk)

- include a cover page with your title of resource bank, name, course title and assignment, and date
- Include a reference page. Use APA 6th edition referencing style.

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:

Grading Scale

Letter	Pts	Descriptor
A+	4.0	Outstanding
A	4.0	Excellent
A-	3.7	Good
B+	3.3	Satisfactory
B	3.0	Average
B-	2.7	Basic
C+	2.3	Minimal Pass
C	2.0	Fail

Grade Distribution

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

<u>Assignment</u>	<u>Targeted Completion Date</u>	<u>Weight</u>
1) Early Learning Assessment	August 4th	40%
2) Summative Assessment	August 12 th	60%

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).

EDPS 595: Tentative Schedule of Reading

Each day of the Summer School on Leadership Excellence will address the School Principal Quality Leadership Standard. Not all topics presented have a specific reading assigned; however, the following will guide you in completing the readings in a fashion that will align with topics and standards.

Class	Connection to SPQS	Suggested Readings
Pre-reading	School Principal Quality Standard (SPQS)	Draft of Standard will be provided
Day 1	Fostering Effective Relationships Leading a Learning Community Providing Instructional Leadership Developing and Facilitating Leadership Managing School Operations and Resources Understanding and Responding to the Larger Societal Context	Adams & Townsend (2014) Bedard & Mombourquette (2015) Cherkowski & Walker (2016) Grace & Wells (2015) Murphy et al. (2013) Zaretsky (2004)
Day 2	Fostering Effective Relationships Providing Instructional Leadership Developing and Facilitating Leadership Managing School Operations and Resources Understanding and Responding to the Larger Societal Context	Brown & Jacobsen (2016) Kutsyuruba & Walker (2016) MacKenzie (2016) Smale & Gunko (2016) Tschannen-Moran & Gareis (2017) Williamson (2016)
Day 3	Embodying Visionary Leadership Leading a Learning Community Providing Instructional Leadership Building Capacity for First Nations, Metis and Inuit Students Understanding and Responding to the Larger Societal Context	Braun (2016) Enns et al. (2013) Kovach (2013) Mitchell & Sackney (2016) Newton et al. (2010) Ross & Cozzens (2016) Stewart (2017) Wenner & Campbell (2017)
Day 4	Fostering Effective Relationships Embodying Visionary Leadership Providing Instructional leadership Developing and Facilitating Leadership Managing School Operations and Resources	Casto (2016)
Day 5		*we will touch on readings from the list

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/>

Leadership Excellence Branch, Alberta Education. <https://education.alberta.ca/applying-for-teacher-certification-the-guide/overview/everyone/contact-alberta-education/teaching-leadership-excellence/>

University of Alberta Libraries. <https://www.library.ualberta.ca/>

ATA Leadership Update.

<http://www.teachers.ab.ca/Publications/Other%20Publications/Pages/Leadership%20Update.aspx>

Using American Psychological Association (APA) Format

University of North Carolina at Chapel Hill.

https://sww.unc.edu/files/web/pdf/APA_Quick_Reference_Guide.pdf

Purdue University. <https://owl.english.purdue.edu/owl/resource/560/05/>

Grant MacEwan College.

http://www.macewan.ca/contribute/groups/public/@web/@src/@wls/documents/document/pfw_001500.pdf

University of Alberta. <http://guides.library.ualberta.ca/apa-citation-style>