

Professional Perspectives: Personnel Leadership

This course will be offered online using a 'synchronous/asynchronous' blended format. To clarify, the synchronous coursework (50%) will happen through video-conferencing classes using Zoom, and the asynchronous work (50%) will be done online, using the web-based platform, Schoology, where students will interact with one another through message boards in online forums.

INSTRUCTOR OF RECORD

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CO-INSTRUCTOR

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COURSE DESCRIPTION

This course explores the knowledge, technical abilities, and interpersonal skills required for effective personnel leadership. School leaders interact with a variety of individuals and groups within the school and in the community. They work individually with teachers and other staff daily as they supervise, coach professional growth, and evaluate performance. They also work at a group level with various staff, parent and community members to develop collaborative planning and problem solving mindsets. As they develop teams, foster collaboration, and support the growth and development of staff, school leaders build capacity to achieve successful outcomes for students.

ATTENDANCE POLICY

Regular attendance is expected of all students. If you are absent for up to three hours of class time, you are responsible for acquiring materials distributed in the portion you missed from, and you may be asked to complete an extra assignment at the discretion of the instructor. If you miss more than three hours of class time, you may not receive course credit as deemed appropriate by the instructor. Medical absences in excess of three hours require a doctor's note.

COURSE DATES

September 12, 2020

October 17, 2020

November 28, 2020

January 23, 2021

February 20, 2021

March 20, 2021

* see times on schedule pp. 3-4

INTENDED OUTCOMES

Throughout the course, the participants will reflect on and extend their knowledge of theory and practice in topics related to personnel. Participants in this course will be able to:

- **outline** the duties, challenges, and the legal and policy parameters for supervision and teacher evaluation;
- **distinguish** between normative and formative supervision, evaluation, and discipline;
- **describe** appropriate responses to a variety of supervisory situations;
- **discuss** the values, beliefs and experiences that impact behaviour in routine situations and in challenging circumstances;
- **discuss** how to differentiate the leader's stance and/or strategies to support the professional growth and development of teacher practice;
- **demonstrate** verbal and non-verbal communication skills that support rapport building, collaboration and problem clarification;
- **apply** frameworks for having difficult conversations;
- **describe** conditions and practices for collective efficacy to flourish;
- **apply** professional learning structures/protocols that promote collective efficacy; and
- **apply** protocols to interpret and respond to a variety of personnel dilemmas.

GUIDING PRINCIPLES

Relationships

safe • collegial • supportive
curious • respectful • humble

Relevancy

theory to practice • content *and* process
reflective practice • learning stance

Rigour

reflect • analyze • synthesize • challenge

REQUIRED TEXTS

Abrams, J. (2016). *Hard conversations unpacked: The whos, the whens, and the what-ifs*. Thousand Oaks, CA: Corwin.
(approx. \$37.70)

Donohoo, J. (2016). *Collective efficacy: How educators' beliefs impact student learning*. Thousand Oaks, CA: Corwin.
(approx. \$37.65)

Other required course readings will be provided in the course binder of materials.

CHOICE TEXTS

Choose 1 text and indicate on Survey Monkey:

<https://www.surveymonkey.com/r/X98QLXN>

Arneson, S. (2015). *Building trust in teacher evaluations*. Thousand Oaks, CA: Corwin.

-OR-

Danielson, C. (2016). *Talk about teaching: Leading professional conversations* (2nd ed.). Thousand Oaks: Corwin.

(approx. @ \$37.54)

ASSESSMENT & EVALUATION

Balanced assessment is intended to measure knowledge/understanding, thinking/inquiry, communication, and application of the course content. Participants will be expected to demonstrate understanding of the course outcomes through:

- preparation and discussion of assigned readings;
- participation in class discussions/activities; and
- completion of course assignments.

The purpose of the formal assignments to prompt students to reflect on learning, integrate new readings and knowledge, and articulate the implications for practice and future learning. Students are expected to *consistently complete quality work*. Students will be asked to revise and resubmit work that does not meet the assignment criteria.

The final course grade is Pass or Fail. Participants must satisfactorily meet all requirements for attendance, participation and assignments in order to achieve a Pass.

All assignments should be in APA format. For a complete APA formatting and style guide, please refer to Owl Purdue Online Writing Lab:

<https://owl.english.purdue.edu/owl/resource/560/01/>

ACADEMIC INTEGRITY & MISCONDUCT

Plagiarism is taking credit for another's work. In an environment based upon academic integrity, plagiarism exemplifies unethical behavior. Students who plagiarize will automatically fail the class and the case will be referred to the Instructor of Record and the Faculty of Graduate Studies as per the university's policy. If you are unsure about what constitutes plagiarism or do not know how to adequately reference material, please ask for help and consult the newest edition of the American Psychological Association (APA) reference. Please refer to the University of Manitoba, Université de Saint- Boniface and Brandon University General Calendars for information about academic regulations and policies.

Course Schedule

TOPIC	OVERVIEW	ASSIGNMENTS
Supervision and Evaluation: A Toolbox for Principals Saturday, Sep 12 at 9:00 am	<ul style="list-style-type: none"> Differences between supervision, evaluation and discipline; Legislated responsibilities; Divisional policy and protocols; Observation & documentation 101; Continuum of supervisory behaviours; and Guidelines for formative and summative evaluation 	Skim & Scan: Binder materials, Section 2. Complete: Surfacing Beliefs About Supervision: A Questionnaire. Values, Beliefs, Experiences: Q-Sort. Bring: A print copy of your divisional teacher evaluation policy, procedures, and forms. Read: Binder materials, Section 2. Abrams, J. (2009). What's the real problem? Finding professional language to name it. In <i>Having Hard Conversations</i> Sullivan, S., & Glanz, J. (2005). Observation tools and techniques. In <i>Supervision that Improves Teaching</i>
Managing Conflict with Clarity, Confidence and Courage Friday, Oct 17 at 9:00 am	<ul style="list-style-type: none"> Managing resistance and difficult interactions; Recognizing influential behaviours; Using persuasive language skills; and Understanding triggers that threaten people and become obstacles to productive work. 	Read: Binder materials, Section 3. Abrams, J. (2016). <i>Hard conversations unpacked: The whos, the whens, and the what-ifs.</i>
Providing Feedback to Support Professional Growth Saturday, Nov 28 at 9:00 am	<ul style="list-style-type: none"> Discuss the importance of the leader's stance in supporting teaching and learning Explore strategies for providing ongoing feedback to support professional growth and development of teacher practice Explore how to create a culture of professional learning through formative classroom walkthroughs. 	Read: Binder materials, Section 4. Fullan Kolton, D. (2015). Our love-hate relationship with feedback. Moss, C. & Brookhart, S. (2015). Formative Walkthroughs. (Chapter 3: Feeding Professional Learning Through Effective Feedback)

TOPIC	OVERVIEW	ASSIGNMENTS
Collective Efficacy: The Power of Working Together Saturday, Jan 23 at 9:00 am	<ul style="list-style-type: none"> How educators' beliefs impact student learning; The research base that supports new ways of working together; Conditions and practices for collective efficacy to flourish; and Professional learning structures/protocols that promote collective efficacy. 	Read: Binder materials, Section 5. Donohoo, J. (2016). <i>Collective efficacy: How educators' beliefs impact student learning</i> .
Dilemmas of Practice: Frameworks for Leaders to Interpret and Respond Saturday, Feb 20 at 9:00 am	<ul style="list-style-type: none"> Explore the different types of dilemmas in personnel leadership Discuss dilemmas: Interpret, Respond, Reflect; Apply a consultancy protocol; and Reflect on the emotions of Leading. 	Read/Review: Binder Materials, Section 6. Understanding Types of Dilemmas; FRAME booklet; Tuning Protocol; and Brill, F. (2008). The school leader as principal decision maker: A field of dreams, deliberations, and derailments. Brill, F. (2008). The school leader as human pincushion: The role of emotions in school leadership.
Topical Overview: Synthesizing Learning Saturday, Mar 20 at 9:00 am	<ul style="list-style-type: none"> Group Reflective Dialogue Protocol; and Hexagonal analysis of course topics. Sharing the learning around research in the area of personnel leadership 	Read: Binder materials, Section 7. Group Reflective Dialogue Protocol

Course Assignments

PURPOSE	ASSIGNMENT #1 TEXT FRAME	DUE
To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning.	PART A: CHOOSE Indicate your choice of ONE of the following books via Survey Monkey: https://www.surveymonkey.com/r/X98QLXN <ul style="list-style-type: none"> Arneson, S. (2015). <i>Building trust in teacher evaluations</i>. Thousand Oaks, CA: Corwin <p style="text-align: center;">- OR -</p> <ul style="list-style-type: none"> Danielson, C. (2016). <i>Talk about teaching: Leading professional conversations</i> (2nd ed.). Thousand Oaks, CA: Corwin. <p>**Note: You may not choose a book that you have read in a previous course.</p>	Sep 5, 2020
	PART B: TEXT FRAME Complete a three-page summary of the book with three essential understandings of the text, including supporting details, synthesis, analysis, and application. See format template on Page 7 See rubric on Page 8	Nov 15, 2020
	PART C: LINK-THINK-SYNTHESIZE (L-T-S) Write a 750-word response describing how the book links with other course content, your personal context, and your practice going forward. See rubric on Page 9	Mar 20, 2021
	PART D: GROUP REFLECTIVE DIALOGUE PROTOCOL (GRDP) Groups of four students will meet. Students have 15 minutes each to: <ul style="list-style-type: none"> Share your essential understandings, supporting details, synthesis, analysis, and application of the Text Frame; Summarize your Link-Think-Synthesize paper; and Pose a question about staff supervision or teacher evaluation for the group to discuss. <p>The discussion proceeds round-robin style followed by a 30-minute reflective writing task in which students write concluding thoughts about the book topics and their L-T-S and identify what was <i>learned</i>, <i>affirmed</i>, and <i>challenged</i> from the dialogue protocol.</p> <p>* students need to come to class with a computer to complete this portion of the assignment.</p>	Mar 20, 2021

PURPOSE	ASSIGNMENT #2 REFLECTIVE SUMMARY & APPLICATION	DUE
To reflect on learning, integrate course content and material, and articulate the implications for your practice and future learning.	<p>Choose ONE of the following course topic areas:</p> <ul style="list-style-type: none"> Conflict management; or Collective efficacy. <p>After the class covering this topic, write a 1200-word summary of the class content. Include:</p> <ul style="list-style-type: none"> The main ideas and supporting <i>content</i> of the topic as covered in class; Two ideas from the course readings on this topic that resonated with you and why; What you might stop, start, and continue in your practice given what you learned about this topic; and Your next steps to apply this learning. <p>See rubric on Page 9</p>	<p>Dec 13, 2020</p> <p><u>OR</u></p> <p>Feb 21, 2021</p>

PURPOSE	ASSIGNMENT #3 CONCEPTUAL SYNTHESIS PAPER	DUE
<p>To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning.</p> <p>To write a scholarly paper using current research and APA formatting.</p> <p>Please note: the page limit <u>includes</u> your title page and reference list.</p> <p>Adherence to APA (6th edition) is a requirement of this assignment.</p> <p>*Abstract and ToC not required.</p>	<p>Choose ONE of the following topics in personnel leadership:</p> <ul style="list-style-type: none"> Supervision of staff; Teacher evaluation; Conflict management; Difficult conversations; or Collective efficacy. <p>Write an 10-13 page paper including:</p> <ul style="list-style-type: none"> A clear thesis statement and rationale for choosing the topic which is connected to your personal context, knowledge, and experience; A five-page literature review, including a minimum <u>five credible sources</u> cited in the text, which delineates themes across the research; An insightful analysis of your strengths, challenges, and targets for growth in this area; An action plan moving forward to develop your skills which includes <i>macro</i> and <i>micro</i> goals and strategies supported by the research; and An additional <u>five sources</u> from the literature cited in the text (over and above your literature review). **Of the ten cited sources in your paper, two can come from course required readings/materials. <p>See rubric on Page 10</p>	<p>Apr 4, 2021</p> <p>To be submitted no later than midnight</p>

APA Annotated Bibliography: Include citation and annotation
(150-200 words)

Book Title: Student Name

For guidance, see <https://www.lib.sfu.ca/help/cite-write/citation-style-guides/annotated-bibliography> and https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html

Format requirements:

- Include cover page
- Minimum 9-point TNR
- Strict three-page limit
- Three essential understandings

Essential Understanding #1 Concise 1-3 sentences that highlight and describe the big idea	
<p>Short, succinct, paraphrased ideas written in APA outline format provide supporting details from the book that function:</p> <ul style="list-style-type: none"> ▪ to extend; ▪ to clarify; and ▪ to provide examples. <p>I. Supporting Detail 1</p> <p>A. Explanation of sub-topic</p> <p>1. Detail</p> <p>a. Sub-detail</p> <p>II. Supporting Detail 2</p> <p>A. Explanation of sub-topic</p> <p>1. Detail</p> <p>a. Sub-detail</p> <p>III. Supporting Detail 3</p> <p>A. Explanation of sub-topic</p> <p>1. Detail</p> <p>a. Sub-detail</p>	<p>Synthesize, analyze, and apply the essential understandings by making deliberate and specific connections to knowledge, experience, and/or other texts. For example:</p> <ul style="list-style-type: none"> ▪ Provide examples you have seen in your life/work; ▪ Make connections to other texts; ▪ Identify patterns; ▪ Ask clarifying questions; and ▪ Discuss implications for your life/work. <p>Possible stem completions:</p> <ul style="list-style-type: none"> ▪ That reminds me of ... ▪ This challenges/expands the way I think about teaching and learning because ... ▪ I can relate ... ▪ I know about ... ▪ I learned ... ▪ I was wrong to think ... ▪ I wonder why ... ▪ I still don't know ... ▪ This helped me explain ... ▪ I noticed ... ▪ I was surprised ... ▪ I think ...

→ Page 2: Essential understanding #2 + supporting details, synthesis, analysis, and application

→ Page 3: Essential understanding #3 + supporting details, synthesis, analysis, and application

Text Frame Rubric

Criteria for Text frame	Proficient/Excellent response to criterion	Good response to criterion	Satisfactory/Adequate response to criterion
CONTENT 80% <ul style="list-style-type: none"> Summarizes knowledge and understanding of text content through concise construction of three essential understandings; Includes appropriate supporting details to clarify and extend the essential understandings; Demonstrates synthesis analysis, and application of essential understandings; and Offers self-analysis and connections to the text. 	<ul style="list-style-type: none"> Annotated bibliography includes APA citation and annotation that meets all criteria requirements; Essential understandings are concise and capture the significant points of the text thematically; Supporting details are sufficient and relevant in detail and length; Supporting details are reinforced with examples and information that clarify the essential understandings; Response includes deliberate and specific connections to knowledge, experience, and/or other texts; Notes make sense; just enough key words are used to communicate the meaning without being wordy or redundancy; and Response contains evidence of insight and the ability to make inferences. 	<ul style="list-style-type: none"> Annotated bibliography includes APA citation and annotation that meets most criteria requirements; Essential understandings are clear and generally outline the main text ideas thematically; Supporting details are relevant and may be incomplete in some areas; Supporting details are generally relevant but may be slightly too long or too short; Examples and information included in the supporting details may lack specificity; Response includes some connections to knowledge, experience, and/or other texts; Notes generally make sense; some wordiness or redundancy is evident; and Response contains some evidence of insight and effort to make inferences. 	<ul style="list-style-type: none"> Annotated bibliography meets only some of the criteria requirements; Essential understandings are evident; Essential understandings are summarized in a linear or consecutive order; Overall meaning is understandable; possibly some areas of slight confusion or minor factual errors; Supporting details are minimally supportive; Examples and information included in the supporting details lack specificity; Response includes weak or vague connections to knowledge, experience, and/or other texts; Notes generally make sense; some wordiness or redundancy is evident; and Response contains limited evidence of insight and effort to make inferences.
STYLE & MECHANICS 20% <ul style="list-style-type: none"> Organization; Voice; Vocabulary / terminology; and Mechanics. 	<ul style="list-style-type: none"> Text frame is organized; Content is arranged in a logical order; Voice is objective and impartially presents article's point of view; Vocabulary/terminology reflects the degree of complexity of the book and nuances of meaning; Overuse of jargon is avoided; and Writing is free from mechanical errors. 	<ul style="list-style-type: none"> Text frame is organized; Content can be located; Voice is unbiased and no personal opinion is evident; Vocabulary/terminology is appropriate to the purpose of the writing; Overuse of jargon is avoided; and Writing has been well edited with occasional mechanical errors that do not distract the reader. 	<ul style="list-style-type: none"> Text frame is difficult to orient; Summary reflects the writer's opinions; Attempts to use the text vocabulary/terminology; Some incorrect usage or use of unnecessary or undefined jargon; and Many mechanical errors distract the reader.

Reflective Summary & Application Rubric

Criteria for Reflective Narrative	Proficient/Excellent response to criterion	Good response to criterion	Satisfactory/Adequate response to criterion
<ul style="list-style-type: none"> Communicates and integrates ideas (information, events, opinions, perspectives); Includes details (facts, evidence, anecdotes, examples, descriptions, characteristics); Offers conclusions and opinions; Demonstrates insight and the ability to make inferences; and Considers implications for leadership practice 	<ul style="list-style-type: none"> Response is specific to the task; Ideas are insightful and well-considered; Response includes clear, consistent and coherent connections to prior knowledge; Provides clear and succinct examples; Conclusions/opinions are logical; Demonstrates the ability to make inferences; Writing is free from mechanical errors; and Writing is accessible and engaging. 	<ul style="list-style-type: none"> Response refers to the task; Thoughtful ideas go beyond statements of the obvious; Response includes deliberate connections to prior knowledge; Provides specific examples; Conclusions/opinions are logical; Response contains evidence of insight; Demonstrates an effort to make inferences; and Writing has been well edited with occasional mechanical errors that do not distract the reader. 	<ul style="list-style-type: none"> Response refers to an unspecified task/disconnected ideas; Ideas are generally accurate; Response includes attempts to connect prior knowledge to task; Examples are insufficient or irrelevant; Conclusion/opinion are off-task; Limited insight offered; Limited inferences offered; and Many mechanical errors distract the reader.

Text Frame Link-Think-Synthesize & GRDP Rubric

Criteria for Reflective Narrative	Proficient/Excellent response to criterion	Good response to criterion	Satisfactory/Adequate response to criterion
<ul style="list-style-type: none"> Communicates and integrates ideas (information, events, opinions, perspectives); Includes details (facts, evidence, anecdotes, examples, descriptions, characteristics); Offers conclusions and opinions; Demonstrates insight and the ability to make inferences; and Considers implications for leadership practice. 	<ul style="list-style-type: none"> Response is specific to the task; Ideas are insightful and well-considered; Response includes clear, consistent and coherent connections to prior knowledge; Provides clear and succinct examples; Conclusions/opinions are logical; Demonstrates the ability to make inferences; Writing is free from mechanical errors; and Writing is accessible and engaging. 	<ul style="list-style-type: none"> Response refers to the task; Thoughtful ideas go beyond statements of the obvious; Response includes deliberate connections to prior knowledge; Provides specific examples; Conclusions/opinions are logical; Response contains evidence of insight; Demonstrates an effort to make inferences; and Writing has been well edited with occasional mechanical errors that do not distract the reader. 	<ul style="list-style-type: none"> Response refers to an unspecified task/disconnected ideas; Ideas are generally accurate; Response includes attempts to connect prior knowledge to task; Examples are insufficient or irrelevant; Conclusion/opinion are off-task; Limited insight offered; Limited inferences offered; and Many mechanical errors distract the reader.

Conceptual Synthesis Paper

Criteria for Conceptual Synthesis Paper	Proficient/Excellent response to criterion	Good response to criterion	Satisfactory/Adequate response to criterion
CONTENT 75% See content specifications on p. 7	<ul style="list-style-type: none"> Thesis statement and rationale are specific to the task and connected to personal context, knowledge and experience; A wide variety of credible sources provide a compelling and comprehensive literature review; Literature throughout the paper delineates themes across the research; A minimum 10 different sources are cited throughout the paper (five in the literature review); Personal analysis demonstrates self-awareness and insight; and Well-considered action plan demonstrates specificity and includes <i>micro</i> and <i>macro</i> targets and strategies which are supported by the literature. 	<ul style="list-style-type: none"> Thesis statement and rationale are specific to the task and connected to personal context, knowledge and experience; A variety of credible sources are reviewed; Literature throughout the paper delineates themes across the research; A minimum 10 different sources are cited throughout the paper (five in the literature review); Personal analysis demonstrates some self-awareness and insight; and Action plan includes <i>macro</i> targets and strategies which are loosely supported by the literature but requires more specificity through articulation of <i>micro</i> planning. 	<ul style="list-style-type: none"> Thesis statement and rationale are unclear with loose connections to personal context, knowledge, and experience; Limited literature is reviewed in a linear manner without specification of the themes across the research; A minimum 10 different sources are cited throughout the paper (five in the literature review); Personal analysis demonstrates some self-awareness but details and insight are vague; Action plan includes <i>macro</i> targets and strategies but requires more specificity through articulation of <i>micro</i> planning; and Action plan is not supported by the literature.
ORGANIZATION 15% <ul style="list-style-type: none"> Orders and arranges ideas, details, and paragraphs; Creates an effective opening; Uses transitions; and Provides effective closure. 	<ul style="list-style-type: none"> Intent of the writing is clearly articulated in a strong introduction; Skillful and effective order and arrangement of ideas and details are demonstrated; Focus and coherence are consistently maintained; Transitions are smooth and polished; and Closure is effective. 	<ul style="list-style-type: none"> Intent of the writing is somewhat clear in the introduction; Planned and purposeful order and arrangement of ideas and details are demonstrated; Focus and coherence are maintained; and Transitions are varied and effective; and Closure assists unity. 	<ul style="list-style-type: none"> Introduction provides limited direction; Somewhat unclear order and arrangement of ideas and details are demonstrated; Focus and coherence are inconsistently maintained; Transitions are present but may be mechanical; and Closure contributes to unity to some degree.
MECHANICS & STYLE 10% <ul style="list-style-type: none"> Uses appropriate conventions (sentence construction, grammar and usage, spelling, punctuation); Formats APA; and Engages reader. 	<ul style="list-style-type: none"> Excellent command and control of the conventions of language is evident; References are fluently integrated; Strong audience engagement; and High level of APA accuracy. 	<ul style="list-style-type: none"> Solid control of the conventions of language is evident; References are consistently well integrated; Relationship with audience is established and sustained; and Moderate level of APA accuracy 	<ul style="list-style-type: none"> General control of the conventions of language is evident; Reference integration is generally straightforward; Relationship with audience is established but not fully sustained; and Many APA format errors.