

Professional Perspectives: Personnel Leadership

INSTRUCTOR OF RECORD

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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 21, 2024

October 19, 2024

November 23, 2024

January 18, 2025

February 22, 2025

March 15, 2025

9:00 – 12:00 pm – Synchronous (Zoom)

1:00 – 4:00 pm – Asynchronous

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.

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.

Registration, Payment, Letter of Permission and Refund Policy

Registration is not considered complete until receipt of payment and the approved Letter of Permission. You must apply for your Letter of Permission to your University. Verify required timelines as they may take 6 weeks to process. Deadline for cancellations is September 3, 2024. Cancellations after this date will **not** receive a refund of fees.

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)

CHOICE TEXTS

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.

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
<p>Supervision and Evaluation: A Toolbox for Principals</p> <p>Saturday, Sep 21 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous</p>	<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 	<p>Complete prior to Class:</p> <ul style="list-style-type: none"> • Sign into Teams (link will be provided); • Submit Entrance Slip; and • Select and purchase one of the two required books.
<p>Managing Conflict with Clarity, Confidence and Courage</p> <p>Saturday, Oct 19 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous</p>	<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. 	<p>Asynchronous work: Complete readings and discussion in Teams and Assignment #1, Part A: Text Frame.</p>
<p>Providing Feedback to Support Professional Growth</p> <p>Saturday, Nov 23 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous</p>	<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. 	<p>Complete readings and discussion in Teams and start Assignment #2.</p>

TOPIC	OVERVIEW	ASSIGNMENTS
<p>Collective Efficacy: The Power of Working Together</p> <p>Saturday, Jan 18 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous</p>	<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. 	<p>Complete readings and discussion in Teams and Assignment #1, Part B.</p>
<p>Dilemmas of Practice: Frameworks for Leaders to Interpret and Respond</p> <p>Saturday, Feb 22 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous</p>	<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. 	<p>Complete readings and discussion in Teams. Complete Assignment #2.</p>
<p>Topical Overview: Synthesizing Learning</p> <p>Saturday, Mar 15 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous</p>	<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 	<p>Complete readings in Teams and discussion. Complete Assignment #1, Part C. Complete Assignment #3.</p>

Course Assignments

PURPOSE	ASSIGNMENT #1 TEXT FRAME	DUE
<p>To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning.</p>	<p>PART A: TEXT FRAME Complete a three-page summary of one of the choice books with three essential understandings of the text, including supporting details, synthesis, analysis, and application.</p> <p>See format template in Teams. Use APA format</p>	<p>Tuesday, Nov 19, 2024</p>
	<p>PART B: 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.</p>	<p>Saturday, Mar 15, 2025</p>
	<p>PART C: GROUP REFLECTIVE DIALOGUE PROTOCOL (GRDP) Groups of four students will meet. Students have 15 minutes each to:</p> <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>Saturday, Mar 15, 2025</p>

PURPOSE	ASSIGNMENT #2 REFLECTIVE SUMMARY & APPLICATION	DUE
<p>To reflect on learning, integrate course content and material, and articulate the implications for your practice and future learning.</p>	<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>Tuesday, Dec 10, 2024</p> <p><u>OR</u></p> <p>Tuesday, Feb 18, 2025</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>Tuesday, Apr 2, 2025</p>