California State University
SAN MARCOS

School of
Education

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EDAD 614
Culture of Teaching and Learning: Leading Instruction
CRN #27513
Tuesdays
4:00 pm – 8:50 pm
San Marcos Elementary
Spring 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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Hours:	By Appointment

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education. We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

Candidates learn to facilitate the development, articulation, and implementation of a shared vision of teaching and learning supported by the school community. Coursework focuses on pedagogical approaches, implementation of state adopted academic content standards, frameworks, and instructional materials.

Course Prerequisites
Admissions into program, May not be taken for credit by students who have received credit for EDAD 632. Enrollment restricted to students who have obtained consent of Program Coordinator.

Course Objectives
A school administrator is an educational leader who promotes the success of all students by:

Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.
- Use the influence of diversity to improve teaching and learning.

Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
- Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
- Create an accountability system grounded in standards-based teaching and learning.
- Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

Standard 3: Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Sustain safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- Establish school structures and processes that support student learning.
- Monitor and evaluate the program and staff.

Standard 4
Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Recognize and respect the goals and aspirations of diverse family and community groups.
- Treat diverse community stakeholder groups with fairness and respect.
- Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

Standard 5: Modeling a personal code of ethics and developing professional leadership capacity.
- Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.
- Use the influence of office to enhance the educational program, not personal gain.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
- Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- Engage in professional and personal development.
- Encourage and inspire others to higher levels of performance, commitment, and motivation.
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- View oneself as a leader of a team and also as a member of a larger team.
- Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Required Texts

REQUIRED
Hattie, J., (2008). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge.
 ISBN-10: 0415476186 **| ISBN-13:** 978-0415476188

McTighe and Wiggins, (2011). The Understanding by Design Guide to Creating High-Quality Units. Heinle. ELT; ISBN-10: **1416611495** ISBN-13: **978-1416611493**

Wiggins, G.P. & McTighe, J. (2007). *Schooling by design: Mission, action, and achievement,* Association for Supervision & Curriculum Development, first edition ISBN-10: **1416605800** ISBN-13: **978-1416605805**

City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009*). Instructional rounds in education: A network approach to improving teaching and learning*. Harvard Education Press. ISBN-10: **1934742163** ISBN-13: **978-1934742167**

RECOMMENDED
Calkins, Lucy; Ehrenworth, Mary; Lehman, Christopher's Pathways to the Common Core: Accelerating Achievement. (2012). Heinemann. **ASIN:** B008EAWE8O

Beers and Probst, Notice and Note: Strategies for Close Reading. (2012). Heinemann. **ISBN-10:** 032504693X **ISBN-13:** 978-0325046938

DuFour, R. & Marzano, R.J. (2011). *Leaders of learning: How district, school and classroom leaders improve student achievement*. Solution Tree. **ISBN-10:** 1935542664 **ISBN-13:** 978-1935542667

Publication Manual of the American Psychological Association, 6th Ed. (2009). American Psychological Association. **ISBN-10:** 1433805618 **ISBN-13:** 978-1433805615

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

COURSE REQUIREMENTS

Assignments

A. Instructional Practices Expert Presentations (30 points): (Groups of four) As an instructional leader your task is not to simply be an "expert" in your subject but be able to provide guidance to others on various instructional practices. As a Principal/Assistant Principal you will be challenged to provide NEW teachers with guidance on an INSTRUCTIONAL PRACTICE that will NOW be aligned with Common Core Standards in a no more than 20 minute NEW teacher orientation, they are:

#1: SELECT ONE INSTRUCTIONAL PRACTICE
1. Essential Elements of Instruction (EEI)
2. Understanding by Design (UbD)* (differ from class work)
3. International Baccalaureate Primary Years Programme (IBPYP), International Baccalaureate Middle Years Programme (IBMYP) or International Baccalaureate Diploma Programme (IBDP)
4. Sheltered Instruction Observation Protocol (SIOP)
5. The Madeline Hunter Direct Instruction Model
6. Walk through Protocol
7. Universal Design for Learning
8. Cooperative Learning (Co-Teaching)

#2: SELECT TWO QUESTIONS FOR OUTCOMES
Imagine your colleagues (NEW teachers) you are presenting to will have the following questions from *The Art and Science of Teaching,* Marzano (2007), pick at least three to include in your presentation:

1. What will I do to establish and communicate learning goals, who tracks student progress, and celebrate success?"
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish and maintain classroom rules and procedures?
7. What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organized into a coherent unit?

#3: COLLABORATE WITH COHORT COLLEAGUES NO MORE THAN 4 TO PRESENT
Research, Design and Facilitate a 20 minute presentation that will engage the audience of fellow cohort members who will stand in as your "NEW" teachers during this orientation which you will model BEST TEACHING PRACTICES as you simultaneously teach them this new content. (SEE RUBRIC for further details)

B. Instructional Conference Summary (20 points): (Individual) Using a specific instructional observation and conference format taught in class, you will observe a lesson taught by a colleague in your school, prepare an instructional conference with written feedback for the teacher, and conduct an instructional conference with the teacher on what you observed. You will then reflect on the experience in a 1-2 page written summary.

C. Instructional Leadership Site Assessment: Implementing Common Core for Instructional Improvement (20 points): (Individual) Using one of the required textbooks, you will complete an assessment of the current instructional leadership practices in your school. This is your opportunity to implement theory into practice. You will then design an instructional improvement plan, including an overview of the school and administrative team, specific suggested activities for improvement, and a comparison of one CITED research based approach with your instructional leadership in the school. You will present in a no more than 10 minute presentation on our last night of class.

D. TABLET INSTRUCTIONAL PRACTICE APP (10 points): (Pairs) Using a tablet either Android or Apple your task is to choose an application (app) that you will have to PITCH to your cohort colleagues in a two minutes or less answering the following two questions:

1) What is the app and might this improve Instructional Teaching, Learning and/or Leadership?
2) Describe how this app might provide the Instructional Leader with a more efficient and effective experience.

E. PERSONAL LEARNING NETWORK (PLN) (10 points): (Individual) Each day through the social media, TWITTER educators across the world gather to discuss various topics of interest in Education K-16. Your task is to engage in a hashtag (i.e. #edchat) during a weekday/weekend for no more than one hour to that you will have to PITCH to your cohort colleagues in a two minutes or less answering the following two questions:

1) How and why did you select this Hashtag?
2) Share one thing you learned about the content or experience as a whole.

Grading Standards

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well-prepared for course sessions by completing the readings and assignments scheduled BEFORE each class session.

All assignments are to be submitted on the due date. **Assignments not handed in on the due date will lose 10% of earned credit per day.** Assignments should adhere to APA style (see above Graduate Writing Requirement) submitted electronically on Moodle.

- Instructional Practices Expert Presentations **30 points**
- Instructional Conference Summary **20 points**
- Instructional Leadership Site Assessment: Implementing Common Core for **30 points**
Instructional Improvement
- Tablet Instructional Tablet App **10 points**
- Personal Learning Network **10 points**

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. Writing in this course will be completed by each candidate with various tasks, but not limited to: reflecting peer-to-peer online, designing class presentations and reflection sessions during class.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)
Session 1 1/21/14	Enduring Understanding Common Core	CCSS/Instructional Practice Readings
Session 2 1/28/14	Instructional Professional Language	McTighe and Wiggins, (2011). *Understanding by Design Guide to Creating High-Quality Units.* Pgs. 1-69
Session 3 2/4/14	Theory to Practice **Instructional Practices Expert Presentations DUE**	McTighe and Wiggins, (2011). *Understanding by Design Guide to Creating High-Quality Units.* Pgs. 70-119
Session 4 2/11/14	Courageous Conversations	Wiggins, G.P. & McTighe, J. (2007). *Schooling by Design.* Pgs. 144-195
Session 5 2/18/14	Professional Learning Communities **Instructional Conference Summary DUE**	Wiggins, G.P. & McTighe, J. (2007). *Schooling by Design.* Pgs. 199-209; 252-272
Session 6 2/25/14	Formative Assessments **ONLINE**	Hattie, J., (2008). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.* Pgs. 7-128
Session 7 3/4/14	Instructional Lens **Instructional Leadership Assessment and Plan for Improvement Presentation**	Hattie, J., (2008). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.* Pgs. 129-262
Session 8 3/11/14	Problems with Practice **Tablet/Phone APP Presentations**	City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009*).Instructional Rounds.* Pgs. 1-98
Session 9 3/18/14	Reflections, "think, do, say" **PLN Discussions**	City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009*).Instructional Rounds.* Pgs. 99-169