

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
SCHOOL OF EDUCATION  
Spring 2013**

**EDAD 614**

**Leading Instruction  
University Hall 337**

**(CRN# 21194)**

**Professor:** Dr. José Manuel Villarreal  
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**Office:** University Hall 337  
**Office Hours:** By appointment  
**Course Hours:** Monday, 4:30 p.m. – 9:00 p.m. (January 28-March 25, 2013)  
**Prerequisite:** Consent of Program Coordinator

**SCHOOL OF EDUCATION MISSION STATEMENT**

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by SOE Governance Community, October, 1997).

**GENERAL CONSIDERATIONS**

**Graduate Writing Requirements:** The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the Publication Manual of the American Psychological Association, 6th Ed. (2009). This is a required textbook for all CSUSM SoE graduate courses.

**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.

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**Academic Honesty and Plagiarism:** It is expected that each student will do his or her own work, and contribute equitably to group processes and projects. 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 is any question about academic honesty, consult the University Catalog.

**Ability:** Every student has the right to an equitable education and appropriate accommodations. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special needs. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of appropriate accommodations for special needs students. Students may be required to use the Writing Center or similar resource for all written assignments, based on performance on the first writing assignment.

**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. E-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. Because e-mail is convenient and is used for both personal and professional purposes, you should be mindful of courtesies and limitations with regard to professional e-mail. You should not expect immediate responses to e-mail at any time, especially to queries posted on weekends and holidays, late at night, or early in the morning.

Reading and responding to e-mail takes a great deal of time. Often the response is more involved and complicated than can be adequately conveyed in e-mail form. If you have a multifaceted question or issue, it would probably be best to have a verbal discussion face to face or on the phone. E-mail sent in all upper case (or lower case) letters, major typos, slang, salutations that are very personal, etc. 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 or on the phone what this electronic message specifically says?
- How could this message be misconstrued?
- Can this message wait until I see the recipient in person?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

Most importantly, 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.

**Students with Disabilities Requiring Reasonable Accommodations:** Students are approved for services through the Disabled Student Services Office (DSS). This office is

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located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor at the earliest opportunity.

**Appeals:** Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Patricia Prado-Olmos, Associate Dean, College of Education, Health & Human Services.

**ATTENDANCE POLICY**

The Governance Community of the School of Education adopted the following policy on 12/19/1997:

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. **At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible.

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Given the fast-paced and highly interactive nature of the course, and given that teaching and learning is difficult (if not impossible) without regular attendance and full engagement in class, the above Policy is amplified as follows:

Your attendance and participation are basic to your learning and my evaluation of your learning in this class. You are expected to establish appropriate personal, academic and career priorities to facilitate said attendance and participation in this class.

\*Your grade will be negatively affected by absences and positively affected by regular attendance. **You will lose 10 points for each tardy or early departure, and 50 points for each absence, explained or unexplained.** One absence may be made up with approval.

\*\*Illness and emergency circumstances will be negotiated on a case-by-case basis.

These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

**Grading:**

94 – 100 = A;	80–83 = B-
90 – 93 = A-;	77-79 = C+
87 - 89 = B+;	73-76 = C
84 – 86= B;	70-73 = C-

**Grading Emphasis:** Each written assignment will be graded approximately 80% on content and writing (detail, logic, synthesis of information, depth of analysis, etc.), and up to 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). You are expected to write at or above the minimum competency level for writing. All citations need to use APA format.

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**COURSE DESCRIPTION**

This course provides an opportunity for the candidate to learn to facilitate the development, articulation, and implementation of a shared vision for teaching and learning supported by the school community. Coursework focuses on pedagogical approaches, implementation of state adopted academic content standards, frameworks, and instructional materials. Specific standards as required by the *California Professional Standards for Educational Leaders* (CSPLE) will anchor the course content. Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.

**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 5:** Modeling a personal code of ethics and developing professional leadership capacity.

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- 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.

**COURSE REQUIREMENTS**

**Required Texts**

1. Gawande, A. (2003). *Complications: A surgeon's notes on an imperfect science*. Picador.
2. Ritchart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all*. Publisher: Wiley, John & Sons.
3. 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.
4. Wiggins, G.P. & McTighe, J. (2007). *Schooling by design: Mission, action, and achievement*. Association for Supervision & Curriculum Development, first edition
5. *Publication manual of the American psychological association, 6th Ed.* (2009). Washington D.C: APE Publishers

**Recommended Text**

Moodle Readings: Assigned by Instructor

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**Assignments**

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 Instructional Improvement **30 points**
- Tablet Instructional Tablet App **10 points**
- Personal Learning Network **10 points**

**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)
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

**#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?
2. Who tracks student progress, and celebrates success?”
3. What will I do to help students effectively interact with new knowledge?
4. What will I do to help students practice and deepen their understanding of new knowledge?
5. What will I do to help students generate and test hypotheses about new knowledge?
6. What will I do to engage students?
7. What will I do to establish and maintain classroom rules and procedures?

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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 to 2 page written summary using the questions provided on MOODLE.

**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 presentation of no more than 10 minutes 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 so 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.

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**COURSE SCHEDULE**

**This course schedule is tentative and may change to accommodate topics that arise during the discussions and conversations.**

<b>Date</b>	<b>Topic “Big Ideas” – In Class</b>	<b>Readings/Assignments –</b>
Session 1 1/28/13	Syllabus Common Core Week 1	Pre-Read: Gawande, A. (2003). Complications: A surgeon’s notes on an imperfect science 11-34; 47-74; 88-106
Session 2 2/4/13	Instructional Leaders like surgeons Common Core Week 2	Gawande, A. (2003). Complications: A surgeon’s notes on an imperfect science 115-129; 228-252
Session 3 2/11/13	Problem of Practice Theory to Practice Common Core Week 3	City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009). Instructional Rounds in Education 1-98
Session 4 2/18/13	Sustainable Teacher Feedback Courageous conversations Common Core Week 4 <b>Instructional Practices Expert Presentations DUE</b>	City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009). Instructional Rounds in Education 99-169
Session 5 2/25/13	Visible Thinking - Concept Common Core Week 5 <b>Instructional Conference Summary SUBMISSIONS DUE</b>	Ritchart, R., Church, M., & Morrison, K. (2011). 5-22; 25-39
Session 6 3/4/13	Visible Thinking - Application Leading by Example Common Core Week 6	Ritchart, R., Church, M., & Morrison, K. (2011). 249-273
Session 7 3/11/13	Staging Implementation Common Core Week 7  <b>Instructional Leadership Implementing Common Core Presentations</b>	Wiggins, G.P. & McTighe, J. (2007). Schooling by Design 144-195
Session 8 3/18/13	A sustainable Instructional Leadership Approach <b>TABLET APP Presentations</b>	Wiggins, G.P. & McTighe, J. (2007). Schooling by Design 199-209; 252-272
Session 9 3/25/13	<b>PLN Presentations</b> Transition into School Law	