

**California State University San Marcos  
College of Education**

***EDAD 614: Culture of Teaching and Learning:  
Leading Instruction***

**Class Meetings: Mondays 4:30 – 9:00 PM January 22 – March 19, 2007**

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***Mission Statement of the College of Education***

The mission of the College 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, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

**Authorization to Teach English Learners:** The credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English Learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English Learners.

**Students with Disabilities Requiring Reasonable Accommodations:** Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by the DSS to receive reasonable accommodations should meet with their instructor.

**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 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 that 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.*

**All University Writing Requirement:** This course meets the university requirements of 2500 words. Students are expected to write at the graduate studies level. Specific required writing assignments are explained in the course assignments section.

**Attendance Policy:** Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate in a way that reflects thorough preparation. You must be present at 80% of the class meetings to receive credit for the course. Students should contact the instructor prior to any absences, if possible.

## **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 CCTC are noted in the bracketed information at the end of each course standard.

### **KNOWLEDGE** – *The candidate will:*

- ❖ Develop and refine their personal vision of education and instruction through multiple opportunities to reflect and by developing ways to engage self and others through reflective activities [6(a)(1)].
- ❖ Learn to guide the ongoing and long-term professional development of all staff consistent with the ongoing effort to improve learning for all students [6(b)(5)].
- ❖ Learn to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity and access [6(e)(3)].
- ❖ Learn to encourage and inspire others to higher level of performance, commitment, and motivation, and to communicate knowledge effectively about the curriculum and its articulation across programs and grade levels to multiple audiences in the school community [6(e)(3)].

### **SKILLS** – *The candidate will:*

- ❖ Apply learning, curricular, and instructional theory to the design, implementation and evaluation of standards-based instruction and assessment programs and lead the improvement of those programs [6(b)(1)].
- ❖ Become a critical consumer of educational research; use research and site based data to design implement, support, evaluate, and improve instructional programs; and drive the professional development of staff [6(b)(2)].
- ❖ Study and apply the knowledge of diverse learning styles and differentiated instructional strategies to address the needs of all learners and staff [6(b)(3)].
- ❖ Engage in discussions and successfully address authentic, complex school issues, including meeting the needs of students with disabilities, evaluating employees, and providing appropriate services in different settings for English Learners, ensuring school safety, administering student behavior programs, and addressing harassment [6(f)(3)].

### **ATTITUDES and VALUES** – *The candidate will:*

- ❖ Develop and refine their personal vision of education and instruction through multiple opportunities to reflect and by developing ways to engage self and others through reflective activities [6(a)(1)].

## **REQUIRED TEXTBOOKS:**

- ❖ **Leading Learning Communities: What Principals Should Know and Be Able To Do**  
The National Association of Elementary School Principals
- ❖ **7 Steps to Effective Instructional Leadership (Second Edition)**  
By Elaine K. McEwan, Corwin Press, 2003
- ❖ **10 Traits of Highly Effective Principals: From Good to Great Performance**  
By Elaine K. McEwan, Corwin Press, 2003

## **ASSIGNMENTS AND GRADING:**

- ❖ **Reading Journal/Quick Writes (20 Points):** The nature of this class relies heavily on classroom dialogue. Therefore attendance and preparation for class are essential. Written reading response notes designed to assess attendance in class and preparedness for class will be due at the beginning of each class session. Reading journals/Quick Writes will reflect your thoughts on assigned readings for that date. Individual reading journals are not graded; rather their timely submissions are noted and points are assigned on the basis of having completed the assignment for the semester. Reading journals/Quick Writes will not be accepted late.
- ❖ **Chapter Preview/Study Guides (15 points):** Chapter Previews are designed to introduce the key vocabulary and concepts presented in the upcoming reading and will be given at the end of each class session. Each group will provide a reading study guide for the class outlining key concepts and vocabulary. Preview groups will be assigned the first night of class.
- ❖ **On-Line Resource Review/Summary (15 points):** The Internet is an invaluable resource for school administrators. For this assignment, you will explore the school administrator's center of *Education World*, and on-line resource for educators that includes regular columns and a rich archive of articles on leadership. You will chose a topic you are interested in and prepare a summary for the class.
- ❖ **Instructional Conference Summary (20 points):** 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.
- ❖ **Instructional Leadership Assessment and Plan for Improvement (30 points):** Using the instructional leadership checklist presented in McEwan's book, 7 Steps to Instructional Leadership, you will complete an assessment of the current instructional leadership practices in your school. You will then design an instructional improvement plan, including and overview of the school and administrative team, specific suggested activities for improvement, and a summary of your overall impressions of instructional leadership in the school, including strengths and weaknesses overall.

## **Total Possible Points: 100**

### **Grading Scale:**

A (93-100) A- (90-92) B+ (88-89) B (83-87) B- (80-82)  
C+ (78-79) C (73-77) C- (70-72) D (60-69) F (0-59)

# Instructional Timeline for EDAD 614

## Culture of Teaching and Learning: Leading Instruction

Date	Topic	Chapter Preview	Assignment Due
1/22	Introductions/Class Structure Defining Instructional Leadership	Intro	None
1/29	<b>Standard I: Balance Management and Leadership Roles</b> ~ <i>Being and Instructional Resource to Your Staff</i> ~ <i>The Essential Elements of Instruction</i>	<u>7 Steps:</u> Step 2	<u>Reading Journal</u> LLC: v-7 10 Traits: Intro 7 Steps: Intro
2/5	<b>Standard II: Set High Expectations and Standards for Students and Adults</b> ~ <i>Communicating Your Vision</i> ~ <i>Developing a Professional Learning Community</i>	<u>7 Steps:</u> Step 4 Step 5	<u>Reading Journal</u> LLC: 9-18 10 Traits: 1-21 7 Steps: 33-41
2/12	<b>Standard III: Demand Content and Instruction that Insure Student Achievement</b> ~ <i>Walk Throughs</i> ~ <i>Observation/Instructional Conferencing</i>	<u>7 Steps:</u> Step 1 Step 3	<u>Reading Journal</u> LLC: 19-28 10 Traits: 41-51 and 119-130 7 Steps: 67-100 <u>Web Resource Review</u>
2/19	<b>Martin Luther King Jr. Holiday</b>		
2/26	<b>Standard IV: Create a Culture of Adult Learning</b> ~ <i>Professional Development</i> ~ <i>Developing Teacher Leaders</i> <b>Guests: Gabriella Gomez, Silvia Jacobsen, Hugo Orozco</b>	<u>7 Steps:</u> Step 6	<u>Reading Journal</u> LLC: 29-40 10 Traits: 71-100 7 Steps: 19-31 and 45-61
3/5	<b>Standard V: Using Multiple Sources of Data as Diagnostic Tools</b> ~ <i>Leadership for Differentiation</i> ~ <i>Using STAR Assessment Data to Improve Instruction</i>	<u>LLC:</u> 55-65  <u>Article</u>	<u>Reading Journal</u> LLC: 41-52 10 Traits: 21-39 7 Steps: 101-113 <u>Instructional Conference Summary</u>
3/12	<b>Standard VI: Actively Engage the Community</b> ~ <i>Parent and Community Involvement</i> <b>Guest: Rolayne Harris – Intervention Specialist, SMUSD</b>	<u>7 Steps:</u> Step 7	<u>Reading Journal</u> LLC: 55-65 10 Traits: 103-118
3/19	Conclusion <b>Trait 9: The Character Builder</b>	<u>10 Traits:</u> 133-148  <u>7 Steps:</u> Conclusion	<u>Reading Journal</u> LLC: 67-76 10 Traits: 53-68 and 151-161 7 Steps: 117-124 <u>Leadership Assessment and Improvement Plan</u>

Candy Singh, Instructor      Spring 2007