



EDAD 614 CRN # 20594
Culture of Teaching and Learning: Leading Instruction
Day: Monday Time: 4:30 – 8:50pm
Course Location: San Marcos Elementary School, Room 117
Semester: Spring 2015

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

Professor: Candace Singh

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Office 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
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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
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COURSE DESCRIPTION

This course addresses the candidate's knowledge of California student academic content and curriculum standards, research-based instructional and assessment practices, and the candidate's ability to assess classroom instruction and provide focused, constructive feedback to teachers. The program develops candidates' knowledge of how to integrate creativity, collaboration, communication and critical thinking skills with the content standards. The program provides multiple opportunities for each candidate to learn, practice, and reflect on instructional leadership.

Course Objectives

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.
- Learn to guide the ongoing and long-term professional development of all staff consistent with the ongoing effort to improve learning for all students.
- Learn to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity and access.
- 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.

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.
- 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.
- Study and apply the knowledge of diverse learning styles and differentiated instructional strategies to address the needs of all learners and staff.
- 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.

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.

STUDENT LEARNING OUTCOMES

CCTC Standards, 2013. California Administrator Performance Expectations (CAPEs)

CAPE 5: Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction

CAPE 6: Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth

CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors

CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes

CAPE 14: Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities

CAPE 15: Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program

CAPE 16: Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning

Required Texts

American Psychological Association (APA) (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Kouzes, J. & Posner, B. (2012). *The leadership challenge: How to make extraordinary things happen in organizations* (5th ed.). San Francisco, CA: Jossey-Bass.

Weisman, L., Allen, L., & Foster, E. (2013). *The multiplier effect: Tapping into the genius inside our schools*. Thousand Oaks, CA: Corwin Press.

WestEd (2003). *Moving leadership standards into everyday work: Descriptions of practice*. San Francisco, CA: WestEd.

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.

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.

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 candidate 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

Candidates 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 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.

ASSIGNMENTS AND GRADING

Reading Notes and Posts

The nature of this class relies heavily on classroom dialogue. Therefore attendance and preparation for class are essential. Written reading response notes and posts to the course Facebook page are designed to assess preparedness for class will be due the Sunday evening before each class session. Reading notes/posts will reflect your thoughts on assigned readings for that date. Individual reading notes/posts are not graded; rather their timely completion are noted and credit is given on the basis of having completed the assignment for the semester. Reading notes/posts will not be accepted late.

Leadership Practices Case Study

Using the theoretical framework of the *Five Practices of Exemplary Leadership* outlined by Kouzes and Posner in *The Leadership Challenge* (2012), you will write a 7-10 page case study of a leader you work with. This paper will include in introductory description of the leader you are studying, followed by a detailed description of their leadership practices aligned to the research of Kouzes and Posner. The paper will also include a personal reflection of what you have learned about your own leadership as it relates to the Five Practices and your personal goals for the future. . A detailed description of the expectations for this assignment will be provided in class.

Instructional Conference Summary

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. A detailed description of the expectations for this assignment will be provided in class.

TIMELINE FOR EDAD 614: LEADING INSTRUCTION ~ SPRING 2015

Class Date	Assignment Due	Topic
1/26		Introductions/Class Structure ~What People Look for in Their Leaders ~When Leaders Are at Their Best ~Enhancing Your Instructional Toolbox to Support Teachers
2/2	<u>Reading Notes and Posts</u> MLS: v-4 Multiplier Effect: 1-19 Leadership Challenge: 1-40 FB Posts due by: 2/1 at 5pm	Guest Speaker, Gabriella Gomez, Principal, SMUSD ~Instructional Leadership in The Common Core Era
2/9	<u>Reading Notes and Posts</u> MLS: 13-15 Multiplier Effect: 21-44 Leadership Challenge: 156-211 FB Posts due by: 2/8 at 5pm	Developing the School Culture and Guiding the Instructional Program: Culture and Systems ~Classroom Walk Through ~Observation/Instructional Conferencing ~Challenge the Process and The Talent Finder
2/16	<u>Reading Notes and Posts</u> MLS: 16-17 Multiplier Effect: 45-67 Leadership Challenge: 100-153 FB Posts due by: 2/15 at 5pm	Keeping the Vision as the Central Focus ~Communicating Your Vision ~Developing a Professional Learning Community ~Inspire a Shared Vision and The Liberator
2/23	<u>Reading Notes and Posts</u> MLS: 5-11 Multiplier Effect: 69-90 Leadership Challenge: 41-97 FB Posts due by: 2/22 at 5pm	Leading by Example and Guiding the Professional Growth of Staff ~Clarifying Your Values and Setting the Example ~Developing Teacher Leaders ~Model the Way and The Challenger
3/2	<u>Reading Notes and Posts</u> MLS: 18-19 Multiplier Effect: 91-110 Leadership Challenge: 216-269 FB Posts due by: 3/1 at 5pm	Independent Study: Case Study and Instructional Conference ~Enable Others to Act and The Community Builder
3/9	<u>Reading Notes and Posts</u> MLS: 20-21 Multiplier Effect: 111-131 Multiplier Effect: 133-147 FB Posts due by: 3/8 at 5pm <u>Instructional Conference Summary</u>	Choosing the Right Drivers for System Reform ~It's Being Done: Academic Success in Unexpected Schools ~ The Investor and The Accidental Diminisher

3/16	<p><u>Reading Notes and Posts</u> MLS: 33-39 Leadership Challenge: 272-328 Leadership Challenge: 329-345 <i>FB Posts due by: 3/15 at 5pm</i> <u>Leadership Case Study and</u> <u>Reflection Paper</u></p>	<p>Guest Speaker: Bill Singh, Director of HR, SMUSD <i>~Your Leadership Legacy</i> <i>~ Encourage the Heart</i> <i>~Leadership is Everyone's Business</i></p>
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