California State University San Marcos
College of Education

Education 626: Developing Communities of Learning
Fall Semester 2006

Instructor: Robin D. Marion, Ph.D.
Office Hours: Thirty minutes before and after class and by appointment
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Meeting time: Tuesday 4:00-6:00 PM and Two hours On-line per week for 12 weeks
Location: Westview HS, Poway, CA and WebCT site

Mission and Commitments of the CSUSM 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, 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 COE Governance Community, October, 1997).*

Course Description:
This course involves critical examination of the ways in which communities of learning are developed by considering core concepts about leadership and resource acquisition in educational organizations. The emphasis is on project development, sustained leadership by classroom teachers, and procurement of resources. Three levels of "community of learning" are considered: the classroom, the school/district, and the larger neighborhood community within which the school resides. Course participants will design a project to develop a community of learning at one of the three levels, implement the project to some degree, and develop and submit a grant application to support the project. A parallel project will be undertaken simultaneously by the course instructor, that of developing an online community of learning.

Course Objective:
This course is specifically designed to inspire thoughtful examination of community of learning development by teachers and to apply leadership and grant writing skills to teaching and professional practice. Progress will be documented in several ways:
- studying models of sustainable teacher leadership in "community of learning" development,
- designing and implementing to some degree a project in one's classroom, school or school community, and
- developing and submitting a grant proposal for between ~$1,000 and $10,000 that will support the project.

Required Texts:
Lieberman, A. & Miller, L. (2004). *Teacher Leadership*, San Francisco, CA: Jossey-Bass.

Hargreaves, A. & Fink, D. (2006). *Sustainable Leadership,* San Francisco, CA: Jossey-Bass.

Burke, J. & Prater, C. A. (2000). *I'll Grant You That*, Portsmouth, New Hampshire: Heinemann.

Online community of learning articles to be provided electronically.
Other readings to be provided in class or on the web.

Recommended Reading:
Stay updated regarding educational issues that impact teaching and learning by reading current publications in the field. Examples include: *Educational Leadership, Language Arts, Science and Children, Democracy & Education, Phi Delta Kappan,* and *Rethinking Schools.* These and similar publications will be helpful as you complete the assignments for this course.

Attendance Policy:
Due to the interactive nature of courses in the College and the value we place on the contributions of every student, you are expected to prepare for, attend and participate in all classes. For extenuating circumstances contact the instructor *before you miss class and make arrangements to make up what you have missed.* Failure to do so may negatively impact your grade. Assignments are due when noted even if absent.

Accommodations for Disabilities:
Discuss your needs for limited accommodation with the instructor within the first week of the semester. Students requiring substantial accommodations need to contact Disabled Student Services in order to make the necessary arrangements. Located in Craven Hall, Room 5025A, or reached by phone at (760) 750-4905 or (760) 750-4909 (TDD users).

Plagiarism:
All work completed for this class must be of your own design. When relying on supporting documents authored or created by others, cite them clearly and completely using American Psychological Association (APA) style format (APAStyle.org). Failure to credit others and create original work of your own may result in a failing grade.

Tentative Class Schedule (Subject to change):
*Readings are in italics next to the date you should have **completed** the reading.*
Assignments are in bold next to the date they are due.

S01 – 8/29   Why Teacher Leadership, Why Now?
Sustainability and Unsustainability
Course overview, Finalize schedule
Levels of community
Lieberman, vii-14 and Hargreaves, vii-22
S1 Online Activities, Commit to a level of focus, 3 groups

S02 – 9/05   What Research Says about Teacher Leadership / Depth
Group Planning
Grant Introduction/Library visit
Lieberman, 15-32 and Hargreaves, 23-54
S2 Online Activities, draft of proposed Community of Learning

S03 – 9/12   Grants: Imagining and exploring the possibilities
Timelines, Resources and Examples
Burke & Prater, p. xii-29, 160-194, 223-228, 231-262
Bring Request for Proposal (RFP), or if unavailable, a one brief page description of who, what, when, where and how to apply for 3 grants
S3 Online Activities, Commit to a grant to pursue

S04- 9/19 Learning to Lead in Communities of Practice / Length
Lieberman, 33-53 and Hargreaves, 55-94
S4 Online activities

S05 – 9/26 Grants: Committing and conceptualizing, sharing our ideas
Peer feedback
Burke & Prater, p. 30-55, 137-149, 212-222
S5 Online Activities
Draft one – Proposal summary for Community of Learning and related grant: Concept paper and Introduction

S06 – 10/3 Portraits of Teacher Leadership in Practice / Breadth
Lieberman, 53-92 and Hargreaves, 95-140
S6 Online Activities

S07 – 10/10 Justice and Diversity
Hargreaves, 141-158 and 159-190
S7 Online Activities

S08 – 10/17 Grants: Elaborating the plan - aligning needs, benefits, goals and objectives
Peer Review
Burke & Prater, p. 56-91, 150-159
S8 Online Activities
Draft two – revise draft one (check for alignment) and add method, activities, management plan, and time line; attach draft 1 and comments

S09 – 10/24 Resourcefulness
Hargreaves, 191-224
S9 Online Activities

S10 – 10/31 Grants: Evaluating, justifying, summarizing, attaching
Resources needed and other attachments
Burke & Prater, p. 92-119
S10 Online Activities
Draft three – revise draft two (convince, clarify and specify) and add budget, abstract and appendices; attach drafts 1 & 2 with feedback

S11 – 11/07 Conservation
Hargreaves, 225-250
S11 Online activities

S12 – 11/14 Sustainability in Action
Revise, Refine, Complete, and Submit / After you submit
Course evaluation
Hargreaves, 251-274 and Burke & Prater, 120-136
S12 Online Activities
Final draft – complete professionally packaged proposal with evidence of submission

Grading Policies and Assignments:

Professional Demeanor: (3 points deducted per incident)
Attendance, preparation for class, respectful participation   10 points
     For both face to face and online portions of class

Online Activities (12 sessions, 1 per session)   40 points
     To be completed prior to face to face session for each week by 9AM

Grant Proposal* – MUST BE SUBMITTED TO AGENCY TO COMPLETE COURSE
    Draft 1 – Project Proposal (Concept Paper / Introduction)   05 points
    Draft 2 – Revise 1, add method, activities, management plan,   10 points
      and time line; attach original to back
    Draft 3 – Revise 2, add budget, abstract and appendices;   15 points
      attach earlier drafts to back
    Final** – Complete proposal nicely packaged with evidence   20 points
      of submission; no earlier drafts included

  Total   ……………………………………………………   100 points

*Rely on the *Burke and Prater* readings for details about what each section of the developing grant proposal includes.

**All final proposals will include all required parts. If granting agency requires a different format or different sections, turn in two versions for the final. Parts may be organized in different order but must all be present. Drafts of project/grant proposal are cumulative so a poor early grade will continue to impact later drafts unless adequately revised.

Assignments are due when noted even if absent. Late assignments will not be accepted. For extenuating circumstances, contact the instructor before the assignment is due. All assignments should be thoughtful, high quality, edited, proofed and word-processed. Grading of written assignments will be based on adherence to the assignment, evidence of revision, clarity, coherence, legibility, and editing.

Contact instructor in advance of any absence and suggest how you will make up missed sessions with alternative assignments. Course grade will be affected by any and all lapses in professional demeanor.

Remember to cite all information obtained from others completely. Failure to do so may result in failure in the course.