

**California State University San Marcos**  
**College of Education**  
**EDUC 626:**  
**Developing a Community of Learners**  
**Spring Semester, 2002**

Instructors: Renie Martin, Michele Wilson-Manos, and Karen King  
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**Class Meeting Times and Locations:**

W 0430-0715  
PFT Center for Teaching Excellence, 13616 Poway Road, Suite 100

**Mission of the College of Education at CSUSM:**

The mission of the College of Education community is to transform public education by preparing thoughtful educators and advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners exemplified through reflective teaching, learning and service. We value diversity, collaboration, and professionalism and shared governance.

**CLAD Emphasis:**

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to this syllabus and are embedded throughout the course.

**Course Description:**

This 3 unit course, Developing a Community of Learners, will address teacher leadership at three levels with respect to communities of learning. First, at the classroom level, as we work with our students in developing learning experiences. Secondly, at the school/district level, as we explore ways to become part of the larger local community within which we work. Finally, at the regional and national level as we work to find ways to stay engaged with our educational colleagues through membership in professional organizations, reading professional journals, attending continuing educational opportunities, and the National Boards process.

**Course Objectives:**

This course is specifically designed to provide teacher reflection by exploring the development of *a community of learners in the educational community*. It will form the foundation upon which participants will become aware of the professional need for developing a community of learners in shaping the future of education.

As a result of this course, participants will have a better understanding of their involvement in a community of learners at the classroom, district, and national level.

As a follow-up to the summer class on teacher leadership, students will disseminate and reflect on their leadership project as a way of demonstrating involvement in a professional learning community.

Emphasis on the National Board for Professional Teaching Standards (NBPTS) requirements of accomplished teachers for collaboration within the professional community and with students, families and the broader community will enrich this study and provide criteria for community projects.

**Required Readings:**

DuFour, Richard & Eaker, Robert, (1998). Professional Learning Communities at Work *Best Practices for Enhancing Student Achievement*. Bloomington, Indiana: National Education Service.

Burke, Jim & Prater, Carol Ann. ( Date? ). I'll Grant You That, Portsmouth, New Hampshire: Heinemann

**Additional Readings:**

Additional journal articles and educational reports will be required to support classroom conversations regarding developing a community of learners, grant writing, and the National Board Process. Project specific research and readings will be an expectation of participant project completion for this course.

**College of Education Attendance Policy:**

Due to the interactive nature of courses in the College, and the value placed on the contributions of every student, students 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.

**Accommodations for Disabilities:**

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. Located in Craven Hall, Rm. 5025a, they can be reached by phone at 760.750.4905 or 760.750.4909 (TDD users).

**Plagiarism:**

All work completed for this class should be of your own design. When relying on supporting documents authored or created by others, cite them clearly and completely. Failure to do so may result in your failure in this class.

**Grading Policies:**

There are four categories of activities that comprise your grade in this course:

- 1) Preparation for, and participation in, class discussions and professional conversations. (25%)
- 2) Informal presentations and quick writes centered around selected readings and guest speakers. (30%)
- 3) Grant proposal focused on building community and a formal presentation of the proposed grant. (30%)
- 4) Dissemination of and reflection on leadership project and detailed plan for next steps. (15%)

More details about assignments will follow, but below are brief summaries as an introduction.

- 1) ***Preparation for, and participation in class:*** This refers to timely completion of (and reflection on) assignments and readings, making thoughtful contributions to class dialogue, working collaboratively with classmates in participation in and facilitation of small group professional conversations, and regular and timely attendance.
- 2) ***Informal presentations and quick writes:*** This refers to quick writes showing thoughtful, reflective consideration of selected articles and guest speakers and their impact on a professional learning community.
- 3) ***Grant Proposal:*** The purpose of this assignment is to help participants explore the availability of grants in the larger professional learning community with the expectation that a grant proposal will be written, formally presented to the class and submitted.
- 4) ***Dissemination of and reflection on leadership project:*** Participants will share final progress of summer leadership projects including a written reflection showing their work as a facilitator and a detailed plan for next steps.

**Tentative Class Schedule:**

February	6	Introduction, Syllabus, Assignments, expectations, NBPTS standards on building professional community –evidence of a classroom community
February	13	Classroom community presentations, part 1. Assign and work on presentations for <u>Professional Learning Communities at Work</u> , chapters 1-7
February	20	Classroom community presentations, part 2. Class presentation (10 min.) on Dufour's chapters 1-7.
February	27	Classroom community article review, quick write and share-out. Building a Classroom Community guest speaker presentation. Assignment: Based on DuFour's chapters 1-7, write 3 questions that you can ask a site administrator. Leave room to fill in the answers. Questions and answers will be handed at the end the class on 3/6.

- March 6 Quick write on Personal Leadership Projects –reflection on progress and next steps.  
Guest presentation on Dufour’s chapters 1-7 and how this has been implemented at a school site.  
Turn in questions and answers that were asked to site administrator.  
Divide chapters 8-12 among class participants. Begin to work on jigsaw and 15 minute presentations.
- March 13 Presentations on Dufour’s chapters 8-12. Site an example of where you see this at your school site or in your classroom. Facilitate a discussion on the chapter being presented. A one page written summary must be shared with the class.
- March 20 Read and quick write on professional development article.  
Guest Speakers: Janet Malone and Don Razska.  
Assignment: Go to your staff and share this information. A one page written summary of this presentation will be turned in on 4/10.
- March 27 Facilitation presentation/review by Pat Silva.  
Scenario plays.
- April 10 Introduction to grant writing and the purpose of writing grants.  
Quick write on dream classroom.  
Presentations on how the sharing went with your staff on PUSD’s new plan for professional development credit. Turn in summary.
- April 17 Grant Writing guest speaker: Kathy Hayden.  
Discussion on selected readings from Burke’s book
- April 24 Surf’s up! Linda Foote present at Creekside’s computer lab.
- May 1 Independent work time on grant proposal.
- May 8 Share grant proposals and peer review. Provide a copy of grant for peer’s feedback.
- May 15 Explore grant textbook. Peer editing time will provided for grant proposals.
- May 22 Final grant presentations and proposals due.  
Work on Leadership project reflection.
- May 29 Share leadership project’s success and next steps.