California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDMI 663
Course Title	Middle Level Teacher Leadership
CRN Number	22710
Days	Monday
Time	5:30-8:15 pm
Course Location	University Hall 441
Semester / Year	Spring 2016
Instructor	Ron Pirayoff, Ed.D.
Phone	
E-Mail	rpirayoff@csusm.edu
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

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

<div align="center">**COURSE DETAILS**</div>

Catalog Description

Presents a theoretical framework for critical reflection on the characteristics of effective middle level school and leadership. Promotes an understanding of how to implement, and advocate for, effective strategies for meeting young adolescents' intellectual, social, and emotional needs. Introduces and applies action research that impacts practices in schools in light of middle level philosophy and young adolescent development. Addresses deeper leadership skills and strategies as a teacher leader in order to shape middle level students' learning and development. Enrollment restricted to students who have obtained consent of Program Coordinator

Instructor Description

In this course, students will construct a theoretical framework for critical reflection on characteristics of effective middle level schools and leadership. They will deepen their understanding to implement, and advocate for, effective strategies for meeting young adolescents' intellectual, social, and emotional needs. Students will learn about and conduct action research impact practices in their schools in light of middle level philosophy and young adolescent development. Students will deepen leadership skills and strategies as a teacher leader in order to shape middle level students' learning and development.

Course Prerequisites

For School of Education courses, admission to the program is considered a prerequisite.

Course Objectives/Course Learning Outcomes

By the end of the course, students are expected to:
1. Demonstrate understanding of characteristics of effective middle level schools
2. Use knowledge of best practices to assess current school practices
3. Develop an action plan to impact existing practices to meet young adolescent biological, social, emotional and cognitive needs
4. Use content knowledge, ideas, interests, and experiences to implement action research to impact your practice at the classroom, team, or school level
5. Use current research to assess existing practices and develop interventions to improve existing practices
6. Demonstrate and share with others their abilities to use specific content teaching and assessment strategies.
7. Understand major historical and contemporary theories and empirical research that provide the foundation for middle grades education as a distinct level of schooling.
8. Develop repertoire of strategies to mentor teacher and teacher candidates to impact existing practices to meet young adolescent biological, social, emotional, and cognitive needs
9. Develop repertoire of strategies to advocate for school structures and characteristics that are evident in effect middle level schools
10. Understand the importance of teacher collaboration and develop the skills to facilitate continuous learning among colleagues
11. Develop an extensive professional learning network (PLN) to collaborate with colleagues across the world and explore your personal interests in education
12. Collaborate with peers in class and in across your PLN to gain new understanding and develop your current practices
13. Exercise leadership in the future based on a variety of assessment tools and outcomes.
14. Improve educational practices through self-reflection, self-evaluation, and applied research

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Texts

- American Psychological Association. (2009). Publication Manual of the American Psychological Association, 6th Ed. Washington, DC: APA.
- Association for Middle Level Education. (2010). *This we believe: Keys to educating young adolescents* (4th ed.). Columbus OH: Author.
- Kanold, T. (2011) 5 Disciplines of PLC Leaders
- Hattie, J. (2011). Visible learning for teachers: Maximizing impact on learning. London: Routledge

Cougar Courses

EDUC 698 Culminating Activity Supports
http://community.csusm.edu/course/view.php?id=33

COURSE & PROGRAM STUDENT LEARNING OUTCOMES

MA in Education Program Student Learning Outcomes (PSLOs)

The Master of Arts in Education Program assesses 4 Program Student Learning Outcomes (PSLO):
- **PSLO 1: Professional Dispositions** (EDUC 622)

Demonstrate interaction and communication skills that reflect professional dispositions and ethics, such as respect for diversity, educational equity, collaboration, and social justice.
- **PSLO 2: Leadership Skills** (EDUC 602 or EDAD 618B)

Apply leadership skills in social justice and equity to advance the profession.
- **PSLO 3: Analyze Research** (EDUC 622)

Analyze educational and/or professional research.
- **PSLO 4: Integrate Research** (EDUC 698)

Integrate research and evidence-based practices into educational and professional settings.

Details on the each PSLO are available in the MA Assessment Plan Module on EDUC 698 Cougar Course: http://community.csusm.edu/course/view.php?id=33

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.
Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled 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. Students 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

All written assignments must use American Psychological Association (APA) Style Format. Writing requirements for this class will be met as described below in the major course assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

1. Middle Level Assessment and Action Plan
2. Action Research
3. Leadership and Collaboration - Observation
4. Participation and Professional Learning Network Reflection

Course Format

Hybrid – Sessions that are face to face and online.

Necessary Technical Competency Required of Students

Students must be able to navigate, upload and submit documents and comments on Moodle.

Use of Technology

Candidates (Course participants) 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 teaching 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.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Assignments

1. **Middle Level Assessment & Action Plan**
   As we explore and discuss characteristics of successful schools that educate young adolescents, you will reflect on what characteristics exist in your school. You will assess your school's current practices using the Association of Middle Level Education's recommendations in This We Believe: http://www.amle.org/AboutAMLE/ThisWeBelieve/tabid/1273/Default.aspx. Once you have completed the assessment, you will reflect on what you believe should be the next steps and connect it to existing research on best practices to support your assessment. Create an action plan to address at least one of the areas that you have listed as a next step. You should focus on an area that is reasonable to implement in your current role. Although you will not be required to carry out the action plan, the hope is that you will.

2. **Action Research**
   Based on your assessment of your school based on the characteristics of an effective middle level school, you will select a topic of inquiry that addresses an area in your own practice that you are interested developing. The action research project will include:
   1. Study and Plan- Using research based articles and books, write an annotated bibliography of at least five sources that help you understand the research that exists pertaining to your inquiry.
   2. Take Action- Determine what you want to implement and how you will assess it. Summarize the process of your actions.
   3. Collect and Analyze Evidence- Analyze the data you collected and determine the outcome(s).
   4. Reflection and Next Steps- Based on your actions, explain the outcome of your action research project and next steps.

5. Process Reflection- After you have completed your action research project, reflect on the process of action research. How might it help you develop your practice?

3. **Leadership and Collaboration**
   Effective leadership requires ongoing support for teachers to continually develop their practice. You will be learning about effective collaboration through practices that help develop your skills as a leader to improve instructional practices. Based on your role, you will conduct an observation of a colleague of your choice that included a pre-conference, observation, and debrief.

4. **Participation & Professional Learning Network**
   You are expected to actively participate in in-class and online discussions, group work, presentations, and hands-on activities throughout the course. A positive professional disposition includes a willingness to consider and discuss new ideas objectively, curiosity, perseverance, and seriousness about improving one's self as an educator. It can also include a sense of humor and social intelligence (e.g., the tact and ability to make others feel comfortable and to contribute).

   In addition, you will create or continue to develop your own professional learning network (PLN). At the end of the course you will submit a representation of your connections and how you have grown as an educator through your PLN.

Final Exam Statement

There will be no final exam.

Grading Standards

School Assessment & Action Plan	20%
Action Research	30%
Leadership and Collaboration	20%
Professional Reflection & Collaboration	20%
Reflections/Summaries	10%

Grading Scale

Final course grades will be based on the following grading scale:

A = 93% - 100%	A- = 90% - 92%	B+ = 87% - 89%	B = 83% - 86%
B- = 80% - 82%	C+ = 77% - 79%	C = 73% - 76%	C- = 70% - 72%
D = 60% - 69%	F = below 60		

SCHEDULE/COURSE OUTLINE

Part 1. Understanding the Middle Level Context and Characteristics of Effective Schools	
Read & Think:	

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Read & Think:
- *This we believe: Keys to educating young adolescents*.
- Gaining ground in the middle grades: Why some schools do better.
  http://www.edsource.org/assets/files/MGstudy2/MG_EdSourceNarrSummFnl.pdf
  fromhttp://www.nmsa.org/Publications/RMLEOnline/tabid/101/Default.aspx

Do: Critically review the characteristics of effective middle level schools from *This We Believe*. Assess your school practices and determine next steps.
Do:Submit Online: Response to Week 3 Question.

Share: Assessment and next steps

Week 1 Jan 25	**Characteristics of Effective Middle Level Schools** Course introduction. What is leadership? What does it mean to be a leader?
Week 2 February 1	**Research in Middle Level** Gaining Ground- Study Assessing Current practices in your schools **Due: 1pg Reflection on Current Practices in your organization as they relate to This We Believe.**
Week 3 February 8 ONLINE	**Creating and Maintaining an Effective School Culture** Teaming Advisory Parental involvement **To Do**: Reflection Discussion Question to submit online: How can we develop these practices to increase motivation?
Week 4 February 15 ONLINE	**Educating for the whole child in the 21st century** What are needs of young adolescents? How can we purposefully integrate technology? To Do: Read article and discuss ONLINE http://www.edutopia.org/technology-integration-guide-description
Week 5 February 22	**Assessment of current practices** **Presentations** **DUE:** Submit presentations of Assessment and Action Plan **Presentations of Assessments and Action Plans** Discussion of next steps for individuals and as leaders in middle level education **Action Research** Research Based Strategies What is action research? Action Research Project: Getting started

Part 2. Evaluating and conducting research in the middle level
Read & Think:

- Hattie, J. (2011). Visible earning for teachers: Maximizing impact on learning. Routledge.

Do: Design and implement an action research project
Do: Online Book Discussion Questions

Share: Present findings of your action research and next steps

Week 6 February 29 ONLINE	Submit ONLINE Survey and Interview 5 teachers on what they think impacts student learning. Compare their answers to Hattie's Rankings of Effect Sizes. Submit responses and comparisons.
Week 7 March 7	**Meaningful Collaboration and Learning for Teachers in Middle Schools** Professional Learning Cycle Empowering teachers
Week 8 ONLINE March 14	**Online Discussion** Book Discussion DUE: Summary of Actions Process uploaded collect data for action research, Book Discussion
Week 9 ONLINE March 28	**Online Discussion** Book Discussion to do: collect data for action research, Book Discussion
Week 10 April 4 ONLINE	**Collecting and Analyzing Data** Using data to support reform Analysis of student work Analyzing and sharing data **Do: Questions posted online for dialogue** **Share: Data you've selected and its value**
Week 11 April 11 ONLINE	**First 3 steps of Action Plan Due (Presentations will take place next week in class).** (1. Study and Plan, 2. Take Action, 3. Evidence being used).

Part 3. Leadership and Collaboration to Improve Instructional Practices in the Middle Level
Read & Think:

- Kanold, Timothy. (2011). The 5 Disciplines of PLC Leaders.

Do: Observe a colleague collaborating and reflect on the process, continue to develop your PLN
Do: Create a vision and values for your chosen group/organization and write a 1pg response on the process. Due May 2nd
Do: Study Guide Page 32, 1-5 Examining my Leadership Perspective

Share: Reflections of collaboration observation and PLN

Week 12 April 18	- **Present action research and <u>Class Presentations</u>** - **Vision and Values Pgs 11-32** What is a vision? What are values? Why are they important? Creating Clarity and Coherence – How do you align practices and behaviors? Due: Study Guide Pg 32, 1-5 Examining my Leadership Perspective

Week 13 April 25	**Accountability and Celebration Pages 35-76** Why do we have accountability, why do we celebrate? Loose/Tight Leadership Balance <mark>Due: Vision and Values Process Reflection – 1pg</mark>
Week 14 May 2	**Refection and Balance Pgs 119-150** Mirror vs. Window Compelling and Motivating
Week 15 May 9	**The Continuous Improvement Cycle Pages 157-180** Failure, Regret and Inspiration
May 16 Week 16	<mark>**Submit Steps 4 and 5 of Action Research – Reflection/Next Steps and Process Reflection.**</mark>