

Course & Section Nos.	<b>EDAD 614</b>
Course Title	<b>Culture of Teaching and Learning: Leading Instruction</b>
Class Roster No.	<b>22292</b>
Course Day(s)	<b>Tuesday</b>
Time	<b>4:30 – 8:50pm</b>
Course Location	<b>San Marcos Elementary School</b>
Semester / Year	<b>Spring 2018</b>
Instructor	<b>Dr. Candace Singh</b>
Phone	<b>760-330-1735 or 760-731-5420</b>
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Office	<b>Off Campus</b>
Office Hours	<b>By Appointment</b>

### **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

## 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. *This course is for candidates who demonstrate continued progress in the Educational Administration program.*

### 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.

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### Required Texts

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

Kouzes, J. & Posner, B. (2012). *The leadership challenge: How to make extraordinary things happen in organizations* (5<sup>th</sup> 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 (2015). *Moving leadership standards into everyday work: Descriptions of practice* (2<sup>nd</sup> ed.). San Francisco, CA: WestEd.

## **Cougar Courses**

Cougar Courses will be used for this course.

## **Expected Dispositions for the Education Profession**

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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.

**SCHEDULE/COURSE OUTLINE**

<b>EDAD 614 Spring 2018 Class Schedule</b>		
<b>Dates</b>	<b>Assignment Due</b>	<b>Topic</b>
<b>1/23</b>		<b>Guest Speaker: Dr. Wendy Kerr, Principal Live Oak Elementary School, FUESD</b>
<b>1/30</b>		<b>Introductions/Class Structure</b> ~What People Look for in Their Leaders ~When Leaders Are at Their Best ~Fieldwork Discussion
<b>2/6</b>	<u>Readings</u> Moving Leadership Standards (MLS): v-5, 14-15 Multiplier Effect: 1-19 Leadership Challenge: 1-40 <i>Reading Posts due by: 2/5 at 5pm</i>	<b>Guide and Support the Implementation of Standards-Based Curriculum and Instruction</b> <b>Standard 2: Instructional Leadership</b> ~Enhancing your instructional toolbox to support teachers ~Developing and implementing a common instructional framework to support student achievement
<b>2/13</b>	<u>Readings</u> MLS: 16-17 Multiplier Effect: 21-44 Leadership Challenge: 156-211 <i>Reading Posts due by: 2/12 at 5pm</i>	<b>Guest Speaker: Dr. Wendy Kerr</b> <b>Standard 2: Instructional Leadership</b> ~Instructional Leadership: They Key to Raising Achievement ~Data Analysis Protocol
<b>2/20</b>	<b>*<u>Description of Fieldwork Project</u></b>	<b>Developing the School Culture and Guiding the Instructional Program: Culture and Systems</b> <b>Standard 2: Instructional Leadership</b> ~Classroom Walk Through ~Observation/Instructional Conferencing ~Challenge the Process and The Talent Finder
<b>2/27</b>	<u>Readings</u> Ambitious Leadership Research Summary: Posted in Cougar Courses <i>Reading Posts due by: 2/26 at 5pm</i>	<b>Ambitious Leadership: How Principals Lead Schools to College and Career Readiness</b> <b>Standard 2: Instructional Leadership</b>
<b>3/6</b>	<u>Readings</u> MLS: 6-11 Multiplier Effect: 45-67 Leadership Challenge: 100-153 <i>Reading Posts due by: 3/5 at 5pm</i>	<b>Keeping the Vision as the Central Focus</b> <b>Standard 1: Development and Implementation of a Shared Vision</b> ~Communicating Your Vision ~Developing a Professional Learning Community ~Inspire a Shared Vision and The Liberator

## EDAD 614 Spring 2018 Class Schedule

Dates	Assignment Due	Topic
3/13	<u>Readings</u> MLS: 12-13 MLS: 32-37 Multiplier Effect: 69-90 Leadership Challenge: 214-269 Leadership Challenge: 41-97 <i>Reading Posts due by: 3/12 at 5pm</i>	<b>Leading by Example: Guest Principal Panel</b> <b>Standard 5: Ethics and Integrity</b> <i>~Clarifying Your Values and Setting the Example</i> <i>~Model the Way</i> <i>~Insights into school leadership</i> <i>~Interviewing tips</i>
3/20	<u>SPRING BREAK</u>	<b>NO CLASS</b>
3/27	<u>Readings</u> Multiplier Effect: 111-131 Multiplier Effect: 133-147 Leadership Challenge: 272-328 Leadership Challenge: 329-345 <i>Reading Posts due by: 3/26 at 5pm</i>  <b><u>*Leadership Case Study</u></b>	<b>Your Leadership Legacy</b> <i>~The Investor and The Accidental Diminisher</i> <i>~ Encourage the Heart</i> <i>~Leadership is Everyone's Business</i>
4/3		<b>First Night of EDAD 616A</b>

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### ASSIGNMENTS

#### **Reading Posts (40 points)**

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 class Cougar Courses page are designed to assess preparedness for class will be due the Sunday evening before each class session. Reading posts will reflect your thoughts on assigned readings for that date. Individual reading 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 posts will not be accepted late.

#### **Instructional Conference Summary (Follow Up to Fieldwork) (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 follow the specific directions provided for the Fieldwork Project this semester.

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.

#### **Leadership Practices Case Study (40 Points)**

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 (with support from Wiseman, and WestEd). The paper will also include a personal reflection of what you have learned about your own leadership as it relates our readings and your personal goals for the future. A detailed description of the expectations for this assignment will be provided in class. APA 6<sup>th</sup> Edition is required.

#### **Grading Standards**

Work will be graded using points listed above. The overall grade for the course will be based on total points received using the following scale:

- A 90-100 Points
- B 80-89 Points
- C 70-79 Points
- D 60-69 Points
- F Below 60 Points (or missing more than 80% of class time)

#### **Final Exam**

The Leadership Case Study will serve as the final exam for this course.

#### **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*).

**To receive a passing grade for this course, students may miss no more than one class session.**

### **Policy on Late/Missed Work**

Generally, work will not be accepted late. However, if you have extenuating circumstances, please discuss it with the instructor.

## **GENERAL CONSIDERATIONS**

### **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](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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at [\(760\) 750-4905](tel:7607504905), or TTY [\(760\) 750-4909](tel:7607504909). Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

### **Credit Hour Policy Statement**

Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

### **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.

### **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.