



Engaging diverse communities through leading and learning for social justice.

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Course & Section Nos.	EDAD 614
Course Title	Culture of Teaching and Learning: Leading Instruction
Class Roster No.	
Course Day(s)	Asynchronous
Time	n/a
Course Location	Online
Semester / Year	Fall 2 2019
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WELCOME

“Change is the province of leaders. It is the work of leaders to inspire people to do things differently, to struggle against uncertain odds, and to persevere toward a misty image of a better future.” –Kouzes & Posner

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 outcome

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COURSE DESCRIPTION

Leading Instruction addresses 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. Develops candidates' knowledge of how to integrate creativity, collaboration, communication and critical thinking skills with the content standards. Provides multiple opportunities for each candidate to learn, practice, and reflect on instructional leadership.

Course Prerequisites

Admission to CSUSM MA.ED Program.

Course Objectives

Student Learning Outcomes (SLOs) Upon successful completion of this course, program candidates will be able to:

KNOWLEDGE

- 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

- 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.

Unique Course Requirements

Program Candidates will need to schedule an observation with a teacher at a school site in order to complete an assignment. In addition, additional conversations and observations of school site leadership will need to be completed.

COURSE & PROGRAM STUDENT LEARNING OUTCOMES

MA in Educational Administration Program Student Learning Outcomes (PSLO)

Students graduating with a Master of Arts in Educational Administration will master the following outcomes:

1. Meet the required standards for dispositions for the profession (measured through EDAD 610, EDAD 618A, EDAD 620 surveys)
2. Demonstrate proficiency in the California Administrator Performance Expectations (measured through the EDAD 620 digital portfolio)
3. Develop and apply research skills to address practice within the candidate's teaching setting (measured through EDAD 618A, EDAD 618B case study and action plan to improve school achievement).
4. Analyze and integrate research (EDUC 622, EDUC 698 thesis)

Course Objectives and the California Administrator Performance Expectation (CAPE) 2017

The course objectives, assignments, and assessments have been aligned with the Commission for Teacher Credentials (CTC) standards for the Preliminary Administrative Services Credential (PASC). This course is designed to help teachers, counselors, and other school leaders seeking a California administrative credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. You will be required to formally address the following CAPEs in this course:

4. Personal and Professional Learning
5. Promoting Effective Curriculum, Instruction, and Assessment
6. Supporting Teachers to Improve Practice
7. Feedback on Instruction

California Administrator Performance Assessment (CalAPA)

Beginning July 1, 2019 all California administrative credential candidates must successfully register for, complete, and pass the three cycles of the state-approved California Administrator Performance Assessment (CalAPA) to earn the Preliminary Administrative Services Credential. Candidates receive instruction through class assignments designed to meet the skills and knowledge required of the CalAPA, and complete the CalAPA three cycles during three units of supported field study time. Candidates pay \$425 to the CTC to register for the three cycles/assessments. New information for the 2019-2020 school year is pending at the following website:

http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Johnson Jr, J. F., Uline, C. L., & Perez, L. G. (2017). *Leadership in America's Best Urban Schools*.
Routledge.

WestEd (2015). *Moving leadership standards into everyday work: Descriptions of practice*. San Francisco,
CA: WestEd.

SCHEDULE/COURSE OUTLINE

Week	Topic	Preparation Required
Week 1	Leadership for Excellence and Equity	<ol style="list-style-type: none"> 1. Read <i>Leadership in America's Best Urban Schools</i>, 2017 p. 1-15 and p. 77-78. 2. Review CAPE descriptors. This class will focus on CAPEs 4-7. 3. Take notes of all resources provided in CC for module 1 to complete a Weekly Reflection based on presentations, readings and CAPEs. 4. Participate in the class by posting your answers to prepared prompts utilizing your notes: Initial post due by Wednesday and responses to fellow team members by Sunday each week. 5. Complete the School Self-Assessment and self-assessment response provided in CC. Turn in to CC by Sunday 10/27. 6. Pick at least 2 leaders to study as part of your Case Study for this course. One must be an administrator and one must be in a leadership role but not serving as a formal administrator.
Week 2	Positive Transformational Culture and Access to Challenging Curricula for All Students	<ol style="list-style-type: none"> 1. Read Chapter 2 and 3 in <i>Leadership in America's Best Urban Schools</i>, 2017 p. 20-48. 2. Review CAPE descriptors. 3. Take notes of all resources provided in CC for module 2 to complete a Weekly Reflection based on presentation, readings and CAPEs. 4. Participate in the class by posting your answers to prepared prompts utilizing your notes: Initial post due by Wednesday and responses to fellow team members by Sunday each week. 5. Complete the School Self-Assessments and self-assessment response provided in CC. Turn in to CC by Sunday 11/03. 6. Review Instructional Conference Protocol and design/create your understanding of the Instructional Conference. This 1-2 page summary is due by 12/1.
Week 3	Effective Instruction Results in Engagement and Mastery	<ol style="list-style-type: none"> 1. Read Chapter 4 in <i>Leadership in America's Best Urban Schools</i>, 2017 p. 51-72. 2. Review CAPE descriptors. 3. Take notes of all resources provided in CC for module 3 to complete a Weekly Reflection based on presentation, readings and CAPEs. 4. Participate in the class by posting your answers to prepared prompts utilizing your notes: Initial post due by Wednesday and responses to fellow team members by Sunday each week. 5. Complete the School Self-Assessment and self-assessment response provided in CC. Turn in to CC by Sunday 11/10.

Week 4	Leadership: Influencing Change	<ol style="list-style-type: none"> 1. Read Chapter 5 in <i>Leadership in America's Best Urban Schools, 2017 p. 79-88.</i> 2. Review CAPE descriptors. 3. Take notes of all resources provided in CC for module 4 to complete a Weekly Reflection based on presentation, readings and CAPEs. 4. Participate in the class by posting your answers to prepared prompts utilizing your notes: Initial post due by Wednesday and responses to fellow team members by Sunday each week. 5. Complete the School Self-Assessment and self-assessment response provided in CC. Turn in to CC by Sunday 11/17.
Week 5	Belief in Capacity to Improve and Succeed Roles and Responsibilities	<ol style="list-style-type: none"> 1. Read Chapter 6 and 7 in <i>Leadership in America's Best Urban Schools, 2017 p. 92-115.</i> 2. Review CAPE descriptors. 3. Take notes of all resources provided in CC for module 5 to complete a Weekly Reflection based on presentation, readings and CAPEs. 4. Participate in the class by posting your answers to prepared prompts utilizing your notes: Initial post due by Wednesday and responses to fellow team members by Sunday each week. 5. Complete the School Self-Assessments and self-assessment response provided in CC. Turn in to CC by Sunday 11/24.
Week 6	Building Capacity to Succeed	<ol style="list-style-type: none"> 1. Read Chapter 8 in <i>Leadership in America's Best Urban Schools, 2017 p. 118-134.</i> 2. Review CAPE descriptors. 3. Take notes of all resources provided in CC for module 6 to complete a Weekly Reflection based on presentation, readings and CAPEs. 4. Participate in the class by posting your answers to prepared prompts utilizing your notes: Initial post due by Wednesday and responses to fellow team members by Sunday each week. 5. Complete the School Self-Assessment and self-assessment response provided in CC. Turn in to CC by Sunday 12/01.
Week 7	What type of leader will you be as you continue in your career?	<ol style="list-style-type: none"> 1. Read the Epilogue in <i>Leadership in America's Best Urban Schools, 2017 p. 137-143.</i> This section will assist you in completing your Case Study. Please read and incorporate into your final Case Study Analysis.
Week 8	Case Study Analysis	<ol style="list-style-type: none"> 2. This week you will be finalizing your case study. You will have an opportunity for personalized meetings with me to discuss your project and finalize any questions. Case Study is due no later than 12/14.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

All assignments are due on the dates indicated. Assignments must be word-processed and meet APA format requirements. It is expected that all assignments will reflect graduate-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. There are detained guidelines for the Instructional Observation Conference Summary and Leadership Case Study and Reflection in Cougar Courses.

Grading Standards

1. **Participation and Engagement (10%):** As a graduate student, you are expected to take an active role in online discussion, assignments, assigned readings and other class activities. The quality of the course rests upon the quality of your preparation and participation. You are expected to be an active online participant. You are expected to post your answers based on textbook and journal readings, video clip prompts and other assignments.
2. **Weekly Reflections (30%):** As a part of a professional learning community, you will present key findings from readings, viewings and online post discussions.
3. **Instructional Conference Summary (30%)** Using a specific instructional observation and conference format taught online, you will conduct a pre-conference, observe a lesson taught by a colleague in your school (or if not at a site, at a school of your choice), prepare an instructional conference with written feedback for the teacher, and conduct an instructional conference with that 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 posted online in Cougar Courses.
4. **Leadership Practices Case Study (30%):** Using the *Leadership in America's Best Urban Schools (2017)*, you will write an 8 -10 page case study of a leader you choose to study. This paper will include an introductory description of the leader(s), followed by a detailed description of their leadership practices aligned to the teachings in *Leadership in America's Best Urban Schools (2017)* and support from *Moving Leadership Standards into Everyday Work: Descriptions of Practice (2015)*. The paper will also include a personal reflection of what you have learned about your own leadership as it relates to our readings and your personal goals for the future. A detailed description of the expectations for this assignment will be posted online in Cougar Courses.

Candidates will be graded on class participation and engagement (10 points), weekly reflections (30 points), Instructional Conference Summary (30 points), and Leadership Practice Case Study (30 points). The total possible grade points are 100. The grading scale is as follows:

Scale:

93-100% = A

90-92% = A-

87-89% = B+

83-87% = B

80-82% = B-

Below 80% = C or below

All assignments are posted by candidates and are graded by faculty in Cougar Courses.

Assignments are given based on expectations of "mastery" of the content and academic format for the assignments. Based on the instructor's early grading feedback, students may make improvements on assignments and may resubmit an assignment for additional grade consideration before the deadline date.

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

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 in Craven Hall 4300, contact 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Candidates are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For this three-unit class, that equals 6 hours of class time and 12 hours of work outside of the class for the 8 weeks of the session. This is 18 hours a week between class and homework.

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.

Course Format

This course is facilitated and completed online. In this course, students will need to be able to download/upload files, watch videos and use collaboration tools in order to be successful with this course.

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.