



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice. www.csusm.edu/soe

Course & Section Nos.	EDAD 624B-901 (1 unit)
Course Title	Professional Field Studies
Class Roster No.	(901) 43645
Course Day(s)	On-line
Time	Asynchronous
Course Location	Cougar Courses Fully Online
Semester / Year	Spring 2: Oct 19 – Dec 15
Instructor	Dr. Josie Jackson
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Office	Zoom Conferencing
Office Hours	By Appointment

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

COURSE DESCRIPTION

This course provides students with basic on-site experiences appropriate to an entry-level administrator. Students will work closely with an on-site administrator and university faculty in the development and implementation of a plan for field experiences including basic preliminary administrative functions. Students will develop a paper, project, or other product, collaboratively agreed upon with the supervisory team, which integrates learning from the fieldwork and which will be used by the cooperating site.

Dr. Josie Jackson, EDAD 624B

Unique Course Requirements

Students will engage in a minimum of 15 hours (equivalent of 1 unit) in planning and implementing the leadership field study.

Program Student Learning Outcomes (PSLOs)

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

1. Explain how school plans, programs, and activities support the school's vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student.
2. Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.
3. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.
4. Engage family and community members in accomplishing the school's vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school.
5. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.
6. Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local state boards of education, and the legislature to staff and the school community.
7. Analyze current research literature and explain how findings can be applied in a practical educational setting.

Course Objectives

The course objectives, assignments, student learning outcomes, and assessments have been aligned with the following CCTC standards: The course learning outcomes have been aligned with the Commission for Teacher Credentialing standards for a California Preliminary Administrative Services Credential. This course is designed for teachers to gain skills, knowledge, and attitudes necessary to work in schools and districts in implementing effective programs. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Candidates are required to formally match alignment in assignments and outcomes with the following California Administrators Performance Expectations (CAPE) Standards in this course:

Enrollment in EDAD 614: Leading Instruction CAPEs 4,5,6,7 and EDAD 616A: The Role of Schooling in a Democratic Society CAPEs9,14,15

At the end of this course, you will submit your CalAPA Cycle 3 to Pearson by December 12, 2019 by 11:59 pm, Pacific Time.

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

Final Exam Statement

There is no final exam.

School of Education/Course 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/participate 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/participation 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).*

Student Collaboration Policy

The following will serve as the foundational principles by which we relate to each other as we learn together. As a community, we may add specifics to these principles as needed.

- We speak from our own experience
- We are open to hearing others
- We share air time equitably
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a “value added” approach by expanding upon ideas, providing examples, and/or expressing a different perspective.
- We will participate in discussions, presentations, and reflections that will prepare you to lead schools and communities as places where human differences are respected and where cultural proficiency is part of the teaching and learning process.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

None. All materials are provided by Pearson Website through CalAPA Links/Information.

Cougar Course

Fall 2019 EDAD 624B (901) 43645

COURSE LEARNING OUTCOMES

Leadership Cycle 3 focuses on coaching an individual teacher to strengthen teaching practices and improve student learning and/or well-being. Within the cycle of investigate, plan, act, and reflect, you will familiarize yourself with coaching and observation practices at the school; identify a volunteer teacher whom you will coach; and conduct a full coaching cycle, including a pre-observation meeting, a focused classroom observation to collect CSTP-related evidence of practice, and a post-observation meeting. Throughout this leadership cycle, you will reflect on your strengths and areas for professional growth as a coach and an equity-minded leader.

SCHEDULE/COURSE OUTLINE

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p>Step 1: Investigate (template provided in ePortfolio system) Week 1 & 2 10/19-10/27 & 10/28-11/3</p>	<ul style="list-style-type: none"> Familiarize yourself with, describe, and analyze the current teacher coaching, observation, and instructional feedback practices at the school and review the California Standards for the Teaching Profession (CSTP). How are the CSTP used at this school to support teacher growth and development? Identify a volunteer teacher for the coaching cycle and learn about the teacher's classroom context and students. Provide a summary of the context and the teacher's prior experiences with coaching, observation, and/or instructional feedback to plan for the coaching cycle. 	<ul style="list-style-type: none"> Written Narrative: Coaching, Observation, and/or Instructional Feedback Practices at the School and the Volunteer Teacher (no more than 5 pages) STEP 1 FORM DUE 11/3
<p>Step 2: Plan (template and annotation tool provided in ePortfolio system) Week 3 & 4 11/4-11/10 & 11/11—11/17</p>	<ul style="list-style-type: none"> Plan, participate in, and video-record a pre-observation meeting with the volunteer teacher. With the volunteer teacher, jointly select one or two CSTP elements as a focus for the lesson observation and post-observation meeting. Review and collect a copy of the lesson plan to be observed and co-determine student work products that you will be able to review as an outcome of the lesson. Select 2 video clips from the pre-observation meeting that provide evidence of your coaching, and annotate the clips with brief rationales for coaching practices seen in the video. Four annotations titles include: <ul style="list-style-type: none"> Volunteer Teacher's Self-Assessment Lesson Plan Review CSTP Selection Coaching and Observation Process 	<ul style="list-style-type: none"> Written Narrative: Classroom Context, Lesson, and Observation (no more than 4 pages) Volunteer teacher's lesson plan (including student work product description) 2 annotated video clips (no more than 4 minutes each) of the pre-observation meeting STEP 2 FORM, LESSON PLAN, and 1 VIDEO CLIP DUE 11/17
<p>Step 3: Act (annotation tool provided in ePortfolio system) Week 5 & 6 11/1-11/24 & 11/25-12/1</p>	<ul style="list-style-type: none"> Conduct and video-record a classroom observation of the teacher's lesson. Follow all district policies regarding video-recording of students and teachers, and secure all required permissions. <u>YOU WILL NOT SUBMIT THIS VIDEO-IT IS FOR YOUR USE. SEE BELOW.</u> Prepare for the post-observation meeting. <ol style="list-style-type: none"> Watch the video recording of the lesson. Analyze the CSTP-focused observation evidence you collected during the lesson. Analyze student work products from the lesson and/or any other data related to the lesson. Jointly participate in a post-observation meeting with the volunteer teacher and video-record the meeting. During the post-observation meeting, together with the volunteer teacher, watch the video of the lesson, review the CSTP–element-focused data collected during the observation, and analyze student work and/or other data related to the lesson. Select 1 to 5 video clips from the post-observation meeting that provide evidence of your coaching. Annotate the clips with brief rationales for coaching practices seen in the post-observation video. The five annotations include: <ul style="list-style-type: none"> Teacher's Self-Assessment and Analysis of Practice Evidence Sharing and Analysis Effectiveness of Teaching Practices Agreed-Upon Next Steps for Volunteer Teacher Coaching Feedback 	<ul style="list-style-type: none"> Specific notes from the observation and/or forms used to document the observation evidence related to the agreed-upon CSTP element(s) Student Work Product Example(s) from the lesson used in the post-observation meeting 1 to 5 annotated video clips (totaling no more than 10 minutes; a single clip must be at least 1 minute in length) of the post-observation meeting NO FORM, SUBMIT ITEMS LISTED ABOVE DUE 12/1
<p>Step 4: Reflect (template provided for written narrative only in ePortfolio system) Week 7 & 8 12/2-12/8 & 12/9-12/15</p>	<ul style="list-style-type: none"> Reflect on your learning and leadership development in relation to your coaching and observation abilities to support teacher growth. How do coaching and instructional feedback support teachers at the school site? Describe continuous improvement steps for the volunteer teacher. 	<ul style="list-style-type: none"> Reflective Narrative (no more than 4 pages of written or no more than 5 minutes of video explanation) STEP 4 FORM OR VIDEO DUE 12/7 NOTE: SUBMIT TO PEARSON FOR CYCLE 3 BY 12/12/19.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Grading Standards

This class is credit/no credit. There will be a pass/no pass grade for each of the following assignments:

Cycle 3

Step 1 Form

Step 2 Form, Teacher Lesson Plan, and 1 Video Clip (**no annotations**)

Step 3 (no form) *submit*: Your notes/forms from observation, student work (1 sample), 1 Video Clip (**no annotations**)

Step 4 Form OR Video (submit one or the other)

Final Exam

There is no final exam. However, your CalAPA Cycle 3 **MUST BE SUBMITTED to Pearson by December 12, 2019 by 11:59 pm, Pacific Time.**

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.

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 Disability Supports Services (DSS). This office is 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.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score, or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the *Publication Manual of the American Psychological Association, 6th ed.* (2009). This is a required textbook for all CSUSM School of Education graduate courses.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

It is expected that for every one hour of contact time, you will complete approximately two to three hours of work outside of class. Please plan accordingly.

All University Writing Requirement

In keeping with All-University Writing Requirement, this course will have a writing component of at least 800 words. This requirement will be met through the course assessments measures.

Course Format

This course syllabus includes learning expectations for both the traditional face-to-face instruction and online formats.

Necessary Technical Competency Required of Students

For online courses you are expected to have minimum technology competencies, including word processing, email familiarity, and Internet access skills.

Contact Information for Technical Support Assistance

Online course format includes specific technical support services, including CSUSM Help Desk, library support services, and others.