California State University SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	**EDAD 618B**
Course Title	**Leadership for School Improvement**
CRN Number	**((901) 43479**
Days	**Zoom Meeting: Tuesday**
Time	**5:00 p.m. – 6:30 pm**
Course Location	**ONLINE**
Semester / Year	**Fall 2020**
Instructor	**Delia Estrada, PhD**
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Office	**ONLINE**
Hours	**By appointment through Doodle**

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

This course builds candidate skills and knowledge in selecting and using data in identifying what is working, diagnosing needs, and researching opportunities for school improvement leadership using appropriate and effective theories and strategies. The course provides multiple opportunities for each candidate to learn, practice, and reflect on school improvement leadership.

Course Prerequisites

This course is part of continued progression in the Educational Administration program

Course Objectives

The course objectives, assignments, student learning outcomes, and assessments have been aligned with the following CTC standards:

Category C: School Improvement Leadership

CAPE 9 (California Administrative Performance Expectations)**: Working with Others to Identify Student and School Needs, and Developing a Data-Based School Growth Plan**
The principal understands and implements strategies to institute, manage, and evaluate a school change process, including facilitating the development of a data-based school growth plan. The principal involves, encourages and supports multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff and community goals for continuous improvement, and collaboratively design the school growth plan consistent with the school's vision and goals. The principal uses technology effectively to help support and manage the school growth and improvement processes.

CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement
The principal is knowledgeable about theories and strategies as well as best practices related to school improvement and the management of change to accomplish the school growth plan. The principal determines an appropriate evaluation process to document progress towards achieving the school growth plan and is able to work collaboratively with others to identify and make needed changes based on multiple sources of data, including student outcomes.

CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan
The principal is knowledgeable about a wide range of resources to help implement the school growth plan, including but not limited to human, fiscal, and material resources. The principal identifies and seeks additional resources as needed from a variety of sources both within and outside of the local community to support the implementation of the school growth plan.

CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes
The principal uses strategies for continuous progress monitoring of the school's growth plan and outcomes, and collaboratively engages others in the school community in using those data for updating the school growth plan as needed. The principal engages all members of the school community on an ongoing basis in reflecting about student outcomes.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Aguilar, E (2016) The Art of coaching Teams: Building Resilient Communities That Transform Schools, San Francisco, CA, Jossey-Bass

RECOMMENDED TEXTS

COURSE LEARNING OUTCOMES

Upon successful completion of this course, candidates will be able to:

- Demonstrate knowledge of the changing political, fiscal, and student needs in the Era of Accountability, including Common Core assessment and reporting.

- Demonstrate written and oral communication to express data outcomes to the various stakeholders, especially that of low-achieving demographic groups.
- Use research-based data to develop and present a plan of school improvement for a documented achievement gap in a school case study.
- Deliver professional development on school improvement by training cohort peers on the wide variety of testing instruments used in the schools such as the California English Language Development Test (CELDT), psychological tests, and tests of basic skills.
- Demonstrate knowledge of the change process in proposing recommendations for school improvement.

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. The Masters degree in Educational Administration has two additional dispositions: visionary and ready to lead. 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 three designated courses (EDAD 610, EDAD 618A, and EDAD 620) in the Ed Admin Master of Arts in Education Program and again prior to advancement to candidacy and enrollment in EDUC 698. Based upon assessment feedback candidates will compose a reflection and an action plan for improvement. Candidates are expected to meet the level of *initial target* during the program.

MA IN EDUCATION PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

The Master of Arts in Education Program assesses four (4) Program Student Learning Outcomes (PSLO).
PSLO 1: Professional Dispositions (EDAD 610, EDAD 618A, EDAD 620)
PSLO 2: Leadership Skills (EDAD 620)
PSLO 3: Analyze Research (EDUC 622)
PSLO 4: Integrate Research (EDUC 698)

PSLO 1: Professional Dispositions

Demonstrate interaction and communication skills that reflect professional dispositions and ethics, such as respect for diversity, educational equity, collaboration, and social justice. In the General Option MA Program PSLO 1 is assessed using a Professional Disposition Rubric in EDAD 610, EDAD 618A, and EDAD 620 and prior to enrollment in EDUC 698. The Educational Administration Master of Arts Program assesses candidates' professional dispositions four times over the course of the program. The assessments include self-assessment as well and course instructor ratings. Candidates must complete this PSLO before advancing to candidacy and enrolling in EDUC 698.

PSLO 2: Leadership Skills

Apply leadership skills to advance the profession. In the Ed Admin MA Program, PSLO 2 is assessed in class EDAD 620 with the Final Portfolio Assignment, using a rubric provided in the Portfolio and Field Experience Handbook.

PSLO 3: Analyze Research

Analyze educational and/or professional research. In EDUC 622: Research Methods in Education, candidates complete a formal paper to summarize and critique an empirical research study. Instructors evaluate the assignment with the use of the Graduate Writing Assessment Requirement (GWAR) Rubric. Candidates have three attempts to pass this PSLO with a minimum of 10 out of 16 points on the GWAR rubric.

PSLO 4: Integrate Research

Integrate research and evidence-based practices into educational and professional settings. The candidates are assessed on their ability to integrate research and evidence-based practices into educational and professional settings through the thesis and thesis defense.

SCHEDULE/COURSE OUTLINE

Topic	Assignment
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Topic	Assignment
Module 1: Tuesday, September 1, 2020 **Leadership for School Improvement: The Power of Teams**	
Zoom Meeting: 5:00 om to 5:50 pm Meeting ID: **401 391 5708** • What is this class about? • What are the assignments? • Culturally Proficient leader for teams. • Influencing institutional practice for equitable outcomes.	**Read:** • Aguilar, Introduction, Chapter 1 • Bryk et.al Learning to Improve Chapter 5 **View:** Leading in Crisis: Flexibility and Adaptability Under Rapidly Changing conditions in New York https://www.carnegiefoundation.org/resources/videos/leading-in-crisis/ **Write:** (Blog) Using all the reading and materials for this week, consider the following: ○ Why work in Teams? ○ What are the challenges for the members? For you as a leader? ○ When did you find working on a team successful? When did you find it challenging? Post once, respond once (minimum) **Equity Action Project:** Complete questions in section 1 and 2 Review all prior assignments to inform your answer. Include relevant literature and data.

Module 2: Tuesday, September 8, 2020: Positive Impact of Disciplined Inquiry	
Zoom Meeting: 5:00 om to 5:50 pm Meeting ID: **401 391 5708** • The nature of disciplined inquiry. • Establishing safe and collaborative cultures. • Teams positive impact on academic outcomes and well-being • Determining focus • How do we know what we know?	**Read:** • Aguilar, Chapter 2, 3 • Bryk et. Chapter 6 **View:** Jeff Duncan-Andrade 2017 Equal or Equitable? https://www.carnegiefoundation.org/resources/videos/jeff-duncan-andrades-2017-summit-keynote-video/ **Write:** (Blog) Using all the reading and materials for this week, consider the following: How does a leader establish a culture that embraces learning and innovation? What are the responsibilities of the leader? Of the team? What is the nature of this relationship? Post once, respond once **Equity Action Project:** Determine your focus Complete section 3 and 4.
Module 3: Tuesday, September 15, 2020 Deliberate Actions: Taking it to Scale	
Zoom Meeting: 5:00 om to 5:50 pm Meeting ID: **401 391 5708** • The role of the leader in collaborative settings. • Leading a safe and trust culture. • The power of one action. What does it look like through a Culturally Proficient Lens? • Components of effective equitable actions on a school site.	**Read:** • Aguilar, Introduction, Chapter 4,5 • Bryk et.al Learning to improve Chapter 7 **View:** Pedro Noguera: Improvement Science and Equity 2018 https://www.carnegiefoundation.org/resources/videos/pedro-noguera-2018-carnegie-summit-keynote/ **Write:** (Blog) Using all the reading and materials for this week, consider the following: As a profession, what are we being challenged to master? What are the implications for your own work site? Your own practice? Post once, respond once

Module 4: Tuesday, September 22, 2020 Effective Team Practices	
Zoom Meeting: 5:00 om to 6:30 pm Meeting ID: **401 391 5708** • What are the effective practices teacher teams? • What are the components and factors of effective team planning? • Power of everyday practices • How do we help adults embrace learning and vulnerability?	**Read:** • Aguilar, Introduction, Chapter 9,10,11 **View:** Brene Brown: Vulnerability https://www.ted.com/talks/brene_brown_the_power_of_vulnerability Brene Brown: Listening to Shame https://www.ted.com/talks/brene_brown_listening_to_shame **Write:** (Blog) Using all the reading and materials for this week, consider the following: Much of the work of school leaders is appears to be compliance oriented, paperwork driven, and even mundane. What are the underlying purposes of these functions? How do these everyday practices enhance learning for students and staff? Post once, respond once **Equity Action Project:** Complete section 5 and 6 **Considerations/Reflections #1: DUE 9/27** *Prompt will be released during Zoom Mtg on 9/22*
Module 5: Tuesday, September 29, 2020 Learning to Disturb the Waters	
Zoom Meeting: 5:00 om to 5:50 pm Meeting ID: **401 391 5708** • What vs. How • Necessary remembering • The system as we know it, building the system that we need. • Poster Presentation Sample Review	**Read:** • Aguilar, Introduction, Chapter 11,12 **View:** Sonja Santelises's : Not to, with https://www.carnegiefoundation.org/resources/videos/sonja-santelises-2018-carnegie-summit-keynote/ **Write:** (Blog) Using all the reading and materials for this week, consider the following: What is your personal perspective on human nature? How does it inform your definition of the purpose of schooling? What is the one thing you would like to redesign within the current educational system? Post once, respond once **Equity Action Project:** Complete Section 7 and 8

Module 6: Tuesday, October 6, 2020	
The Essential Why	
Zoom Meeting: 5:00 om to 6:30 pm Meeting ID: **401 391 5708** • Acknowledging and addressing Barriers • The nature of either/or versus with/and • How do leaders focus energy and purpose? • How do we navigate conflict? • Are we who we say we are? • Institutionalizing Culturally Proficient actions	**Read:** • Aguilar, Introduction, Chapter 13 **View:** NOVA: The Violence Paradox https://www.pbs.org/wgbh/nova/video/the-violence-paradox/ **Write:** (Blog) Using all the reading and materials for this week, consider the following: How do leaders navigate barriers and conflict? How will you engage in healthy conflict? Manage unhealthy conflict? Why is it important for you to do? Post once, respond once **Equity Action Project:** DUE 10/11

Module 7: Tuesday, October 13, 2020
Zoom Meeting: 5:00 om to 6:30 pm   Meeting ID: **401 391 5708**   # Group 1: Equity Action Project Presentations   *Please turn in by 6pm Monday night before you present*   Individual Coaching Sessions

Module 8: Tuesday, October 20, 2020
Zoom Meeting: 5:00 om to 6:30 pm   Meeting ID: **401 391 5708**   # Group 2: Equity Action Project Presentations   *Please turn in by 6pm Monday night before you present*   Individual Coaching Sessions   Final Considerations/Reflections #2 Due 10/25/2020   *Prompt will be released during Zoom Mtg on 10/20*

Students- please note that given the accelerated pace of this program, I cannot accept late assignments. Though I understand that unforeseen events happen, outside of emergencies, there will be a 2 point deduction per day for late assignments. Further, you must notify me that you will need need an extension in order for it to be accepted under this policy

Grading Standards

The following factors will be considered in determining a final grade:

Assignments	Due date
Participation and engagement: **Assignment 1**: Students will participate in a discussion from the readings that is demonstrated in weekly Zoom Meeting and by Blog postings.	**20 pts** **Due Weekly**
Considerations and Reflections: **Assignment 2**: This assignment will be based on the course readings, videos and the online blog discussion. The tasks is assigned twice during the course. The prompt will be shared at the class before it is due. The completed response must be 300 words.	**20 pts** **Due** **#1 due 9/27** **#2 due 10/25**
Equity (Cultural Proficiency) Action Project: **Assignment 3**: This is the culmination of your work from 618A and this course. Design one culturally proficient action which addresses a inequity you have identified. Use the Local Control Accountability Plan, California Data Dashboard, or Single Plan for Student Achievement format that addresses the gaps revealed in your research of your demographic group. Focus on improving student achievement through instructional strategies that meet the needs of all learners. If your school is a model of student achievement with no gap in achievement scores, write how your current data and support systems exemplify good instruction. This is an examination of a personal commitment as an educational leader.	**30 pts** **Due 10/11**
Equity Action Project Poster Presentation **Assignment 4**: Prepare and present a 5-minute poster presentation of your Equity Action Project for a presentation you may do for your District, a leadership team or a conference. You will be using a 1 PowerPoint slide to create your poster. Presentations will be given on the class on either October 13 and 20, 2020.	**30 pts** Please submit poster Sunday before presentation **Group 1- 10/12** **Group 2- 10/19**

Note: All assignments must be submitted electronically on Cougar Courses on or before due dates and times.

Grading Standards

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%

Final Exam Statement

There is no final exam.

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).*

Policy on Late/Missed Work

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. Late assignments will lose one point for each day they are late.

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 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- 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's writing requirement of at least 1700 words (2 units). Students are expected to use academic writing style consistent with graduate level courses. Written assignments will include out of class assignments as well as in class assignments.

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.