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|  | **EDL 630:  School Improvement Leadership**  *Revised: Summer 2017* |

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| **Course At-a-Glance** |

The course focuses on analyzing data to identify opportunities for school improvement. It develops the candidate's knowledge about appropriate and effective school improvement theories and strategies, including communication skills and leading others in improvement and monitoring of these efforts. EDL630 in particular, focuses heavily on *Systems, Data* and *Design,* and *Learnership Types of Thinking* as indicated in the educational leadership program’s conceptual model. However, the remaining types of *Leaderly Thinking* will be covered.

The administrative services preparation program aids the candidate in selecting and using data to identify what is working, diagnosing needs, and identifying opportunities for growth and change. The program develops the candidate's knowledge about how to strategically implement appropriate and effective school improvement theories and strategies. This course increases the candidate’s capacity to communicate and lead others in continuous improvement and monitoring of these efforts based on student and school outcomes.

At the conclusion of this course, students will be able to demonstrate how equity-driven school leaders take personal responsibility for empowering engaged, inspired and successful learners*.*

This course is designed to have students integrate the competencies developed across the leadership program in a manner which allows them to *articulate and* *communicate their leadership development and ethical decision-making processes* around each of the CAPES and *5 Types of Thinking*.

Please review what is included in each of the following tables:

**Table 1:** The major cluster *California Administrator Performance*

*Expectations* (CAPEs) this course will cover, the *Five Types of Leaderly Thinking* introduced and practiced in this course, and the California Administrator Performance Assessment (CalAPA) cycle for which this course will help prepare you to take.

**Table 2** A complete listing of all indicators within the *California Administrator Performance Expectations* (CAPEs).

**Table 3:** A breakdown of the course schedule with the CAPEs & *Leaderly Thinking* addressed, the agenda & success criteria, and the assignments & readings due at each session.

Please reference the course outcomes and assignments section of the syllabus to review where and how each is addressed. The CAPE course outcomes, CalAPA Cycles, and *Five Types of Leaderly Thinking* this course either introduces, practices, or assesses are shaded in Table 1.

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| **CAPEs, CalAPAs &**  **5 Types of Leaderly Thinking**  **Addressed** | **Table 1**  **California Administrator Performance Expectations (CAPEs) Addressed** | | | | | | |
| **1** | | **2** | **3** | **4** | **5** | **6** |
| Development & Implementation of a Shared Vision | | Instructional Leadership | Management and Learning Environment | Family and Community Engagement | Ethics and Integrity | External Context and Policy |
| **California Administrator Performance Assessment Cycles (CalAPA) Addressed** | | | | | | |
| Cycle 1  Analyzing Data to Inform School Improvement  CAPEs: 1, 1A1-6, 1C1-5, 5, 5A-4 | | | Cycle 2  Facilitating Communities of Practice  CAPEs: 2, 2A2, 2C2, 5, 5B | | Cycle 3  Supporting Teacher Growth  CAPEs: 2, 2D1-3, 5, 5A, 5B, 5C | |
| **5 Types of Leaderly Thinking Addressed** | | | | | | |
| Systems Thinking | A *Systems* Thinkingleader must have the ability to (1) conceptualize schools as complex organizations comprised of a network of dynamic and interdependent thinking components, (2) pursue school change and improvement through *systemic* change and capacity building, and (3) create and articulate a shared vision of a school as a place where students are empowered and their voices are heard. | | | | | |
| Data and Design Thinking | A *Data and Design* Thinking leader must have the ability to (1) access, interpret, and apply diverse forms of data to iteratively design programs, products and initiatives, and (2) inform decisions that contribute to optimal learning conditions for all. | | | | | |
| Culture & Climate Thinking | A *Culture and Climate* Thinking leader must have the ability to (1) understand the current state of the school culture and climate, and (2) drive collaborative actions and relational leadership to influence optimal learning conditions for all. | | | | | |
| Learnership Thinking | A *Learnership* Thinking leader must have the ability to (1) focus on the learning lives of adults and children in the school community, and (2) utilize instructional leadership practices that are driven by the belief that students voice is both an *input* and an *outcome*. | | | | | |
| Operational Thinking | An *Operational* Thinking leader must have the ability to (1) orchestrate fair, legal, honest, ethical, and practices to promote student voice, and (2) create spaces for shared decision-making and stakeholder influence. | | | | | |

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| **Table 2**  **2017 California Administrator Performance Expectations (CAPEs)** | |
| **CAPE 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION:** Education leaders facilitate the development & implementation of a shared vision of learning and growth of all students. | **1** |
| **Developing a Student-Centered Vision of Teaching and Learning New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. During preliminary preparation, aspiring administrators learn how to:** | **1A** |
| Develop a student-centered vision of teaching and learning based on the understanding that the school’s purpose is to increase student learning and well-being. | 1A1 |
| Analyze available student and school data from multiple sources to develop a site-specific vision and mission. | 1A2 |
| Analyze and apply political, social, economic, and cultural contexts to inform the school’s vision and mission. | 1A3 |
| Analyze and align the school’s vision and mission to the district’s goals. | 1A4 |
| 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. | 1A5 |
| Communicate the school’s vision of teaching and learning clearly to staff and stakeholders. | 1A6 |
| **Developing a Shared Vision and Community Commitment New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement. During preliminary preparation, aspiring administrators learn how to:** | **1B** |
| Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders. | 1B1 |
| Use effective strategies for communicating with all stakeholders about the shared vision and goals. | 1B2 |
| Promote a community commitment and collective sense of responsibility for enacting the school’s vision, mission, and goals. | 1B3 |
| **Implementing the Vision New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. During preliminary preparation, aspiring administrators learn how to:** | **1C** |
| Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals. | 1C1 |
| Use the goals in developing and implementing a plan aligned with the school’s shared vision of equitable learning opportunities for all students. | 1C2 |
| Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school’s vision. | 1C3 |
| Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision. | 1C4 |
| Facilitate & support school structures, systems, & conditions that offer equal opportunities for all students to succeed. | 1C5 |
| **CAPE 2: INSTRUCTIONAL LEADERSHIP Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.** | **2** |
| **Personal and Professional Learning New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being. During preliminary preparation, aspiring administrators learn how to:** | **2A** |
| Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves. | 2A1 |
| Involve staff in identifying areas of professional strength and development that link to accomplishing the school’s vision and goals to improve instruction and student learning. | 2A2 |
| Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPEs, and CPSEL. | 2A3 |
| Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice. | 2A4 |
| **Promoting Effective Curriculum, Instruction, and Assessment New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning. During preliminary preparation, aspiring administrators learn how to:** | **2B** |
| Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school’s vision and goals. | 2B1 |
| Establish and maintain high learning expectations for all students. | 2B2 |
| Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students. | 2B3 |
| Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success. | 2B4 |
| **Supporting Teachers to Improve Practice New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice. During preliminary preparation, aspiring administrators learn how to:** | **2C** |
| Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice. | 2C1 |
| Use state-adopted professional standards (e.g., CAPEs, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning. | 2C2 |
| Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students. | 2C3 |
| **Feedback on Instruction New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers. During preliminary preparation, aspiring administrators learn how to:** | **2D** |
| Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices; | 2D1 |
| Use the principles of reflective~~.~~ collegial feedback to guide instructional improvement. | 2D2 |
| Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being. | 2D3 |
| **CAPE 3: MANAGEMENT AND LEARNING ENVIRONMENT Education leaders manage the organization to cultivate a safe and productive learning and working environment.** | **3** |
| **Operations and Resource Management**  **New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being. During preliminary preparation, aspiring administrators learn how to:** | **3A** |
| Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources. | 3A1 |
| Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students. | 3A2 |
| Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students. | 3A3 |
| Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles. | 3A4 |
| **Managing Organizational Systems and Human Resources New administrators~~.~~ know the importance of established structures, policies, and practices that lead to all students graduating ready for college and career. During preliminary preparation, aspiring administrators learn how to:** | **3B** |
| Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff. | 3B1 |
| Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level. | 3B2 |
| Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students. | 3B3 |
| **School Climate**  **New administrators understand the leader’s role in establishing a positive, productive school climate, supportive of staff, students and families. During preliminary preparation, aspiring administrators learn how to:** | 3C |
| 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. | 3C1 |
| Recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases. | 3C2 |
| 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. | 3C3 |
| **Managing the School Budget and Personnel**  **New administrators know how effective management of staff and the school’s budget supports student and site needs. During preliminary preparation, aspiring administrators learn how to:** | **3D** |
| Observe classroom planning and instruction in accordance with LEA policies and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments. | 3D1 |
| Provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice | 3D2 |
| Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being | 3D3 |
| Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations. | 3D4 |
| Assess and analyze student and site needs and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school’s vision, goals, and improvement plans. | 3D5 |
| Use various technologies related to financial management and business procedures. | 3D6 |
| Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school’s budget and expenditures, including financial record keeping and accounting. | 3D7 |
| **CAPE 4: FAMILY AND COMMUNITY ENGAGEMENT Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.** | **4** |
| **Parent and Family Engagement**  **New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement. During preliminary preparation, aspiring administrators learn how to:** | **4A** |
| 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. | 4A1 |
| Create and promote a welcoming environment for family and community participation. | 4A2 |
| Recognize and respect family goals and aspirations for students. | 4A3 |
| Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals. | 4A4 |
| **Community Involvement**  **New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being. During preliminary preparation, aspiring administrators learn how to:** | **4B** |
| Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers. | 4B1 |
| Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school’s vision, plans, and decisions. | 4B2 |
| Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school. | 4B3 |
| Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals. | 4B4 |
| **CAPE 5: ETHICS AND INTEGRITY Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.** | **5** |
| **Reflective Practice New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. During preliminary preparation, aspiring administrators learn how to:** | **5A** |
| Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement. | 5A1 |
| Use a professional learning plan to focus personal and professional growth in order to achieve the school’s vision and goals. | 5A2 |
| Seek opportunities for professional learning that address the range of students’ academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs. | 5A3 |
| Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others. | 5A4 |
| **Ethical Decision-Making New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students. During preliminary preparation, aspiring administrators learn how to:** | **5B** |
| 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. | 5B1 |
| Guide staff in examining issues that may affect accomplishment of the school’s vision, mission, and goals, including issues that may be related to race, diversity, and access. | 5B2 |
| Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success. | 5B3 |
| **Ethical Action New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community. During preliminary preparation, aspiring administrators learn how to:** | **5C** |
| Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff. | 5C1 |
| Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect. | 5C2 |
| Use personal and professional ethics as a foundation for communicating the rationale for their actions. | 5C3 |
| **CAPE 6: EXTERNAL CONTEXT AND POLICY Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.** | **6** |
| **Understanding and Communicating Policy**  **New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. During preliminary preparation, aspiring administrators learn how to:** | **6A** |
| Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors. | 6A1 |
| Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community. | 6A2 |
| Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being. | 6A3 |
| Operate within legal parameters at all levels of the education system. | 6A4 |
| **Representing and Promoting the School New administrators understand that they are a spokesperson for the school’s accomplishments and needs. During preliminary preparation, aspiring administrators learn how to:** | **6B** |
| Improve their public speaking, writing, electronic communication, presentation, and advocacy skills. | 6B1 |
| Provide the public with a clear picture of what the school’s mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well-being. | 6B2 |
| Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful. | 6B3 |
| Involve stakeholders in helping address the school’s challenges as well as sharing in its successes. | 6B4 |

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| **Table 3**  **Course Schedule** | |
| **Session 1**  (August 30) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Culture & Climate, Systems, Operational | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **The Leader’s Role in School Improvement** * Discuss instructional leadership * Review and discuss Chapters 1-4 of Using Data to Focus Instructional Improvement (Ward, C., Fisher, D., Frey, N., 2013) * Discuss the value and process of working in collaborative teams via Community of Practice (CoP) networks. * Introduce and build working knowledge on the *Five Types of Leadership Thinking* * **Data Analysis** * Review strategies for analyzing data * Review the CDE Data Dashboard * Case Study on soft data: An empty playground * Review your school’s data * **Target Group Improvement Plan (TGIP)** * Students will review all the components of the TGIP * Students will review the TGIP Rubric | *Students are expected to complete the following readings and assignments prior to Session EDL Session 1:*   * Read Chapters 1-4 of Using Data to Focus Instructional Improvement (Ward, C., Fisher, D., Frey, N., 2013) |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Begin to develop and understanding of the principal’s role in improving school outcomes through *Five Types of Leadership Thinking,* data analysis, and planning. * Recognize the difference and appropriate use of soft and hard data * See the role data plays in school improvement * Understand how to gather and analyze multiple sources of data. * Apply strategies involving multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff, and community goals for continuous improvement, problem solving, and collaboratively design a school growth plan consistent with the school’s vision and goals * Apply strategies for continuous progress monitoring of the school’s growth plan and outcomes, and for using those data for updating the Target Group Improvement Plan. |

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| **Session 2**  (September 6) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: All | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Looking at Data** * Powerpoint discussing on use of data, pitfalls, effective uses. * Students will work in their Community of Practice (CoP) to analyze and discuss their draft of Step 1 to determine if data analysis is (1) comprehensive, (2) includes soft and hard data (3) clearly includes findings for each data source provided. * Introduction to developing a Theory of Action * **Root Causes** * Students will learn how to identify root causes from data through modeling together using a real case study. * Model and complete as a whole group the root causes graphic organizer for all factors: student, organizational culture/structure, instruction, external, and curriculum. * **Sphere of Influence and Sphere of Concern** * Students will collaborate to distinguish between things they can influence and those things that are out of their sphere of influence. * **School Branding** * Team reading of *Branding Brings Strategy to Telling our Story* * Co-create success criteria for teaching branding content to a staff. | *Students are expected to complete the following readings and assignments prior to Session 3:*   * Read Chapters 5 of Using Data to Focus Instructional Improvement (Ward, C., Fisher, D., Frey, N., 2013) * Submit **Step 1** of your Target Group Improvement Plan that describes (1) the hard and soft data you analyzed related to academics, behavior, attendance, and climate, (2) the findings of your data. |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Begin to develop an understanding of the leader’s role in school improvement through data analysis. * Begin to develop an understanding of how identifying root causes inform leadership moves within the sphere of concern versus the sphere of influence. * Understand the power of branding a school. |
| **Session 3**  (September 13) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Culture & Climate, Operational | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Moral, Ethical, and Political Factors** * Using a 3 X 5 Card protocol, students will recognize moral, ethical, and political factors impacting data at their schools. * **Goals & Objectives** * Walk through a PowerPoint presentation on the difference between goals and objectives, effective goals, not so effective goals, and SMART goals. * Introduce and practice goal development through the goal template. * **Identifying Actions, Services & Interventions** * Discuss in detail the Tiers of Intervention model and emphasize importance of Tier 1 * Discuss how to select interventions and the types of interventions, and common traps in identifying and selecting interventions. | * Read Chapter 5 from Using Data to Focus Instructional Improvement, (Ward, C., Fisher, D., Frey, N., 2013) * Submit Step 2 and Step 3 of TGIP |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * To deepen understanding of the leader’s role in school improvement through data analysis by developing appropriate goals and objectives based on data. * To understand how identifying root causes inform leadership moves within the sphere of concern versus the sphere of influence. * To understand * Know and understand the leader’s role in developing appropriate goals and objectives based on data. * Understand how SMART Goals make for a better plan. |
| **Session 4**  (September 20) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D1 ,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Understanding Tier 1 Instruction Impact** * Visible Learning: Effect size that supports Tier 1 first teaching * Students will engage in observing of a lesson to develop their expert noticing skills. * Students will look for effectiveness using a mastery lens. * Discussion on importance of focusing first on Tier 1 instruction. * **Monitoring Progress and Midcourse Corrections** * PowerPoint presentation tracking, calendars, pitfalls in instructional improvement, and learning walks. | * Read Chapter 6 from Using Data to Focus Instructional Improvement, (Ward, C., Fisher, D., Frey, N., 2013) * Submit Step 5 of TGIP |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Distinguish elements of identifying intervention for Tier 1 teaching. * Understand effect size * Understand how effect size affects teaching and learning * Understand the importance of considering identifying Tier 1 interventions for improving student outcomes. * Understand systems thinking in tracking progress for school improvement. |
| **Session 5**  (September 27) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D3 ,  4A1,4, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Learnership | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Target Group Improvement Plan** * Provide exemplar TGIP for reflection and refinement. * Discuss strengths and areas of need. * **Stakeholder Communication Plan** * Presentation on why and how to develop a reciprocal and mutually informative communication plan that includes all stakeholders. * CoP meeting to practice communication plans. | * Submit Step 6, Step 7, and Step 8 of TGIP |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through collaborating with their CoP teams: * Understand the importance of growth producing conversations with peers. * Understand how collaboration enhances ones’ thinking * Understand how teams support each other * Understand what contributes to an effective, comprehensive, articulate school plan that is likely to produce desired results. |

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| **Session 6**  (October 4) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Learnership, Data & Design, Systems | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * Working Class: Students will meet with their CoP teams outside of a formal class. * Share drafts of their Target Group Improvement Plan * Discuss strengths and areas for improvement * Measure against rubric to make modifications * Provide critical input on actions and services in support of Tier 1 First Teaching | * Bring a draft of Step 1-9 for your *Target Group Improvement Plan* |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Understand the importance of growth producing conversations with peers. * Understand how collaboration enhances ones’ thinking * Understand how teams support each other * Understand what contributes to an effective, comprehensive, articulate school plan that is likely to produce desired results. |
| **Session 7**  (October 11) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Learnership | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Final Review of Target Improvement Plans** * Students will meet in their CoP Teams to conduct a formal peer review of each other’s Target Group Intervention Plan to assess strengths and areas for growth * Community of Practice teams will complete a NCR document reflecting their feedback. | * Bring draft of Steps 1-9 Target Group Improvement Plan to class. (One hard copy and electronic copy)      * Final Target Group Improvement Plan (TASKSTREAM submittal due on 11/8 |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will through completing final draft of TGIP * Understand the TGIP rubric and the difference between a TGIP that is below standard, meets standard, and exceeds standard * Understand the entire process of looking at data to inform instructional improvement * Understand how working with an advisory group informs a comprehensive plan of instructional improvement. |

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| **Grading Policy** |

Assignments are included within this syllabus.  Each assignment will be discussed during class time.  All assignments:

* should be typed;
* should use precise terminology;
* should reflect “People First” language;
* require correct grammar and spelling; and
* should be turned in on the established due date (late assignments will be marked down).

The criteria which guide grading include the following operational definitions:

**Professional Quality:** Work is presented in a form that will be acceptable to show a parent or colleague in a professional meeting.  Time and attention appears to have been given this activity (carefully prepared versus being “thrown together”).

**Functional Value:** The product in its present form would serve as a useful tool (has actual teaching application).  It would be useful to other similarly prepared professionals (it has communicative value).

**Progressive:** The assignment demonstrates growth in the instructional progress (objectives, instruction, assessment).  Relates to the set of best practices discussed in class and in the readings.

**Completed on Time:** Assignments are due on the assigned day.  Problems with the policy should be discussed and negotiated well in advance.  Late assignments will be accepted only if such arrangements are possible and are made before the due date. Late assignments that have not been discussed in advance with the instructor may result in a letter grade reduction for the assignment for each day past the due date.

Plagiarism will not be tolerated. Plagiarism is defined as “to steal and pass off (the ideas or words of another) as one's own; literary theft” (Merriam-Webster online dictionary).  All sources of reference, including quotes, major theories, and instructional materials for lesson plans or papers must be properly cited.  Plagiarism will result in a zero for the assignment and a referral to Student Affairs for possible suspension or expulsion

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| **Grading Scale** |

At the end of the semester, the points you earn will be assigned a transcript grade according to the following criteria:

90% or above A (100-94% = A; 93-90% = A-)

80% - 89% B (89-87% = B+; 86-84% = B; 83-80% = B-)

70% - 79% C (same pattern repeated as for B)

60% - 69% D

59% or lower F

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| **Assignments** |

The purpose of the assignments is to develop and demonstrate competencies expected of an educational leader. Assignments have been designed for you to demonstrate these competencies and to allow you to receive critical feedback regarding your ability to put knowledge into practice. The structure of the assignments of this course provides documentation to that end.

Further guidelines may be distributed in class. There are a total of 250 points for this class (in- class and out-of-class assignments).

**IN-CLASS ASSIGNMENTS**

* **Active Class Attendance and Participation (up to –20 points)**

Attendance is assumed in this course, as the face-to-face interaction is of value to you and every member of the class. In addition, I learn about you through class discussions and your work with others. While certain circumstances may warrant an “excused” absence, students are required to inform the course instructor if unable to attend any given class. Activities will be completed in class throughout the semester and will be applied to the participation grade.

# Community of Practice (CoP) Data Team Meetings (40 points)

CAPEs practiced and assessed: 1A6, 2A, 2A1, 3D2, 3D3, 5A, 5A4, 6B1

Leaderly Thinking practiced: Learnership

# CoP teams will meet several times during the class. For each meeting, please keep individual notes of the session for submission. Each person in class will be given an opportunity to present information on his or her target population or a group of students to the learning community. The data presented must use at least three of the tools identified in the course textbook. The complete collection of data team meeting notes, with data tools, are due during the final class session.

* **Action Research Peer Review Process (40 points)**

CAPEs practiced and assessed: 1A6, 2A, 2A1, 3D2, 3D3, 5A, 5A4, 6B1

Leaderly Thinking practiced: Learnership

The major project for this program is an action research plan developed by you to improve the achievement of a target group at your school. One of our class meetings will be devoted to a small-group peer review process for each member of the class. Please bring a DRAFT hard copy of your action research plan and be prepared to discuss it in detail with your work group. Each peer reviewer will give the action researcher written feedback about his or her plan. A copy of the Peer Review Guide can be found at the end of this syllabus. This will allow you to revise and finalize your action research plan. The purpose of this in-class assignment is to provide each action researcher with timely, useful, and actionable feedback. In addition, this assignment provides you with an opportunity to practice providing feedback to others.

**OUT-OF-CLASS ASSIGNMENTS**

* **Target Group Improvement Plan (20 points for DRAFT + 100 points for FINAL=120 points total)**

CAPEs practiced and assessed: 1A, 1A1-6, 1B, 1C, 1C1-5, 2A, 2A, 2C, 2B, 3D2, 3D3, 5, 5A1-4, 6B

Leaderly Thinking practiced: Data & Design, Systems, Operational, Culture & Climate, Learnership

The purpose of this project is to select a target group in need of improvement. Begin by retrieving and analyzing the data at the California Department of Education’s Data and Statistics website to find standardized testing and demographic information for your school. Next, choose a target group based on your data analysis. Examples of possible target groups include: students with disabilities, advanced learners, English Language Learners, African-American students, female students, etc. A tutorial from the Maryland Department of Education is useful for an overview of how to interpret AYP data ([http://mdk12.org/data/explorer/).](http://mdk12.org/data/explorer/))

Using the Action Research Target Group Improvement Plan, write an action research plan that describes the group and provides your rationale for selecting them for attention:

***Analyze the Data for Your School***

* + Academic
  + Behavioral
  + Performance

***Clarify the Problem***

* + Hypothesize root causes and contributing factors for why your data looks like it does
  + Identify the target group you have selected for your plan and justify

***Implement and Monitor Your Action Research Plan***

* + Identify annual goals and objectives for your plan
  + Describe how you will involve leadership, teachers, families, and students in your plan
  + Based on your problem clarification findings, describe the interventions and systems you will implement to address your problem
  + Identify what data you will collect to monitor progress toward the goals and objectives
  + Identify professional development needed to implement the plan
  + Include a timeline of activities for the year
  + Plan for communicating progress and results to stakeholders
  + Analyze formative assessment results
  + Decide whether revisions to the plan are needed
  + Communicate progress on any needed changes

For our last class meeting, you will bring a hard copy of your DRAFT action research plan for peer review. Small groups will meet to review and provide feedback to each member regarding his or her plan. You will leave class with written feedback so that you can make any revisions and submit it electronically.

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| **Required Texts** |

Sinanis, T., & Sanfelippo, J. (2015). *The power of branding: Telling your school’s story*., Thousand Oaks, CA: Corwin.

Ward, C., Fisher, D., Frey, N., & Lapp, D. (2013). *Using data to focus instructional improvement*. Alexandra, VA: ASCD.

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| **Grading Policy** |

Assignments are included within this syllabus.  Each assignment will be discussed during class time.  All assignments:

* should be typed;
* should use precise terminology;
* should reflect “People First” language;
* require correct grammar and spelling; and
* should be turned in on the established due date (late assignments will be marked down).

The criteria which guide grading include the following operational definitions:

**Professional Quality:** Work is presented in a form that will be acceptable to show a parent or colleague in a professional meeting.  Time and attention appears to have been given this activity (carefully prepared versus being “thrown together”).

**Functional Value:** The product in its present form would serve as a useful tool (has actual teaching application).  It would be useful to other similarly prepared professionals (it has communicative value).

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59% or lower F

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| **Controversial Content** |

Consistent with the approved course of study for San Diego State University, this course may include controversial topics. The faculty does not endorse particular political or social agendas and will present a sensitive, balanced, and objective approach to these topics, with a goal of developing informed and responsible attitudes toward people, cultures, religions, societies, and environments in the spirit of scholarly inquiry.

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| **Religious Holidays** |

It is the responsibility of the student to notify the instructor within one week of the beginning of the course about any religious holidays that will require an excused absence. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.

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| **Field Trips** |

Should this course require students to participate in field trips, research or studies that include course work that will be performed off-campus, it is important to note that participation in such activities may result in accidents or personal injury. Students participating in the event are aware of these risks, and agree to hold harmless SDSU, the State of California, the Trustees of the California State University and Colleges, and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Students using their own vehicles to transport other students to such activities should have the current automobile insurance. Sdsu.edu/GB0203/index.html

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| **Student Appeals** |

If for any reason a student feels that he/she has need for an exception to the program or any other programmatic issue that needs to be addressed, they must adhere to the following procedures:

* 1. Talk to their professor of record or Department Coordinator (depending on the issue)
  2. If the issue is not resolved, talk with their Program Coordinator
  3. If still not resolved, talk to the EDL Chair.
  4. If the chair does not resolve the problem to the student’s satisfaction, the student can send a letter of appeal to the Department of Educational Leadership’s Error and Omissions committee.

The student also has the right to the SDSU Student appeal process delineated at the following web site: <http://www.sa.sdsu.edu/srr/index.html>

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| **Americans with Disabilities Policy** |

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student

Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.