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|  | **EDL 650:  Professional Learning and Growth Leadership**  *Revised: Summer 2017* |

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

School leaders use professional learning as a process to enhance classroom practice and improve student learning and overall school success. This course provides school leaders with preparation in skills for providing purpose and direction for individuals and groups, shaping school culture and value, facilitating the development of shared strategic vision for the school, formulating goals and planning change efforts with staff, and setting priorities for one's school in the context of community and district priorities for student and staff needs.

Given the complexity of enacting school change, EDL 650 affords the opportunity to apply what you have learned in your program coursework to your own school or district. The objective is to design and implement a professional learning plan that is aligned to the *Targeted Group Intervention Plan* to be developed in EDL 630.  This work is driven by the design of an area of identified need using data and planning tools within the context of a professional learning plan for your district, school, grade level, or department in a face-to-face, online, or blended environment.

*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.

The administrative services curriculum has been carefully aligned to cover the complete set of California Administrator Performance Expectations (CAPEs).

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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| **September 2017 Revised 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** | |
| **Module 1: Where to Begin?** | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Data & Design, | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Participate in Course Orientation** * Review course syllabus & online structure * **Lectures** * Watch module 1 overview screencast * Watch “Principles of Effective Professional Development * **Readings** * “Meeting the Promise of Content Standards: Tapping into Technology” * **Performance Assessment** * A Quick Look at Our Needs | * Read, A Quick Look at Our Needs” (ASCD Tool, p. 167) |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Be able to identify organizational strengths, needs, and areas of improvement though interviews. * Begin to understand what makes effective professional development * Understand how to drive professional learning through understanding and identify needs. |

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| **Module 2: What Works?** | |
| 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:**   * **Lectures** * Watch the module 2 overview screencast * Watch “Principles of Adult Learning” * Watch “Adult Learning Theory” * **Readings** * *What works in Professional Development*, (Guskey & Yoon). * Chapters 1-3 *of Student Achievement Through Staff Development* (Joyce & Showers) | * Respond to FlipGrid prompt * Locate and examine the data at your school or district in prep for pp. 62-63 |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Be able to articulate their learning style * Understand the fundamental principles of adult learning theory * Be able to research and identify data pertinent to their site from a variety of sources |
| **Module 3: Finding the Story Behind the Numbers** | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A2, 2B, 2C, 2D, 3A, 3B, 3C, 3D,  4A, 4B, 5A1, 5A2, 5A3, 5B, 5C, 6A, 6B  Leaderly Thinking: Culture & Climate, Operational | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Lectures** * What Module 3 overview screencast * Watch “Hard and Soft Data” * Watch “Root Causes” * **Readings** * “Root Cause Analysis” (James-Ward, Fisher, & Frey) * **Performance Assessment** * Collecting & Analyzing Data | * Respond to Flipgrid prompt * Complete p. 61-63 of the Building Level Professional Development Plan |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Be able to recognize hard and soft data, and understand their value. |
| **Module 4: Setting Goals to Drive Professional Development** | |
| CAPE Clusters Addressed: 1A, 1A1, 1A2, 1A4, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D,  4A, 4B, 5A, 5A1-3, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Lectures** * Watch the Module 4 overview screencast * Watch “SMART Goals” * Read Chapter 4 of Student Achievement Through Staff Development (Joyce & Showers). * **Performance Assessment** * PD Plan Goal Development. | * Compete p. 64-65, 107, and 129 of the Building Level Professional Development Plan * Submit Step 5 of TGIP |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Understand how to write SMART Goals * Be able to articulate a PD Plan to reach goals identified |
| **Module 5: Coaching & Feedback** | |
| 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:**   * **Lectures** * Watch the Module 5 overview and screencast. * **Readings: Coaching, and Community (ISTE)** * Read *Teaching the Teachers* from the National School Boards Association. * Read Chapters 5 & 6 of Student Achievement Through Staff Development (Joyce & Showers). * **Performance Assessment** * Identify research-based content for PD plan | * Respond to Flipgrid prompt * Complete p. 66 of The Building Level Professional Development Plan |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through collaborating with their CoP teams: * Understand coaching and feedback as essential components of effective professional development * Be able to link research-based content to identified need |

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| **Module 6: Evaluating Professional Development** | |
| 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** |
| * **Lectures** * Watch the Module 6 overview and screencast. * Watch “Levels of Evaluation.” * **Readings:** * Read *Does it Make a Difference?* Evaluating Professional Development (Guskey*).* * Read Chapters 7 & 9 of Student Achievement Through Staff Development (Joyce & Showers). * **Performance Assessment** * Utilize provided sample or develop PD evaluation tool * Finalize Professional Development Portfolio Plan | * Read p. 203 of *Assessing the Quality of Our Professional Development Program* * Finalize Professional Development Portfolio paper |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Be able to develop an evaluation tool to measure impact of professional development. * Be able to understand what makes an impact on effective professional development. * Understand the relationship of student achievement to effective staff development |
| **Module 7: What’s in Your Future** | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D,  4A, 4B, 5A, 5A1-2, 5B, 5C, 6A, 6B  Leaderly Thinking: Learnership | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Lectures** * Watch the Module 7 overview and screencast. * **Performance Assessment** * Reflect on course learning * Articulate future plans as a learner | * Submit course video reflection on Blackboard * Respond to Flipgrid prompt * Complete p. 17 of the EduCause Professional Development Plan |
| **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. |

**Online Discussions (40 points total)**

CAPEs practiced & assessed: N/A

Leaderly Thinking Practices: Data & Design, Learnership

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| **Assignments** |

Online learning has become a major force in professional development, and this course uses extensive online discussions through interactive tools. You will find discussion board questions related to your readings and class discussions. In this course we will explore web platforms to engage in dialogue surrounding course topics and readings. Dialogue can come in the form of face-to-face, or online interactions. We will use Flipgrid as one form of facilitating conversations through 90-second video responses. Flipgrid assignments will be embedded within the module they are assigned in. You will be able to review the discussion question, and provide a response by recording a video using your computer’s webcam. **Your initial response is due the Friday of the posted week**, so that your classmates have adequate time to view it and respond. You will review the videos your peers have posted and **respond to at least one peer by Sunday of the posted week**. Your full name should be included in the video submissions.

Flipgrid is not a synchronous learning platform, meaning you have until the posted due date of Flipgrid assignments to post and respond respectively. You will not need a Flipgrid account to participate.

**Planning for Professional Learning Series (30 points total)**

CAPEs practiced & assessed: 1C3, 2A, 2A2, 2B, 2B4, 2C2, 2D, and 5A

Leaderly Thinking Practices: Data & Design, Learnership

Planning for professional development is a complex task, and it requires organization. We have identified five organizational tools that you will complete in draft form and submit electronically on BlackBoard. These planning documents will also appear in your final portfolio. The due dates for the documents are listed n the Course Meeting Modules portion of the syllabus:

1. A Quick Look at our Needs (p 167)
2. Building Level Professional Development Plan template (pp. 62-66). This is the major planning tool and will be completed and submitted in stages.
3. Developing Improvement Goals) pp.107-108)
4. Getting the Big Picture: Connecting at the Building and District Levels (pp. 129-130)
5. Assessing the Quality of our Professional Development Program (pp. 203-204)

**Professional Development Portfolio Deliverables (50 points total)**

CAPEs practiced & assessed: 2C, 2C1, 2C3, 5A, 5A1, 5A2, and 5A3

Leaderly Thinking Practices: Data & Design, Learnership

**Project Paper:** Your final project paper should be 5-8 pages in length, not including references (double spaced, 12-point Times or Times New Roman, APA format). The paper is written as a cohesive narrative, not as a bulleted list. Use the following headings (Level 2) and subheadings (Level 3 to organize your paper. A template of the portfolio can also be found in the Assignments section of Blackboard:

**Part 1:** Alignment

* Alignment to District and Site Goals

**Part 2:** The Professional Development Plan

* Summary of research or evidence-based support of the content and method for delivery.
* Description of professional development plan, including projected dates of sessions, time, format, participants, and the two follow-up events (e.g., in-class coaching, a demonstration lesson, a PLC meeting, a learning walk, a text-based discussion of a professional reading) to sustain the effort.

**Part 3:** Content Session Details

* A description of the content session, and the ways in which the session includes time for interaction, and an explanation of how the design met the principles of adult learning.
* A description of the follow-up used to extend participants’ learning.

**Part 4:** Professional Development Evaluation

* Description of how the results of professional learning series will be gathered, analyzed, and how stakeholders will be engaged to collaborate.

# Completed Content of the Three Professional Learning Series (one content and two follow-up)

* PDF of slides and notes
* Handouts and tools to be used in sessions
* Evaluation instrument(s) to be used

# Finalized action tools (please order documents this way)

Throughout the course you have created drafts of these, at this point they should be updated and finalized to align with your final project.

1. Building Level Professional Development Plan template (pp. 62-66)
2. A Quick Look at Our Needs (p. 167)
3. Developing Improvement Goals (pp. 107-108)
4. Getting the Big Picture: Connecting at the Building and District Levels (pp. 129-130)
5. Assessing the Quality of Our Professional Development Program (pp. 203-204)

**PLC Virtual Presentation (15 points total)**

CAPEs practiced & assessed: 5A, 5A2,

Leaderly Thinking Practices: Data & Design, Learnership

We will have an end of the course video reflection assignment in Module 7. The reflection questions and instructions will be posted in Module 7

**Personal Professional Learning Plan (15 points total)**

CAPEs practiced & assessed: 5A, 5A2

Leaderly Thinking Practices: Data & Design, Learnership

Continuing to develop professionally is an important aspect of an educational leader. Complete the online module, developed by EDUCause, in which you analyze your skills and values, develop personal goals, and outline the actions you will take to realize those goals.

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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 guides 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

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).

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| **Required Texts** |

ASCD. (2007). *Strategies for designing, implementing, and evaluating professional development: An ASCD action tool.* Alexandria, VA: Author. [This is the source of the organizational planning tools, and are provided for you]

Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: ASCD.

Additional Readings: (Located in Course Documents folder on Blackboard)

Guskey, T. (2000). *Evaluating Professional Development*. Thousand Oaks, Calif.: Corwin Press.

Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership, 59*(6), 45-51.

Guskey, T. R., & Yoon, K. S. (2009). What works in professional development? *Phi Delta Kappan, 9*0(7), 495-500.

ISTE. (2015). *Technology, coaching, and community: Powering partners for improved professional development in primary and secondary education.* Arlington, VA: Author.

James-Ward, C., Frey, N., & Fisher, D. (2012). Root cause analysis. *Principal Leadership*, *13*(2), 59-61.

Killion, J. (2013). *Meeting the promise of the content standards: Tapping technology to enhance professional learnin*g. Oxford, OH: Learning Forward.

Mehmedovic, J., Cabot, L. A., Orr, P. (2010). *Creating a professional development plan*. Washington, DC: EduCause.

National School Board Association. (2013). *Teaching the teachers: Effective professional development in an era of high stakes accountability*. Washington, DC:  Center for Public Education.

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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** |

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| **Student Appeals** |

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

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.