

**EAD 261: INTRODUCTION TO EDUCATION ADMINISTRATION**

<b>SYLLABUS FOR INTRODUCTION TO EDUCATIONAL LEADERSHIP (EAD 261)</b>	
<b>Semester:</b> Spring 2020	<b>Educational Leadership and Admin Program</b> Department of Educational Leadership California State University, Fresno
<b>Course Name:</b> Introduction to Education Administration	<b>Instructor Name:</b> Nichole Walsh, Ed.D.
<b>Units:</b> 3	<b>Office Location:</b> ED 467 Kremen Building 4 <sup>th</sup> floor
<b>Time:</b> 4:30p-10:00p  <b>Dates:</b> Thursdays 1/23, 1/30, 2/6, 2/13, 2/20 ONLINE, 1/17**, 2/27**  + Additional hours for field experience	<b>E-Mail</b> nwalsh@mail.fresnostate.edu
<b>Location:</b> On Campus, Lab School Rm 177 Canvas	<b>Telephone:</b> (559) 285-8258
<a href="https://fresnostate.instructure.com/courses/16813">https://fresnostate.instructure.com/courses/16813</a>	<b>Office Hours:</b> Arranged via Zoom or Face to Face; Also available during dinner break or end of class

**Catalog description:** Initial course in the Education Administration sequence. Development of knowledge and skills central to managing educational organizations. It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3 unit class, you should expect to study an average of 6 hours outside of class each week.

**Prerequisite for this course:** Admittance to the Educational Leadership and Administration Program or Counseling Program. Follow program course sequence: EAD 261, EAD 272, EAD 280T, EAD 274, EAD 262, EAD 263, EAD 269.

**Required course materials:**

1. *APA Manual*. 7<sup>th</sup> ed. American Psychological Association, Washington, D.C.
2. Bens, I. (2017). *Facilitating with Ease!.: Core Skills for Facilitators, Team Leaders and Members, Managers, Consultants, and Trainers*. John Wiley & Sons.
3. DuFour, R., DuFour, R., Mattos, M (2016) *Learning by Doing: A Handbook for Professional Learning Communities at Work* (3<sup>rd</sup> ed). Solution Tree.
4. Fullan, Michael. (2014). *The Principal: Three Keys to Maximizing Impact*. Jossey-Bass.

5. *California Administrator Performance Expectations (CAPES)*. Access on Canvas.
6. *Leadership Cycle 2: Facilitating Professional Learning*. Access on Canvas and after registering for CalAPA Cycle 2.

### Supplemental course materials:

- California Department of Education (2009). *California Standards for the Teaching Profession*. Retrieved from <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf>
- California Department of Education (2012). *Continuum of Teaching Practice*. Retrieved from <http://www.ctc.ca.gov/educator-prep/CA-TI/final-continuum-of-teaching-practice.pdf>.

### COURSE SPECIFCS

**Course description:** This course focuses on leadership and the development of effective education organizations. During this course, students will explore the relationships between and among organization structures, systems, groups, cultures and approaches to leadership using a variety of interactive strategies.

The course has been designed for individuals who aspire to lead and serve in leadership roles in diverse educational settings such as public and private schools, colleges, universities, and other related educational agencies. The course provides a series of opportunities to think more deeply and systematically about leadership and to increase personal capacities as a leader. **For P-12 pathway candidates, a substantial portion of the course provides administrative candidates the foundation for the investigative phase of the first of three leadership cycles, which are administrative licensure tasks.**

**Dispositions:** The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: Candidates will increasingly reflect these dispositions in their work with students, families and communities.

- **Reflection** - Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.
- **Critical Thinking** - Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.
- **Professional Ethics** - Candidates learn to make well-reasoned ethical judgments We foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.
- **Valuing Diversity** - Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with

diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity.

- **Collaboration** - Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.
- **Life-long Learning** - Candidates demonstrate a commitment to life-long learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.

**Course goals:** The primary goals of this course are to provide graduate students with a theoretical framework for 21<sup>st</sup> Century leadership—visioning, systems thinking, collaboration, coherence, critical thinking, communication and creativity; and practical knowledge of educational leadership through the lens of the principal (P-12) or higher education leaders.

### **Student Learning Outcomes:**

California Administrator Performance Expectations (CAPEs) statements summarize what aspiring credential candidates know and are able to do as a result of their coursework preparation. The following overarching CAPEs are addressed in this course:

#### **CAPE 1: Development and Implementation of a Shared Vision**

*CAPE 1A: Developing a Student-Centered Vision of Teaching and Learning*

*CAPE 1B: Develop Shared Vision*

*CAPE 1C: Implementing a Vision*

#### **CAPE 2: Instructional Leadership**

*CAPE 2A: Personal and Professional Learning*

*CAPE 2B: Promoting Effective Curriculum, Instruction, and Assessment*

*CAPE 2C: Supporting Teachers to Improve Instruction*

*CAPE 2D: Feedback on Instruction*

#### **CAPE: 3: Management and Learning Environment**

*CAPE 3A: Operations and Resource Management*

*CAPE 3B: Managing Organizational Systems and Human Resources*

*CAPE 3C: School Climate*

*CAPE 3D: Managing the School Budget*

#### **CAPE 4: Family and Community Engagement**

*CAPE 4A: Parent and Family Engagement*

*CAPE 4B: Community Involvement*

#### **CAPE 5: Ethics and Integrity**

*CAPE 5A: Reflective Practice*

*CAPE 5B: Ethical Decision-Making*

*CAPE 5C: Ethical Action*

#### **CAPE 6: External Context and Policy**

*CAPE 6A: Representing and Promoting the School*

*CAPE 6B: Representing and Promoting the School*

### **Learning outcomes for the course derived from the CAPEs per the CTC:**

- Students will develop knowledge of and skills in facilitation as a core competency, to include, leading effective group meetings, developing and supporting collaborative group processes, maintaining group focus and energy, and supporting individual and group learning.
- Students will examine and analyze the role of professional learning and professional learning groups in an education organization.
- Students will investigate and analyze the aspects of management and leadership in the role of an education leader.
- Students will develop knowledge and skills related to data and information gathering and analysis used to inform and make decisions.
- Students will understand the role education policy and law plays in school leadership decisions.

**CAPE Matrix by COURSE (12.18)**
*(I=Introduce; P=Practice; A=Assessed)*

<b>Cal. Administrator Performance Expectations (CAPEs)</b>	<b>EAD 261</b>	<b>EAD 272</b>	<b>EAD 276</b>	<b>EAD 274</b>	<b>EAD 262</b>	<b>EAD 263</b>	<b>EAD 269</b>
<i>CAPE 1A: Develop Student-Centered Vision of Teach &amp; Learn</i>	<i>I, P, A</i>	<i>P, A</i>	<i>P, A</i>		<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 1B: Develop Shared Vision</i>	<i>I, P</i>					<i>P, A</i>	<i>P, A</i>
<i>CAPE 1C: Implementing a Vision</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 2A: Personal and Professional Learning</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>			<i>P, A</i>
<i>CAPE 2B: Promoting Effective Curriculum, Instruction and Assess</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>			<i>P, A</i>
<i>CAPE 2C: Supporting Teachers to Improve Instruction</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>			<i>P, A</i>
<i>CAPE 2D: Feedback on Instruction</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>			<i>P, A</i>
<i>CAPE 3A: Operations and Resource Mgt</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>		<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 3B: Managing Organizational Systems and Human Resources</i>	<i>I, P</i>		<i>P, A</i>	<i>P, A</i>		<i>P, A</i>	<i>P, A</i>
<i>CAPE 3C: School Climate</i>	<i>I, P</i>		<i>P, A</i>				
<i>CAPE 3D: Managing the School Budget</i>	<i>I, P</i>					<i>P, A</i>	<i>P, A</i>
<i>CAPE 4A: Parent and Family Engagement</i>	<i>I, P</i>					<i>P</i>	<i>P, A</i>
<i>CAPE 4B: Community Involvement</i>	<i>I, P</i>					<i>P</i>	<i>P, A</i>
<i>CAPE 5A: Reflective Practice</i>	<i>I, P</i>	<i>P, A</i>		<i>P, A</i>			<i>P, A</i>
<i>CAPE 5B: Ethical Decision-Making</i>	<i>I, P</i>	<i>P, A</i>		<i>P, A</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 5C: Ethical Action</i>	<i>I, P</i>			<i>P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 6A: Understanding and Com Policy</i>	<i>I, P</i>				<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 6B: Representing and Promoting School</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>		<i>P, A</i>	<i>P, A</i>	<i>P, A</i>

## Course requirements

This course section is presented as a 7-session Seminar. To participate fully in the seminar and to appropriately prepare for all assignments, it is critical that all **Advanced Preparation** assignments and activities be completed and completed on time. It is also anticipated in-class group activities will require planning and collaboration outside designated class time. Student performance is assessed through competency foundational tasks.

**Class Meeting Structure and Attendance:** Class sessions are learning laboratories – interactive learning sessions. Many of the activities and much of the work conducted in face-to-face class meetings depend on the interaction of students and the faculty leader; therefore, attendance is required at **all** class meetings. Candidates are expected to actively participate in class dialogue and discussions and demonstrate leadership during activities, exercises and discussions. Emergencies and unusual situations that could cause an absence should be *discussed in advance, if possible*, with the instructor.

**Instruction for Significant Assignments:** Further detail found after the Tentative Course Schedule

### Competency Task Assignments

#### *Overview of Task Objectives:*

- Investigate the role of professional learning at the school site/district.
- Consult with teachers and school leaders to learn about small group professional activities.
- Analyze how the practices and perceptions of group professional learning affect the professional learning environment, teacher/student experiences and school improvement efforts.
- Describe evidence-based professional practices that can best prepare teachers to work in professional learning groups
- Describe considerations leaders would need to take to prepare to facilitate and support a collaborative professional learning group.

#### **Competency Task 1: Leadership in Action: A Principal's Perspective (Fieldwork)**

##### *Evidence/Direct Measure:*

- Written Narrative: Identification and Analysis of Current 21 Century Leadership Practices
- Interview notes of two principal interviews.
- Documents gathered during principal interviews.
- Peer editing documents.

#### **Competency Task 2 (CT2): Adult Learning, Facilitating Problem Solving and Decision Making**

##### *Evidence/Direct Measure:*

- Written Narrative: Lead Learner Simulation that is grounded in Learning Theory for Adults and Facilitation Skills
- Written reflection following in-class simulations of current state and next steps in developing professional capital and schoolwide professional culture

- Problem Solving Steps-Planned and Completed that includes peer feedback at the conclusion of facilitation
- Use of the Gibbs Reflective Cycle, consider the facilitation and feedback loop

**Competency Task 3 (CT3): Investigating Collaborative Professional Learning at the School Site (Fieldwork)**

***Evidence/Direct Measure:***

- Written Narrative: Professional Learning at the Candidate’s School/District

Candidate Learning Outcomes	CAPE	Direct Measures Evidence
<ul style="list-style-type: none"> <li>● Using knowledge of 21<sup>st</sup> century leadership practices, research, and the CAPEs,               <ul style="list-style-type: none"> <li>-compare and contrast the practices of sitting principals with research best practices and CAPEs.</li> <li>-classifying best practices of effective principals.</li> </ul> </li> <li>● Examine the role of the principal as the lead learner in building the professional capital of staff.</li> <li>● Identify and practice facilitation processes that enhance collaboration</li> </ul>	1A,B,C 2A,B,C,D 3A,B,C 4A,B 5A,B,C 6A,B	<ul style="list-style-type: none"> <li>● Written Narrative: Identification and Analysis of current practices using the lens of 21<sup>st</sup> Century leadership, research and the CAPEs.</li> <li>● Interview notes of two principal interviews.</li> <li>● Documents gathered during principal interviews.</li> </ul>
<ul style="list-style-type: none"> <li>● Examine the role facilitation plays in people capacity building, school-wide coherence and collaborative decision making</li> <li>● Apply problem solving process to solve a real-world leadership issue</li> <li>● Apply best practice facilitation protocols to work toward problem resolution</li> </ul>	1B 2A 3A 4B 5B	<ul style="list-style-type: none"> <li>● Written Narrative: Lead Learner Simulation and Facilitation Skills</li> <li>● Problem Solving Steps-Planned</li> </ul>
<ul style="list-style-type: none"> <li>● Investigate and analyze the role that professional learning plays in the candidate’s context (school site/district).</li> <li>● Identify and describe the candidate’s context regarding the types of professional learning groups currently in operation and the formal training offered to teachers within the past three years relative to professional learning groups, group building, or group process.</li> <li>● Describe evidence-based professional practices that prepare teachers to work in a professional learning group.</li> </ul>	2A 2C 5A 5B	<ul style="list-style-type: none"> <li>● Written Narrative: Professional Learning at the Candidate’s School/District</li> <li>● District and site level documents that evidence the current state of small group professional learning</li> </ul>

<ul style="list-style-type: none"> <li>Given the candidate’s context, describe the considerations leaders would need to take to prepare to facilitate and support a collaborative professional learning group.</li> </ul>		
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## Assignment and Examination Schedule

### Grading

Each major assignment/learning project will receive a grade. Grading will be as follows:

A = 90-100%	Outstanding achievement; exceeds expectations
B = 80-89%	Graduate quality; meets expectations
C = 70-79%	Below expectations
F = Below 70%	Does not meet program requirements

Grading criteria and scoring rubrics are available for all major tasks (assignments). Candidates should review grading criteria and rubrics prior to completing and submitting assignments.

- The candidate must earn 80% on every signature, exam and major assignment/learning project to earn a grade of “B” (Graduate quality; meets expectations) in the course.
- The candidate will be required to correct/re-do and resubmit any assignments or exam receiving less than 80 % of total points possible.*
- Should a candidate choose not to redo and resubmit a major assignment/learning project and or an exam to earn 80%, the candidate will earn a final grade of “C” or below. An average score below 70% will earn a grade of “F” (Does not meet program requirements).

**Late work and make-up work policy.** *Late work may be made up on a case-by-case basis with prior communication with Instructor and all work must be submitted for a complete e-portfolio. Without submission of all assignments prior to 2 weeks after the final class session, grade will post as failing.* Make-up for any absence should be contracted with the instructor. If excessive absence, a final course grade of “B” is the highest grade attainable. Excessive absences are defined as more than one absence during the 7-Session course. Final examination may be completed online.

Major Assignments (Tasks)	Possible Points	Met	Not Met
Module 1 Online Assignment -The Principal and APA	20	16	Below 16

<b>Competency Task 1:</b> Leadership in Action	50	40	Below 40
<b>Competency Task 2:</b> Adult Learning, Facilitating Problem Solving & Decision Making	20	16	Below 16
<b>Competency Task 3:</b> Investigating Professional Learning (Fieldwork)	20	16	Below 16
<b>Module 2 Online Assignment</b> – <i>The Principal</i> (cont.)	25	20	Below 20
<b>Participation</b> * (3 pts per face-to-face session)	15	12	Below 12
<b>Total Points Possible</b>	<b>150</b>	<b>120</b>	<b>Below 120</b>

\* *Participation includes attendance, discussions, presentations, collaborations, activities, and in-class reflections as noted in Canvas by session. See **Attendance and Make up work policy** below for details if class must be missed for extenuating circumstances.*

**Program Policy:** For all candidates in the *Educational Leadership and Administration Program in P-12 Courses* – Earning a "C" grade in a master's course in the Educational Leadership and Administration program is not considered to be a satisfactory grade. The first "C" obtained places a student on probation and the second "C" acquired will mean dismissal for the student. If a grade below a "C" is earned, the course must be retaken without replacement (meaning the original grade received remains on the transcript and is included in GPA calculations).

## COURSE POLICIES & SAFETY ISSUES

**Attendance and make-up work policy:** Class sessions are learning laboratories – interactive learning sessions. Many of the activities and much of the work conducted in face-to-face class meetings depend on the interaction of students and the faculty leader; therefore, attendance is required at **all** class meetings. Candidates are expected to actively participate in class dialogue and discussions and demonstrate leadership during activities, exercises and discussions. Emergencies and unusual situations that could cause an absence should be ***discussed in advance, if possible,*** with the instructor.

Make-up for any absence should be contracted with the instructor. If excessive absence, a final course grade of “B” is the highest grade attainable. *If class is missed a 2-page Lit Review per hour missed will be expected to make up for missed learning/seat time. Topic to be designed around topic missed. At least two peer-reviewed sources required per hour missed as well.*

**Late work policy:** The goal for the course is ***mastery learning*** for success in a career for future school, district, and county administrators; thus, all work in the course must be completed to obtain a grade for credit in the course. Students with any missing assignments or activities at the week before the end of the semester will receive an Incomplete “IC” and will be required to set up a completion plan in order to receive credit for the course prior to graduation. If the graduation date occurs prior to completion of the missing work, students will need to re-enroll in the course and will not be able to graduate with their cohort group. Furthermore, students may not be assigned full point value for assignments initially turned in late. After one week, the highest score a student can receive for late work is a “B.”

Work may be redone throughout the course for demonstration of increased mastery and a new score, but communication to the instructor regarding assignment resubmission is to be initiated by the student with a plan for resubmission. The instructor has the final decision on whether or not the assignment may be re-submitted for a new grade.



**Adding and Dropping Classes:** Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at:

<http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

**Tolerance and Respect:** The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

**Plagiarism Detection:** The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Canvas, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports **WILL be available for your viewing.**

## UNIVERSITY POLICIES AND SERVICES

For information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations). Follow the link below to the online required syllabus policy statement page:

[http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements\\_001.doc](http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc)

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

**Honor Code:** “Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

**Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include

assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

**Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page <http://www.fresnostate.edu/home/about/copyright.html>

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**For free tutoring on campus, contact the Learning Center** (<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

**Our campus has developed The Graduate Net**

(<http://fresnostate.edu/academics/graduatenet/index.html>) to connect graduate students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by GraduateNet to succeed in your course. Students are encouraged to explore the portal at their own pace and learn about the different resources Fresno State has to offer for graduate student success!

**Graduate Writing Studio at Fresno State:** Located in Henry Madden Library, 2119 on the 2<sup>nd</sup> floor, the Graduate Writing Studio offers workshops on documentation style (APA, MLA), literature reviews, academic writing, developing your scholarly voice, note-taking, EndNote, and more. These are all intended to help you be successful in your graduate journey! You will need your ID card to enter the room via a card reader. Visit their webpage for current workshops, hours, and contact information:

<http://fresnostate.edu/academics/gradstudies/graduatewritingstudio.html>

**Graduate Statistics Studio at Fresno State:** Also located in Henry Madden Library, 2119 on the 2<sup>nd</sup> floor, the Graduate Statistics Studio provides research and statistical consulting to all graduate students. They are able to meet with students on campus or online (via ZOOM). Visit their webpage for current workshops, hours, and contact information:

<http://fresnostate.edu/academics/graduatenet/students/statspage.html>

**Subject to Change Statement:** This syllabus and schedule are subject to change in the event of extenuating circumstances.

*Student Handbook*

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:

<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

*Graduate Handbook*

Information on graduate student information, deadlines, responsibilities, enrollment etc., can be found on the Division of Research and Graduate Studies web page. The web page is located at:

<http://fresnostate.edu/academics/gradstudies/requirements/>

**COURSE ASSIGNMENT AND ACTIVITY SCHEDULE**

This course section is presented as a 7-Session Blended Seminar with 2 online modules and 5 face-to-face class sessions. To participate fully in the seminar and to appropriately prepare for all assignments, it is critical that all *Advanced Preparation* assignments and activities be completed and completed on time. It is also anticipated in-class group activities will require planning and collaboration outside designated class time.

**Note:** *This syllabus and Course Assignment Schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.*

Session	Content Focus	Assignments
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<b>Session 1</b> <b>(Online #1)</b>	Introductory activities: Syllabus, CalAPA, CAPES, APA Style and the introduction for <i>The Principal</i>	<b>Read &amp; Respond:</b> The Principal, Ch 1 & 2  <b>Read &amp; Respond:</b> APA Style Guide, Ch 1 & 2  <b>Due 1/23 at 4:30pm</b>	<b>Buy Textbooks</b> <ul style="list-style-type: none"> <li>• <i>APA Manual</i>. 7<sup>th</sup> ed.</li> <li>• <i>Facilitating with Ease</i> (4th ed)</li> <li>• <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i> (3<sup>rd</sup> ed)</li> <li>• <i>The Principal: Three Keys to Maximizing Impact</i></li> </ul>
<b>Session 2</b> <b>(Face-to-Face #1)</b>  Th. 1/23	Getting to know you, Discuss Syllabus, Graduate Writing Competency, CalAPA-logistics, skills and knowledge, Competency Task #1, APA Writing Style, Data Collection Methods	<b>For CT #1</b> <b>Schedule</b> 2 principal interviews  <b>Read</b> Chapter 3 in <i>APA Style Guide</i>	<ul style="list-style-type: none"> <li>• <i>Clear and concise writing based on information in Chapter 3 will be expectations for program writing</i></li> </ul>
<b>Session 3</b> <b>(Face-to-Face #2)</b>  Th. 1/30	Leading Change, Adult Learning, Communities of Practice, Group Facilitation, Gibbs Reflection Cycle	<b>For CT #1</b> <b>Interview</b> 2 principals  <b>Read</b> Facilitating w/ Ease TBA - Canvas assignment  <b>Due 2/6 at 4:30pm</b>	<ul style="list-style-type: none"> <li>• <i>Audio record interviews and take notes as needed</i></li> <li>• <i>Bring to class next week</i></li> <li>• <i>Complete Reading and Canvas assignment prior to next class</i></li> </ul>
<b>Session 4</b> <b>(Face-to-Face #3)</b>  Th. 2/6	21 <sup>st</sup> Century School Leadership, Research Data, Interview-CAPE Connections, Qualitative Data, Communities of Practice, Professional Learning, Peer Editing, APA Writing Style, CT #2	<b>For CT #1</b>  <b>Write</b> rough draft of CT #1 argument paper ----- <b>Read</b> Chapters 1 & 2 in <i>Learning by Doing</i> <b>Read</b> Chapter 3 in <i>The Principal</i>  <b>ALL Due 2/13 @ 4:30pm</b>	<ul style="list-style-type: none"> <li>• <i>Bring HARD COPY to class next week</i></li> <li>• <i>Critical for activity for next session – take notes as needed for collaborative work in class</i></li> </ul>
<b>Session 5</b> <b>(Face-to-Face #4)</b>  Th. 2/13	Problem of Practice, Communities of Practice (PLCs), Group Facilitation, Building Consensus, Gibbs Reflection Cycle	<b>Revise and Submit final draft of CT #1</b>  <b>Read</b> Facilitating w/ Ease TBA - Canvas assignment  <b>For CT #2</b> <b>Prepare</b> for Lead Learner Simulation  <b>ALL Due 2/20 @ 4:30pm</b>	<ul style="list-style-type: none"> <li>• <i>See assignment details in syllabus and on Canvas</i></li> <li>• <i>These are critical for activity for next session – take notes as needed for collaborative work in class</i></li> <li>• <i>See assignment details in syllabus and on Canvas</i></li> <li>• <i>Submit all documents prior to meeting</i></li> </ul>
<b>Session 6</b> <b>(Face-to-Face #5)</b>	Meeting Protocols, Reflection, Peer Feedback, CalAPA	<b>For CT #2</b> <b>Complete and Submit</b> written component and evidence	<ul style="list-style-type: none"> <li>• <i>Submit on Canvas</i></li> </ul>

Th. 2/20	Leadership Cycle 2, CT Task #3	Read Chapter 3 of <i>Learning by Doing</i> <b>Due 2/27 @ 11:59pm</b>	• Complete Reading and Canvas assignment prior to online module
<b>Session 7 (Online #2)</b>	Fullan, <i>The Principal</i> , Reflection, CalAPA Leadership Cycle 2, Step 1	See Canvas for Module 2 reading and activities including <b>CT #3</b> <b>Due 3/4 @ 11:59pm</b>	• Submit on Canvas

## GRADUATE WRITING COMPETENCY REQUIREMENT

During this first course in the program, EAD 261, candidates will produce a **competent written argument on an assigned topic**. This graduate writing task will determine the candidate's ability to **write knowledgeably about a topic and present ideas clearly, logically and analytically, to establish a sound scholarly argument**. The written task will be used to demonstrate competence in graduate level writing and used as a prerequisite for advancement to candidacy. *The assignment is mandatory for all students however only some will use as the competency for graduate writing.*

**Candidates must receive competent score on the writing competency assessment.** The instructor of the course (EAD 261) will be the primary evaluator of each candidate's writing. The instructor will notify all candidates of the results of the writing competency assessment. If the candidate earns a competent score, the candidate will be considered to have successfully met the graduate writing competency.

If the instructor scores the candidate's writing as **not competent**, the written sample will be referred to the Department Review Committee for evaluation. **The Department Review Committee will consist of at least two graduate full-time faculty in addition to the instructor.** If the Committee as a whole scores the candidates written sample as *competent*, the candidate will be considered to have successfully met the graduate writing competency.

**If the Department Review Committee determines that the candidate has not demonstrated competence, the instructor will inform the candidate of the non-pass through written and verbal communication methods. The instructor will advise the candidate of appropriate methods of intervention that may include, but not limited to, assistance from the Writing Center, tutoring, additional coursework, or other support.**

**The candidate will have two additional opportunities to meet the writing competency requirement prior to the Advancement to Candidacy process.** The candidate **must seek assistance to improve his/her writing in targeted areas based on feedback** and must evidence that self-help was initiated, and intervention was attempted before the graduate writing competency assessment will be administered for a second or third time. **The candidate will complete and submit an Assistance Validation Form to verify that writing support was obtained prior to retaking the assessment.**

**Department Review Committee will formally evaluate second and third attempts of the graduate writing competency. The committee will report the decision (pass/competent or non-pass/not competent) to the Program Coordinator.** The Program Coordinator will inform the candidate of the results of the graduate writing competency assessment through written communication. If the Committee determines that the candidate earns a competent score, the candidate will be considered to have successfully met the graduate writing competency. If a candidate does not earn a competent score on the graduate writing competency on the third attempt, the candidate will not be eligible to advance to candidacy.

*Note: A candidate could pass the graduate writing assessment and still have some relative weaknesses in a targeted area or areas. In these situations, faculty may advise the candidate to seek intervention support to strengthen relative areas of weaknesses that may impact success on future scholarly writing assignments.*

**Kremen School of Education and Human Development  
Educational Leadership and Administration Program  
Graduate Writing Competency**

**Assistance Validation Form**

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

The graduate writing competency requirement determines the graduate student's ability to write knowledgeably about a topic and to present ideas clearly, logically and analytically, so as to establish a sound scholarly argument.

Students who fail to pass the writing assessment may retake the exam every eight weeks for a total of three times. Students must show evidence that remediation was initiated and attempted by the student before a graduate writing competency assessment can be retaken.

The **Assistance Validation Form** serves as evidence that the student initiated, secured and attempted remediation. Complete and submit this form to the current instructor prior to scheduling a graduate writing competency assessment. This form must be completed following a non-passing score (0-2) on the graduate writing competency assessment and before the assessment will be administered.

**List identified areas of writing deficiencies.**

**Complete the table below.** Provide date(s) and actions taken to correct deficiencies and to improve graduate-level writing skills. Obtain signature of the individual(s) who provided support.

Date	Action Taken	Support Provider Signature

## **Competency Task Assignments**

### **Competency Task 1 (Field Experience): Leadership in Action**

(CAPEs 1A; 1 B; 1C; 2A; 2B, 2C; 3A, 3B; 3C; 4A; 4B; 5A; 5B; 6A; 6B)

**\*NOTE\* Incorporates Graduate Writing Competency Assessment:** This graduate writing task will determine the candidate's ability to write knowledgeably about a topic and present ideas clearly, logically and analytically, so as to establish a sound scholarly argument.

#### ***Evidence/Direct Measure:***

- **Written Narrative:** Identification and analysis of current practices using the lens of 21<sup>st</sup> century leadership, research and the CAPEs.
- **Interview notes** of two principal interviews.
- **Documents gathered** during principal interviews.
- **Peer editing documents** during group share.

#### **Candidate Tasks:**

**Candidate will interview one (1) elementary (K-6) and one (1) secondary (7-12) Principal** in an attempt to clarify and deepen understanding about the Principal's role as manager and leader of a school. **Candidate will collaborate with members of a triad to analyze interview data** to determine connections between and across schools and as the findings relate to CAPEs (California Administrator Performance Competencies). Candidate, as member of a Triad, will display and present findings. **Candidate will complete an individual written summary of interview findings and make connections between the interview field experience, in-class discussions/ activities, research and important laws and state/district policies/regulations that impact and guide Principal decisions as a leader and manager of a school.**

### **Task Instructions**

#### **PART 1. Interview Field Experience**

***Using the interview questions provided, conduct two (2) separate interviews with school Principals: one (1) elementary (K-6) and one (1) secondary (7-12)***

#### **Following the interviews, collaborate in a triad in class to:**

- a) Share interview responses.
- b) Analyze interview data to determine similarities, differences, trends and patterns between and across schools and grade levels.
- c) Relate findings to CAPEs (California Administrator Performance Competencies).
- d) Present findings to cohort members.
- e) Relate findings to Fullan's research on the three keys to maximize the principal's impact on school success and any other articles, research or documents used for the activity.

## **PART 2. Interview Field Experience Written Response**

Complete a written response based on the interview experiences, in-class activities, research, review of CAPEs and analysis of laws and state/district policies/regulations that impact and guide a principal's decisions. **Prior to writing final draft, confer with peers to receive feedback.** Apply active listening skills, questioning strategies and coaching techniques to offer and receive suggestions for improvement.

### **Competency Task 1 (Interview Field Experience): Leadership in Action AND Graduate Writing Competency [Written Response Template]**

#### **Background**

What is a 21<sup>st</sup> century leader? Develop a cogent argument or purpose statement by using qualitative (interview) data, research and the Fullan text (chapter 1 and 2). Provide an overview of the two Principal interviews and how they helped shape your position regarding 21<sup>st</sup> century leadership. Share school/ district visions of the individuals you interviewed. Include demographic information and other important background information about the Principals, schools, communities, geographical locations and stakeholder groups (students, parents and teachers) to build context. ***Cite references using APA format.***

#### **Principal Interviews**

**Interview Settings.** In a short introductory paragraph, describe each of the interview settings: when, where, and how the interviews were conducted.

**Interview Findings.** Based on information obtained from the interviews, describe the Principal as manager and leader of the school. Use quotes from the interviews and other text as examples to enrich and support findings. ***Include interview questions and responses in Appendix A.***

#### **Connections to CAPEs**

Review the California Administrator Performance Competencies (CAPEs). Relate findings of the interviews to the CAPEs. ***Incorporate Principal's quotes, research, readings and class discussions, to support your findings. Cite resources.***

#### **Laws and State/District Policies and Regulations**

Review CAPE 6. Connect the interview field experience to in-class discussions/activities, research and important laws and state/district policies/regulations that impact and guide a principal's decisions, as leader and manager of a school. ***Cite references. Include cited District policies in Appendix B.***

#### **Conclusion and Professional Reflection**

Draw connections using qualitative (interview) data, research and the Fullan text (chapter 1 and 2). In addition, review CAPEs, important laws and state/district policies/regulations that impact and guide Principal decisions as leader and manager of a school.

Reflect on key leadership learnings, insights, and questions generated based on your position of the qualities of a 21<sup>st</sup> century leader.

#### **References**



Include data resources, text, readings, research and documents used to collect, analyze information and write the paper. Use APA format.

### Appendix

Include interview questions and responses (Appendix A) and cited policies and/or regulations (Appendix B) related to leadership and management of a school facility and other appropriate artifacts.

## Competency Task 1 (Field Experience): Leadership in Action Leadership Interview Questions

*Use this form to record two (2) Principal interview responses. Attach as Appendix A.*

**Principal Name:**

**Level** (*elementary or secondary*)

Interview Question	Principal Interview Response on separate notes page
<p><b>1. What are your major leadership roles and responsibilities as Principal? Which of these do you consider most important and why?</b></p>	
<p><b>2. What processes were used to create your school vision and mission or goals?</b> How do you communicate your school vision and goals to stakeholders? How do you measure progress toward attainment of school goals? How do improvement plans, such as LCAP, SPSA, WASC, ELAC, align and support your vision?</p>	
<p><b>3. What processes are used to create improvement plans, such as WASC, LCAP, SPCA, and ELAC?</b> How are plans communicated to stakeholders? How do you monitor and measure progress?</p>	
<p><b>4. How do you build effective relationships with staff?</b> What role do teachers play in decision making?</p>	
<p><b>5. What role does professional learning play in school success?</b> What professional learning opportunities have been offered during the last 3 years? What professional learning opportunities are currently in progress for teachers? Planned? What drives professional learning decisions?</p>	
<p><b>6. How are classroom observations and coaching used to improve student achievement?</b> How often do are teachers observed? Coached? What determines the frequency? What level of input do teachers have about the focus of observations and coaching?</p>	
<p><b>7. What opportunities do teachers have to collaborate?</b> What is the purpose of the collaboration? What role do teachers play in professional learning, team structures and/or instructional decisions? What formal training, if any, has been offered related to professional learning groups, such as PLC, and/or group processes in the past 3 years?</p>	
<p><b>8. What Board policies and/or laws most impact your actions and decisions as school leader?</b> Explain.</p>	
<p><b>9. How do you encourage a culture of inclusion and high expectation for all students?</b> What are your greatest challenges? How do you work to build effective relationships with parents and community?</p>	

<p>What role do parents play in planning and decision making? How do you communicate plans and decisions with your stakeholders?</p>
<p><b>10. What personal professional values guide your decisions as a leader?</b> What leadership beliefs and values guide your decisions? What leadership advice would you offer a new administrator preparing to lead in the 21st Century?</p>

**EAD 261 Competency Task 1 (Field Experience): Leadership in Action  
Grading Criteria**

<b>1 – Not Competent</b>	<b>2- Somewhat Competent</b>	<b>3- Competent</b>
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Criteria	Descriptors	Competency Level 1-3
<b><u>Content: Background (Introduction)</u></b>	Purpose statement builds context for the writer’s position on 21 <sup>st</sup> century leadership. Detailed background information profiles and connects the Principal, stakeholders, school and community.	
<b><u>Content: Interview Experience</u></b>	Discussion and analysis of Principal interviews are woven together to frame and clearly depict the Principal as manager and leader of a school.  The Principal’s voice is evident throughout and used to describe, clarify, create understanding, support findings and explain the role and responsibilities of the Principal.	
<b><u>Content: Vision, Goals, Improvement Plans</u></b>	Clear connections are drawn and thoroughly discussed regarding the relationship between the leader’s use of school vision and goals to formulate and drive long and short-term plans, including LCAP, SPSA, ELAC and/or Charter, Perkins and/or school-wide grants.	
<b><u>Content: Professional Learning and Capacity Building</u></b>	Clear connections are drawn between the role professional learning plays in student academic success, including opportunities for teachers to collaborate in professional learning groups, or PLCs. Analysis includes discussion regarding the role classroom observations and coaching play in development of teacher capacity.	
<b><u>Content: CAPEs</u></b>	Clear connections are drawn between (CAPEs) and Principal interview responses to explain how the leader is able to influence and contribute to school success, including the role communication plays in school success. Discussion delineates interview responses referenced in CAPEs from CAPEs not evidenced and speculation made regarding non-documented CAPEs.	
<b><u>Content: Laws and Regulations</u></b>	Discussion provides examples to explain how laws, policies and regulations, selected for discussion, impact and influence principal’s decisions, as leader and manager of a school. Important relationships are drawn, and references are made to role/responsibilities of the Principal and interview (field) experience.	
<b><u>Content: Conclusion</u></b>	Conclusion: Draw connections using qualitative (interview) data, research and the Fullan text (chapter 1 and 2). In addition, review CAPEs, important laws and state/district policies/regulations that impact and guide Principal decisions as leader and manager of a school. Reflect on key leadership learnings, insights, and questions generated based on your position of the qualities of a 21 <sup>st</sup> century leader.	

<b>Structure, Grammar and Organization</b>	Writing applies appropriate grammar, punctuation and APA guidelines. Transition statements are used to draw the reader back to the original argument or position of the writer. References page includes research, readings and data sources. Multiple forms of data and evidence are referenced/cited in paper and available in Appendix, including interview questions and responses, documents and important laws and/or regulations related to management and leadership of a school facility.	
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### **Competency Task 2:**

#### **Adult Learning, Facilitating Problem Solving and Decision Making: Building Professional Capacity (CAPEs 1B; 2A; 3A; 4B; 5B)**

##### ***Evidence/Direct Measure:***

- Written Narrative: Lead Learner Simulation that is grounded in Learning Theory for Adults and Facilitation Skills
- Written reflection following in-class simulations of current state and next steps in developing professional capital and schoolwide professional culture
- Problem Solving Steps-Planned and Completed that includes peer feedback at the conclusion of facilitation
- Use of the Gibbs Reflective Cycle, consider the facilitation and feedback loop

##### ***Candidate Tasks:***

-Candidate will **facilitate application of 1-2 best practice protocol(s) to problem solve**, build consensus and/or decide with an identified group of cohort members based on student data provided by the instructor.

-Candidate will **complete a written summary and analysis of the facilitation experience**, including, **outline of the applied problem-solving process, group setting, selection of protocols applied, purpose of protocol(s) used, steps taken to complete the task and results.**

-Candidate will **collect peer feedback** to assess effectiveness of the facilitation experience and outline improvement actions.

-Candidate will **explain how the protocol(s) could be applied** to other situations to problem solve, build consensus and/or make decisions.

### **Task Instructions**

#### **Part 1. Practice for Field Experience:**

1. A group of 3 to 5 school educators will be selected for you to **work as a community of practice related to an identified student learning and/or well-being need.**

2. Your community of practice will be **given a real-world school-related problem** (English learner progress, graduation rates, academic performance, college/career readiness) and an identified **area of focus for improvement.** Your team will **discuss and provide a rationale** for this improvement based on **student data, school/district mission, vision or goals.** The area of focus will then lead to a **collaborative professional learning experience** meant to **positively impact student learning** and/or well-being.

3. **Describe** the educator **stakeholder group** used for this activity. What are the jobs of each team member, their demographics and how do they fit into the concept of a team approach to identify and solve educational issues on a campus?

4. As a group, **review** the school data provided, and **improvement strategy or problem of practice** identified by your instructor to implement based on school/district goals, vision or mission.
5. You will be given a few **evidence-based strategies** to consider in order to address the identified problem of practice. **Select and plan** the use of one-two (1-2) protocols designed to **collaboratively problem solve, build consensus and make decisions**.
6. **Explain the purpose** for the meeting to the selected group. **Facilitate activities. Collect artifacts to serve as evidence (SWOT, Jones Window, 5 Whys, Feedback Carousel, etc.).**
7. **Gather feedback** from participants using an informal data collection tool to assist in evaluation of the process and outcome (s).

**Competency Task 3: (Field Experience)**  
**Investigating Collaborative Professional Learning at the School Site**  
*(CAPEs 2A; 2C; 5A; 5B)*

***Evidence/Direct Measures:***

Written Narrative: Professional Learning at the School Site/District-CalAPA Leadership Cycle 2, Step 1 Plan

**Candidate Tasks: Investigate**

- Investigate the role of current professional collaboration at the school as it relates to student learning and/or well-being.
  - Consult with teachers and school leaders to learn about collaborative professional learning activities, including communities of practice, that are currently underway.
  - Consider how the practices of group professional collaboration and learning affect the school's learning environment; the experiences of teachers and students; and ongoing school, district, and California-initiated school improvement efforts.

**Task Instructions**

1. **Research professional learning best practices** and the role capacity building of staff plays in school success and student academic achievement, including development and use of professional small group learning groups. Identify those practices and perceptions that support and contribute to successful professional learning groups that positively impact the learning environment (use course resources). This can be used as an introduction to set up the tone and research for engaging in such a practice.
2. **Investigate** the role of **current professional collaboration at the school** as it relates to student learning and/or well-being (may use data collected in CT #1).
3. **Complete a document dig** to determine the past professional learning opportunities, including professional small group learning, intended outcomes, and teacher perceptions of the experiences. *(Documents for review might include SPSA, Climate Assessment, Needs Assessments, and workshop feedback surveys, parent/student surveys.)*

4. **Interview school leaders and teachers** Consult with teachers and school leaders to learn about collaborative professional learning activities, including communities of practice, that are currently underway. Consider how the practices of group professional collaboration and learning affect the school’s learning environment; the experiences of teachers and students; and ongoing school-, district-, and California-initiated school improvement efforts.

**Questions should include:**

What types of professional learning groups are currently in place at the school?

What is the purpose of each of the professional learning groups?

What activities (How) do teachers engage in when they meet in their professional learning groups?

Describe the structure and various roles of individual members in the professional learning groups?

Who determines activities and outcomes of professional learning group sessions? How are those decisions made? How is progress communicated to school leaders?

What training do you believe you need in order to ensure your work in professional learning communities is effective? Why?

What formal training, if any, have teachers had at the school within the past three years related to professional learning groups, group building and/or group processes?

5. **Analyze the role of professional learning** (combine the information from steps 1-4 for your analysis) at the school where your investigation takes place (e.g., the history of collaborative professional learning in the school; practices of collaborative professional learning or communities of practice among teachers, staff, students, and families; the management of communities of practice at the school; expected outcomes for collaborative professional learning at the school). **What evidence is used to draw your conclusion?** Does professional learning **facilitate or hinder collaborative learning** at the school?

**Describe how collaborative professional learning reflects evidence-based adult learning processes.**

6. **Gather feedback** from at **least one colleague in your cohort as well as one individual you interviewed**. The feedback from your classmate should follow the **peer editing format** previously used, as well as, CalAPA Rubric 2.1 (see below). The “interviewee” feedback can be as simple as you reading your notes to an individual interviewed, you can have them review a portion of this assignment, or a simple discussion to run your analysis by them. This exercise is so that you have others triangulate your findings and confirm, refute, or provide an alternative thought process to your thinking.

7. As a result of your investigation and given the contexts as well as available school data related to student learning and/or well-being, **describe the most important issues you will need to consider in preparing to co-facilitate and support a community of practice to engage in collaborative professional learning at the site you investigated.** These thoughts will then help **focus your energy as you prepare for Leadership Cycle 2, Step 2-4.**

RUBRICS will be available on Canvas