

EAD 262 COMMUNITIES OF PRACTICE FOR STUDENT LEARNING AND WELL-BEING

Semester FALL 2021	<i>Master's in Educational Leadership & Administration and PASC Program</i> Department of Educational Leadership California State University, Fresno
Communities of Practice for Student Learning & Well-Being	Instructor Name
6 Units	Office Hours Office Location
Day (Time): Mondays (4:50p-9:50p)	E-Mail
Location: Partnership District Office	Telephone
<p>Contact Information for Department Chair: If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.</p> <p style="text-align: center;">Dr. Susana Hernandez, Department of Educational Leadership, suhernandez@mail.fresnostate.edu, Office Phone (559) 278-0320</p>	

Health Screening: Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days; you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information:

www.fresnostate.edu/coronavirus

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online

classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Course description: Development of a student-centered vision of teaching and learning through the advancement of a collaborative culture informed by professional standards focused on student and professional growth.

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 4 unit class, you should expect to study an average of 6 hours outside of class each week.

Prerequisites for the course: PASC/Master's Program Admission; completion of EAD 261, EAD 271. Concurrent enrollment in EAD 272.

REQUIRED COURSE MATERIALS

1. [Bens, I. \(2018\). *Facilitating with ease! Core skills for facilitators, team leaders and members, managers, consultants, and trainers.* \(4th ed.\). John Wiley & Sons. ISBN: 9781119434252](#)
2. [Downey, C. J., Steffy, B. E., Poston, Jr. W. K., & English, F. W. \(2009\). *Fifty ways to close the achievement gap.* \(3rd ed.\). Corwin Press. ISBN: 9781452208466](#)
3. [DuFour, R., DuFour, R., Eaker, R., Many T.W., & Mattos, M. \(2016\). *Learning by doing. A handbook for professional learning communities at work* \(3rd ed.\). Solution Tree Press. ISBN: 9781943874378](#)
4. [Hattie, J. A. C. \(2009\). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* Routledge. ISBN: 9780415476188](#)
5. [Marzano, R. J. \(2017\). *The new art and science of teaching.* Solution Tree. ISBN: 9781943874965](#)
6. [McNulty, B. A. & Besser, L. \(2011\). *Leaders Make It Happen! An Administrator's Guide to Data Teams.* Leadership in Learning Center. ISBN: 9781935588009](#)
7. [Publication Manual of the American Psychological Association, 7th edition \(2020\). ISBN: 9781433832161](#)
8. [REGISTER FOR CalAPA Leadership Cycle 2 : *Facilitating Professional Learning.* Access to assessment guidebook and templates with registration on Canvas or through the Pearson/CTC site.](#)

COURSE SPECIFICS

Course goals: Understand and gain knowledge of the relationship between the development and implementation of a shared vision through professional collaboration for student learning and well-being.

Student Learning Outcomes:

- ✓ A
Apply collaborative processes to engage others in the development and implementation of a shared vision with integrity, fairness, and justice to ensure that all members are treated equitably with dignity and respect.
- ✓ C
Connect professional growth in communities of practice as an essential component to continuous school improvement in areas of student social, emotional, academic, safety, and well-being.
- ✓ D
Develop a comprehensive and equitable plan for student learning founded in state-adopted standards, frameworks, and state expectations.
- ✓ A
Apply research-based principles of adult learning theory to support educators to improve practice.
- ✓ A
Analyze multiple measures of data resources to inform and create systems of practice.
- ✓ A
Apply concepts of evidence-based decision-making to support strategies for building instructional capacity for continuous improvement .
- ✓ R
Reflect on decision-making and progress toward school goals involving stakeholders (teachers, staff, students, family, community) using appropriate data.

Course Requirements and Competency Tasks (CT):

1. **CT 1 – COMMUNITIES OF PRACTICE** **15%**
CAPE Standards: 1B, 2A, 2B, 2C, 2D, 5B
Evidence/Direct Measure:
 - Written Narrative/Rubric

2. **CT 2 – FACILITATING PROBLEM SOLVING & DECISION-MAKING THROUGH PROFESSIONAL COLLABORATIVE LEARNING (FIELDWORK)** **25%**
CAPE Standards: 2A, 2B, 2C, 2D, 5B
Evidence/Direct Measure:
 - Written Narrative/Rubric

3. CT 3 – DEVELOPMENT OF A PROBLEM OF PRACTICE **15%**

CAPE Standards: 2A, 2B, 2C, 2D, 5B

Evidence/Direct Measure:

- Written Narrative/Rubric

4. CT 4 – EVIDENCED-BASED PRACTICES FOR EQUITY **35%**

**DRIVEN EDUCATIONAL LEADERSHIP, CalAPA CYCLE 3
(INVESTIGATE, PLAN, ACT, REFLECT & FIELDWORK)**

CAPE Standards: 2A, 2B, 2C, 2D, 5B

Evidence/Direct Measure:

- Written Narrative/Rubrics
- 3 Video Clips/Rubrics

5. COURSE ENGAGEMENT (BEFORE/DURING/AFTER CLASS) **10%**

Evidence/Direct Measure:

- Reading, Interaction, Reflection, Discussion/Observation of Performance

Instruction for significant assignments: Further detail found after the Tentative Course Schedule

ASSIGNMENT AND EXAMINATION SCHEDULE: FURTHER DETAIL FOUND WITHIN THE TENTATIVE COURSE SCHEDULE

CAPE Matrix by COURSE

(I=Introduce; P=Practice; A=Assessed)

<u><i>California Administrator Performance Expectations (CAPEs)</i></u>		<i>EAD 261</i>	<i>EAD 271</i>	<i>EAD 262</i>	<i>EAD 272</i>	<i>EAD 263</i>	<i>EAD 273</i>
Development & Implementation of a Shared Vision	<i>IA: Develop Student-Centered Vision of Teaching & Learning</i>	I, P, A	I, A		P, A	P, A	P, A
	<i>IB: Develop Shared Vision and Community Commitment</i>	I, P, A	I, A	P, A	P, A	P, A	P, A
	<i>IC: Implementing the Vision</i>	I, P, A	I, A	P, A	P, A	P, A	P, A
	<i>2A: Personal and Professional Learning</i>	I, P, A	I, A	I, P, A	P, A	P, A	P, A

Instructional Leadership	<i>2B: Promoting Effective Curriculum, Instruction and Assessment</i>		I, A	I, P, A	P, A	P, A	A
	<i>2C: Supporting Teachers to Improve Practice</i>		I, A	I, P, A	P, A	P, A	A
	<i>2D: Feedback on Instruction</i>		I, A	I, P, A	P, A	P, A	A
Management & Learning Environment	<i>3A: Operations and Resource Management</i>	I	I, A		P, A	P, A	P, A
	<i>3B: Managing Organizational Systems and Human Resources</i>	I, P, A	I, A		P, A	P, A	P, A
	<i>3C: School Climate</i>	I, P, A	I, A	P, A	P, A	P, A	P, A
	<i>3D: Managing the School Budget and Personnel</i>		I, A		P, A	I	I, P, A
Family & Community Engagement	<i>4A: Parent and Family Engagement</i>		I, A		P, A		P, A
	<i>4B: Community Involvement</i>		I, A		P, A		P, A
Ethics & Integrity	<i>5A: Reflective Practice</i>	I, P, A	I, A	P, A	P, A	P, A	P, A
	<i>5B: Ethical Decision-Making</i>	I, P, A	I, A	I, P, A	P, A	P, A	P, A
	<i>5C: Ethical Action</i>	I, P, A	I, A	P, A	P, A	P, A	P, A
External Context & Policy	<i>6A: Understanding and Communicating Policy</i>	I, P, A	I, A		P, A	P, A	P, A
	<i>6B: Represent/Promoting the School</i>	I, P, A	I, A		P, A	P, A	P, A

Grading Policy:

A (100 - 90%) = Outstanding achievement; exceeds expectations

B (89 - 80%) = Graduate quality; meets expectations

C (79 - 70%) = Below expectations

F (69 - 0%) = Does not meet program requirements

Grading criteria and scoring rubrics are available for Competency Tasks. It is recommended that Candidates review grading criteria and rubrics prior to completing and submitting assignments.

- The Candidate must earn 80% on every competency task along with meeting participation, active engagement, readings, and class activities to earn a grade of “B” (graduate quality, meets expectation) in the course.
- The candidate will be required to correct/re-do and resubmit any assignment or earn receiving less than 80% of total points possible.
- Should a candidate choose not to redo and resubmit a required competency task, the candidate will earn a final grade of “C” or below. A candidate will not be recommended for a Preliminary Administrative Services Credential until the candidate has achieved at a competent level on each required competency task.

Instructions for significant assignments: Performance assessments will be used with reading, modules, videos, narrative and reflection. All details will be provided in Canvas.

Additional Assignments: Course assignments are not limited to the aforementioned tasks may include presentations, scenarios, snapshots, role-playing and other assignments designed to provide practice of leadership skills, such as data analysis, reflection, planning, problem solving and decision making.

COURSE POLICIES & SAFETY ISSUES

Intellectual Property

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. *Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.*

Diversity Statement: The CSU Fresno student body is one of the most diverse in the nation and proudly reflects the population of the Central Valley of California. The university serves a region with over ninety separate and identifiable ethnic and racial groups. Our students come with a variety of backgrounds, expectations, and levels of preparation. Many are first-generation college students. Many students work either full or part-time in addition to attending the university. Some students have learned English as a second language, and a cluster are international students. The University draws most of its students from the metropolitan area and the surrounding communities in Fresno, Madera, Mariposa, Kings and Tulare counties. In order to serve the needs of this large

region, classes are held on the main campus, at off-campus locations. To accommodate student needs and serve the rural locations classes are also taught either partially or fully online.

The California State University does not discriminate on the basis of race, color, national origin, sex, age, veteran status, marital status, religion, sexual orientation, or disability. The university supports an academic and work environment that protects dignity and promotes the mutual respect of faculty, staff, and students. In the P12 Educational Leadership department diversity is a celebrated component of our program, and is respected, shared and celebrated in our work with each other and is reflected in our work products.

Expectations for understanding Diversity, Equity, and Inclusion (DEI): The definitions listed below can be credited to UC Berkeley Center for Equity, Inclusion, and Diversity and the University of Houston’s Center for Diversity and Inclusion. These definitions are by no means exhaustive. Rather, they are meant to provide a foundational knowledge in the areas of diversity, equity, and inclusion. It is also easier to embrace something when we understand it.

- **Diversity:** Includes but is not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles.
- **Equity:** The guarantee of fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically under-served and under-represented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.
- **Inclusion:** Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and ensures equal access to opportunities and resources. Diversity advocate Verna Myers coined the phrase “Diversity is being invited to the party. Inclusion is being asked to dance.”

Expectations for student attendance: Per [APM 232](#), a student’s first responsibility is to attend class and learn. Hence, the University expects students to attend all classes for which they are enrolled. Accommodations for expected absences due to University-sponsored activities will be made on a case-by-case basis with written communication provided to the instructor at least a week prior to the event including documentation of formal University involvement or representation in the event. Other types of class attendance conflicts due to full-time employment with the partnership district in contractual events (i.e, formal IEPs and 504 meetings, expulsion hearings, Back-to-School Night) will be considered per the partnership MOU in the same way as a University-sponsored activity. This does not include extra-curricular participation such as, but not limited to, sports coaching or club contracts, which may not be excused.

In the case of an short-term, unexpected absence due to a serious and compelling reasons (i.e., illness, bereavement, sudden lack of transportation or situation at full-time employment), contact the instructor as soon as possible and provide appropriate documentation to support the reason for the unintended absence.

When a student is absent for an extended time period (over a week of classes), other actions such as considerations for an Incomplete Contract, dropping the class or withdrawing from the University for serious and compelling reasons may be appropriate. Students should consult the program coordinator and department chair before making drastic decisions like these.

Late work and make-up work policy: Late work is considered unacceptable in general as concepts and skills build upon one another through the sequence of the course. It is also understood, however, that life and work circumstances unexpectedly arise which can impede timelines to complete assignments. Please communicate with the instructor as soon as situations occur regarding timely completion of course assignments as arrangements may be made depending on the nature of the assignment. Late assignments, however, may receive a deduction of one letter grade for each week beyond the due date it is received. Makeup work in the form of revisions to assignments resubmitted for higher grades may be accommodated on a case-by-case basis per instructor request or student written appeal with reasonable justification for learning and program progress as previously noted in grading policies.

In cases of instructor approved expected, planned absences, arrangements will be made on an individual basis to submit work prior to or immediately following the absence, as appropriate per the missed class time.

In cases of unexpected, short-term absences communicated to the instructor with appropriate documentation, the instructor will make every reasonable effort to accommodate the student via suitable make up work or another mutually agreed upon arrangement as appropriate per the missed class time. Understand that make-up work for over a week of missed classes may not be feasible and the late work policy will be enforced.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. 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 Originality Reports WILL be available for your viewing.**

UNIVERSITY POLICIES

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).

The following University policies can be found at:

- [Adding and Dropping Classes](#)

- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

UNIVERSITY SERVICES

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)
- [Graduate Writing Studio](#)
- [Graduate Statistics Studio](#)
- [Division of Research and Graduate Studies Handbook](#)

SUBJECT TO CHANGE STATEMENT: THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

TENTATIVE COURSE SCHEDULE

Fall 2021

(Mondays)

Week	Date	Topic	Reading and Other Assignments
1	Mon. 8/23/21 4:50-9:50p	Introduction, California Administrator Performance Expectations, the CalAPA, and CA Teaching Standards Core Beliefs about the Teaching & Learning Process	CAPES CA Teaching Standards CalAPA Assessment Guide Canvas Articles
2	Mon. 8/30/21 4:50-9:50p	Instructional Leadership & Standards Based Learning Systems that include Mastery Learning	Canvas Articles Downey et al.
3	Mon., 9/6/21 NO CLASS	HOLIDAY – Labor Day	
4	Mon. 9/13/21 4:50-9:50p	Collaborative Professional Learning & Leading Systems of Data	DuFour et al. Canvas Articles
5	Mon. 9/20/21 4:50-9:50p	Professional Learning Teams-Implementation of Effective Practices	Bens DuFour et al. Marzano
6	Mon. 9/27/21 4:50-9:50p	Equitable Leadership & The Facilitation of Leading Adult Learning	Bens Canvas Articles/Resources DurFour et al.

			CT#1 - Communities of Practice DUE Mon 10/4 @ 4:50p
7	Mon. 10/4/21 4:50-9:50p	Digging into and Deconstructing Standards for Improvement	Canvas Articles/Resources Downey et al. Hattie Begin CT #2 - Facilitating Problem Solving & Decision Making... DUE 11/15 @ 4:50p
8	Mon. 10/11/21 4:50-9:50p	Graduate Writing Strategies for Success: Being Concise through Argumentation and Evidence	APA Manual Canvas Articles/Resources
9	Mon. 10/18/21 4:50-9:50p	Development of Problems of Practice, Part 1	DuFour et al. Canvas Articles/Resources Downey et al. Marzano Begin CT #3 - Development of a Problem of Practice DUE 11/22 @4:50p
10	Mon. 10/25/21 4:50-9:50p	Development of Problems of Practice, Part 2	DuFour et al. Canvas Articles/Resources Downey et al. Marzano CT #3 - Development of a Problem of Practice DUE 11/22 @4:50p
11	Mon. 11/1/21 4:50-9:50p	Analysis of Data, Research, and Claims	Hattie Marzano McNulty & Besser REMINDER CT #2 - Facilitating Problem Solving & Decision Making... DUE 11/15 @ 4:50p
12	Mon. 11/8/21 4:50-9:50p	CalAPA Submission: Tricks of the Trade with Video, Artifacts & Narration	CalAPA Assessment Guide Canvas Resources
13	Mon. 11/15/21 4:50-9:50p	Conducting Action Research in Schools	Canvas Articles/Resources Hattie Marzano
14	Mon. 11/22/21 4:50-9:50p	Evidence-Based Practices for Equity-Driven Educational Leadership	Canvas Articles/Resources Hattie Marzano Begin CT #4 - Evidenced-Based Practices for Equity-Driven Educational Leadership DUE 12/6 @ 4:50p
15	Mon. 11/29/21 4:50-9:50p	The Purpose of Reflection	Canvas Articles/Resources Finish CT #4 - Evidenced-Based Practices for Equity-Driven Educational Leadership DUE 12/13 @ 11:59p

16	Mon. 12/6/21 4:50-9:50p	How to Develop a Culture of Improvement for ALL Students: Equity in Action	Canvas Articles/Resources Hattie Marzano
	Dec 9 & 10	Consultation Days	
17	Mon., Dec. 13	Final Semester Examinations	CT #4 - Evidenced-Based Practices for Equity-Driven Educational Leadership DUE TODAY @ 11:59p

COMPETENCY TASK #1
Communities of Practice (COP)
CAPE Standards 1C, 2A, 2B, 2C, 2D, 5B

Protocol

Effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student’s academic success and well-being. McLaughlin & Talbert posit that building a shared vision and language about practice is essential to teacher’s professional learning (2006).

Equity-driven educational leaders promote a collaborative professional learning culture in schools. One major leadership skill that supports this culture is facilitating professional learning by building and supporting communities of practice. Related leadership skills include analyzing the progress of professional learning and reflecting on areas for improvement.

Competency Task 1 will focus on the collaborative principles used to execute a data-driven decision-making process using a trainer-of-trainers professional development delivery model, including presentation of data, goal identification, and selected strategies to identify a problem of practice. Candidate will identify knowledge and skills required by site administrators to employ collaborative teams to analyze school wide or district data, plan for improvement, and communicate results. Candidate will develop next step actions to increase personal leadership capacity in this area. Candidate will complete a self-assessment and write a reflection on the experience.

Evidence/Direct Measure:

- Written Narrative/Rubrics in Canvas

COMPETENCY TASK #2
Facilitating Problem Solving & Decision Making Through Collaborative Professional Learning
CAPE Standards 1C, 2A, 2C, 2D, 3C, 5B, 5C

Protocol

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Equity-driven educational leaders promote a collaborative professional learning culture in schools. One major leadership skill that supports this culture is facilitating professional learning by building and supporting communities of practice. Related leadership skills include analyzing the progress of professional learning and reflecting on areas for improvement.

Competency Task #2 focuses on facilitating collaborative professional learning within a community of practice for the purpose of improving teaching and student learning. Within the CalAPA Leadership Cycle 2 performance assessment, candidates will engage in a cycle of *investigate, plan, act, and reflect*. Candidates will identify and work with a small group of educators at a school site to identify a problem of practice that is grounded in school data on student achievement or well-being.

Evidence/Direct Measure:

- Written Narrative/Rubrics in Canvas
-

COMPETENCY TASK #3

Development of a Problem of Practice (POP)

CAPE Standards 1B, 2A, 2C, 3C, 5B

Protocol

Effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student’s academic success and well-being. McLaughlin & Talbert posit that building a shared vision and language about practice is essential to teachers professional learning (2006).

Equity-driven educational leaders promote a collaborative professional learning culture in schools. One major leadership skill that supports this culture is facilitating professional learning by building and supporting communities of practice. Related leadership skills include analyzing the progress of professional learning and reflecting on areas for improvement.

Competency Task #3 focuses the development of a problem of practice (POP), which should be written as a clear, concise description of the issue(s) to be addressed by a team (4-5 members) of educators. The POP is based on data and brings focus to the team’s efforts and success towards the accomplishment of a predetermined goal. The POP includes written actions to be taken by the team, and how the team will monitor and measure outcomes.

Evidence/Direct Measure:

- Written Narrative/Rubrics in Canvas
-

COMPETENCY TASK #4

Evidenced-Based Practices for Equity-Driven Educational Leadership

CalAPA Leadership Cycle 2 (Investigate, Plan, Act, Reflect) (FIELDWORK)

[CAPE Standards 2C, 5A, 5B, 5C](#)

Protocol

Effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student's academic success and well-being. McLaughlin & Talbert posit that building a shared vision and language about practice is essential to teachers professional learning (2006).

Equity-driven educational leaders promote a collaborative professional learning culture in schools. One major leadership skill that supports this culture is facilitating professional learning by building and supporting communities of practice. Related leadership skills include analyzing the progress of professional learning and reflecting on areas for improvement.

Competency Task #4 completes the CalAPA Leadership Cycle 2 performance assessment, where candidates have engaged in the cycle of *investigate, plan, act, and reflect*. Candidates have worked with a small group of educators at a school site and identified a problem of practice grounded in school data on student achievement or well-being.

Evidence/Direct Measure:

- Written Narrative/Rubrics in Canvas
- Community of Practice Artifacts/Rubrics in Canvas
- Three 5-minute videos ready for submission/Rubrics in Canvas