

COURSE SYLLABUS

NOTE: COVID-19 related provisions

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

EAD 263: Seminar in Instructional Supervision	
<p>South Valley Cohort <i>Fall 2020</i> 4 units</p>	<p>Dr. Nichole Walsh, Assistant Professor <i>Department of Educational Leadership</i> <i>P12 Administrative Services Program</i></p>
<p>Course design: This is a 7-session synchronous virtual course with asynchronous fieldwork and will be facilitated through Canvas and Zoom. Synchronous Dates & Times: Thursdays - 4:30 - 10:00p 8/27, 9/3, 9/10, 9/17, 9/24, 10/1, 10/8 Asynchronous Fieldwork: TBD</p>	<p>Office Hours: Virtual office hours by appointment Wednesday afternoons during the semester.</p> <p>Virtual Appointment Calendar: CLICK HERE to sign up for a time</p>
<p>Location: To access the course login to Canvas (https://fresnostate.instructure.com) using your Fresno State username and password or click: https://fresnostate.instructure.com/courses/27342</p>	<p>Virtual Office/Class Link: CLICK HERE to enter the waiting room</p> <p>Email: nwalsh@mail.fresnostate.edu</p>
<p>Canvas and Zoom Support <i>Contact the Academic Technology Resource Center</i> Monday - Friday, 8:00 am to 5:00 pm via Zoom https://fresnostate.zoom.us/j/93919172517 24/7 email canvas@mail.fresnostate.edu</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.

Dr. Susana Hernandez, Department of Educational Leadership,
suhernandez@mail.fresnostate.edu, Office Phone (559) 278-0320

CATALOGUE DESCRIPTION

Seminar-based course focused on developing each candidate's knowledge and skill to support the growth and development of teachers and building administrator capacity to shape a collaborative culture of teaching and learning and create the conditions for professional learning that result in increased student learning and higher student achievement.

REQUIRED COURSE MATERIALS

1. Zepeda, Sally (2013). *The Principal As Instructional Leader: A Practical Handbook* (3rd Edition). An Eye on Education Book. Routledge: Taylor & Francis Group.
2. Aguilar, E. (2013). *The Art of Coaching: Effective Strategies for School Transformation*. Jossey-Bass.
https://www.amazon.com/Principal-Instructional-Leader-Practical-Handbook/dp/1596672218/ref=sr_1_1?s=books&ie=UTF8&qid=1515618033&sr=1-1&keywords=principal+as+instructional+leader
3. *California Standards for the Teaching Profession (CSTP)*. Access from Canvas or <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>
4. *Continuum of Teaching Practice*. Access from Canvas or <http://www.ctc.ca.gov/educator-prep/CA-TI/final-continuum-of-teaching-practice.pdf>
5. *Leadership Cycle 3: Supporting Teacher Growth*. Access on CTE CalAPA website.

Supplemental Textbooks:

1. *Publication Manual of the American Psychological Association*. (6th Ed).

Any other **supplemental academic materials** will be provided in **Canvas**.

DISCOVERE COURSE

This is a DISCOVERe course that incorporates the use of mobile device technology both in and out of class to promote active learning. You are expected to use your mobile device for course related activities, including reading, note-taking, group discussions, polls, presentations, exams, and other classroom activities. Whether you are purchasing a mobile device, leasing a mobile device or using one you owned prior to taking this class, [be sure you check this list of mobile devices approved for use](#) to ensure your mobile device that meets the minimum specifications.

Your mobile device must have the following required or [core apps](#) for this course:

- | | |
|-----------------------|---|
| ○ Canvas | ○ Adobe Reader |
| ○ Google Drive | ○ Pear Deck |
| ○ Google Docs | ○ Prezi |
| ○ Google Slides | ○ Graphic Design (i.e., Canva or SMORE) |
| ○ Google Spreadsheets | ○ Others as noted in Canvas |
| ○ Google Classroom | |

It is your responsibility to charge your mobile device and make sure it's operational prior to each class. Most classes do not have sufficient outlets to charge your mobile device during class. You must come to class with a fully charged mobile device to ensure that you are able to complete all in-class activities.

Please take care of and keep your mobile device safe. It is your responsibility to maintain your mobile device throughout the course to fulfill the course requirements. You would be responsible to replace the mobile device should it become lost or stolen.

- Purchasing a warranty is suggested to offset the cost of a broken mobile device. If the mobile device is not covered under warranty, you would be responsible to replace the mobile device if it is damaged beyond use.
- Jailbreaking or other modifications can void your warranty and cause significant performance problems. You are strongly discouraged from jailbreaking or performing any other unsupported modifications to your mobile device.

Fresno State is not responsible for maintenance, replacement, or repair of your mobile device.

COURSE SPECIFICS

Summary of the course: This course focuses on improving and accelerating student learning by building the capacity of adults, both individually and collectively. This course is designed to provide foundational knowledge and skills to coach an individual teacher through a collaborative study of the teacher's practice to promote student learning. Within a cycle of investigate, plan, act, and reflect, candidates will become familiar with observation/coaching practices at the school/organization; identify a volunteer teacher to coach; and conduct two full coaching cycles, each including a pre-observation meeting, a focused classroom observation, and a post-observation meeting.

This course is designed to provide foundational knowledge and skill to create the conditions to use a peer-observation and data sharing approach to build the collective capacity of a staff (a school's capacity) based on the California Standards for the Teaching Profession (CSTP) to engage in deliberate improvements in instructional practice that result in student learning across all classrooms over time.

The following are the overarching CAPEs to be address in the context of this course:

- 1. Development and Implementation of a Shared Vision**
CAPE 1A: Developing a Student-Centered Vision of Teaching and Learning
CAPE 1C: Implementing a Vision
- 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
- 3. Ethics and Integrity**
CAPE 5A: Reflective Practice
CAPE 5B: Ethical Decision-Making
CAPE 5C: Ethical Action
- 4. External Context and Policy**
CAPE 6A: Representing and Promoting the School

Student Learning Outcomes: Learning outcomes for the course are derived from the CAPEs per the CTC.

1. **Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPE and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves.**
2. **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.**
3. **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, CAPE, and CPSEL.**
4. **Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.**
5. **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.**
6. **Establish and maintain high learning expectations for all students.**
7. **Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.**
8. **Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.**
9. **Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.**
10. **Use state-adopted professional standards (e.g., CAPE, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning.**
11. **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.**
12. **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.**
13. **Use the principles of reflective feedback to guide instructional improvement.**
14. **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.**
15. **Support 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.**
16. **Analyze available student and school data from multiple sources to support a site-specific vision and mission.**
17. **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.**
18. **Communicate the school's vision of teaching and learning clearly to staff and stakeholders.**

19. Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals.
20. Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable learning opportunities for all students.
21. 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.
22. 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.
23. Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed.
24. Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement.
25. Use a professional learning plan to focus personal and professional growth in order to achieve the school's vision and goals.
26. Seek opportunities for professional learning that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.
27. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.
28. 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.
29. 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.
30. Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
31. 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.
32. Use personal and professional ethics as a foundation for communicating the rationale for their actions
33. 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.
34. 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.
35. Operate within legal parameters at all levels of the education system.

CAPE Matrix by COURSE

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

California Administrator Performance Expectations (CAPEs)	EAD 261	EAD 272	EAD 280T	EAD 274	EAD 262	EAD 263	EAD 269
CAPE 1A: Develop Student-Centered Vision of Teach & Learn	I, P, A	P, A	P, A		P, A	P, A	P, A
CAPE 1B: Develop Shared Vision	I, P					P, A	P, A
CAPE 1C: Implementing a Vision	I, P	P, A	P, A	P, A	P, A	P, A	P, A
CAPE 2A: Personal and Professional Learning	I, P	P, A	P, A	P, A			P, A
CAPE 2B: Promoting Effective Curriculum, Instruction and Assess	I, P	P, A	P, A	P, A			P, A
CAPE 2C: Supporting Teachers to Improve Instruction	I, P	P, A	P, A	P, A			P, A
CAPE 2D: Feedback on Instruction	I, P	P, A	P, A	P, A			P, A
CAPE 3A: Operations and Resource Mgt	I, P	P, A	P, A		P, A	P, A	P, A
CAPE 3B: Managing Organizational Systems and Human Resources	I, P		P, A	P, A		P, A	P, A
CAPE 3C: School Climate	I, P		P, A				
CAPE 3D: Managing the School Budget	I, P					P, A	P, A
CAPE 4A: Parent and Family Engagement	I, P					P	P, A
CAPE 4B: Community Involvement	I, P					P	P, A
CAPE 5A: Reflective Practice	I, P	P, A		P, A			P, A
CAPE 5B: Ethical Decision-Making	I, P	P, A		P, A	P, A	P, A	P, A
CAPE 5C: Ethical Action	I, P			P	P, A	P, A	P, A
CAPE 6A: Understanding and Com Policy	I, P				P, A	P, A	P, A
CAPE 6B: Represent/Promoting School	I, P	P, A	P, A		P, A	P, A	P, A

Course Requirements/Assignments: This course section is presented as a 7-week 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 task rubrics.

Grading policy: Each major assignment/learning project will receive a grade. Grading criteria and scoring rubrics are available for all major assignments. It is recommended that students 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). Grades are assigned 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

Assignment and examination schedule with points possible: Refer to the course calendar for due dates below. You may also reference dates in Canvas.

Major Assignments (Tasks)	Possible Points
CT 1: Supporting Teacher Growth (Field Work)	140
CT 2: Instructional Observations (Field Work)	60
CT 3: Staff Meeting	60
Session Participation *	140
Discussion Board/Advanced Preparations	100
Canvas/E-Portfolio	Pass/ Incomplete
Total Points Possible	500

** 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.**

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.

Dr. Susana Hernandez, Department of Educational Leadership
suhernandez@mail.fresnostate.edu, Office Phone (559) 278-0320

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.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

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).

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.

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>

Canvas course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

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 2nd 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 2nd 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 CALENDAR & ASSIGNMENTS

Course Assessments: As part of the ongoing assessment of the effectiveness of this course, there is an expectation that students will access the activities, processes and assignments used to support learning outcomes. The instructor will distribute this assessment protocol, and your honest feedback will assist in continuing to make this course relevant for future students.

Competency Task Assignments

1. **Competency Task 1 (CT 1): Supporting Teacher Growth (Field Work)**

As part of your field work and preparation for the CalAPA 3, students will focus on coaching an individual teacher to strengthen teaching practices and improve student learning and/or well-being. Within the cycle of *investigate, plan, act, and reflect*, students will become familiar with the coaching and observation practices at a school; identify a volunteer teacher whom the student will coach; and conduct a full coaching cycle, including a pre-observation meeting, a focused classroom observation to collect CSTP-related evidence of practice, and conduct a post-observation meeting. Throughout this leadership cycle, the student will reflect on strengths and areas for professional growth as a coach and an equity minded leader.

For CT #1, you need to:

- **Investigate:** Inquire and learn about the current teacher coaching, observation, and instructional feedback practices of the school, and analyze these practices. Identify a volunteer teacher, and provide context for the coaching cycle.
- **Plan:** Using the lens of coaching and instructional feedback and the California Standards for the Teaching Profession (CSTP), plan for, facilitate, and video-record a pre-observation meeting with the identified volunteer teacher.
- **Act:** Conduct a classroom observation, collect evidence of teaching practices related to identified CSTP(s) and student learning, analyze observation evidence, and facilitate a post-observation meeting. Video-record and reflect on coaching practices used during the post-observation meeting.
- **Reflect**

2. Competency Task 2 (CT 2): Instructional Observations (Field Work)

As part of your fieldwork component, the class will meet the professor at a predetermined school site to complete instructional observations for site-wide instructional supervision clinical practice. Details will be outlined in Canvas; below is an overview of the assignment:

Evidence/Direct Measure:

- Written Narrative and Reflection on Observation Process
- Teaching & Learning – Next Step Site-Wide Professional Learning Plan

Competency Task:

1. Actively participate in half-day practical case study: System-wide Instructional Observation and Debrief based on a Problem of Practice.
2. Work collaboratively with colleagues and develop a next step professional learning plan based on data and information from practical case study.

3. Competency Task 3 (CT 3): Staff Communication Meeting

In the field, many leaders routinely use best practices in instructional supervision; however, often some leaders struggle making the process impactful. This can be a result of communication failure at the onset of the work, as well as throughout the process. For this competency task, you will develop a communication meeting plan based on the research based best practices learned through this and preceding courses in the program. Details will be outlined in Canvas, but include:

Evidence/Direct Measures

- Processes and Resources Artifacts
- Stakeholder Messaging/Communication Artifact
- Summit Presentation (20 min w/slides)

Competency Task:

1. Develop agenda, processes and resources/materials for a staff communication meeting. Purpose of the staff meeting is to:
 - introduce and educate staff about the use of a system-wide instructional observation approach to improve teaching, respond system-wide to learning, address areas of concern from equity audit data; and,
 - build capacity of staff in using the instructional core as a framework in this process to develop shared language around teaching and learning.
2. Develop stakeholder communication/message regarding the use and impact of a system-wide peer observation approach (See Canvas for further details)

TENTATIVE COURSE SCHEDULE

Fall 2020

South Valley Cohort, Thursdays from 4:30p-10p

Date	Content Focus	Due Dates	Advanced Preparations
<p>Session 1 8/27/20 4:30p-10p</p> <p>Zoom Room</p>	<p>Welcome/Introductions</p> <p>Course overview/syllabus</p> <p>The Instructional Supervision Continuum and SWOT analysis</p> <p>CT 1: Coaching Cycle, Investigate</p>	<p>All 9/3@4:30p</p>	<p>Register for Course</p> <p>Pre-Read Syllabus</p> <p>Obtain Required Textbooks</p>
<p>Session 2 9/3/20 4:30p-10p</p> <p>Zoom Room</p>	<p>Book Study - Instructional Supervision, Zepeda</p> <p>Walk Throughs: What is the point?</p>	<p>All 9/2 @ 11:59p</p>	<p>Discussion Board #1 – Read and Respond (Details on Canvas)</p> <p>Select Teacher Volunteer & Submit Approval Form</p> <p>Bring Zepeda text</p>
<p>Session 3 9/10/20 4:30p-10p</p> <p>Zoom Room</p>	<p>Strategic Conversations and Pre-Observation Meetings</p> <p>Instructional Observation Protocols and Preparation</p>	<p>All 9/9 @ 11:59p</p>	<p>Discussion Board #2 - CT 1: Investigate, Context Summary</p> <p>Talk to Supervisor about obtaining a <u>Substitute</u> for FIELD WORK instructional observations</p>

<p>Session 4 9/17/20 4:30p-10p</p> <p>Zoom Room</p>	<p>Instructional Observation Preparation</p> <ul style="list-style-type: none"> • Overview of the Fieldwork • School Demographics • School CDE Dashboard • School Initiatives • Observation and Debriefing Protocols • Expected Outcomes <p>CT 2: Instructional Observations</p> <p>Actively participate in practical case study: System-wide Instructional Observation and Debrief based on a Problem of Practice.</p>	<p>All 9/16 @ 11:59p</p>	<p>Discussion Board #3 – Read and Respond</p> <p><u>Schedule and Complete</u> Volunteer Teacher Pre-Observation and; <u>Set Up</u> Lesson Observation for after Session 5</p>
<p>Session 5 9/24/20 4:30p-10p</p> <p>Zoom Room</p>	<p>Successful Lesson Observation Note taking/Data collection and incorporating videos in coaching</p> <p>CT 2: Instructional Observation Follow up & Collaborative Planning</p>	<p>All 9/23 @ 11:59p</p>	<p>Discussion Board #4 – CT 1: Plan, pre-observation video clip</p> <p><u>Prepare for and Complete</u> Volunteer Teacher Lesson Observation</p>
<p>Session 6 10/1/20 4:30p-10p</p> <p>Zoom Room</p>	<p>Post-Observation Meetings Authentic Staff Communication</p>	<p>All 9/30 @ 11:59p</p>	<p>Discussion Board #5 – CT 2: Reflection of Site-Wide Observation Process</p> <p><u>Schedule and complete</u> volunteer teacher post-observation meeting</p>

