EAD 263 PROFESSIONAL LEARNING FOR TEACHER GROWTH

Semester FALL 2021	***Master's in Educational Leadership & Administration and PASC Program*** **Department of Educational Leadership California State University, Fresno**
Professional Learning for Teacher Growth	**Instructor Name**
4 Units	**Office Location**
Day (Time): Mondays (4:50p-9:50p)	**E-Mail**
Location: Partnership District Office	**Telephone**
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**	

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: Seminar-based course with additional fieldwork hours focused on cultivating each candidate's capacity in supporting individual and collective teacher growth to impact student learning and well-being in P12 schools. This course is to be taken in the third semester of the P12 Master's in Educational Leadership and Administration and/or the Preliminary Administrative Services Credential (PASC) program within the Department of Educational Leadership.

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: Admission into the Preliminary Administrative Services Credential (PASC) Program, and EAD 261, EAD 271, EAD 262, EAD 272.

REQUIRED COURSE TEXTS & MATERIALS

1. Zepeda, Sally (2017). *Instructional Supervision: Applying Tools and Concepts* (4th Edition). Routledge: Taylor & Francis Group. ISBN: 9781138649347
2. Aguilar, E. (2013). *The Art of Coaching: Effective Strategies for School Transformation.* Jossey-Bass. ISBN: 9781118206539
3. California Department of Education (2009). *California Standards for the Teaching Profession (CSTP).* California Commission on Teacher Credentialing.
4. California Department of Education & New Teacher Center (2012): *Continuum of Teaching Practice.* California Commission on Teacher Credentialing.
5. REGISTER FOR CalAPA Leadership Cycle 3: *Supporting Teacher growth.* Access to assessment guidebook and templates with registration on Canvas or through the Pearson/CTC site.

SUPPLEMENTAL TEXTS

These texts will be referenced to enhance instruction and learning of concepts and skills. These are not required but recommended in your growth as an instructional leader.

1. Aguilar, E. (2018). *Onward: Cultivating Emotional Resilience in Educators*. Jossey-Bass. ISBN: 9781119364894
2. Aguilar, E. (2020). *Coaching for Equity: Conversations that Change Practice.* Jossey-Bass. ISBN: 9781119592341
3. Zepeda, S. (2019). *Professional Development: What Works (3rd Ed).* Routledge: Taylor & Francis Group. ISBN: 9781138230156

COURSE SPECIFICS

Course goals: Candidates will understand, practice, and apply concepts and skills to become impactful and adaptive instructional leaders who shape a growth-minded culture of teaching and learning in P12 school settings. Candidates will apply effective equity-driven instructional leadership practices using the California Standards for the Teaching Profession (CSTP) and the P12 student content standards, frameworks, and performance expectations to align instruction focused on a school's vision and mission to provide quality learning opportunities for all students. Essential to this work is the school leader's capacity to coach individuals and teams of teachers on instructional practices to improve student learning and classroom climates.

Student Learning Outcomes:
- ✔ Differentiate ways instructional leaders cultivate conditions for meaningful and intentional professional learning based on the value and mission of the school and the systematic collection and analysis of school and teacher level data.
- ✔ Draw collaborative conclusions on a problem of practice based on collection of a wide array of quantitative and qualitative school instructional data (i.e., lesson observations, classroom walks, formal and informal stakeholder conversations, and student work samples).
- ✔ Apply concepts of differentiated professional learning to support teacher growth for increasing student learning and well-being to develop and communicate collective and individual level action plans based on the identified problem of practice.
- ✔ Apply theories of adult learning, relational trust, cultural proficiency, asset-based approaches, and systems for continuous improvement to conduct a facilitative coaching cycle with a volunteer teacher in the field using
- ✔ Apply principles of equity, reflective, courageous, and collegial conversation and coaching stances to provide unbiased, evidence-based feedback on observed instruction and behaviors for teacher growth to impact student learning and well-being.
- ✔ Examine the continuum of Instructional Leadership to Human Relations (Supervisions) including considerations when to manage marginal practices and poor performance overtime.

✔   R
eflect on personal growth in professional practice related to instructional leadership.

Course requirements/assignments: <u>Competency Tasks and Participations</u>
Note: Further instruction found after the Tentative Course Schedule.

1. **CT – 1 SUPPORTING TEACHER GROWTH: COACHING CYCLE**   **40%**
   (FIELDWORK)
   CAPEs Standards: 2A, 2B, 2C, 2D, 3C, 5A, 5B, 5C
   Evidence/Direct Measure:
   ● Written Narrative Templates/Rubrics
   ● Video Evidence/Rubrics
   ● Coaching Artifacts/Rubrics

2. **CT 2 – SCHOOL-WIDE INSTRUCTIONAL WALKS AND PRINCIPAL**   **20%**
   INTERVIEW (FIELDWORK)
   CAPEs Standards: 1C, 2B, 2C, 2D, 3A, 3B, 3C
   Evidence/Direct Measure:
   ● Data Collection Artifacts and Written Narrative/Rubric

3. **CT 3 – PROFESSIONAL LEARNING CONTINUOUS IMPROVEMENT**   **20%**
   PLAN AND STAKEHOLDER PRESENTATION
   CAPEs Standards: 1A, 1C, 2A, 2B, 2C, 2D, 3C, 5C, 6A, 6B
   Evidence/Direct Measure:
   ● Written Narrative/Rubric

4. **EMBEDDED SEMINAR PROFESSIONAL PRACTICE**   **20%**
   Evidence/Direct Measure:
   ● Reflection/Rubric

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)

California Administrator Performance Expectations (CAPEs)	*EAD 261*	*EAD 271*	*EAD 262*	*EAD 272*	*EAD 263*	*EAD 273*

Domain	Standard						
Development & Implementation of a Shared Vision	1A: Develop Student-Centered Vision of Teaching & Learning	I, P, A	I, A		P, A	P, A	P, A
	1B: Develop Shared Vision and Community Commitment	I, P, A	I, A	P, A	P, A	P, A	P, A
	1C: Implementing the Vision	I, P, A	I, A	P, A	P, A	P, A	P, A
Instructional Leadership	2A: Personal and Professional Learning	I, P, A	I, A	I, P, A	P, A	P, A	P, A
	2B: Promoting Effective Curriculum, Instruction and Assessment		I, A	I, P, A	P, A	P, A	A
	2C: Supporting Teachers to Improve Practice		I, A	I, P, A	P, A	P, A	A
	2D: Feedback on Instruction		I, A	I, P, A	P, A	P, A	A
Management & Learning Environment	3A: Operations and Resource Management	I	I, A		P, A	P, A	P, A
	3B: Managing Organizational Systems and Human Resources	I, P, A	I, A		P, A	P, A	P, A
	3C: School Climate	I, P, A	I, A	P, A	P, A	P, A	P, A
	3D: Managing the School Budget and Personnel		I, A		P, A	I	I, P, A
Family & Community Engagement	4A: Parent and Family Engagement		I, A		P, A		P, A
	4B: Community Involvement		I, A		P, A		P, A
Ethics & Integrity	5A: Reflective Practice	I, P, A	I, A	P, A	P, A	P, A	P, A
	5B: Ethical Decision-Making	I, P, A	I, A	I, P, A	P, A	P, A	P, A
	5C: Ethical Action	I, P, A	I, A	P, A	P, A	P, A	P, A

External Context & Policy	6A: Understanding and Communicating Policy	I, P, A	I, A		P, A	P, A	P, A
	6B: Represent/Promoting the School	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
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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, Arranged)

Week	Date	Topic	Reading and Other Assignments
1	Mon., Aug 23 4:50-7:20p	Introductions and Course Overview/Expectations; Intro to CalAPA Leadership Cycle 3	Obtain Required Texts **For CT#1 - Register for CalAPA 3 DUE Mon 8/30 @ 4:50p**
2	Mon., Aug. 30 4:50-9:50p	Introduction to the Instructional Leadership Continuum; Differentiated Professional Learning and Creating Conditions for Adult Learning	See Canvas for Reading Pages: Zepeda, S. (2017). *The Principal As Instructional Leader* Aguilar, E. (2013). *The Art of Coaching: Effective Strategies for School Transformation.* **For CT#1 - CalAPA 3** - Recruit a volunteer teacher for coaching and obtain signed informed consent documentation - Complete CalAPA Leadership Cycle 3, Step 1a - Investigate the School/Teacher Context **DUE Mon 9/20 @ 4:50p**
3	Mon., 9/6/21 NO CLASS	**HOLIDAY – Labor Day**	
4	Mon., Sept. 20 4:50-9:50p	Facilitative Coaching Cycle as Professional Learning; Planning and Conducting the Pre-Observation Coaching Session/Meeting; Role of CA Standards for the Teaching Profession (CSTPs)	See Canvas for Reading Pages: Zepeda, S. (2013). *The Principal As Instructional Leader* Aguilar, E. (2013). *The Art of Coaching: Effective Strategies for School Transformation.*
5 (online)	Mon., Sept. 27	Plan and Conduct the Pre-Observation Coaching Session	See Canvas for Reading Pages: *CalAPA Assessment Guidebook* **For CT#1 - CalAPA 3** - Complete CalAPA Leadership Cycle 3, Step 1b - Plan and Conduct the Pre-Observation Coaching Session **DUE Mon 10/4 @ 4:50p**

6	Mon., Oct. 4 4:50-9:50p	Instructional Data Collection and Purpose from School-wide to teacher level	See Canvas for Reading Pages: Zepeda, S. (2017). *Instructional Supervision: Applying Tools and Concepts* Aguilar, E. (2013). *The Art of Coaching: Effective Strategies for School Transformation.* **For CT #2 - Schedule school-wide instructional walks with Field Mentor for week 8.** **Have scheduled for week of 10/18**
7	Oct. 11 4:50-9:50p	Purposes and Best-practices for Fieldnotes on Walkthroughs; Considerations for planning and scheduling school-wide walks	See Canvas for Reading Pages: Zepeda, S. (2017). *Instructional Supervision: Applying Tools and Concepts* Aguilar, E. (2013). *The Art of Coaching: Effective Strategies for School Transformation.* **For CT #2 - Prepare school-wide instructional walks with Field Mentor for week 8 prior to the week of 10/18**
8 (Online)	Open week of Mon., Oct. 18	**Midterm: CT 2 - School-wide Instructional Walks and Principal Interview (fieldwork)**	See Canvas for Reading Pages: Zepeda, S. (2017). *Instructional Supervision: Applying Tools and Concepts* Aguilar, E. (2013). *The Art of Coaching: Effective Strategies for School Transformation.* **For CT #2 - Complete School-Wide Instructional Walks and Principal Interview** - **Submit Observation Field Notes,** **Interview Notes** **DUE MON 10/25 @ 4:50p**
9	Mon., Oct. 25 4:50-9:50p	Use School-Wide Instructional Data to Collaboratively Identify a Problems of Practice	See Canvas for Reading Pages: Zepeda, S. (2017). *Instructional Supervision: Applying Tools and Concepts* Aguilar, E. (2013). *The Art of Coaching: Effective Strategies for School Transformation.* **Begin CT #3 – Professional Learning Improvement Action Plan and Stakeholder Presentation** **DUE MON 12/13 @ 4:50p**

10	Mon. Nov 1 4:50-9:50p	Collect and Use Teacher Level Observation Data based on CSTP Element	See Canvas for Reading Pages: Zepeda, S. (2017). *Instructional Supervision: Applying Tools and Concepts* Aguilar, E. (2013). *The Art of Coaching: Effective Strategies for School Transformation.* ==For CT#1 - Complete CalAPA Leadership Cycle 3, Step 2 - Prepare and Conduct the Lesson Observation w/ Data Collection DUE Mon 11/8 @ 4:50p==
11	Mon Nov 8 4:50-9:50p	Preparing Evidence-based Objective Feedback for Teacher Growth based on the CSTP element goal	See Canvas for Reading Pages: *CalAPA Assessment Guidebook* ==For CT#1 - Begin preparations for CalAPA Leadership Cycle 3, Step 3 - Prepare and Conduct the Post-Observation Coaching Session DUE Mon 11/15 @ 4:50p==
12	Mon., Nov. 15 4:50-9:50p	Conducting the Post-Observation Coaching Session; Courageous Conversations for Equity and Transformation	See Canvas for Reading Pages: Zepeda, S. (2017). *Instructional Supervision: Applying Tools and Concepts* Aguilar, E. (2013). *The Art of Coaching: Effective Strategies for School Transformation.* ==For CT#1 - Complete CalAPA Leadership Cycle 3, Step 3 - Prepare and Conduct the Post-Observation Coaching Session - Collect Volunteer Teacher Feedback on Coaching DUE Mon 12/6 @ 4:50p== **Other: Obtain District Teacher Evaluation Forms and CBA from Field Mentor DUE Mon 11/22 @ 4:50p** **Continue CT #3 – Professional Learning Improvement Action Plan and Stakeholder Presentation DUE MON 12/13 @ 4:50p**

13	Mon., Nov. 22 4:50-9:50p	Teacher Evaluations in the Context of Human Relations; Working with and Supporting Marginal Teaching	See Canvas for Reading Pages: Zepeda, S. (2017). *Instructional Supervision: Applying Tools and Concepts* Aguilar, E. (2013). *The Art of Coaching: Effective Strategies for School Transformation.* ==Continue CT #3 – Professional Learning Improvement Action Plan and Stakeholder Presentation== ==DUE MON 12/13 @ 4:50p==
14 (online)	Mon., Dec. 6	Reflect on Professional Practice w/ Gibb's Cycle and Connection of Coaching Cycle to Student Learning and Well-Being	See Canvas for Reading Pages: *CalAPA Assessment Guidebook* ==For CT #1 - Complete CalAPA Leadership Cycle 3, Step 4 - Reflect on Coaching Practices to Support Teacher Growth for Impacting Student Learning and Well-Being== ==DUE Mon 12/13 @ 4:50p==
	Dec. 9 & 10	**Consultation Days**	
15	Mon., Dec. 13 4:50-9:50p	**Final Exam Night**	==CT #3 - Student Professional Learning Improvement Plan Presentations DUE TONIGHT!==

COMPETENCY TASK #1
Supporting Teacher Growth: Coaching Cycle (fieldwork)
DUE: See dates in Tentative Course Schedule
CAPE Standards 2A, 2B, 2C, 2D, 3C, 5A, 5B, 5C

Protocol
Effective equity-driven educational leaders know and understand pK12 student content standards, frameworks, and performance expectations, and align instructional and support practices focused on providing equitable learning opportunities for all students. Essential to this work is the ability to use the California Standards for the Teaching Profession (CSTP) and principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice and student learning and/or well-being (CalAPA, 2020).

Competency Task #1 aligns with the CalAPA Leadership Cycle 3 which focuses 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*, you will familiarize yourself with coaching and observation practices at the school; identify a volunteer teacher whom you 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 a post-observation meeting. Throughout this leadership cycle, you will reflect on your strengths and areas for professional growth as a coach and an equity-minded leader.

Evidence/Direct Measure:
- Written Narrative/Rubric
- Videos and Artifacts/Rubric

COMPETENCY TASK #2
School-wide Instructional Walks and Principal Interview (fieldwork)
DUE: See dates in Tentative Course Schedule
CAPE Standards 1A, 1C, 2B, 2C, 2D, 3A, 3B, 3C

Protocol
Effective equity-driven instructional leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. Using data-based decision-making, instructional leaders implement and monitor the collective vision with multiple measures of data focused on equitable access, opportunities, and outcomes for all students. New administrators use this data to recognize areas (problems of practice) to later plan and initiate a change process required for the continuous improvement of teaching and learning at the school.

In Competency Task #2 you will participate in a "wide-angle lens" walkthrough process where you team will follow a half-day instructional walk schedule with your Field Mentor to observe as many classrooms as possible. This process is not about deep instructional observation for individual teacher growth as with the coaching process. Instead, this is to observe "look fors" - what you see and hear teachers doing and saying - specific to three focal areas the site has been working on. In this way, you will conduct qualitative research by pre-determined codes in which you will later participate in collaborative thematic analysis. These themes will help identify a problem of practice for the site focal area to initiate a continuous cycle of improvement to further refine the work.

Evidence/Direct Measure:
- Written Narrative/Rubric
- Fieldnotes and Artifacts/Rubric

<p align="center">**COMPETENCY TASK #3**
Professional Learning Improvement Action Plan and Stakeholder Presentation
DUE: See dates in Tentative Course Schedule
CAPE Standards 1A, 1B, 1C, 2B, 2C, 2D, 3A, 3B, 3C, 6A, 6B</p>

Protocol

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being. New administrators also know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.

Work collaboratively with colleagues (each member from a different breakout walkthrough) to develop and present a next steps professional learning plan based on the observational data from instructional walkthrough findings and considerations. The presentation is a mock staff meeting where you would be expected to communicate findings, celebrate successes, and outline the plan to support teachers in moving forward with opportunities for growth. The presentation must first address the major thematic finding from each of the four focal areas. Use the summary of findings and questions for consideration from debriefing to guide your planning decision-making and incorporate data/questions in meaningful ways to support adult learners.

The next part of the presentation is a professional action plan to the staff, following the 30-60-90 day plan from Improvement Science also, Short Term (Now), Longer-Term (Next), Long Range (Next year). Please use in-text citations to demonstrate research-based decision-making. Please use prepare presentation slides collaboratively as all must contribute in the development and execution of the information.

Evidence/Direct Measure:
- Presentation/Rubric