EAD 272 ADVANCED CURRICULUM DESIGN & DELIVERY

INTRODUCTION TO COURSE AND INSTRUCTOR

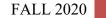|	
Semester: FALL 2020 Virtual Instruction for South Valley Cohort	**Program/Department:** **California State University, Fresno** Educational Leadership
Course Name: EAD 272 Advanced Curriculum Design & Delivery	**Instructor Name:** Dr. Jennifer Moradian Watson
Units: 4	**Office Location:** Kremen, 461-4th Floor
Time: Monday 4:30-10:00 pm for face-to-face instruction (10/5, 10/12, 10/19, 10/26, 11/2, 11/9, 1 online session) Tuesday for virtual synchronous session	**E-Mail:** jmoradianwatson@mail.fresnostate.edu
Location: Virtual	**Telephone:** (559) 974-7582
Website: Canvas	**Office Hours:** Tuesday 4:00-5:00 & Wednesday 4:00-5:00 and by appointment

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

Course description: Nature and scope of curriculum development; administrative determiners of curriculum; influence of governmental agencies and organizations, foundations, business and industry, and power structures as curriculum determiners; international influence on curriculum development and curriculum evaluation at various levels of governmental operation.

Teaching Philosophy in Higher Education (synopsis): Quality teaching is crucial for all students to learn at high levels. Student engagement, critical thinking, writing, and reflection are some of the

tools used to build effective communicators and citizens. Adaptability to a multitude of learning environments is valuable for ultimate flexibility. With the foundation of continuous life-long learning as the goal, I seek to develop a psychologically safe learning environment that includes defined learning outcomes, targeted student support and is inclusive of high expectations and mastery learning.

Prerequisites for the course: Admittance to the Educational Leadership and Administration Program, EAD 261. Follow program course sequence.

Required COURSE Materials:

Bens, I. (2018). *Facilitating with ease! Core skills for facilitators, team leaders and members, managers, consultants, and trainers.* (4th ed.). John Wiley & Sons.

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.

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.

Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

Marzano, R. J. (2017). *The new art and science of teaching.* Solution Tree.

California Administrator Performance Expectations (CAPES) on Canvas.

Leadership Cycle 2 (Version 03): Facilitating Professional Learning. Access on Canvas or through the Pearson CalAPA site: http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_AssessmentMaterials.html and http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_PrepMaterials.html

Publication Manual of the American Psychological Association, Seventh Edition.

Video Guides (Training, Video Recording Video Editing, Video Compression). Access from Canvas or above url.

Course Specifics

Summary of the course: The big ideas of this course focus on the development of knowledge and skills of aspiring school leaders so that they can build, evaluate and revise aligned curriculum systems that continuously improve the achievement of all students in a rigorous 21st century curriculum.

This course focuses on the facilitation of collaborative professional learning for the purpose of improving teaching practice, student learning and well-being. Students will engage in a collaborative professional learning experience in relationship to a school site problem of practice through a cycle of: Investigate, Plan, Act, and Reflect.

Student Learning Outcomes: *This graduate level course is designed for individuals who are aspiring to be a principal in a PreK-12th grade school. All Candidates are expected to make important contributions to the course by collaborating and actively participating in all class activities and discussions.*

Key concepts include:
- Effective curriculum systems that positively impact students learning and have strong alignment among the written (intended), taught (implemented), and tested (assessed) curriculum.
- Effective principals lead the school's teachers in a process of learning to improve their teaching, while learning alongside them about what works and what does not.
- Quality curriculum and learning are aligned with rigorous state standards and develop 21st century skills: critical thinking, creativity, collaboration, and communication.
- The art and science of teaching is based on research and refined by practice.
- Effective lessons and units are focused on achieving an individual task, collaboratively designed, guided by a mastery learning philosophy, characterized by research-based practices, and improved through peer observation and collaboration.
- Assessment for learning provides data to ensure that ALL students master critical standards and includes pre-requisite skills assessments, lesson embedded informal feedback, formative quizzes and tasks, unit tests and benchmark assessments.

Course goals: The overarching goals for this course are to prepare administrative Candidates working in a PreK-12 system with the knowledge and skills to facilitate a collaborative professional learning environment for the purpose of improving teaching and learning as well as student well-being.

California has a two-tier credential structure. A five-year preliminary credential is the first credential issued after an individual meets basic credential requirement. The narrative statements of the California Administrator Performance Expectations (CAPES) summarize what aspiring credential candidates must know and able to do as a result of their coursework preparation.
- ➢ Students will shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
- ➢ Students will involve school site staff to identify areas of professional strength and development that link to accomplishing the school's vision and goals to improve instruction and student learning.
- ➢ Students will demonstrate knowledge and skill of student content standards and frameworks, PreK-12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities.
- ➢ Students will make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity, and hold staff to the same standard.

A critical course theme is that effective principals lead the school's teachers in a process of learning to improve their teaching, while learning alongside them about what works and what does not. The course teaches leaders how to lead the school in matters of curriculum addressing the following four critical questions:
> *What is it we expect students to learn?*
> *How will we know when students have learned it?*
> *How will we respond when students do not learn?*
> *How will we respond when students already know it?*

The course will also give aspiring principals an analytical perspective on building an effective aligned curriculum system through the application of these five questions:

Does it exist?
Is it of quality?
Is it used?
Does it make a difference?
How can it be improved?

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

Reflection - Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.

Critical Thinking - Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal, and contextual issues in educational settings.

Professional Ethics - Candidates learn to make well-reasoned ethical judgments We foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.

Valuing Diversity - Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity.

Collaboration - Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.

Life-long Learning - Candidates demonstrate a commitment to life-long learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.

CAPE Matrix by COURSE

The following CAPES & CPSELS (California Performance Standards for Educational Leaders) are addressed in this course:

CPSELS: Standard 2: Instructional Leadership-Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. Personal and Professional Learning Culture-CPSELS: 2A-1, 2A-3, 2A4. Curriculum & Instruction-CPSELS: 2B-1, 2B-2, 2B-3, 2B-4.

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

California Administrator Performance Expectations (CAPEs)	EAD 261 3 units	EAD 272 (4 units) & EAD 276 (3 units)	EAD 274 3 units	EAD 262 6 units	EAD 263 4 units	EAD 269 2 units
CAPE 1A: Developing a Student-Centered Vision of Teaching & Learning	I, P					
CAPE 1B: Developing a Shared Vision and Community Commitment	I					
CAPE 1C: Implementing a Vision	I, P	P, A				
CAPE 2A: Personal and Professional Learning	I, P	P, A				
CAPE 2B: Promoting Effective Curriculum, Instruction and Assessment	I	P, A				
CAPE 2C: Supporting Teachers to Improve Instruction	I, P	P, A				
CAPE 2D: Feedback on Instruction	I					
CAPE 3A: Operations and Resource Management	I					
CAPE 3B: Managing Organizational Systems and Human Resources	I, P					
CAPE 3C: Managing the School Budget	I					
CAPE 4A: Parent and Family Engagement	I					
CAPE 4B: Community Involvement	I					
CAPE 5A: Reflective Practice	I, P	P, A				
CAPE 5B: Ethical Decision-Making	I, P	P, A				
CAPE 5C: Ethical Action	I, P	P, A				
CAPE 6A: Understanding and Communication Policy	I, P	P, A				
CAPE 6B: Representing and Promoting the School	I, P	P, A				

Course requirements/assignments: Student performance is assessed through Cal APA Leadership Cycle 2, and 3 competency tasks.

Class Meeting Structure and Attendance: Weekly synchronous class sessions are learning laboratories – interactive learning sessions. Many of the activities and much of the work conducted in synchronous 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.

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

Competency Tasks

1. **Standards Based Learning System: The Written, Taught, Tested, and Achieved Curriculum (Fieldwork)**
    Due: October 25, 2020   **30 points**
    Evidence/Direct Measure:
    • Written analysis and comparison of given systems (case studies and in-the-field systems) relative to key elements of a standards-based learning system-Rubric.

2. **Professional Learning Group Problem of Practice (PoP) and Collaborative Solutions**
    Due November 1, 2020   **20 points**
    Evidence/Direct Measure:
    • Written Plan of Action – Rubric.

3. **Research-Based Practices: Teaching and Learning**   **20 points**
    Due: November 8, 2020
    Evidence/Direct Measure:
    • Group presentation, **individual assignment 10/19** and **individual reflection 10/25**-Rubric.

4. **CalAPA Leadership Cycle 2-Step 1 & Step 2 Investigate & Plan a Professional Learning Experience for a Community of Practice**
    Due: November 15, 2020   **30 points**
    Evidence/Direct Measure:
    • Written Investigation & Plan – Rubrics.

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.

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

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 all 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, exam, and major assignments/projects 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.

Late work and make-up work policy. The student must notify the instructor prior to the due date of the assignment if additional time or circumstances warrant a late assignment. _10% of the assignment grade will be deducted for late assignments._

California Administrator Performance Assessment (CalAPA) Requirement

Evidence Table **Cycle Step**	**What You Need to Do**	**Evidence to Be Submitted**
Step 1: Investigate	●Inquire about and describe the current professional learning context and investigate the role of collaborative professional learning and/or communities of practice at your school. ● Based on available student data, identify an educational focus for collaborative professional learning that could positively impact student learning and/or well-being. ● Based on the area of educational focus, select an appropriate group of 3 to 5 educators from your school to serve as a new community of practice or invite an existing community of practice to engage in professional learning with you for this cycle.	**Part A:** Written Narrative: Context, Area of Educational Focus, Community of Practice (no more than 5 pages)
Step 2: Plan	● Hold a planning meeting with the group (3 to 5 school educators): 1. Create an agenda for the planning meeting. 2. Agree upon a problem of practice within or from the area of educational focus based on relevant data and school vision, mission, and/or goals, and discuss the rationale for selecting this problem of practice. 3. Jointly select one relevant evidence-based strategy to address the agreed-upon problem	● **Part B:** Written Narrative: Problem of Practice and Strategy to Address the Problem of Practice (no more than 4 pages) ● **Part C:** Planning Meeting Agenda ● **Part D:** Planning Meeting Minutes

	of practice to support student learning and/or well-being. 4. Record minutes during the meeting, describing what was discussed and next steps.	
Step 3: Act	● Implement the evidence-based strategy with the group over several weeks. ● During this time, co-facilitate at least 3 implementation meetings (in addition to the first planning meeting in Step 2) to learn about the evidence-based strategy and support the group and individual members to implement the strategy to address the problem of practice (student learning and/or well-being). Create an agenda for each meeting. Document the group's learning in meeting minutes, including what was discussed, as the group jointly reflects on the implementation and initial results of the strategy and professional learning. Include agreed-upon next steps in the minutes. ● Video-record all meetings. Select and annotate 3 video clips that show (1) your approach to co-establishing or revisiting norms for the community of practice; (2) your ability to assist the group to establish ownership, reach consensus, redirect or refocus the conversation, and/or co-facilitate how to implement the evidence-based strategy; (3) the end of a meeting, including how you co-facilitate the group; and (4) how you worked with the group to jointly determine next steps. ● Annotation titles include: ● Developing or Reviewing Shared Norms and Meeting Purpose ● Documenting Agreements and Decisions ● Building Consensus ● Maintaining Focus and Energy ● Monitoring for Progress and Next Steps	● **Part E:** Agendas for Implementation Meetings (at least 3 meetings) ● **Part F:** Minutes for Implementation Meetings (at least 3 meetings) ● **Part G:** Key Collaborative Work Products (no more than 10 pages) **Part H:** 3 Annotated Video Clips (no more than 5 minutes each)
Step 4: Reflect	Analyze your experience co-facilitating a community of practice and implementing an evidence-based strategy, including your personal leadership skills, practices, and growth areas. Reflect on your learning and equitable leadership development throughout Cycle 2.	**Part I:** Reflective Narrative (no more than 4 pages of written or no more than 5 minutes of video explanation)

Assignment and Examination Schedule

Due Date	Assignment	Points/Percent
10/5	**Complete the Welcome Module**	**15 points**
10/25	**Competency Task 1: (Fieldwork)** **Standards Based Learning System: The Written, Taught, Tested, and Achieved Curriculum**	**30 points**
11/1	**Competency Task 2** **Professional Learning Group Problem of Practice (PoP) and Collaborative Solutions**	**20 points**
11/8	**Competency Task 3** **Research-Based Practices: Teaching and Learning**	**20 points**
11/15	**Competency Task 4** **CalAPA Leadership Cycle 2-Step 1 & Step 2 Investigate & Plan a Professional Learning Experience for a Community of Practice**	**30 points**
	Participation (Attendance, discussion & engagement)	**10 points**
	SEMESTER TOTAL	**125**

Course/Program Policies

Grades: For all candidates in the *Educational Leadership and Administration Program in P-12 and HEAL 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).

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.

Late work and make-up work policy: Late work and make-up work policy. The student must notify the instructor prior to the due date of the assignment if additional time or circumstances warrant a late assignment. *10% of the assignment grade will be deducted for late assignments.*

Plagiarism Detection: 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 includes 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).

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 polices 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

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.*

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, Educational Leadership suhernandez@mail.fresnostate.edu (559) 278-0320

COURSE CALENDAR

Tentative Course Schedule
Fall 2020

	Date	Topic	Reading Assignment Prior to Synchronous Session	Complete Prior to Synchronous Session
		Welcome Module		
1	**Tues., Sept 15**	**Welcome, Introduction, Program/Course/State Expectations, Assignment Specifics & CalAPA Introduce Standards Based Learning Systems**	**Syllabus ARTICLE: Going from Teacher to Leader (Padlet Post) & Standards Based Learning System Reflection Before 9/15**	**Welcome Module** -Getting to Know You Survey -Review Syllabus & Take Quiz -Teacher to Leader Padlet -SBLS Reflection **Preview Session #1 Module**
2	**Tues., Sept 22**	**Components of a Standards Based Learning System**	**50 Ways to Close the Achievement Gap (pages 1-44) Standard 1 Read or Reread Chapter 5 in Learning by Doing (pages 111-127).**	-Find one piece of evidence of a SBLS in your school/district in relationship to *Standard 1-Establish a Well-Crafted, Focused, Valid, and Clear Curriculum to Direct Teaching* **Preview Session #2 Module**
3	**Tues., Sept 29**	**Standards Based Learning System Components & Audit Problems of Practice**	**50 Ways to Close the Achievement Gap (pages 45-79) Standard 2 & Standard 4 (pages 139-203)**	-Bring your CalAPA student/school data, have an idea for a POP and ideas for strategies to address the data from Hattie & Marzano. **Preview Session #3 Module**
4	**Tues., Oct 6**	**POP & Communities of Practice (PLCs) Professional Adult Learning**	**Competency Task 1 DUE 10/5 by 11:59 pm In Canvas, read the resources on Problems of Practice Read or Review Chapter 1 in Facilitating with Ease (pages 1—30).**	**Preview Session #4 Module**
5	**Tues., Oct 13**	**Evidenced-Based Practices to support a POP**	**Competency Task 2 DUE by 10/12 by 11:59 pm Read or Review Chapter 4 in Facilitating with Ease (pages 55—67).**	**Preview Session #5 Module**
6	**Tues., Oct 20**		**Competency Task 3 DUE by 10/19 by 11:59 pm, Reflection due 10/25 Read or Review Chapter 1 in Learning by Doing (pages 9-23). In Canvas, read the resources on Adult Learning Theory**	**Group Presentations on CT #3 Preview Session #6 Module** *Competency Task #3 Reflection due 10/25* *Bring a draft of CalAPA, LC2, Step 2*
7	**Online**		**Competency Task 4 DUE 10/27 by 11:59 pm Read or Review Chapter 3 in Learning by Doing (pages 57-86). In Canvas, review all CalAPA resources to finalize CalAPA Leadership Cycle 2, Step 1 and 2 and think about Step 3, and 4 next steps**	*Competency Task #3 Reflection due 10/25* *Our next synchronous session is for EAD 276 Assessment, Analysis and Analysis will be held on October 27*

COMPETENCY TASK 1
Standards Based Learning System (SBLS) Gap Audit (Fieldwork)
DUE: October 25, 2020

Protocol

In *50 Ways to Close the Achievement Gap,* the authors present 50 strategies that school leaders-the principal and faculty--can use to evaluate and implement to improve the school's aligned curriculum system. Strategy Four presents' seven strategies schools should have in place to fully implement a standards-based learning approach with a mastery learning emphasis and effective teaching strategies.

This assignment will help you take the information you have learned about SBLS, analyze portions of your current educational context, and based on your new learning define a SBLS that incorporates a mastery learning approach.

For this assignment candidates will engage in a scavenger hunt and analysis by doing the following:

1. **Read the analysis page for each of the 6 standards that Downey provides** (pgs. 43-44, 78-79, 137-138, 202-203, 227-228, & 284-285). As an overview and graphic reminder, pay careful attention to pages 286-292.

2. For **each of the 6 standards think about what you and your district currently use** in relationship to the implementation of curriculum development in a SBLS. **Collect evidence for Standard 1, 2 and 4. For example:** District Board Policy on Curriculum, Curriculum Guide, Scope and Sequence, Priority Standards and/or Assessment Plan.

3. For each piece of evidence for Standard 1, 2, & 4 **determine if the document represents an adequate or not adequate implementation of the standard,** based on the end of the chapter summary analysis in Downey, et al. Be prepared to support your position. If you can not access evidence regarding Standards 1, 2, or 4, I will have a folder of documents you may choose from that represent the area you are unable to locate documentation. For example, **if no evidence for Standard 2 can be located, I will have a document regarding assessment in a folder in Canvas identified as Competency Task 1 Resources.**

Written Comparison and Reflection: (3-5 pages)
Comparison and Reflection (2-4 pages):

1. **Introduce what a Standards Based Learning System** (SBLS) is. *What are the attributes of Downey's Mastery Learning model? What is the framework for implementing a SBLS with a focus on mastery learning? Explain why an aligned curriculum system, and in particular this standard, is important to the goal of closing the achievement gap.*

2. **Evaluate your three documents** (in a small group if you would like) such as the: District Board Policy on Curriculum, Curriculum Guides, Scope and Sequence, and Assessment Plan to help clarify the Site/District goals. Use data gathered to analyze, and contemplate the following questions in relationship to a standards-based learning system:

   Does a Standards Based Learning System exist?
   What elements are in place?
   Is it of quality?
   Is it used?
   Does it make a difference?

Support your findings with evidence from the documents. Make certain this section includes what a SBLS requires including a discussion on the Board policies and/or government regulations and laws related to equity, and student learning including assessment.

3. **Reflection and Rationale** (1-2 pages):
   ➢ A principal or school site leader should use a systems approach to curriculum design and implementation. Yes/No Why?
   ➢ How is a standards-based learning system part of an equitable learning system for all students?
   ➢ What are your significant learning and key insights as a result of this assignment? What did you learn as a result of your district document acquisition and analysis?
   ➢ Explain why this information, insight and/or learning will be important to you as a leader. What implication does this information, insight and/or learning have for you as a leader?

Rubric Provided
APA format required
CT #1 SBLS Resources available in Canvas

Professional Learning Group Problem of Practice (PoP) and Collaborative Solutions
(Based on the work of City, Elmore, Fiarman and Teitel)
DUE: November 1, 2020

When teacher collaboration is evident, research points to: successful school restructuring (Eastwood & Louis, 1992), the improvement of quality and equity of student learning (McLaughlin & Talbert, 2006), and capacity building in teachers to improve pedagogy and content knowledge (Many & Sparks-Many, 2015).

When developing a Problem of Practice (POP) it is best to use the team approach to make better decisions toward solving complex problems (Blanchard, 2007). The development of a POP is a combination of data collection and honest dialogue to identify an instructional or well-being issue. Teams ask themselves, "If students are not being successful in an area, what could we do differently as professionals to ensure that each student is successful and that our time is spent more effectively?" **Find a dilemma on campus that may be hard to talk about but needs addressing. You must have data that supports that this is an issue on your campus.** The development of a POP allows educators to develop a "common understanding of effective practices" to support teaching and learning across a system (City, Elmore, Fiarman, and Teitel, 2009).

For this assignment candidates will engage in an analysis of student data collected for CalAPA, Leadership Cycle 2, Step 1*, "Using available student data and the school's vision, mission, and/or goals, select a group of 3 to 5 school educators to work as a community of practice related to an identified student learning and /or well-being need"* (CalAPA Performance Assessment Guide: Leadership cycle 2, p. 2).

> **Based on available student data and identified need, choose an educational focus to develop a POP to use as a starting point with your professional learning team and research 1-2 possible research-based strategies to address teaching and learning or well-being needs in relationship to the POP.** Strategies should be selected that reflect site/district goals, are supported by research, and are observable, and actionable" (City, et al., 2009) as well as measurable.
>
> *A rich Problem of Practice:*
> - **focuses on the instructional core** (what teachers and students are doing, and the content being addressed).
> - **is directly observable**.
> - **is actionable** (is within the school's/district's control and can be improved in real time).
> - **connects to a broader strategy of improvement** (school, feeder pattern, system).
> - **is high leverage** (if acted on, it would make a significant difference for student learning).
> - **is deep learning** (e.g., higher levels on Bloom's) promoted by this POP for both teachers and students?

The problem of practice is something that you care about that would make a difference for student learning or well-being if you improved it while taking in account for existing student group performance differences.

1.   Utilize the Problem of Practice (POP) Development Guide (DV) to focus your individual and group analysis and discussion. ***Secure available student data on achievement or well-being*** **(keep it simple for a group of educators i.e. grade level data, attendance, discipline, reading inventory, unit/standard assessment just to name a few possibilities).**

2.   **Review your data and identify 2 potential areas of need or POP to** present to a small group in our course PRIOR **to sharing with your professional learning group for the CalAPA.** The POP should be related to student learning or well-being, reflect state/district priorities, state frameworks /standards and reflect identified student performance gaps.

3.   **Review the handout on developing a problem of practice.** In class, you will meet with a small groups of students with similar work experiences (i.e. elementary, middle/high school, etc.) discuss your 2 potential areas of student need that could be used for a potential POP, and then possible evidence-based strategies **(2 great sources Hattie and Marzano course books)** to address the POP.

4.   **Complete the POP DV while in the small group setting after your discussion.**

5.   Develop a **written plan of action** that incorporates steps 1-4**. Includes a professional learning plan** on how to build a common knowledge base for your school team in relationship to sharing and gathering data, **developing a common POP** to focus on, building team knowledge on **an evidence-based strategy to implement and a monitoring system** to check for effectiveness.

See the POP Rubric.

Problem of Practice Development Guide (DV)

➢ **What have you learned from reviewing your data in relationship to student achievement or well-being?**
➢ **What subgroups are performing at the proficient level or demonstrating desired behaviors?**
➢ **What subgroups are not performing at the proficient level or in the area of well-being?**
➢ **What is the POP you are suggesting? (what does the data and research say?)**
➢ **How are the POP related to school or district goals, mission, or initiatives?**
➢ **What are 2 possible learning strategies that could be deploy.**
➢ **Consider and describe the** professional learning **to take place to further knowledge about the evidence-based strategy you will deployed to address the POP.**
➢ **What is the research base to support your suggestions?**
➢ **How will deploying one of these strategies address the POP and produce improved student achievement?**
➢ **How will you monitor the deployment of the strategy? How will you know if it works?**

COMPETENCY TASK 3
Research-Based Practices: Teaching and Learning

DUE: November 8, 2020

The delivered curriculum or classroom instruction is what connects the designed learning outcomes to students' mastery of those learning outcomes. For leaders, this aspect of a designed curriculum is the most challenging to implement because it is highly influenced by human factors – the strengths and talents of the teacher and the varied individual need of the students. Fortunately, research has revealed best practices for instruction.

Marzano's The New Art and Science of Teaching gives educators a research-based foundation for best instructional practices. Hattie's Visible Learning: A Synthesis of Over 800 Meta-Analyses relating to achievement, gives educators even more evidence-based strategies and practices for implementation.

For this assignment, students will be divided into groups. Each group will be assigned one chapter of the Marzano text and, multiple chapters in the Hattie text. The group will work outside of synchronous class time to develop the following:

1. **A visual presentation of no more than 5 slides to represent** important ideas in the chapter for your classmates. Use Hattie's work to complement the technique you are demonstrating from Marzano's chapter. All group members should participate in the presentation.

2. **A two-page summary** (APA format) linking Hattie's work in *Visible learning: A synthesis of over 800 meta-analyses relating to achievement* to the techniques presented in the Marzano chapter.

   • Each group member will be assigned a specific task and responsible to submit that item.

   • Each student will complete an individual reflection after all student presentations have been completed.

<mark>Reflection-Due by November 14, 2020</mark>

• What are the leadership take-a-ways for you in relationship to tonight's presentations? What about this activity has helped to create the conditions for collaborate professional learning?

• How could one of tonight's presentations be implemented on your campus in a professional learning manner?

CalAPA Leadership Cycle 2-Step 1 & Step 2 Investigate & Plan a Professional Learning Experience for a Community of Practice (Fieldwork)

DUE: October 27, 2020

Step 1: Investigate

Part A: Written Narrative: Context, Area of Educational Focus, Community of Practice Template

Directions: Respond to the prompts below (no more than 5 pages). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

I. Inquiry into Collaborative Professional Learning at the School

1. Describe and analyze the role of collaborative professional learning at the school as it relates to student learning and/or well-being.

   a. Describe the ways in which professional educators (e.g., teachers, specialists, aids, support staff) at the school currently engage with one another in professional learning or communities of practice.

   b. Provide information about any formal training offered to professional educators (e.g., teachers, specialists, aids, support staff) at the school within the past three years related to collaborative professional learning, communities of practice, or group learning process.

   c. Analyze the role of professional learning at the school (e.g., the history of collaborative professional learning in the school; practices of collaborative professional learning or communities of practice among teachers, staff, students, and families; the management of communities of practice at the school; expected outcomes for collaborative professional learning at the school). Does professional learning facilitate or hinder collaborative learning at the school?

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

2. As a result of your investigation and given the contexts as well as available school data related to student learning and/or well-being, describe the most important issues you will need to consider in preparing to co-facilitate and support a community of practice to engage in collaborative professional learning.

II. Selecting an Area of Educational Focus Based on Data and Establishing a Community of Practice

1. Describe the agreed-upon area of educational focus (obtained with guidance from one or more school administrators and/or teacher leaders), based on student learning and/or well-being, and the related data that corresponds to the school's vision, mission, and/or goals, selected for group professional learning.

2. Provide a list of the job titles for each member of the group of 3 to 5 educators, and the reason(s) for each member's inclusion.

3. Provide a brief description of your relationship or positionality to the members of the group (e.g., coach, mentor, teacher colleague, administrator).

4. Provide a description of the group members' demographics and how this reflects or is different from the school's demographics.

5. Provide an explanation of how you obtained group members' commitment, including their reasons for agreeing to participate in the community of practice.

Step 2: Plan

Part B: Written Narrative: Problem of Practice and Strategy to Address the Problem of Practice Template

Directions: Respond to the prompts below (no more than 4 pages). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

I. Collaboratively Select a Problem of Practice Based on Student and School Data

1. Describe how you worked collaboratively with the group to select a problem of practice that addresses how practitioners will improve student learning and/or well-being by either improving their instructional practice or addressing school practices.

2. Describe the problem of practice selected by the group, referencing data, including student demographics, student learning and academic performance or well-being, and other relevant student information that you presented. Describe the group's rationale for selecting this problem of practice and how you co-facilitated to help the group make their selection.

3. How does the problem of practice correspond to the school's vision, mission, and/or goals; reflect California state standards and/or curriculum frameworks or equivalent, or other applicable standards; and address existing student group performance differences?

II. Strategy to Address the Problem of Practice

1. Explain how the one relevant collaboratively selected evidence-based strategy addresses the problem of practice, potentially leading to improved student learning and/or well-being.

2. Describe the group's rationale for selecting this evidence-based strategy and how you co-facilitated to help the group make their selection. How will the group learn about this strategy and agree to consistent implementation?

3. What improvements for student learning and/or well-being related to the problem of practice does the group expect the selected evidence-based strategy will yield?

4. How will you and the group monitor early impact and initial results of the selected evidence-based strategy?

   Use CalAPA Rubrics, (2.1, 2.2, 2.3, 2.4) and Provide Planning Mtg. Agenda & Minutes (if completed)