



California State University, Fresno
Educational Leadership and Administration Program
Option: Educational Leadership and Administration

Leadership for Diverse Communities
Our mission is to prepare credible and relevant leaders in education.

Syllabus for:
EAD 263: Seminar in Instructional Supervision
Semester: Fall 2016

Course Information	Instructor Name
Units: Four	Office:
Location:	E-mail:
Website: Blackboard,	Phone:
	Office Hours:
Seminar Dates:	
Seminar time:	
Note: Instruction will be delivered face-to-face, on-line and through independent activities. Consult syllabus Assignment and Activity table for information.	

Course Catalogue Description

Seminar for clarification and application of modern concepts and technique of supervision: specific practice in leadership roles, promoting productive human relationships, developing communication skills, and evaluation of teaching; ways of helping teachers in their credential fields. Embedded fieldwork will provide opportunities for candidates to practice these skills in supervised setting.

Course Description

This course is designed to help candidates learn the skills required of school site leaders to create the optimal conditions for teaching and learning. These skills include recognize good teaching, engage and coach individual teachers to improve their practice, engage and facilitate faculty collaboration to improve schoolwide practice, and create a schoolwide professional learning plan informed by data. Strong interpersonal relations and personal reflection are emphasized throughout the course. Key concepts include:

- Observe and evaluate classroom instruction
- Use multiple sources of data to provide information for decision-making in professional learning and optimizing human resources
- Model life-long learning and job-related professional growth

- Use data to design and deliver professional learning based on adult learning theory for improving teaching and learning
- Help individuals--administrative, certificated and classified-- grow professionally to be able to meet the school's vision
- Use legal, equitable and ethical procedures for inducting, developing, retaining, supervising, evaluating and disciplining staff
- Review California laws, local board policies and other relevant federal, state and local requirements that impact professional development and personnel matters.
- Analyze situations that involve difficult employee/parents and determine best leadership actions to resolve the simulated problems.

Conditions for Learning

This is a foundational course in optimizing the school's human resources—administrative, certificated, classified and other stakeholders—to maximize organizational effectiveness, improvement and student achievement outcomes. In this course students will learn the knowledge and skills of a learning leader—one who models learning but also shapes the conditions for learning on a continuous basis. Critical concepts include capacity building, collaborative efforts, pedagogy and systemness.

The management and improvement of human resources is one of the most critical roles the principal performs. The hiring and induction of well-qualified employees is a fundamental aspect of this role. Equally important is the continuous improvement of both individuals and the group, as a focused team working towards improving students' learning outcomes. Employee evaluation, discipline and termination will be addressed.

This course also addresses the broadest aspects of human resources to include classified employees, parents and other community stakeholders.

Prerequisites

The prerequisite for this course is admission to the Education Administration Program. This is the third course in the series required to earn a Masters Degree in Educational Administration.

Required and Recommended Textbooks and Materials

Required Text:

DuFour, R. & Fullan, M. (2013). *Cultures Built to Last: Systemic PLCs at Work*. Solution Tree.

Glickman, C., Gordon, S., & Ross-Gordon, J. (2007). *The Basic Guide to SuperVision and Instructional Leadership* (3rd Edition). Allyn and Bacon.

Downey, C., Steffy, B., Poston, W., & English, F. (2009). *Fifty Ways to Close the Achievement Gap* (3rd ed.). Corwin Press

California Department of Education Website. (2015). www.cde.ca.gov

Supplementary Texts

Fullan, M. (2014). *The Principal: Three Keys to Maximizing Impact*. Jossey-Bass.

Marzano, Robert (2006). *What Works in Schools: Translating Research into Action*. ASCD

Spring, Joel (2011). *American Education* (15th ed) . McGraw Hill.

Recommended Text:

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

Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration and Life-long Learning*. Candidates will increasingly reflect these dispositions in their work with students, families and communities.

<i>Reflection</i>	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.
<i>Critical thinking</i>	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.
<i>Professional ethics</i>	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.
<i>Valuing diversity</i>	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.
<i>Collaboration</i>	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.
<i>Life-long learning</i>	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.

Primary Learning Outcomes

This graduate level course is designed for individuals who are aspiring to be a Principal in a preK-12 school. All Candidates are expected to make important contributions to the course by collaborating and actively participating in all class activities and discussions.

California has a two-tier credential structure. A five-year preliminary credential is the first credential issued after an individual meets basic credential requirements. The CAPES California Administrator Performance Expectations Narrative Statements summarize what aspiring credential candidates know and are able to do as a result of their coursework preparation. The following CAPEs are addressed in this course:

2. Instructional leadership

CAPE 2A: Personal and Professional Learning

CAPE 2B: Promoting Effective Curriculum, Instruction and Assessment

CAPE 2C: Supporting Teachers to Improve Instruction

3. Management and Learning Environment

CAPE 3B: Managing Organizational Systems and Human Resources

CAPE 3C: Managing the School Budget

5. Ethics and Integrity

CAPE 5A: Reflective Practice

CAPE 5B: Ethical Decision-Making

CAPE 5C: Ethical Action

Specific learning outcomes for the course are derived from the CAPEs and listed below:

1. Competency Assignment One: The candidate will complete the clinical supervision process with one teaching colleague. Through this assignment the candidate will:
 - a. Observe and evaluate classroom planning and instruction.
 - b. Analyze teacher effectiveness on the basis of student work.
 - c. Communicate feedback in a timely manner.
 - d. Model self-reflection with teacher so that the teacher can practice this method with students.
 - e. Provide supports, including instructional resources and technologies, that can support improvement efforts.
2. Competency Assignment Two: The candidate will describe and analyze the professional development practices at a case study school. The candidate will analyze the plan using course learnings regarding a systems approach to PD/PL, Fullan's work, DuFour's vision for PLCs, Glickman and Adult Learning Theory. Make recommendations to improve current PD/PL practices based on course readings.
3. Competency Assignment Three: The candidate will develop a personal self-improvement plan. The plan will have a specific focus and include data to monitor progress overtime. The candidate includes multiple sources of data. The plan will be presented as a graphic on a single sheet of paper that could be easily shared with faculty or supervisors
4. Foundation Assignment One: The candidate will participate in an in-class activities to discuss and reflect upon the appropriate application of adult learning theory for quality professional development/learning activities.
5. Foundation Assignment Two: The candidate will participate in in-class activities/simulations to discuss and reflect upon the appropriate types of mentoring /coaching in the context of an individual teacher's developmental stage.

6. Foundation Assignment Three: The candidate will participate in in-class activities to discuss and apply legal, equitable and ethical procedures. Candidate will produce a reflection based on probing questions for each activity.
 - a. Recruiting, selecting, hiring, induction systems
 - b. Evaluating, supervising, disciplining, and dismissing staff

7. Foundation Assignment Five: The candidate will participate in in-class activities/simulations to discuss and respond to difficult people– students, parents, peers, and community members.

8. E-Portfolio

Program Course Matrix (*I= Introduce; P= Practice; A= Assessment*)

California Administrator Performance Expectations (CAPEs)	EAD 261	EAD 272	EAD 280T	EAD 263	EAD 274	EAD 262	EAD 269
CAPE 1A: Developing Student-Centered Vision	I, P, A	P, A	P, A		P, A	P, A	P, A
CAPE 1B: Developing a Shared Vision and Community Commitment	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			
CAPE 2B: Promoting Curriculum, Instruction, Assessment	I, P	P, A	P, A	P, A			
CAPE 2C: Supporting Teachers to Improve Instruction	I, P	P, A	P, A	P, A			
CAPE 2D: Feedback on Instruction	I, P	P, A	P, A	P, A			
CAPE 3A: Operations and Resource Management	I, P	P, A	P, A		P, A	P, A	P, A
CAPE 3B: Managing Organ. Systems and Human Resources	I, P		P, A	P, A		P, A	
CAPE 3C: 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 Communication Policy	I, P				P, A	P, A	P, A
CAPE 6B: Representing and Promoting the School	I, P	P, A	P, A		P, A	P, A	P, A

Seminar Expectations

Blackboard and E-Mail.

It is expected that students have access to University e-mail and Blackboard. It is a course requirement that candidates check their designated email at least once a week, preferably several days before the class and frequently during the entire semester. Students will be required to utilize electronic tools routinely to access, upload, download, view media and share documents and materials. *All assignments must be uploaded on Blackboard to receive credit.* Course communication will be conducted through Blackboard. **It is, therefore, a course requirement that candidates access the course on Blackboard at least twice a week** throughout the seminar. A Blackboard tutorial is available. Contact TILT (Blackboard) or the e-mail help desk, immediately, to resolve access problems.

Attendance required. Much of the work and activities of the 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 possibly cause an absence should be **discussed in advance** with the instructor. Make-up for any absence should be contracted with the instructor.

Tutoring and Academic Support.

For free tutoring on campus, contact the [Learning Center](http://www.fresnostate.edu/studentaffairs/lrc/) in the Henry Madden Library. (<http://www.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.

SupportNet is an early alert referral program for students who need academic and/or personal assistance. Students are encouraged to meet with a **SupportNet** advisor to determine the most appropriate academic assistance and university resources. Contact SupportNet at (<http://www.fresnostate.edu/studentaffairs/supportnet/>). Or phone 559-278-8370.

Major Assignments

EAD 263 includes the following major assignments:

Specific learning outcomes for the course are derived from the CAPEs and listed below.

1. Competency Assignment One: The candidate will complete the clinical supervision process with one teaching colleague.
2. Competency Assignment Two: The candidate will describe and analyze the professional development practices at their current school site.:
3. Competency Assignment Three: The candidate will develop a personal self-improvement plan.
4. Foundation Assignment One: The candidate will discuss and reflect upon the appropriate application of adult learning theory for quality professional development/learning activities.
5. Foundation Assignment Two: The candidate will participate in in-class activities/simulations to discuss and reflect upon the appropriate types of mentoring /coaching in the context of an individual teacher's developmental stage.

6. Foundation Assignment Three: The candidate will participate in in-class activities to discuss and apply legal, equitable and ethical procedures. Candidate will produce a reflection based on probing questions for each activity.
 - a. Recruiting, selecting, hiring, induction systems
 - b. Evaluating, supervising, disciplining, and dismissing staff
7. Foundation Assignment Five: The candidate will participate in in-class activities/simulations to discuss and respond to difficult people– students, parents, peers, and community members.
8. E-Portfolio

Course Exam and Other Assignments

e-Portfolios. Candidates will create an e-Portfolio for use during the program to showcase assignments and serve as a depository for research, best practice examples, protocols and processes. The research section will include a listing of annotated references. Protocols and processes will include examples and/or products.

Course Assessment

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.

Grading

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

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

Grading criteria and scoring rubrics are available for all Signature Assignments. It is recommended that Candidates 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).

Major Assignments	Possible	Meets Competency	Not Acceptable
Competency Assignment 1: Clinical Supervision	100	80	Below 80
Competency Assignment 2: School PD Practices	100	80	Below 80
Competency Assignment 3: Self-Improvement Learning Plan	50	40	Below 40
Foundation Assignment 1: Adult Learning Theory	25	20	Below 20
Foundation Assignment 2: Continuum of Coaching	25	20	Below 20
Foundation Assignment 3: HR Laws, Procedures and Practices	25	20	Below 20
Foundation Assignment 4: Dealing with Difficult People	25	20	Below 20
E-Portfolio	15	12	Not Pass
Participation (Attendance, discussion & engagement)	35	28	Below 28
TOTAL POINTS POSSIBLE	350	280	Below 280

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).

Honor Code:

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

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

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by

fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the [University Bookstore](http://www.kennelbookstore.com) (<http://www.kennelbookstore.com>). 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 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.

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://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

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Course Assignment and Activity Schedule

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. Other assignments, such as leadership shadowing, will require advanced scheduling and time away from the Candidate's current work assignment to complete.

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

Advanced preparation will include, for example, outside readings, completion of field experiences, research, on-line resource collection/review and completion of written assignments.

Course Assignment and Activity Schedule

Session	Content Focus	Reading for Next Session Assignments Due

COMPETENCY TASK ONE
Clinical Supervision
(CAPEs 2A; 2B; 2C; 2D)

Part 1 Pre-Observation Planning Conference and Observation

- Activity 1.1.a: Clinical Supervision Pre-observation Planning Conference
- Activity 1.1.b: Clinical Supervision Observation Protocol (Format to be provided by the Instructor)
- Activity 1.1.c: Clinical Supervision Observation Findings and Interpretations and Planning for the Post-Observation Conference

Part 2 Planning for and Conducting the Post-Observation Conference

- Activity 1.2.a: Clinical Supervision Observation Findings and Interpretations and Planning for the Post-Observation Conference (see form 1c above)
- Activity 1.2.b: Post-observation Conference Notes (Format to be provided by the Instructor)

Part 3 Clinical Supervision Case Analysis

- Activity 1.3.a: Letter to the Observed Teacher
- Activity 1.3.b: Reflection on Post-observation Conference and Clinical Supervision Process

Clinical Supervision Pre-Observation Planning Conference

Candidate Name _____ **Date of Formal Clinical Observation** _____
Date of Pre-observation/Planning Conference _____

Directions for this Embedded Fieldwork Activity (All Parts):

Make arrangements with a teacher to conduct an observation using the formal observation/clinical supervision model.

Conduct a pre-conference/planning conference with the teacher (use guidelines below).

Observe the classroom and analyze and interpret the observation data and determine post-conference approach (use guidelines below).

Write-up the formal observation case (use guidelines below).

Note: Before completing this form, carefully review the Structure or Steps for the Clinical Supervision Model

Part A: Pre-observation/Planning Conference (to be completed before the on-site observation takes place).

Pre-observation Notes:

List all parties involved:

Grade(s) and Subject area:

Time of scheduled observation: _____

School site of scheduled observation: _____

Focus of the observation:

Planning Conference Notes:

Clarifying Student Outcomes

1. What do you want the students to know and be able to do as a result of this lesson?

Characteristics of Learners

2. What is being taken into consideration related to the learners in your room in order to ensure that every student has access to the lesson?

Clarifying Assessment and Indicators of Success

3. What do you want the students to have learned?

4. What performance or products will engage students in demonstrating what they understand and can do?

5. How will you assess student performance?

6a. How will you know that the students have learned what you intended?

6b. What criteria have you incorporated into your scoring tools that reflect the intended measurable and observable behaviors and outcomes?

6c. What evidence will you collect that demonstrates that **each** student has learned that which was intended and what criteria will you use to indicate the student has met the desired performance level?

Clarify the Lesson Plan and Teaching Strategies. Identify the Resources and Materials That Will Be Needed

7. What instructional content/strategies/activities will you use to help students learn what you intended?

What resources and materials will be needed to support student learning?

Identify the Supervisor's Data Gathering Procedures

8. What method and form of observation including the instruments/forms will be used?

Clinical Supervision Observation Tools

OBSERVATION INSTRUMENTS/TOOLS TO BE PROVIDED BY THE INSTRUCTOR ALIGNED WITH DISTRICT PROTOCOLS

Planning for the Post-Observation Conference

Candidate Name _____ Date of Formal Clinical Observation _____

Observation: This is the time to follow through with the understandings of the pre-conference or planning conference. Keep in mind the difference between *descriptions* of events and *inter-pretations*. Interpretation should follow description.

Analysis and Interpretations: This happens outside the classroom observation. Study the information to make sense of the large mass of information. Interpretations must be based on the analysis of the description.

Based on your pre-conference planning, write the major findings of your observation. Write down only what has been taken directly from your observation. Make claims and support those claims with specific evidence from your observations.

1.

2.

3.

4

What is the impact? Write below what you believe is desirable or not desirable about the major claims.

Claim 1:

A. Evidence in support of Claim 1:

B. Impact:

Claim 2:

A. Evidence in support of Claim 2:

B. Impact:

Claim 3:

A. Evidence in support of Claim 3:

B. Impact:

C. Write a “coaching question” to address each of the claims above that would be asked of the teacher during the post-conference meeting.

Claim 1 Coaching Question:

Claim 2 Coaching Question:

Claim 3 Coaching Question:

Reflection on the Post-observation Conference and Reflections about the Clinical Supervision Process

Directions: Use the following format to reflect on the post-conference meeting that was held with the teacher observed during the Clinical Supervision Observation.

Provide your reflection about the coaching approach and rationale you used during this post-conference meeting.

Provide your reflection about the **entire** Clinical Supervision Process and any refinements you might suggest for improving the process and/or procedures.

Provide your reflection on lessons learned, most significant take-aways and key learnings from the **entire** Clinical Supervision Process.

Case Analysis

Directions: Write a case analysis that outlines your reflections and discussions as outlined in your notes from your formal observation of that teacher.

The analysis should address each of the following items:

- ◆ A summary of the post-observation conference (e.g., date, time, location and other pertinent information).
- ◆ A summary of the interpretations and supporting evidence discussed at the post-conference meeting.
- ◆ A summary the intended student outcomes and the extent to which the outcomes were achieved that was discussed at the post-conference meeting.
- ◆ A description of the discussion that took place at the post-conference meeting around the causal factors (i.e., desirable/powerful strategies or practices that significantly supported student learning (intended outcomes), and the undesirable or not powerful enough strategies or practices).
- ◆ A description of the areas that were discussed as area(s) to be targeted for professional growth and development.
- ◆ A description of the agreed upon short-term goals and measures that came about as a result of this clinical supervision observation.
- ◆ A description of the resources discussed that are needed to accomplish the short-term goals and professional development target areas.
- ◆ A description of the agreed upon expectations and commitment, timeline, assistance and support that were discussed at the post-observation meeting.

COMPETENCY ASSIGNMENT TWO
A Case Study of School Site Professional Learning Practices

(CAPEs 2A; 2B; 2C; 2D; 3B; 5A; 5B)

Brief School Description

Provide the most recent school site report card to give the instructor an overall understanding of the school.

Area 1: Identify and Describe Current Professional Development/Learning Practices

- 1.1 Discuss how leaders create the conditions for professional learning.**
- 1.2 What is the instructional focus of your school site?**
Describe in three to five sentences the instructional focus or priorities of the school site.
- 1.3 Current State: Describe current schoolwide practices for professional development. What are current practices for: a) schoolwide professional development, b) grade level/course professional development and c) individual professional development?**
Describe this work in three paragraphs of five to eight sentences.
- 1.4 Describe the current state of PLCs and/or data teams.**
One paragraph of five to eight sentences.
- 1.5 Using the consensogram we used in class, assess the state of professional learning at the case study site. Pick two areas of strength and provide specific evidence of the practice.**
One paragraph of five to eight sentences.
- 1.6 Inventory the key elements of the case study professional learning efforts. How is it differentiated? What is the role of coaching? What is the role of peer visits?**
One paragraph of five to eight sentences.

Area 2: Analyze Current Professional Development/Learning Practices

- 2.1 Analyze the quality of current PD/PL practices. Which current practices comply with research systems thinking and current leadership theories and why? Which current practices do not comply with research, systems thinking and current leadership theories and why?**
Two sheets of paper double spaced (about 250 words). Use DuFour, Fullan, Downey and Glickman as cited references.

Area 3: Fullan's Learning Capital

- 3.1 Define each of Fullan's three types of learning capital. Analyze the status of each at the case study school site. Consider intentional or unintended efforts in each of the three areas.**

Area 4: Develop A Plan for the Full Implementation of the Instructional Focus

4.1 Develop a multi-year plan to fully implement the site’s instructional focus. Consider: the four phases of change, the use of short cycle assessment, the role of peer observation, Pose two high leverage actions that would bring site practices in line with best practice. Cite these practices. Why do you think these are the most powerful leadership actions that a principal could take to leverage improved student learning?

What two actions could leaders take to improve the conditions for professional learning?

One to two sheets of paper double-spaced (about 250 words). Use DuFour, Fullan, Downey and Glickman as cited references.

COMPETENCY ASSIGNMENT THREE
Personal Learning Plan
(CAPE 5A)

Competency Assignment Three:

The candidate will develop a personal learning plan. The plan will have a specific focus and include data to monitor progress overtime. The candidate includes multiple sources of data.

Students will be provided a model for a personal self-improvement plan. The class will critique and personalize the model. Working in pairs class members will serve as thinking partners and experience a brainstorm protocol to facilitate interaction among the pairs. Each student will write a self-improvement plan including a monitoring facet.

Assignment product will be one sheet of paper with graphics and visuals to communicate the candidate's plan.

FOUNDATION ASSIGNMENTS

Foundation Assignment One: (CAPE 2C)

The candidate will participate in in-class activities/simulations to discuss and reflect upon the appropriate application of adult learning theory for quality professional development/learning activities.

Reading: Glickman Chapter 4

In table groups of four, discuss recent professional development events you have attended in the past year. What elements of adult learning theory were present? Not present? What recommendations would you make to improve these sessions?

Consider your own school's professional learning experiences. What have you learned from adult learning theory that would improve the nature of your site's staff learning? Give concrete examples.

Following Discussion: Write an analysis of recent PD you have attended or your school site's PD. Using the lens of adult learning theory, state the strengths and why these approaches work; then provide concrete suggestions founded in adult learning theory for improvements.

Foundation Task Two: (CAPE 2D)

The candidate will participate in in-class activities/simulations to discuss and reflect upon the appropriate types of mentoring /coaching in the context of an individual teacher's developmental stage.

Class will be given situations and in triads students will develop and model coaching responses. Each student will be asked to tape 4 minutes of coaching.

Foundation Task Three: (CAPEs 3B; 5C)

The candidate will participate in in-class activities/simulations to discuss and design legal, equitable and ethical procedures related to: a) recruiting, selecting, hiring, induction systems and b) evaluating, supervising, disciplining, and dismissing staff.

Class will engage a guest speaker who is an HR expert. The speaker will address the following: recruiting, selecting, hiring, induction systems AND evaluating, supervising, disciplining and dismissing staff.

Student groups will be given HR simulations. The team will create a course of action and cite appropriate Board policies. Group will present their simulation and solution at class session 7 (10 minute presentation). The presentation protocol will be:

- a. reading of the challenge
- b. sharing key board policies
- c. allowing time for group reflection
- d. Sharing the group's proposed course of action

Foundation Task Four: *(CAPE 5C)*

After hearing suggestions for dealing with difficult people, the candidate will participate in in-class activities/simulations regarding some difficult people. Groups will work on a solution for given simulations; each group will present to class.

Following full participation in discussion groups and simulations, students will write a reflection about the activity.