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

<table>
<tr><td colspan="2"><strong><em>Leadership for Diverse Communities</em></strong><br><em>Our mission is to prepare credible and relevant leaders in education.</em></td></tr>
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<tr><td colspan="2"><strong>SYLLABUS FOR EAD 272 ADVANCED CURRICULUM DESIGN & DELIVERY</strong></td></tr>
<tr><td>Fall 2016</td><td>California State University, Fresno</td></tr>
<tr><td>Course Information: Instruction will be delivered face-to-face, and through independent and group activities.</td><td>Instructor Name:</td></tr>
<tr><td>Units: 4</td><td>Office Number:</td></tr>
<tr><td>Time:</td><td>E-Mail:</td></tr>
<tr><td>Location:</td><td>Telephone:</td></tr>
<tr><td>Website: Blackboard EAD 272</td><td>Office Hours:</td></tr>
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**Course Catalogue Description**
Leadership knowledge and skills required to build and sustain aligned systems for curriculum, instruction, formative assessments and organizational learning. Development of knowledge, skills and systems central to leading improved student learning for all students and closing historic achievement gaps. Embedded fieldwork included.

**Course Description**
The big ideas of this course focus on developing the 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 21$^{st}$ century curriculum. Key concepts include:
- Effective curriculum systems 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 doesn't.
- Quality curriculum and learning are aligned with rigorous state standards and develop 21$^{st}$ 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.
- Observation protocols provide a data stream for curriculum systems improvement; these protocols include Instructional Rounds, non-judgmental peer observations, and implementation walk-throughs.

- Assessment for learning provides data to ensure that ALL students master critical standards; assessment for learning includes pre-requisite skills assessments, lesson-embedded informal feedback, formative quizzes and tasks, unit tests and benchmark assessments.

**Conditions for Learning**
This course is a foundational course in curriculum design and development in that it teaches leaders what they should be seeing related to planning curriculum, delivery of curriculum, and assessment of learning as well as how to provide leadership about what to do when students are not learning. The framework for this course is that the written (curriculum), taught (instruction) and tested (assessment) curriculum is aligned and together form an aligned curriculum system. The underlying premise of the course is that in understanding leadership through a curriculum perspective, leaders would be focusing on the concept that all students will master grade level standards; teaching strategies and learning-related actions are progressive rather than remedial in nature. Insight into effective teaching and learning is focused through the Instructional Core.
The course teaches leaders how to lead the school in matters of curriculum addressing the following four critical questions:
1. What is it we expect students to learn?
2. How will we know when students have learned it?
3. How will we respond when students don't learn?
4. How will we respond when students already know it?
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 doesn't.
The course will also give aspiring principals an analytical perspective on building an effective aligned curriculum system through the application of these five questions:
1. Does it exits?
2. Is it of quality?
3. Is it used?
4. Does it make a difference?
5. How can it be improved?
These five questions frame a leader's approach to evaluating and improving many aspects of an aligned curriculum system including curriculum programs, instructional techniques, professional development, assessment, special programs and RtI.

**Prerequisites**
The prerequisite for this course is admission to the Education Administration Program. This is the second course in the series required to earn a Master's Degree in Educational Administration.

**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.

| | |
|---|---|
| *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 by acquainting them with opportunities for continuing professional growth. |

## Required and Recommended Textbooks and Materials

**Required Text:**

Downey, C., Steffy, B., Poston, W., & English, F. (2009). *Fifty ways to close the achievement gap* (3rd ed.). Corwin Press.

Marzano, Robert (2007). The art and science of teaching. ASCD.

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

Smarter Balanced Web Site. (2015).

**Recommended Text:**

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

**Supplementary Texts**

Ainsworth, Larry & Viegut, Donald. (2006). Common formative assessment: How to connect standards-based instructional and assessment. Corwin Press.

Conzemius, Anne & O'Neill, Jan. (2014). *The Handbook for SMART School Teams* (2nd ed). Solution Tree.

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

Marzano, Robert (2006). *What works in schools: Translating research into action*. ASCD.

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

**Other Resources:**

Ainsworth, Larry. (2010). *Rigorous curriculum design: How to create curriculum units of study that align standards, instruction and assessment*. Lead and Learn Press.

Nater, Swen & Gallimore, Ronald. (2006). *You haven't taught until they have learned: John Wooden's teaching principles and practices*. Fitness Information Technology.

Jackson, Robyn. (2009). *Never work harder than your students and other principles of great teaching*. ASCD.

## 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.

**1. Development and Implementation of a Shared Vision**
*CAPE 1A: Developing a Student-Centered Vision of Teaching and Learning*
*CAPE 1C: Implementing a Vision*

**2. Instructional leadership**
*CAPE 2A: Personal and Professional Learning*
*CAPE 2B: Promoting Effective Curriculum, Instruction and Assessment*
*CAPE 2C: Supporting Teachers to Improve Instruction*

**3. Management and Learning Environment**
*CAPE 3A: Operations and Resource Management*

**5. Ethics and Integrity**
*CAPE 5A: Reflective Practice*
*CAPE 5B: Ethical Decision-Making*

**6. External Context and Policy**
*CAPE 6B: Representing and Promoting the School*

*Specific learning outcomes for the course are derived from the CAPEs; these outcomes are:*
1. The candidate will know the key attributes of CaCCSS in the English Language Arts, CaCCSS in mathematics, Next Generation Science Standards and 21$^{st}$ Century Learning. These attributes include the design structure, key attributes, instructional shifts, teaching pedagogy and assessment design
2. The candidate will have the knowledge and skills to lead the implementation of an aligned curriculum system—the written, taught and assessed curriculum—to promote the use of the adopted CaCCSS standards as the primary basis for classroom instruction and for student assessments
3. The candidate understands and can articulate the art and science of effective instruction and the research base that supports instructional choices
4. The candidate understands and can articulate appropriate formative assessment processes and the research base that supports those processes
5. The candidate will know how to interpret and apply LEA policy and practices to guide their implementation of an aligned curricular system
6. The candidate will be able to identify and explain the use of available instructional resources and technologies to improve teaching and learning
7. The candidate will be able to identify and articulate the political factors that may impact the instructional program
8. The candidate will be able to transform a variety of data into information to inform improvements in the aligned curriculum system, lesson design and instructional practices.

9. The candidate will be able to implement strategies to institute, manage, and evaluate a school change process, including facilitating the development of a data-based school growth plan
10. The candidate will be able to help teachers improve their individual professional practice through professional growth activities

**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 |

# Assignment and Examination Schedule

**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.

### Seminar Expectations
*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/](http://www.fresnostate.edu/studentaffairs/supportnet/). Or phone 559-278-8370.

## Course Examinations and Major Assignments

**EAD 272 includes 5 assignments:**
- **Competency Task One:**  Peer Observation Through Instructional Rounds
- **Competency Task Two:**  Mastery Learning & Standards Based Learning System Development
- **Competency Task Three:**  Leading a PLC/Data Team Through A Professional Learning Experience (A Video Product)
- **Competency Task Four:**  Unwrapping The Standards, and Alignment with Assessment
- **Competency Task Five:** Group Presentations for Marzano's *The Art and Science of Teaching*
- Course Content Assessment of Knowledge and Skills

### Other Exams and Assignments

**Exam.**  Candidates will complete a written exam to demonstrate understanding of important concepts and terminology related to curriculum, instruction, assessment, leadership and aligned curriculum systems.

**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.

**Additional Assignments** may include presentations, scenarios, role-playing and other assignments designed to provide practice of leadership skills, such as data analysis, reflection, planning, problem solving and decision making.

**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).
- 10% of the assignment grade will be deducted for late assignments.

| Major Assignments | Possible | Meets Standard | Not Acceptable |
|---|---|---|---|
| Competency Task 1:  Instructional Rounds | 30 | 24 | Below 24 |
| Competency Task 2:  Systems Analysis | 20 | 16 | Below 16 |
| Competency Task 3:  Professional Learning & The IC | 20 | 16 | Below 16 |
| Competency Task 4: Unwrapping Standards | 20 | 16 | Below 16 |
| Competency Task 5: Research Based Instruction | 20 | 16 | Below 16 |
| Post Assessment of Course Knowledge | 20 | 16 | Below 16 |
| *E-Portfolio* | *15* | *Pass* | *Not Pass* |
| Participation (Attendance, discussion & engagement) | 35 | 28 | Below 28 |
| TOTAL POINTS POSSIBLE | 180 | 152 | Below 144 |

# 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:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- 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). 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).

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

**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 *and* Assignments Due |
|---------|---------------|-----------------------------------------------|
|         |               |                                               |
|         |               |                                               |
|         |               |                                               |
|         |               |                                               |
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<center>**COMPETENCY TASK ONE**</center>

<center>**Embedded Fieldwork**
**Peer Observation Through Instructional Rounds**
**A Schoolwide Systems Approach to Improving Teaching and Learning**</center>

**Protocol:**

**Observations:**

With designated team, visit 6 – 8 classrooms (15 - 20 minutes – see schedule) and collect *fine grain* data.

- What are the teachers saying and doing?
- What are the students saying and doing?
- What is the task?

**Debrief:**

Remain in teams.

**On your own (about 10 minutes)**

1. Read through your notes.
2. Put a star next to pieces of evidence that seem relevant to the school focus.
3. Select approximately 5 -10 pieces of evidence.  Write each on a sticky note.

**With your small group**

4. Share evidence of each classroom you visited.  Help each other stay in the descriptive voice. What did you see/hear?  What makes you think that?
5. On chart paper, group the evidence in ways that make sense to you.  Single pieces of evidence can be a "group".  If a piece of evidence belongs in more than one group, copy it onto multiple sticky notes.
6. Label your groupings.
7. Identify patterns.
8. Identify other relevant or important evidence.
9. Write summary statements that reflect the trends on the chart paper.

**Prediction**

The goal of this step is to connect thinking and learning.
If you were a student at this school and you did everything you were expected to do, what would you know and be able to do?

**Central Questions**

What causes the learning we want to see?
What specific teaching, kinds of tasks, forms of student engagement lead to powerful learning for students?

1. On your own, predict student learning and record on a post-it.
2. Share individual predictions, (Round Robin) everyone shares his/her prediction.
3. Record the group's prediction on chart paper.

**Next Level of Focus**

The next level of focus involves a group discussion about an adult learning plan that the faculty could consider. This aspect of the work is enhanced if the principal, leadership team members or teachers can participate.

Group members think together about a future adult learning plan.

**Individual Write – Up** (2- 3 pages)
**Description of School and Instructional Focus/Problem of Practice:** Write a brief description of the school context (demographic, district, etc.) and include the instructional focus/problem of practice.

**Evidence:** Write 5– 7 pieces of evidence relevant to the school focus/problem of practice.

**Trend Summary Statements:** Write three to five summary statements of the trends identified based on the evidence/data collected.

**Prediction:** Based on the evidence and the identified trends, write at least two predictions responding to the question, "If you were a student at this school and you did everything you were expected to do, what would you know and be able to do?

**Next Level of Work:** Reflect on the school's instructional focus/problem of practice and their past and current professional development, write a sequence of actions for the school to consider as their next level of work (immediate, short term, and long term) to support the acceleration of student learning and the education of every student to a high level.

**Task 1: Professional Development Activity**:  Design a staff meeting that includes an introduction of the rounds process, an explanation of the Instructional Core and how rounds can be used as part of a school growth plan. This task should include an agenda, multimedia presentation (Prezi, power point or other) and script of how this activity would be implemented in the professional learning context of a school site.

**Task 2: Messaging and Communication:** How would you message and communicate the Instructional Rounds process to the school's community? Write a newsletter article or communication for the school's stakeholders that includes core messages regarding Instructional Rounds such as:  What is it and what isn't it?  What is the purpose(s) of Rounds? Why use Rounds? What are the intended outcomes of using Rounds?

**Reflection:** Reflect on your knowledge and the use of the Instructional Rounds process; write a 1-2 page reflection addressing the following areas:

> ➢ What is the value of the Instructional Rounds process?
> ➢ What are the candidate's (your) significant learning and key insights?
> ➢ Explain why this information, insight and/or learning will be important to you as a leader. What implications does this information, insight and/or learning have for you as a leader?

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**COMPETENCY ASSIGNMENT TWO**
**Embedded Fieldwork**
**Standards Based Learning System Gap Analysis-Lemon Tree Unified**

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**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.

Lemon Tree Unified (LTU) has implemented a standards based learning system. This assignment will focus on evidence related to Standard Four in Downey and supplemental materials that help define a standards based learning system that incorporates a mastery learning approach.

For this assignment students will engage in a gap analysis by doing the following:
1. Read Standard Four in Downey and supplemental texts provided. Pay careful attention to the flow chart on page 145.
2. For each of the 7 strategies, and the graphic on page 145, think about the current state described in Lemon Tree Unified in relationship to the implementation of a standards based curriculum system.
3. For each strategy determine if the implementation is adequate or inadequate, and point to the evidence in the Lemon Tree documents and detailed information of key stakeholders (Director of Assessment, Curriculum & Instruction Assistant Superintendent and principal) to collect evidence to support your position. Document analysis will be conducted during the course of the semester to help students build their case when describing Lemon Tree's system implementation.

*Written Comparison and Reflection:* (5-8 pages)
**Comparison and Reflection** (3-4 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 the Lemon Tree documents such as the: District Board Policy on Curriculum, Curriculum Guides, Scope and Sequence, Assessment Plan and participate in District/Site (mock) interviews of key personal to help clarify the District goals. Use data gathered to analyze the quality of the LTD implementation, execute a gap analysis, while contemplating 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?

**Action Plan** (1-2 pages): Identify and discuss the action steps you have identified to move the current program closer to the ideal over the next three years as the principal of a school within Lemon Tree Unified.
1. Be specific regarding practices you consider to be essential and explain why. Include the *order* you would implement your identified component.

2. For the strategies shown to be adequate, support your finding with at least one evidence source from the various documents/interviews provided for Lemon Tree Unified.
3. For those strategies found to be inadequate, state what steps will need to be taken to address this strategy and bring the system to adequacy for that strategy.

**Reflection and Rationale** (1-2 pages):
➢ Yes/No Why? A principal or school site leader should use a systems approach to curriculum design and implementation.
➢ 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?
➢ 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?

<p style="text-align:center;"><u>**COMPETENCY ASSIGNMENT THREE**</u><br>**Embedded Fieldwork**<br>**Conduct a Professional Learning Event Addressing the Instructional Core**</p>

**Protocol(s):** Two students will partner to implement the following task.
Explain the Instructional Core to a Professional Learning Community.  Deepen participants' learning by having the teachers read the Fran and Kevin Case Study and apply elements of the case study to the Instructional Core Model.

**Video Record and Narration**:  Using a cell phone, iPad or similar technology, video the professional learning seminar presentation.  Model self-reflection in your presentation. Choose the best 5-10 minutes of the video to showcase your learning. Analyze this segment of the video and provide a narration for the instructor of which parts of the video indicate your competency at providing professional learning. State in the narration what you had planned to do, what you actually did and why it was important for the participants' learning. Video will be placed in the Pathbrite Portfolio and will be placed in the Program Portfolio at the end of the course.

**YOUR WRITTEN ASSIGNMENT:  2 to 3 pages (double spaced)**
**Summarize the process**
- Discuss the overall design and delivery of the professional learning seminar
- Discuss the strengths of the presentation; discuss your learning as a presenting team and how you might improve the activity for future presentations.
- How did the PLC members evaluate the process and resulting products?  Discuss the teachers' new learnings and evaluation of the overall experience.  Document this discussion with survey or anecdotal data.

**Reflect on the process.**
- Link this activity to your reading in this course.
- What value was this activity?
- What leadership lessons did you derive from this experience?

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**COMPETENCY TASK 4**
**Unwrapping the Standards**

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**Protocol**

        The focus of one class will be unwrapping standards. During the session the instructor will model the unwrapping process for a current ELA California Common Core Standard. The whole group will replicate the process in a guided practice activity again unwrapping one current California Common Core Standard while showing the grade level progression of the chosen standard.

        During independent practice the class will be divided into groups. Each group will be given one standard to unwrap. Elementary staff will focus on an ELA standard. Secondary staff will focus on an ELA, math or literacy standard to upwrap.

        Finally, students will be assigned a math standard or an ELA standard that is relevant to their current work. For homework, each student will unwrap one ELA Content Standard or one other content area Common Core Standard. At the conclusion of this unit of study on unwrapping standards, each student will **have unwrapped three standards** (one in guided practice, one in group work and one for homework). The unwrapping documents will be completed for each of the three standards. These will be submitted to the instructor along with a written reflection described in detail below.

**Unwrapping the Standard**
For each standard the students will use the graphic organizer provided by the instructor. The graphic organizer will include the following:
- State the standard
- Identify the Tier II and Tier III vocabulary for the standard.
- What task would you have students perform to validate grade level mastery of this standard at DOK 2 & DOK 3?
- Describe the student work product for this standard at DOK 2 & 3 level.
- In your small group design a short cycle assessment addressing the unwrapped standard.

**Written Reflection**
Write a 1 page reflection addressing the following questions:
- What is the value of this process?
- How would you use this knowledge to improve teaching and learning at a school site?
- Respond to this question from three perspectives: a teacher-leader, an assistant principal (learning director, vice principal) and the principal.

# COMPETENCY TASK 5
## The Art and Science of Teaching

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 Art and Science of Teaching, gives educators a research-based foundation for best instructional practices.

For this assignment, students will be divided into groups. Each group will be assigned one chapter of the text. The group will convene to develop the following:
1. A pictorial or graphic representation of important ideas in the chapter to be used as a handout for your classmates.
2. A one page single spaced summary linking Hattie's work in *Visible learning: A synthesis of over 800 meta-analyses relating to achievement* to the techniques presented in this chapter.
3. A demonstration and written summary of at least one technique discussed in the chapter and expand on why you chose it.
- Each group member will be assigned a specific task.
- Group reports will be delivered and video-taped in class.
- Each student will complete an individual reflection.

**Reflection**
- What are the leadership take aways 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?