CALIFORNIA STATE UNIVERSITY **LONG BEACH**
EDUCATIONAL LEADERSHIP DEPARTMENT

College of Education Vision:
Equity & Excellence in Education
College of Education Mission:
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDAD 655B Instructional Leadership: Leading Professional Learning and School Improvement
Fall 2020
Tuesday 5:45PM - 8:30PM
Aug 25, 2020-Dec 8, 2020

"When historians pick up their pens to write the story of the 21st century, let them say that it was your generation who laid down the heavy burdens of hate at last and that peace finally triumphed over violence, aggression and war. So I say to you, walk with the wind, brothers and sisters, and let the spirit of peace and the power of everlasting love be your guide."
John Lewis
July 17, 2020

Instructor

Dr. Charles L. Slater
Office Hours by appointment: send an email to the instructor with a suggested date and time. I will respond with a zoom link.
Email charles.slater@csulb.edu
Vita https://www.csulb.edu/educational-leadership/page/charles-slater

Course Description

This course examines the role of a school leader in facilitating professional learning and communities of practice for continuous school improvement. Prerequisite: Admission to the Educational Administration program or consent of instructor. Letter Grade: A-F.

Student Learning Outcomes (SLOs)

The following student learning outcomes are derived from the California Administrator Performance Expectations (CAPEs). By the end of this course, students will be able to:

1. Create a plan to engage school staff in sharing school data, including student achievement data, to assess instructional strengths and needs in order to guide updates, revisions, and the allocation of resources to support the school's goals (CAPE 1C.1, 2C.4)
2. Explain the use of collaborative strategies in leading teachers to identify and use instructional best practices that address the range of TK-12 students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs (CAPE 5A.3)
3. Use adult learning theory and state-adopted professional standards (e.g., CAPEs, CPSEL, and CSTP) to design, facilitate, and implement various strategies to guide professional learning that support staff members in reflecting on and improving their practice (CAPE 2C.1, 2C.2)
4. Create a plan for building a comprehensive and coherent system of professional learning focused on reaching equitable access to learning opportunities, resources, and positive outcomes for all students (CAPE 2C.3)
5. Facilitate discussions among staff about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and student well-being (CAPE 6A.3)

Required Text and Materials

Aguilar, E. (2016). *The art of coaching teams: Building resilient communities that transform schools.* San Francisco: Jossey-Bass.

California Commission on Teacher Credentialing. (2020). *CalAPA Program Guide.* Sacramento, CA: CCTC
-posted on Beach Board

California Commission on Teacher Credentialing (2020). *CalAPA Performance Assessment Guide: Leadership Cycle 2: Promoting Communities of Practice*. Sacramento, CA: CCTC.
-posted on Beach Board

Recommended Texts

DuFour, R. DuFour, R. and Eaker, R. (2008). *Revisiting professional learning communities at work.* Bloomington, IN: Solution Tree Press.

Wagner, T. & Kegan R. (2006). *Change leadership: A practical guide to transforming our schools.* New York: Jossey-Bass.

Frattura, E. M., & Capper, C. A. (2007). *Leading for social justice: Transforming schools for all learners*. Corwin Press.

Mode of Delivery and Technical Requirements
This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on BeachBoard and are required to participate in synchronous class meetings via Zoom. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.
To access this course on BeachBoard and Zoom, students will need access to the Internet and an up-to-date, supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to http://get.adobe.com/reader/.
If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk.
The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication
We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. It is best to contact me by email to arrange a time to meet or to ask questions.

Course Evaluation Components and Grading

Assignments 1-4: Facilitating Communities of Practice Pass/Fail (Signature Assignment)

Students will complete a series of steps in leading a community of practice that mirrors Cycle 2 of the CalAPA. You are encouraged to follow up on your school improvement plan analysis from EDAD 655A. You may form a new group of three to four teachers and staff in your school or you may use your participation in an ongoing community of practice. Consider your equity gap analysis in EDAD 655A as well as issues of social justice. The project should be manageable enough to be carried out in the time allotted.

Each assignment is due on the date indicated and should be posted on Beach Board. The instructor will not grade the project or give feedback because the project is being submitted as part of CalAPA. However, it must be submitted on time for credit. Points will be deducted for late or incomplete assignments. You will need to contact your principal for advice, consent, and support to carry out this project. The instructor will write a letter for you to give to your principal introducing the assignment as part of the CalAPA requirements.

Assignment 1: Investigate	**Bullet Response using Template**	**Due 9-1-20**	**5 points**
	Written Narrative (five pages)	**Due 9-8-20**	**10 points**

See Rubrics in the Performance Assessment Guide

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)

Assignment 2 Plan	**Bullet Response using Template**	**Due 9-15-20**	**5 points**
	Planning Meeting Agenda	**Due 9-22-20**	**5 points**
	Meeting Minutes	**Due 9-29-20**	**5 points**
	Written Narrative (4 pages)	**Due 10-6-20**	**10 points**

See Rubrics in the Performance Assessment Guide

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 of practice to support student learning and/or well-being.
4. Record minutes during the meeting, describing what was discussed and next steps.

- **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

Assignment 3 Act: (3 videos)

Students will share video recording in breakout groups.

Video 1 (no more than five minutes) **Due 10-13-20 5 points**

Developing or Reviewing Shared Norms and Meeting Purpose

Post to Beach Board: agenda, minutes, key collaborative work products, and link to video.

Video 2 (no more than five minutes) **Due 10-20-20 5 points**

Documenting Agreements and Decisions
Building Consensus
Maintaining Focus and Energy

Post to Beach Board: agenda, minutes, and key collaborative work products

Video 3 (no more than five minutes) **Due 10-27-20 5 points**

Monitoring for Progress and Next Steps

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)

Assignment 4 Reflect	**Reflection Outline**	**Due 11-3-20**	**5 points**
	Reflection Narrative	**Due 11-10-20**	**10 points**

See Step 4 Rubric in the Performance Assessment Guide

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.
Reflective Narrative (no more than 4 pages of written or no more than 5 minutes of video explanation)

Confirmation: Pass/Fail **Due 11-19-20**

Submit copy of confirmation that Cycle 2 was submitted to the state.
The Educational Leadership Department will pay for your registration during fall 2020.
Results report December 10, 2020

Assignment #6 Text Jigsaw **Due as assigned** **30 points**
Work in pairs. Choose one of the chapters from the assigned text.
Read the chapter and provide a brief and engaging report to the class (20 minutes). Include a one-page handout.
Connect your chapter to the assignments above.
Address the following:

Summary of chapter
Knowledge, skills, and attitudes important for school administrators
Relevance to Professional Learning Communities

Application to your school and problem of practice

Criteria for evaluation

Engaging report to class (5)
Clear summary of key points of chapter (5)
Indication of knowledge, skills and attitudes that administrators need (5)
Connection to assignments regarding professional learning communities (10)
Relevant application to school setting (5)

Course Grading

Late work will not be accepted without prior approval from the instructor.

For written assignments, graduate level work is expected, including attention to APA style, correct grammar, spelling, and punctuation.

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Course Policies & Requirements

Attendance and Participation

Students are expected to come to class on time and be prepared to participate. The online format of the class makes attendance at every class crucial. However, work, family commitments, and health sometimes make absences unavoidable.

Absence from one class will require a written report on each of the areas missed. The report is due one week after the missed class. Students are encouraged to help each other by sharing information. Absence of more than one class will result in the reduction of one course grade.

Late Work/Make-up Policy

Any extension of deadlines for assignments must be approved by the instructor in advance. Late assignments will result in reduced points.

Plagiarism/Academic Integrity Policy

Approved August 20, 2020

We expect that all dissertation-related material is your actual work. Your proposal and final dissertation, along with all related documents, are also expected to reflect your own work and ideas, and be properly documented according to accepted scholarly standards (see APA 6th edition and University Guidelines).

The University Catalog defines plagiarism as: "…the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source." The concept of academic

honesty includes receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per university policy.

Self-Plagiarism

The following policy has been adopted by the EDD program faculty to guide student practice regarding the repeated use of previously submitted student work (often referred to as "self-plagiarism"). It acknowledges that doctoral study is a developmental process, where students can and should develop their work over time across multiple courses. This often means that students have the opportunity to draw on work submitted for prior courses in completing new assignments and projects, or in completing their dissertations. It recognizes that the research and writing processes are iterative, cumulative and dynamic. This policy does not supersede the University Policy on Cheating and Plagiarism, found here:

- If students wish to use any portion of prior work in an assignment, they should consult with the instructor(s) in advance so that the instructor can approve the plan and can give proper guidance on developing the work *and* meeting the expectations of the assignment.
- Any work submitted which draws upon or uses prior coursework (at any level) or culminating experiences (e.g., thesis) should:
    - be used in a way that clearly revises, extends, or develops the original work:
    - be acknowledged (either through a citation or a footnote) appropriately, whether the work has been published (including thesis) or done as a class assignment (this includes group work, so credit is given to all authors);
    - fulfill the requirements of the assignment for a course.
- Instructors will use TurnItIn (or other related software) for course assignments.
- Any allegations of plagiarism or cheating will be resolved through the normal University protocols.

To ensure academic integrity, we will use **Turnitin** to compare your work with multiple sources. The software will report a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, we make that judgment. We encourage you to use it yourself, as a means of checking your work and preventing plagiarism. Avoid plagiarism by:

- Reviewing the University policy
- Learning about the principles of paraphrasing

University Withdrawal Policy [Required]

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on Dropping and Withdrawal for more detailed information.

Special Needs Accommodations [Required]
Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Additional Information

Student Support Services
[*This is an optional section of the syllabus, and the sample text below may be adapted as needed*.]

The Division of Student Affairs has prepared a helpful guide, Student Resources During COVID-19. A full list of student support services is also available on the Programs and Services website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

The university has a website where students can request laptops and hotspots: https://bit.ly/CSULB_LHL.

Sexual Assault, Rape, Dating/Domestic Violence, & Stalking
Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at https://www.csulb.edu/equity-diversity/title-ix or contacting the Office of Equity & Diversity at OED@csulb.edu.

Class Session Topics and Assigned Readings
The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

Date	Topic	**Due Dates**

August 25	Introductions Overview of Syllabus *The Art of Coaching Teams: Building Resilient Communities that Transform Schools* by Elena Aguilar Creating norms activity (See Chapter 5) *CalAPA Performance Assessment Guide: Leadership Cycle 2: Promoting Communities of Practice* Sign up for jigsaw of text (google doc) Form Critical Friend Groups of three (google doc) Assignment by instructor or individual preference Participation in study of coaching **Instructor overview of Step 1: Investigate** Review Rubric and generate examples Review samples	
Sept. 1	6:00 pm Cody Arnold, Zoom Recording Student-centered learning and well-being *CalAPA Program Guide,* p. 10 Refining a Vision: Chapter 1 of Aguilar Critical Friend Groups/Writing laboratory	**Investigate** Bullet Response using template
Sept 8	Equity driven leadership, *CalAPA Program Guide,* p. 11 Knowing Ourselves as Leaders: Chapter 2 of Aguilar **Instructor Overview of Step 2: Plan** Review of rubric and generate examples Critical Friend Groups/Writing laboratory	**Investigate** Written Narrative (five pages) Register for CalAPA Cycle 2 (Paid by EDLD Dept.)
Sept 15	*Culture and Context, CalAPA Program Guide,* p. 12 Creating a Culture of Trust: Chapter 3 of Aguilar Critical Friend Groups/Writing laboratory	**Plan** Bullet Response using Template

Sept 22	*Data Driven Decision Making, CalAPA Program Guide*, p. 12-14 Defining Purpose, Process and Product: Chapter 4 of Aguilar Critical Friend Groups/Writing laboratory	**Plan** Meeting Agenda
Sept. 29	*Collaborative Leadership, CalAPA Program Guide,* p. 14 Laying a Foundation for Trust: Chapter 5 of Aguilar Critical Friend Groups/Writing laboratory	**Plan** Meeting Minutes
Oct. 6	*Reflective Practitioners CalAPA Program Guide,* p. 15 **Instructor Overview of Act** Review of rubric and generate examples Review sample Developing the Emotional Intelligence of a Team: Chapter 6 of Aguilar Critical Friend Groups/Writing laboratory	**Plan** Written Narrative
Oct. 13	Sample video *Bias and Deficit Thinking CalAPA Program Guide*, p. 16 Cultivating Healthy Communication: Chapter 7 of Aguilar Critical Friend Groups /Writing laboratory	**Act:** Video 1 Agenda Minutes Work products
Oct. 20	Sample Video *Multi-tiered System of Support CalAPA Program Guide, p. 17* Making Good Decisions: Chapter 8 of Aguilar Critical Friend Groups /Writing laboratory	**Act:** Video 2 Agenda Minutes Work products
Oct. 27	Sample Video **Instructor Overview of Reflect** Review of rubric and generate examples *Adult Learning Theory, CalAPA Program Guide: p. 18* Supporting Adult Learners: Chapter 9 of Aguilar Critical Friend Groups /Writing laboratory	**Act:** Video 3 Agenda Minutes Work products
Nov. 3	*CalAPA Program Guide* Orchestrating Meaningful Meeting: Chapter 10 of Aguilar Critical Friend Groups/Writing laboratory	**Reflect** Bullet Response using template
Nov. 10	*CalAPA Program Guide* Setting the Stage for Artful Meetings: Chapter 11 of Aguilar	**Reflect** Reflection Narrative

	Critical Friend Groups/Writing laboratory	
Nov. 17	*CalAPA Program Guide* Navigating Conflict: Chapter 12 of Aguilar Critical Friend Groups/Writing laboratory	
Nov. 19		Submit Cycle 2 to the CTC Submit confirmation to instructor
Nov. 24	"Professional Development of Administrators in Spain and the United States: Feedback, Coaching, and Reflection" Assessing Organizational Conditions: Chapter 13 of Aguilar Critical Friend Groups/Writing laboratory	
Nov. 25	Thanksgiving	
Dec. 1	Social Justice and leading for learning "What does it mean to be an educated person?" Exercise: Rank-order the capacities. Slater (2005) http://sparkaction.org/node/30984	
Dec. 8	Evaluation, reflection, and celebration	

What are PLC's?
https://www.youtube.com/watch?v=QvDA5gVYg4M

Learning for the Future

https://www.youtube.com/watch?v=ZgTpE1JH_XY

The Art of Building Equitable Schools, Elena Aguilar

https://www.youtube.com/watch?v=3TN9TJbu7l0

Bibliography for 655C

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Boudett, K.P., City, E.A., Murnane, R.J. (Eds.). (2013). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge: Harvard Education

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Drago-Severson, E. (2009). *Leading adult learning: supporting adult development in our schools.* Thousand Oaks, CA: Corwin Press.

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DuFour, R., & Marzano, R.J. (2011). *Leaders of Learning: How district, school, and classroom leaders improve student achievement*. Bloomington IN: Solution Tree Press.

Elmore, R. F. (2002). *Bridging the gap between standards and achievement: The Imperative for professional development in education*. Washington, D.C.: Albert Shanker Institute.

Fink, S., & Markholt, A. (2011). *Leading for instructional improvement: How successful leaders develop teaching and learning expertise*. San Francisco, CA: John Wiley & Sons.

Fullan, M., & Quinn, J. (2015). *Coherence: The right drivers in action for schools, districts, and systems.* Thousand Oaks, CA: Corwin.

Fullan, M. (2017*). Indelible leadership: Always leave them learning.* Thousand Oaks, CA: Corwin.

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Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

Glatthorn, A. A., Jailall, J. M., & Jailall, J. K. (2016). *The principal as curriculum leader: Shaping what is taught and tested*. Corwin Press.

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tacticsfor changing your organization and the world.* Boston, MA: Harvard Business Review Press.

Hord, S.M., & Sommers, W.A. (Eds.) (2007). *Leading professional learning communities: Voices from research and practice*. Thousand Oaks, CA: Corwin Press.

Kegan, R., & Lahey, L. L. (2001). *How the way we talk can change the way we work: Seven languages for transformation*. John Wiley & Sons.

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