CALIFORNIA STATE UNIVERSITY
LONG BEACH
Educational Leadership

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 655A Instructional Leadership and Assessment

Spring 2021

Educational Administration

Course Information

Instructor: Dr. Maiyoua Vang	**Email**: maiyoua.vang@csulb.edu
Virtual Office Hours Days/Times: Th 1-4 pm, and by appointment	**Office Hours Zoom Link:** **https://csulb.zoom.us/j/84779850753**
Class Days/Times: Thursdays per class schedule, 5:45 pm – 8:30 pm	**Class Zoom Link**: https://csulb.zoom.us/j/81102628805

Catalog Course Description

Examines leadership of curriculum and instruction, especially the role of leaders in moving forward equitable best practices in an era of accountability. Heavy emphasis on using data to identify equity gaps and meeting the needs of diverse learners. Prerequisite: Admission to the Educational Administration program or consent of instructor. Letter Grade: A-F.

Course Student Learning Outcomes and Goals

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. Examine theoretical perspectives of curriculum and their impact on the development, implementation, and evaluation of curriculum in the context of the school in the 21st century

2. Collect, analyze, and use multiple sources of school data to determine, through ongoing monitoring, whether the school is accomplishing its mission and vision, and to propose best practices to address achievement and opportunity gaps (CAPE 1A.2, 1C.3)

3. Demonstrate understanding of how to support and promote effective instruction and a range of instructional methods, support practices that address the diverse educational needs of all students, and maintain high learning expectations for all students (CAPE 2B.2, 2B.3)

4. Use knowledge of TK-12 student academic content standards and appropriate instructional practices to lead curriculum and instruction (CAPE 2D.1)

5. Recognize personal and institutional biases, inequities, and discriminatory practices within the education system and the school site that can negatively impact staff and student safety and performance and address these biases through culturally responsive, positive restorative strategies that address diverse student needs (CAPE 3C.2, 3C.3)

6. Recognize any possible institutional barriers to student learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination (CAPE 5B.1)

7. Explain how the school is part of larger district, state, federal, and global contexts that is influenced by political, social, economic, legal, and cultural factors related to curriculum, instruction, and accountability (CAPE 6A.1)

Required Course Materials:

Frattura, E.M., & Capper, C.A. (2007). *Leading for social justice: Transforming schools for all learners.* Thousand Oaks, CA: Corwin Press. *(Note: this is an anchor text for the program that students will have already purchased in their first semester and will cover Chapters 4, 8-10 in this course)*
Gay, G. (2018). *Culturally responsive teaching: Theory, practice, and research* (3rd ed.). New York, NY: Teachers College Press.
Glatthorn, A.A., Jailall, J.M., & Jailall, J.K. (2017). *The principal as curriculum leader*. Thousand Oaks, CA: Corwin.
Note: The instructor reserves the right to assign supplementary readings. Please check BeachBoard regularly.

Educational Leadership Research Guide: https://csulb.libguides.com/edlead

American Psychological Association. *(2020). Publication manual of the American Psychological Association (7th ed.)*

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 a 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 site. 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. 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 provides a variety of technology resources to students.

Course Communication and Zoom Etiquette

* *Note: Per University-wide policy, instructor will send information via your University email account only. This email address will also be used in BeachBoard for course communications.*

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. Students should also review the Office of Student Conduct and Ethical Development's Zoom Etiquette for Students @ the Beach.

Course Requirements and Grading

Attendance*

> ***NOTE: Candidates who fail to attend scheduled sessions and/or to submit assignments on time do so knowing that they hold responsibility for negatively impacting not only their grade for this course, but the timeliness of their Cycle 1 submission to CTC Pearson.**

Perfect attendance, punctuality and adherence to class hours, observance of class norms for participation, and thorough preparation for class are integral components of the learning process and expectations of this EDAD course. Course readings need to be completed prior to class, and assignments must be completed and submitted on time. All written assignments must adhere to APA format.

Candidates are to be on time, present, and actively engaged in the course work during each class session. For detailed explanation of attendance and classroom expectations, please see Attendance and classroom participation requirements under the Course Assignments section of this syllabus.

Respecting Colleagues

Please turn off your phone and any other devices that make noise or buzz enough to hear in the room. Disruptive behaviors such as text messaging, reading/sending e-mail, surfing the Internet, talking during lectures/discussions are rude. Please leave the room to take an important call instead of texting during class. As professionals, we will communicate with each other in a professional manner. We may feel passionately about certain issues; however, passion is no substitute for facts and logical reasoning. Ad hominem remarks or disparaging comments about gender, race/ethnicity, religion, sexual orientation, and/or other sensitive issues are not acceptable. Respectful discourse is always expected.

Academic Honesty

Students who engage in academic dishonesty (i.e., plagiarism, receiving improper assistance, cheating) are in violation of university policy. If you have any doubt about what constitutes academic dishonesty, please speak with the instructor before turning in your assignments.

Academic Writing

The ability to communicate clearly and thoroughly in writing is an essential skill for any administrator or researcher. The instructor places a great deal of emphasis on this skill in this course. All work must be edited and demonstrate your best thinking, organization, and writing.

Writing is a process. No one produces a final draft in one sitting. Therefore, you are strongly encouraged to begin writing all assignments early and allow yourself plenty of time to get any additional support you may need (e.g., the Writing Center, peers) and go through the revision process. You should never submit your first draft as a final assignment. As you review and revise your work, ask yourself these questions:
o   Does my paper contain all elements of the assignment? Is all the content there and is it clear, easy to understand?
o   Is my paper coherent? Does it flow, with connections and transitions between paragraphs and sections? (Does it "hang together"?)
o   How are the mechanics, spelling and grammar in the paper? Have I proofread for typos, extra spaces, misspelled words, etc.?
o   What is the similarity percentage in my Turn It In originality report? Have I properly cited all sources? Have I only used direct quotations where absolutely necessary?

Graduate level writing and APA formatting is expected on all assignments. Please type all papers and use correct grammar, spelling, and punctuation. Properly cite sources using APA format (7th ed.). Your grade will be affected if more than a rare editing issue is present. **The instructor may stop reading any assignment that has multiple errors within the first two pages (without grading it) and return it to you for editing.**

BeachBoard

The syllabus, readings, and electronic versions of course documents, and other relevant material will be posted on BeachBoard. The instructor will post announcements on BeachBoard and use the Grades function. You should check BeachBoard regularly for announcements and materials. All assignments must be submitted by the due date to the Dropbox on BeachBoard.

Email

Outside of class lecture and office hours, the instructor uses email as an official form of notification. Please make sure that you check your official CSULB email regularly. **Again, Per University policy, all official course communications must come through your CSULB email address**

COURSE ASSIGNMENTS

1. Mini-paper on Equity and Achievement (20 points)
(SLO 5. 6, 7)
Peruse the CA data dashboard as well as local sources of data for your own school site and identify an emerging or significant equity issue (e.g., dropout rates, suspension rates, attendance/truancy rates, disproportionately low pass rates for marginalized student populations on state achievement tests, etc...) that impacts student achievement. Conduct a mini-analysis of your equity issue and using course readings and relevant scholarly literature, discuss implications as well as proposed potential solutions.
Your paper should be clear and concise, with three parts:
  I.   Brief Description of Equity Issue (1 page)
  II.   Implications (1 page)
  III. Potential Solutions (1-2 pages)
Paper Length 6-7 pages (page count inclusive of title page, abstract page, and references page). APA 7th style guide required. See Handout.
Due: February 4, 2021, to BB by 5:45 pm

2. Analyzing Data to Inform School Improvement and Promote Equity Case Study* (30 points)
(Signature Assignment)
(SLO 2, 3, 4, 6)
*This assignment aligns to Cycle 1 of the CalAPA. The 4 steps mirror the 4 steps in the CalAPA.
Students will complete a series of steps in an equity gap analysis that mirrors Cycle 1 of the CalAPA.

■ **Step 1 (Investigate):** Examine trend data from your school to select an area of interest related to student learning and/or well-being. Analyze the quantitative data and identify a focus area where gaps/inequities emerge. Identify sources of qualitative data and collect qualitative data to further investigate the focus area.
■ **Step 2 (Plan):** Conduct an equity gap analysis within your chosen area. Define the equity gap by identifying the student group(s) affect and the services, resources, and/or outcomes within which there are gaps. Write a problem statement culminating from the data collection and analysis that defines an area of educational need.
■ **Step 3 (Act):** Based on the data analysis in Steps 1 and 2, develop at least three potential strategies for equitable school improvement related to student achievement and/or well-being (e.g., curriculum, instruction, inclusion, engagement, professional development, and/or assessment practices…).
■ **Step 4 (Reflect):** Critically reflect on your leadership capacity in this project on data analysis and planning for equitable school improvement.
In addition to your cycle submission, be prepared to share a 5 minute "Ignite" PowerPoint presentation of your case study with the class on May 6, 2021. Directions will be provided.

Deadline: Upload Cycle 1 submission by April 29, 2021, 5:45 pm to BB for instructor to review. Failure to submit on time will negatively impact your points on this assignment as well as your timely submission to CTC-Pearson. (30 points)

Submit to CTC-Pearson by May 20, 2021, 11:59 pm PST to receive results on June 10, 2021.

3. Culturally Relevant/Responsive Leadership Assignment (20 points)
(SLO 3, 4, 5, 6)

Choose one chapter from Geneva Gay's (2018) foundational text *Culturally Responsive Teaching* to read. Critically reflect on how the content presented impacts your role as an aspiring school leader. In other words, communicate salient points you learned from your chapter, and discuss how that knowledge will inform you as you lead for equity.

 For your reflection piece, you may upload to BB one of the following:
1. 5 minute video presentation (example: PPT with voice recording embedded, video accessed via youtube link, etc...). In your presentation, you must mention at least one scholarly article ASIDE from Gay's chapter that proved instructive to your understanding of culturally responsive leadership.
2. 1-2 page written reflection. In your written reflection, you must mention at least one scholarly article ASIDE from Gay's chapter that proved instructive to your understanding of culturally responsive leadership.

Due: May 6, 2021 to BB by 5:45 pm. No 'penalty-free' extensions will be given.

4. Mini-Curriculum Analysis (10 points)
(SLO 1, 3, 4, 5, 6)

Select a curriculum that is familiar to you. Respond to a series of questions to write a brief written summary of the curriculum, tell the story of the curriculum, evaluate the curriculum, and put it in a leadership context. To do this, address each of the following:
□ **Question #1: Curriculum**
Briefly describe the curriculum you have selected.
□ **Question #2: Standards**
How do the standards connect to the selected curriculum?
□ **Question #3: Assessment and Accountability**
What state and district assessments relate to this curriculum?
□ **Question #4: Story**
Tell the story of how this curriculum was adopted in the school/ district.
□ **Question #5: Curriculum Analysis**
Using course readings and supplemental sources related to curriculum analysis, create a rubric that you would use to analyze a curriculum.
□ **Question #6: Leadership Reflection**
Students will place themselves in the role of principal and discuss leadership implications

Due: May 6th, 2021, 5:45 pm to BB. Length 4-5 pages (no abstract page needed for this assignment; include title page and reference page)

5. <u>Attendance (10% ongoing)</u>: You will be expected to attend all sessions. The instructor will take attendance via ZOOM particpants' list. It is your responsibility to inform the instructor of absences via email ***in advance*.** It is your responsibility to take proactive measures (checking BeachBoard, classmates, etc.) to obtain any information missed due to an absence. All students are afforded one "pass" due to extenuating circumstances (e.g., family/medical emergency, school-related function, etc.). **Given the importance of this class to your preparation and timely completion of the CalAPA, you will incur an automatic 2 point deduction for any subsequent absences/tardies.**

6. <u>Participation** (10% ongoing)</u>: You full engagement in this class means:
In addition to your presence and engagement with others, participation <u>includes</u> <u>completing any and all</u> <u>required 'tasks' in preparation for regularly scheduled class sessions. In other words, in addition to the core</u> <u>assignments outlined above, you will be required to complete mini-'participation tasks' throughout the</u> <u>semester.</u> These might include filling in a data table, bringing in a draft of your latest cycle step to class, locating an article to share in class, etc...Of note, there will be BB folders created for these mini-participation tasks. **Failure to complete and submit items as part of assigned participation tasks will incur an automatic 2 point deduction**.

List of Required Course Assignments

Assignment	Linked to SLO	Points	Due Date
Assignment #1: **Equity & Achievement Research Paper**	5. 6, 7	20	**February 4, 2021, to BB by 5:45 pm**
Assignment #2: **Analyzing Data to Inform School Improvement and Promote Equity Case Study*** **(Signature Assignment)**	2, 3, 4, 6	30	**April 29, 2021, 5:45 pm to BB for instructor to review.** **Submit by May 20, 2021 11:59pm PST to CTC to receive results on June 10, 2021**
Assignment #3: **Culturally Relevant/Responsive Leadership Assignment**	3, 4, 5, 6	20	**May 6 2021 to BB; 5:45 pm**
Assignment #4 **Mini-Curriculum Analysis Write up**	1, 3, 4, 5, 6	10	**May 6, 2021 to BB; 5:45 pm**
Assignment #5 **Attendance**		10	**Ongoing**
Assignment #6 **Participation/Participation Tasks**		10	**Ongoing**

GRADING

In compliance with university policy, final grades will be based on at least three demonstrations of competence. Students will convey their understanding of course content and mastery of learning outcomes through their active and thoughtful engagement in classroom discussion and activities, timely submission of high quality individual/group written assignments, and professional presentation of individual/group reports.

All written assignments must adhere to APA format (7th ed.). It is expected that students will submit original work and properly cite all sources. All assignments will utilize the Turn It In feature of Dropbox which will generate an originality report.

Assessments will be weighted according to the points assigned each project, and students must submit all work by posted due dates to receive a grade for the course using the following point scale:

Grade Scale
A = 90 ó 100
B = 80 ó 89
C = 70 ó 79
D = 60 ó 69
F = below 60

LATE ASSIGNMENTS POLICY

Submit assignments by their assigned deadlines. Late Penalty: All late assignments (submitted past the deadline) will incur an automatic 25% deduction.

Example: An assignment worth 20 points that is submitted after the posted due date will incur an automatic 5 point deduction.

ATTENDANCE AND CLASS PARTICIPATION

As stated earlier, perfect attendance, punctuality and adherence to class hours, observance of class norms for participation, and thorough preparation for class are integral components of the learning process and expectations of this EDAD course. Course readings are completed prior to class, and assignments are completed and submitted on time.

Remember that you are allotted one absence. It is your responsibility to inform the instructor(s) of absences via email *in advance*. It is your responsibility to take proactive measures (checking BeachBoard, classmates, etc.) to obtain any information missed due to an absence. If you are absent from class more than once, you will incur point deductions.

University Withdrawal Policy

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

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.

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.

Additional Information

Student Support Services

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.

Support for Basic Needs

If you are having trouble affording enough food to eat, don't have a safe and reliable place to sleep, and/or experiencing an emergency or crisis we are here to help. We are the Basic Needs Program and we have emergency services and resources to assist you. To learn more about our programs and services you can visit our website at csulb.edu/basicneeds. To apply for our emergency services such as the meal assistance program, emergency grant, or emergency housing you can fill out our application at this link: https://cm.maxient.com/reportingform.php?CSULongBeach&layout_id=2 We know that not having your basic needs met can affect your performance in the classroom and we want to be here to support you and help ensure you get to your graduation day. We look forward to being of service to you.

COURSE CALENDAR*

Note: Instructor reserves the right to alter and or modify the content and scope of each class session
ALL READINGS FOR EACH SESSION TO BE COMPLETED BEFORE CLASS.

Session/ Date	Topic:	Readings to be Done in preparation for session:	Due:
#1 Jan 21	**Syllabus Review** • **Discuss CalAPA** • Introduction to Texts • Introduction to Assignments **What is Equity in the context of Education?** **Root Analysis Discussion: Structural vs. Institutional factors and the "Equity" Gap** **Preview Assignment #1 Equity Research Paper** **(See handout)** Library Research Refresher -Research Guides -Database searches **Preview Assignment #2 (Signature Assignment)** -Looking at Trend Data, Sources of Trend Data -**Participation Task for next week:** Complete Data Inventory for your school and write up a one paragraph summary of an emerging equity issue. See handout (2pts)	Article: Equity Audits: A Practical Leadership Tool (Skrla et al.)	
Session/ Date	Topic:	Readings to be Done in preparation for session:	Due:
#2 Jan 28	**Share Data Inventory task you completed; share equity issue (mini-equity paper)** **Review CalAPA Rubrics**		**Class Participation Task:** Upload to BB and bring in Data Inventory along with one paragraph write up on equity issue (2 pts)

	Small groups: Analysis/Critique of Step 1 Student Samples using Rubrics **Minilesson #1:** Identifying Emerging Trends (Quant. Data) **(Participation Task for next week:** Complete Initial Data Collection handout on various indicators of student achievement/well-being at your site—2pts)		**Reminder:** MiniPaper on Equity due to BB next Thursday (20 pts)
Session/ Date	**Topic**	**Readings to be Done in preparation for session:**	**Due**
#3 **Feb 4**	**Small and Wholegroup discussion** -- Initial Data Collection Task (i.e., Handout on Various Indicators of Student Achievement/Well-being) **Preview Assignment 2** (Signature Assignment): **Mini Lesson #2** -Conducting Preliminary Gap Analyses -Extended Data Collection Using Qualitative Inquiry **(Participation Task for next week:** Complete Extended Data Collection handout on qualitative data sources. 2pts)		**MiniPaper on Equity due to BB by 5:45 pm (20 pts)** **Class Participation Task:** Upload to BB and bring in <u>Completed Handout on Various Indicators of Student Achievement/ Well-being</u> (2 pts)
Session/ Date	**Topic:**	**Readings to be Done in preparation for session:**	**Due:**
#4 **Feb 11**	**Preview Assignment #2** (Signature Assignment) **Mini Lesson #2 continued…** -Share and discuss Extended Data Collection handouts you completed -Analyzing and Reporting findings from Extended Data Collection (qualitative)		**Class Participation Task:** Upload to BB and Bring in Completed Extended Data Collection Handout (2 pts)

	For next Class Participation Task: Draft Instruments/Protocol Guides to use for Qualitative Data Collection. Bring Drafts to class.(2 pts)		
Session/ Date	**Topic:**	**Readings to be Done in preparation for session:**	**Due:**
#5 Feb 18	**Preview Assignment #2...** -Share your Drafts of Instruments/Protocols to be used. -**Be prepared to share *preliminary* insights from your qualitative data collection in two weeks!!** -**Minilesson #3:** Summary and formal gap analysis of an equity issue	Read Student Samples of Step 1 Investigate Phase, specifically Part III Extended Data Collection and Part IV Equity Gap Analyses (see BB Content link)	**Class Participation Task:** Upload to BB and Bring in Drafts of Qualitative Instruments/ Protocol Guide (2pts)
Session/ Date	**Topic:**	**Readings to be Done in preparation for session:**	**Due:**
#6 Feb 25	**Preview Assignment #2 Minilesson #4:** Identifying Potential Causes (Structural/Institutional factors) and Drafting Problem Statements **Small group activity:** Evaluate student samples using Step 2 Rubrics **Reminder: For Class Participation Task next week, be prepared to share preliminary results from your Qualitative Data Collection (2pts)**	Read Student Samples of Step 2: Identifying Potential Causes; Problem Statements [See BB Content link]	

Session/ Date	Topic:	Readings to be Done in preparation for session:	Due:
#7 **Mar 4**	**Share Preliminary Results from Qualitative Data Collection** **Preview Assignment #2** **Minilesson #5**: Drafting an Action Plan for School Improvement -identify improvement strategies -share with stakeholders **Small group activity:** Evaluate student samples using Step 3 Rubrics	Read Student Samples of Step 3: [See BB Content link]	**Class Participation Task:** Upload to BB and Bring in Preliminary Results from Qualitative Data Collection (2pts)

Session/ Date	Topic:	Readings to be Done in preparation for session:	Due:
#8 **Mar 11**	**Preview Assignment #2** **Minilesson #6:** Writing critical reflections -building leadership capacity for school improvement **Small group activity**: Evaluate student samples using Step 4 Rubrics **Important:** Reminder to have Step 1 Drafts ready next week!!! (2pts)	Read Student Samples of Step 4: [See BB Content link]	

Session/ Date	Topic:	Readings to be Done in preparation for session:	Due:
#9 **Mar 18**	**Small group Feedback Session 1:** Go over Step 1 Drafts -Part I -Part II -Part III -Part IV	Read Rubrics for Step 1 (See Cycle 1 Guide)	**Class Participation Task:** Upload to BB and Bring in Preliminary Draft of Step 1: Investigate (2pts)

Session/ Date	Topic:	Readings to be Done in preparation for session:	Due:
#10 **Mar 25**	**Continue Small group Feedback Session from last week:** Go over Step 1 Drafts -Part I -Part II -Part III -Part IV [continue to work on steps 2, 3, & 4]		

Session/ Date	Topic:	Readings to be Done in preparation for session:	Due:
Apr 1*	**Spring Recess** (no classes)* **(*Continue working on Assignment #2…Steps 1, 2, 3, and 4. Be prepared to bring in and share your drafts of Step 2: Plan for April 8th session)**		

Session/ Date	Topic:	Readings to be Done in preparation for session:	Due:
#11 Apr 8	**Small group Feedback Session: Go over Step 2: Plan Drafts** -Part I -Part II **[Note:** In preparation for completing Step 3: Act, you must email your Plan for school improvement ('action plan') to a stakeholder (i.e., fellow teacher, vice principal/principal, parent, custodial staff, instructional coach, counselor…) for review ASAP. Take note of their feedback to help you write up Step 3.]	Read Rubrics for Step 2 (See Cycle 1 Guide)	**Class Participation Task:** Upload to BB and Bring in Preliminary Draft of Step 2: Plan (2 pts)

Session/ Date	Topic:	Readings to be Done in preparation for session:	Due:
#12 Apr 15	**Small group Feedback Session:** Go over **Step 3: Act Draft** [**Begin working on Step 4: Reflect (2pts). Have ready for next session!!**]	Read Rubrics for Step 3 (See Cycle 1 Guide)	**Class Participation Task:** Upload to BB and Bring in Preliminary Draft of Step 3: Act (2 pts)

Session/ Date	Topic:	Readings to be Done in preparation for session:	Due:
#13 Apr 22	**Small group Feedback Session** -Go over Step 4: Reflect Draft	Read Rubrics for Step 4 (See Cycle 1 Guide)	**Class Participation Task:** Upload to BB and Bring in Preliminary Draft of Step 4: Reflect **(2 pts)**

Session/ Date	Topic:	Readings to be Done in preparation for session:	Due:
#14 Apr 29	**Workshop on CalAPA Submission Requirements/Avoiding Condition Codes** **Participation Task for next week:** Prepare 3-5 minute 'Ignite' Presentation on Assignment #2 (2pts)		**Upload completed Assignment 2 (CalAPA) to Beachboard for instructor review by April 29; 5:45 pm.** -- **Reminder: Submit Final CalAPA Cycle 1 to CTC Pearson by May 20, 2021 to receive results on June 10, 2021.**
Session/ Date	**Topic:**	**Readings to be Done in preparation for session:**	**Due:**
#15 May 6	**Wrap up Semester** **Ignite Presentations** (Signature Assignment 2 case study)		**Assignment 3: Culturally Relevant Leadership Assignment Assignment 4: MiniCurriculum Analysis (Submit to BB by 5:45 pm)** -- <u>**Reminder:**</u> **Submit Final CalAPA Cycle 1 exam to CTC Pearson by May 20, 2021 @ 11:59 PST to receive results on June 10, 2021.**

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