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|  | **EDL 652:**  **Instructional Improvement and Evaluation**  *Revised: Summer 2017* |

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| **Course At-a-Glance** |

This course is designed to have students integrate the competencies developed across the leadership program in a manner which allows them to *improve instruction and evaluation*.

At the conclusion of this course, students will be able to demonstrate the application of principles and practices in assessment of teaching competency; improving instruction and evaluation, development of teaching profiles; and leadership skills in working with teachers to improve instructional strategies

The administrative services curriculum has been carefully aligned to cover the complete set of California Administrator Performance Expectations (CAPEs), Five Types of Leaderly Thinking, and help prepare students to successfully take and pass the California Administrator Performance Assessment (CalAPA).

Please review what is included in each of the tables to follow:

**Table 1:** The major cluster *California Administrator Performance*

*Expectations* (CAPEs) this course will cover, the *Five Types of Leaderly Thinking* introduced and practiced in this course, and the California Administrator Performance Assessment (CalAPA) cycle for which this course will help prepare you to take.

**Table 2** A complete listing of all indicators within the *California*

*Administrator Performance Expectations* (CAPEs).

**Table 3:** A breakdown of the course schedule with the CAPEs & *Leaderly Thinking* addressed, the agenda & success criteria, and the assignments & readings due at each session.

Please reference the course outcomes and assignments section of the syllabus to review where and how each is addressed. The CAPE course outcomes, CalAPA Cycles, and *Five Types of Leaderly Thinking* this course either introduces, practices, or assesses are shaded in Table 1.

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| **CAPEs, CalAPAs &**  **5 Types of Leaderly Thinking**  **Addressed** | **Table 1**  **California Administrator Performance Expectations (CAPEs) Addressed** | | | | | | |
| **1** | | **2** | **3** | **4** | **5** | **6** |
| Development & Implementation of a Shared Vision | | Instructional Leadership | Management and Learning Environment | Family and Community Engagement | Ethics and Integrity | External Context and Policy |
| **California Administrator Performance Assessment Cycles (CalAPA) Addressed** | | | | | | |
| Cycle 1  Analyzing Data to Inform School Improvement  CAPEs: 1, 1A1-6, 1C1-5, 5, 5A-4 | | | Cycle 2  Facilitating Communities of Practice  CAPEs: 2, 2A2, 2C2, 5, 5B | | Cycle 3  Supporting Teacher Growth  CAPEs: 2, 2D1-3, 5, 5A, 5B, 5C | |
| **5 Types of Leaderly Thinking Addressed** | | | | | | |
| Systems Thinking | A *Systems* Thinkingleader must have the ability to (1) conceptualize schools as complex organizations comprised of a network of dynamic and interdependent thinking components, (2) pursue school change and improvement through *systemic* change and capacity building, and (3) create and articulate a shared vision of a school as a place where students are empowered and their voices are heard. | | | | | |
| Data and Design Thinking | A *Data and Design* Thinking leader must have the ability to (1) access, interpret, and apply diverse forms of data to iteratively design programs, products and initiatives, and (2) inform decisions that contribute to optimal learning conditions for all. | | | | | |
| Culture & Climate Thinking | A *Culture and Climate* Thinking leader must have the ability to (1) understand the current state of the school culture and climate, and (2) drive collaborative actions and relational leadership to influence optimal learning conditions for all. | | | | | |
| Learnership Thinking | A *Learnership* Thinking leader must have the ability to (1) focus on the learning lives of adults and children in the school community, and (2) utilize instructional leadership practices that are driven by the belief that students voice is both an *input* and an *outcome*. | | | | | |
| Operational Thinking | An *Operational* Thinking leader must have the ability to (1) orchestrate fair, legal, honest, ethical, and practices to promote student voice, and (2) create spaces for shared decision-making and stakeholder influence. | | | | | |

| **Table 2**  **California Administrator Performance Expectations (CAPEs)** | |
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| **CAPE 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION:** Education leaders facilitate the development & implementation of a shared vision of learning and growth of all students. | **1** |
| **Developing a Student-Centered Vision of Teaching and Learning New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.** | **1A** |
| Develop a student-centered vision of teaching and learning based on the understanding that the school’s purpose is to increase student learning and well-being. | 1A1 |
| Analyze available student and school data from multiple sources to develop a site-specific vision and mission. | 1A2 |
| Analyze and apply political, social, economic, and cultural contexts to inform the school’s vision and mission. | 1A3 |
| Analyze and align the school’s vision and mission to the district’s goals. | 1A4 |
| Explain how school plans, programs, and activities support the school’s vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student. | 1A5 |
| Communicate the school’s vision of teaching and learning clearly to staff and stakeholders. | 1A6 |
| **Developing a Shared Vision and Community Commitment New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement.** | **1B** |
| Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders. | 1B1 |
| Use effective strategies for communicating with all stakeholders about the shared vision and goals. | 1B2 |
| Promote a community commitment and collective sense of responsibility for enacting the school’s vision, mission, and goals. | 1B3 |
| **Implementing the Vision New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning.** | **1C** |
| Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals. | 1C1 |
| Use the goals in developing and implementing a plan aligned with the school’s shared vision of equitable learning opportunities for all students. | 1C2 |
| Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school’s vision. | 1C3 |
| Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision. | 1C4 |
| Facilitate & support school structures, systems, & conditions that offer equal opportunities for all students to succeed. | 1C5 |
| **CAPE 2: INSTRUCTIONAL LEADERSHIP Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.** | **2** |
| **Personal and Professional Learning New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being.** | **2A** |
| Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves. | 2A1 |
| Involve staff in identifying areas of professional strength and development that link to accomplishing the school’s vision and goals to improve instruction and student learning. | 2A2 |
| Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPEs, and CPSEL. | 2A3 |
| Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice. | 2A4 |
| **Promoting Effective Curriculum, Instruction, and Assessment New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning.** | **2B** |
| Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school’s vision and goals. | 2B1 |
| Establish and maintain high learning expectations for all students. | 2B2 |
| Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students. | 2B3 |
| Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs. | 2B4 |
| Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success. | 2B5 |
| **Supporting Teachers to Improve Practice New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.** | **2C** |
| Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice. | 2C1 |
| Create and foster a culture of continuous improvement by employing strategies to encourage staff to be open to new ideas and motivated to learn and change. | 2C2 |
| Use state-adopted professional standards (e.g., CAPEs, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning. | 2C3 |
| Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students. | 2C4 |
| **Feedback on Instruction New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers.** | **2D** |
| Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments. | 2D1 |
| Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice. | 2D2 |
| Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being. | 2D3 |
| **CAPE 3: MANAGEMENT AND LEARNING ENVIRONMENT Education leaders manage the organization to cultivate a safe and productive learning and working environment.** | **3** |
| **Operations and Resource Management**  **New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being.** | **3A** |
| Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources. | 3A1 |
| Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students. | 3A2 |
| Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students. | 2A3 |
| Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles. | 2A4 |
| **Managing Organizational Systems and Human Resources New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases.** | **3B** |
| Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff. | 3B1 |
| Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level. | 3B2 |
| Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students. | 3B3 |
| Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students. | 3B4 |
| **Managing the School Budget New administrators know the school’s budget and how the budget supports student and site needs.** | **3C** |
| Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations. | 3C1 |
| Assess and analyze student and site needs and use this understanding as a base to support financial decision making and efforts to prioritize expenditures that support the school’s vision, goals, and improvement plans. | 3C2 |
| Use various technologies related to financial management and business procedures. | 3C3 |
| Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school’s budget and expenditures including financial record keeping and accounting. | 3C4 |
| **CAPE 4: FAMILY AND COMMUNITY ENGAGEMENT Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.** | **4** |
| **Parent and Family Engagement**  **New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement.** | **4A** |
| Engage family and community members in accomplishing the school’s vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school. | 4A1 |
| Create and promote a welcoming environment for family and community participation. | 4A2 |
| Recognize and respect family goals and aspirations for students. | 4A3 |
| Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals. | 4A4 |
| **Community Involvement New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being.** | **4B** |
| Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers. | 4B1 |
| Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school’s vision, plans, and decisions. | 4B2 |
| Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school. | 4B3 |
| Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals. | 4B4 |
| **CAPE 5: ETHICS AND INTEGRITY Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.** | **5** |
| **Reflective Practice New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.** | **5A** |
| Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement. | 5A1 |
| Use a professional learning plan to focus personal and professional growth in order to achieve the school’s vision and goals. | 5A2 |
| Seek opportunities for professional learning that address the range of students’ academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs. | 5A3 |
| Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others. | 5A4 |
| **Ethical Decision-Making New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.** | **5B** |
| Recognize any possible institutional barriers to student and staff 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. | 5B1 |
| Guide staff in examining issues that may affect accomplishment of the school’s vision, mission, and goals, including issues that may be related to race, diversity, and access. | 5B2 |
| Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success. | 5B3 |
| **Ethical Action New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.** | **5C** |
| Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff. | 5C1 |
| Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect. | 5C2 |
| Use personal and professional ethics as a foundation for communicating the rationale for their actions. | 5C3 |
| **CAPE 6: EXTERNAL CONTEXT AND POLICY Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.** | **6** |
| **Understanding and Communicating Policy**  **New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community.** | **6A** |
| Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors. | 6A1 |
| Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community. | 6A2 |
| Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being. | 6A3 |
| Operate within legal parameters at all levels of the education system. | 6A4 |
| **Representing and Promoting the School New administrators understand that they are a spokesperson for the school’s accomplishments and needs.** | **6B** |
| Improve their public speaking, writing, electronic communication, presentation, and advocacy skills. | 6B1 |
| Provide the public with a clear picture of what the school’s mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well-being. | 6B2 |
| Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful. | 6B3 |
| Involve stakeholders in helping address the school’s challenges as well as sharing in its successes. | 6B4 |

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| **Table 3**  **Course Schedule** | |
| **Session 1**  (Date) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems, Culture & Climate, Learnership | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * Creating a Transformational Culture * Engage students in a culture building activity. * Overview and Introduction * Establish group learning norms as developed by *Learning Forward*. * Instructional Leadership * Group interaction on class expectations focused on improving instruction. * Provide practical examples regarding instructional leadership. * Relationships and Differences Between  Supervision and Evaluation * Discuss foundational aspects of supervision and evaluation. * Discuss difference between summative and formative evaluation. * Discuss importance of fostering professional growth. * Developmental/Differentiated  Supervision * Begin to develop vision around the beliefs and values that shape instruction. * Book Studies * Assign book study groups and assignments. | * No Assignment Due |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion:   + Be able to recognize both the importance of and essential elements for creating a coherent instructional culture.   + Be able to discuss in small groups the relationships and differences between  supervision, professional  development, and evaluation   + Be able to recognize how beliefs and values impact a vision of instruction.   + Be able to discuss and respond to online prompts regarding instructional supervision. |

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| **Session 2**  (Date) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems, Culture & Climate | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * Creating a Transformative Culture * Engage students in a culture building activity * Group Summary of Session 1 learning * Trust & Motivation * Provide students a prompt on adult learning theory tips. * Provide students with a prompt on developing and maintaining trust. * Effective Teaching * Introduce and discuss a coherent instruction system. * Intent and purpose of Instructional Supervision * Discuss the intent and purposes of summative and formative evaluation. * Linking professional development to instructional supervision * Pre-Observation Conferencing Skills * Introduce the coaching cycle * Discuss skills associated with pre observation conference structure (G.O.A.L.S./D.I.A.L.) * Dive into CalAPA Cycle 3 * Book Study * Model how to facilitate a discussion on a chapter * Student book study discussion in small groups | * Book Study on Chapter 1 * Text References: Zepeda: Ch. 3, 4 , Costa & Garston (Special attention to Ch. 2, 4, 6, 9, App. A, B, C, D) |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion:   + Be able to identify effective pre-conferencing skills   + Be able to understand the value of pre-conferencing skills.   + Be able to understand the theory of adult learning   + Be able to identify the links between professional development and instructional supervision   + Be able to recognize the intersection between driving instructional improvement through supervision and evaluation while building and maintaining trust and fostering positive transformational relationships. |

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| **Session 3**  (Date) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B1, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Culture & Climate, Systems, Operational | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * Building a Transformational Culture * The initials activity * Frameworks to Guide Instructional Supervision (IS) * Group work: develop and provide a presentation on assigned framework utilizing the strategies inherent in the framework. * Discuss the commonality among frameworks. * Understanding Contracts in Evaluation Articles * Review policy and articles on evaluation to determine intents, purposes, and procedures * Create charts and timelines * Pre-Observation Conferencing (In-  class activity) * Students video a pre-observation conference, write a reflection and self-evaluation * Data Gathering Techniques * Discuss the intent, types, methods, and tools for data collection * Share ideas on how to collect data * Inquiry Based Questions * Explore the guidelines for inquiry based questions for conferencing * View videos of cognitive coaching conferences * Book Study | * Be prepared to participate in pre- observation conference (video/audio recorder/phone and lesson plan) * Bring a lesson plan to class. * Book Study: Chapters 2&3 * First data collection assigned—due Apr. 16 (Feedback ASAP) * Costa & Garmston (Special attention to Ch. 2, 4, 6, 9, App. A, B, C, D) |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Be able to recognize the intersection between driving instructional improvement through supervision, professional development, and evaluation while building and maintaining trust and fostering positive transformational relationships. * Be able to summarize and reflect on pre-observation skills * Be able to understand the intents, types, and methods of data collection. * Be able to identify coaching skills in a cognitive coaching session. * Be able to begin to explore the guidelines for developing inquiry based questions |
| **Session 4**  (April 11) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems, Learnership, Culture & Climate, Operational | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * Coherent Instructional Systems * Guest Lecturer: Dr. Lynne Perez, Assoc. Dir. of NCUST * Data Gathering Techniques * Practice collecting data by viewing videos of lessons * Review rubric * Discuss inquiry based questions * Discuss skills associated with post observation conference structure (R.E.V.I.E.W) * Book Study | * Pre-Observation Conference Write-up Due by start of class * Book Study: Chapters 4&5 * Data collections 2 & 3 due April 30 * Zepeda: * Ch. 5 |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Be able to identify the post observation skills and structure * Be able to conduct an observation and collect data * Be able to understand a model for a coherent instructional system. |

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| **Session 5**  (April 18) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A4, 6B  Leaderly Thinking: Culture & Climate | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Clinical Supervision Cycle** * Practice the post-observation conference meeting. * **FRISK Documentation Model Practical Guidelines for Evaluators in Documenting Unsatisfactory Employee Performance** * Learn about a model provides a communication framework to help promote positive change in substandard employee performance or to correct misconduct. * **Book Study** | * Book Study: Chapters 6 & 7 |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Be able to use a model for documenting employee performance or misconduct |
| **Session 6**  (April 25) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Operational | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * Implementation of the Full Supervision Cycle * Revisit each step and clarify process of Clinical Supervision Cycle * Documentation Process * Using the FRISK documentation model, write a FRISK letter. | * Book Study: Chapters 9 * Frisk Documentation * Celebration |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Begin to identify areas in which they have a solid understanding on the clinical supervision cycle and areas of growth. * Be able to use the FRISK model to document employee misconduct. |
| **Session 7**  (May 2) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: All | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * Putting it all together: Instructional Leadership through Supervision, Evaluation, Professional Development * Revisit the entire course to make the connection between instructional supervision, professional development, and evaluation. * Clarify the vision, beliefs, values, expectations, skills, knowledge, dispositions, methods, tools, relational work, and the expertise associated with instructional leadership. * Values Clarification * Participate in an activity to reach agreement on values for instructional leadership | * Clinical Supervision Cycle (Field-based activity) * Final Exam (Key Learnings) Due * McKenzie, 2009) |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will through active participation and discussion: * Be able to recognize effective instruction and the “why” with confidence. * Be able to utilize strategies to build trust with staff. * Be able to identify areas in which they have a solid understanding on the clinical supervision cycle and areas of growth. * Be able to recognize and understand the intersection between driving instructional improvement through supervision and evaluation while building and maintaining trust and fostering positive transformational relationships. |

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| **Assignments** |

**Performance Assessments:**

CAPEs practiced and assessed: 2, 2D1-3, 5, 5A, 5B, 5C

Leaderly Thinking practiced: Learnership

Each performance assessment is designed for students to demonstrate understanding, application, and evaluation of the *5 Types of Thinking*. Performance assessments may include simulations, written reflections, projects, interviews, and other tasks. Each performance assessment will be evaluated on a 4-point rubric aligned to the *5 Types of Thinking*. The professor will determine the performance assessments that will be graded. The performance assessments are intended to prepare students for the successful completion of their Culminating Exit Exam. The final culminating exit exam consists of:

Students’ skills in clinical supervision will be assessed through three performance demonstrations, as follows:

1. Pre-Observation Conference (In-class simulation) [50 points]
2. Three (3) Data Collections (Field-based activity) [25 points each] (These **cannot** be  part of the Clinical Supervision cycle)
3. Clinical Supervision Cycle (Field-based activity) [125 points]

[Rubrics on Blackboard]

**Other Assignments**

Class Participation/Reflection: Each student is expected to attend all classes, read assigned material prior to class, complete in-class assignments, and actively participate in discussions. Each student is expected to make weekly entries as a reflective process about their own learning in the course. [100 points]

Final Exam (Key Learnings) [50 points]

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| **Required Texts** |

Aguilar, E. (2013). *The Art of Coaching.* San Francisco, CA: Jossey-Bass Publishers.

**OPTIONAL TEXTS:**

Zepeda, S.J. (2012). *Instructional supervision.* (3rd ed.) Larchmont, NY: Eye On Education.

Costa, A., & Garmston, R. (2002). *Cognitive coaching: A foundation for renaissance schools.* Norwood, MA: Christopher-Gordon Publishers.

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| **Grading Policy** |

Assignments are included within this syllabus.  Each assignment will be discussed during class time.  All assignments:

* should be typed;
* should use precise terminology;
* should reflect “People First” language;
* require correct grammar and spelling; and
* should be turned in on the established due date (late assignments will be marked down).

The criteria which guide grading include the following operational definitions:

**Professional Quality:** Work is presented in a form that will be acceptable to show a parent or colleague in a professional meeting.  Time and attention appears to have been given this activity (carefully prepared versus being “thrown together”).

**Functional Value:** The product in its present form would serve as a useful tool (has actual teaching application).  It would be useful to other similarly prepared professionals (it has communicative value).

**Progressive:** The assignment demonstrates growth in the instructional progress (objectives, instruction, assessment).  Relates to the set of best practices discussed in class and in the readings.

**Completed on Time:** Assignments are due on the assigned day.  Problems with the policy should be discussed and negotiated well in advance.  Late assignments will be accepted only if such arrangements are possible and are made before the due date. Late assignments that have not been discussed in advance with the instructor may result in a letter grade reduction for the assignment for each day past the due date.

Plagiarism will not be tolerated. Plagiarism is defined as “to steal and pass off (the ideas or words of another) as one's own; literary theft” (Merriam-Webster online dictionary).  All sources of reference, including quotes, major theories, and instructional materials for lesson plans or papers must be properly cited.  Plagiarism will result in a zero for the assignment and a referral to Student Affairs for possible suspension or expulsion.

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| **Grading Scale** |

At the end of the semester, the points you earn will be assigned a transcript grade according to the following criteria:

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| A= 376-400  A-= 360-375  B+= 348-359  B= 322-347  B-= 320-331 | C+= 308-319  C= 280-308  F= Below 280 |

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| **Americans with Disabilities Policy** |

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student

Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

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| **Controversial Content** |

Consistent with the approved course of study for San Diego State University, this course may include controversial topics. The faculty does not endorse particular political or social agendas and will present a sensitive, balanced, and objective approach to these topics, with a goal of developing informed and responsible attitudes toward people, cultures, religions, societies, and environments in the spirit of scholarly inquiry.

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| **Religious Holidays** |

It is the responsibility of the student to notify the instructor within one week of the beginning of the course about any religious holidays that will require an excused absence.

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| **Field Trips** |

Field trips and off campus activities are defined as group learning activities outside the regularly scheduled classroom or laboratory environment arranged and led by university faculty or staff.  The duration of the field trip may be a class period or longer and could extend over multiple days.

Students should provide their own transportation to and from field trip sites whenever possible. If carpools are organized, all drivers must be university employees or identified university volunteers and must be authorized to drive a vehicle on university business.  Personal vehicle liability insurance is primary in the event of a vehicle accident.  

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| **Student Appeals** |

If for any reason a student feels that he/she has need for an exception to the program or any other programmatic issue that needs to be addressed, they must adhere to the following procedures:

* 1. Talk to their professor of record or Department Coordinator (depending on the issue)
  2. If the issue is not resolved, talk with their Program Coordinator
  3. If still not resolved, talk to the EDL Chair.
  4. If the chair does not resolve the problem to the student’s satisfaction, the student can send a letter of appeal to the Department of Educational Leadership’s Error and Omissions committee.

The student also has the right to the SDSU Student appeal process delineated at the following web site: <http://www.sa.sdsu.edu/srr/index.html>