



SANTA CLARA UNIVERSITY – SCHOOL OF
EDUCATION & COUNSELING PSYCHOLOGY

Educational Leadership

**EDUC 367 (3units)
Leadership Field Laboratory: Facilitating Communities of Practice
Educational Leadership Practicum**

<i>Professor:</i>	<i>Course Meeting:</i>
<i>Office:</i>	<i>Classroom:</i>
<i>Office Hours:</i>	<i>Phone:</i>
<i>Email:</i>	

Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

The EDL Program Learning Goals are:

1. Foster collective learning & decision making, deep understanding and working knowledge of existing educational systems and communities,

2. Provide school leaders with skills that will increase individual achievement in k-12 school settings, especially those who have been marginalized because of race, culture, class, language, gender, or ability,
3. Prepare collaborative leaders focused on building a positive organizational culture and who seek to change the status quo
4. Graduate professional leaders and administrators informed by research and community-based knowledge who then connect theory and practice to promote meaningful & supportive systems.
5. Prepare leaders to center their work in ways that place care for the whole person, creating a more just world, and building schools and organizations that center inclusivity and equity for all.

Course Description

This course is an application of course work to field work in collaboration between a school district and the University. Participation in significant experiences designed to facilitate the practical application of learning and knowledge, interaction with administrators, teachers, business people and others to experience situations or conditions including ethical and legal issues, supervision, counseling, instruction, management and needs of the individual. Supervised experiences and seminars in the application of the school administration including effective program design and implication. This course is the second of three leadership learning experiences centered on an approved and supervised embedded job experience based on The California Teacher Commission (CTC) California Administrator Performance Assessment (CalAPA) requirements for CYCLE #2. This course focuses on co-facilitating, collaborative professional learning within a community of practice for the purpose of improving teaching and student learning.

Course Objectives

This course will develop students' knowledge of or skills with...		Standard/Goals Addressed		
		DG#	PLG #	CAPE
1	Working with others to Identify Student and School Needs and Developing Data Based School Plans. (CAPE) Development and Implementation of a Shared Vision (CAPE)	5,1	1,3,4	C1
2	Identifying and Using Human, Fiscal and Material Resources (CAPE) Management and Learning Environment (CAPE)	3,4	2,3,4	C3

3	Understanding and managing complex interaction of All school systems to promote teaching and learning. (CAPE) Leaders make decisions, model and behave in ways that demonstrate professionalism, ethics, and equity. They hold staff to those standard. (CAPE)	2,5	2,3,5	C3
4#	Sharing leadership with others in the School Community (CAPE) Shape a collective vision that use multiple measures of data and focuses on equitable access. (CAPE)	4,5	1,2,5	C2
5	Meeting Life-long learning and job related professional goals. (CAPE) Curriculum and Instruction support the implementation of standards based curriculum and assessments that address student outcomes. (CAPE)	2,3,4	1,2	C2
6	Demonstrating understanding of cultural, political and socioeconomic factors and instructional implications (CAPE) Leaders use their understanding of social, cultural and economic contexts to shape policies that lead all students to graduate ready for college or career. (CAPE)	2,3,4,5	1,5	C6
*DG=Department Goals; PLG=Program Learning Goal; CAPE: CA Performance Expectations				

Required Texts

CalAPA Performance Assessment Guide
 Cycle Directions and Rubrics, Version 02.1
 Leadership Cycle 2: Facilitating Communities of Practice

Course Requirements/Assignments

This field Lab course also includes elements from the California Administrator Performance Assessment (CalAPA) as developed at the direction of the California Commission for Teacher Credentialing (CCTC).

CALAPA —Cycle #2 Facilitating Communities of Practice.

Leadership Cycle 2 Includes four specific steps to be completed in order: investigate, plan, act, then reflect.

Step #1: Investigate: Inquire about and describe the current context, culture, and practices of collaborative professional learning and/or communities of practice at your school. Using available student data and the schools vision, mission, and/or goals, select a group of three to five school educators to work as a community of practice related to an identified student learning and/or well-being need. *(Weeks 1-3)*

Step #2: Plan Evidence: Meet with your group, and collaboratively choose, based on school data and educational focused area, one problem of practice to improve student learning and/or well-being. Facilitate the first group needing to choose an evidence based strategy to implement in order to address the problem of practice. *(Weeks 3-6)*

Step #3: Act: Once the problem of practice and evidence-based strategy are jointly identified and agreed to by the group, co-conduct additional meetings with the group and collaboratively lead the professional learning of the community of practice. Video record all group meetings, select video clips, and provide annotations to document where and how you are co-facilitating the community of practice to engage in collaborative learning through cycles of inquiry in order to address the problem of practice. *(Weeks 6-8).*

Step #4: Reflect: Identify and consider your personal leadership skills, practices, and growth areas in relation to co-facilitating a community of practice that you have developed through this cycle. Reflect on how you engaged equitability with the group to address the problem of practice, with a focus on student learning and/or well-being, through cycles of inquiry. *(Weeks 8-10).*

	Assignment	Points	CAPE Assessed
1			
2			
3			
4			

1. ***Class Attendance & Participation.***

Regular attendance at all class meetings is a requirement in this program. Each student will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session. To use your ER you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day, student athlete schedule, please give me advance

notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

Punctuality. Coming to class (and returning from breaks) on time is another course requirement. Your first lateness will be excused; your second lateness will cause 1 point to be deducted from your final course grade; your third lateness will cause an additional 4 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at the instructor's discretion. Attendance and punctuality are the only policies with the immediate potential to impact your course grades. Your instructor through ongoing observation and documentation gathers data documenting your adherence to the remaining policies listed here.

If an instructor has reason to feel you are not meeting all the expectations spelled out below, s/he will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer his/her support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share his/her assessment with you.

2. **Participation.** As we will read about and study in this course, everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course.

While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

3. **Signature Assignment**

Students will submit the Leadership Cycle 1 Submission Specifications as indicated in the CalAPA Program Guide.

4. **Assignment X (Instructor designed)**

Note: Points lost due to poor attendance and/or lack of punctuality will be deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic lateness.

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for all missed content and in-class work.
3. Letter grades are assigned on the standard scale based upon a possible total of 100 points.

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	below 60

Students must maintain a GPA of 3.0 in order to maintain adequate academic progress. A “C” or better is required for the course to count towards your program requirements

4. Assignments done in pairs, both partners will receive the same grade, unless otherwise stated.
5. Final grades will reflect students’ contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected on their due dates in the room where our class meets. I cannot be responsible for papers submitted at other times or in other formats. Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.

Canvas/Camino Course Management System

To access course materials and participate in On-line activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions

will be made available through this on-line course management system. Your SCU username and password gets you access to Canvas.

Disabilities Resources

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (Benson 1, <http://www.scu.edu/oae>, 408-554-4109) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks-notice recommended) to schedule proctored examinations or to arrange other accommodations.

Accommodations for Pregnant and Parenting Students

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy-related impairments which impact a major life activity.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), bguthrie@scu.edu. Reports may be submitted online through the Office of Student Life <https://www.scu.edu/osl/report/> or anonymously through EthicsPoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter

official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2017-2018).

In-Class Recordings

The [Student Conduct Code](#) (p. 13) prohibits students from “(m)aking a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties,” except in cases of approved disability accommodations. The Student Conduct Code also prohibits the “falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents.” Dissemination or sharing of any classroom recording without the permission of the instructor would be considered “misuse” and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor’s discretion, violations may also have an adverse effect on the student’s grade

Course Outline & Schedule			*Course Plan Subject to Change
Meeting Date	Course Topics	Course Reading	Assignment

Scale				
4 Exceeds Expectations				
3 Meets Expectations				
2 Approaching Expectations				
1 Below Expectations				

Signature Assignment: Rubric