**Educational Leadership**

**EDUC 370 (3units)**

**Leadership Field Lab: Supporting Teacher Growth**

| | |
|---|---|
| *Professor:* | *Course Meeting:* |
| *Office:* | *Classroom:* |
| *Office Hours:* | *Phone:* |
| *Email*: | |

**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 Educational Leadership 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 the first of three leadership lab learning experiences centered on an approved and supervised embedded job experiences or filed placement in educational or nonprofit leadership. The course is built around reflection and skill building, monthly seminars and culminates in a field project and candidate evaluation. The candidate develops skills in the full range of leadership and management skills for forming sustainable organizations that serve their intended communities.

Leadership Cycle 3 focuses on coaching an individual teacher to strengthen teaching practices and improve student learning and/or well-being. Within the cycle of investigate, plan, act, and reflect, you will familiarize yourself with coaching and observation practices at the school; identify a volunteer teacher whom you will coach; and conduct a full coaching cycle, including a pre-observation meeting, a focused classroom observation to collect CSTP-related evidence of practice, and a post-observation meeting. Throughout this leadership cycle, you will reflect on your strengths and areas for professional growth as a coach and an equity-minded leader.

The candidate engages in both learning from and serving the organizations community stakeholders. This lab extends and applies knowledge and skills developed in previous courses taken in during the degree program.

**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) | 5,1 | 1,3,4 | C1 |

| | | | | |
|---|---|---|---|---|
| | Development and Implementation of a Shared Vision (CAPE) | | | |
| 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 through the use of technology (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 3:Supporting Teacher Growth

**Course Requirements/Assignments**

This field Lab course also includes elements from the (CalAPA) as developed at the direction of the Commission of Teacher Credentialing (CTC).

CALAPA ——Cycle #3 Supporting Teacher Growth.

Leadership Cycle 3 Includes four specific steps to be completed in order: investigate, plan, act, then reflect.

Step #1- **Investigate.** Inquire and learn about the current teacher coaching, observation, and/or instructional feedback practices of the school, then describe and analyze these practices. Understand how the school use the California Standards for the Teaching Profession (CSTP) to support teacher growth and development. Identify and volunteer teacher, and provide context for the coaching cycle.
*Evidence/Assignment: Describe existing practices in place at the school regarding teacher coaching, observation, and/or instruction feedback practices. (Weeks 1-3)*

Step #2- **Plan.** Using the lens of coaching and instruction feedback and the California Standard for the Teaching Profession (CSTP), plan for, participate in, and video-record a pre-observation meeting with the identified volunteer teacher. Jointly select one or two elements of the CSTP with the volunteer teacher to serve as the focus for the observation. *Evidence/Assignment: Conduct and video-record a pre-observation meeting to review the learning goals and classroom context, including the teacher's perspective on that context. (Weeks 3-6)*

Step #3- **Act**. Conduct a classroom observation and video-record the lesson. As you observe the lesson, collect evidence of teaching practices related to the one or two CSTP elements identified with the volunteer teacher and related to students learning and/or well-being. Prepare for a post-observation meeting with the volunteer teacher by analyzing CSTP observation evidence and students work products, and watching the recorded lesson. Facilitate a post-observation meeting as you watch the video of instruction with the volunteer teacher. Video-record and annotate your coaching practice during the post-observation meeting as you watch the video of instruction with the volunteer teacher. During the meeting, share CSTP-focused observation evidence, jointly discuss student work products, and collaborate to establish a shared goal for next coaching and development steps. *Evidence/Assignment: Conduct the CSTP-focused classroom observation. Use an observation tool to collect evidence related to the one or two CSTP elements agreed upon during the pre-observation meeting with the volunteer teacher. (Weeks 6-8).*

Step #4- **Reflect**. Identify personal leadership competencies and needs in relation to instructional coaching, CSTP-focused observation process and collection of evidence, and support for teachers growth development through this cycle. Describe continues improvement steps for the volunteer teacher and reflect on the role coaching and instructional feedback play at the school. *Evidence/Assignment:*

*Reflect on your learning and leadership development throughout leadership Cycle 3 in relations to your ability to provide coaching, observation, and/or instructional feedback to support teacher growth by responding to the prompts. (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 3 Submission Specifications as indicated in the CalAPA Program Guide.

4. *Assignment X [Inserted by instructor]*

**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, 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** |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

9

|  |  |  |  |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

| Scale | | | | |
|---|---|---|---|---|
| 4<br>Exceeds<br>Expectations | | | | |
| 3<br>Meets<br>Expectations | | | | |
| 2<br>Approaching<br>Expectations | | | | |
| 1<br>Below<br>Expectations | | | | |

Signature Assignment:   Rubric