

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
Department of Educational Leadership and Policy Studies
ELPS 682 SUPERVISION OF CURRICULUM AND INSTRUCTION

Instructor:

Department of Educational Leadership and Policy Studies (ELPS)

Communication:

Office Hours:

The Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Department of Educational Leadership and Policy Studies (ELPS) Mission Statement

Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

Department of Educational Leadership and Policy Studies (ELPS) Student Dispositions

The candidate values and is committed to:

1. **Ethical and professional practice and behavior:** ideal of the common good, caring, respectful of individual and group rights, respect of roles and responsibilities, justice, honesty, integrity, fairness, courage, and good character, ethical decision-making; sensitivity to, and concern for, self and others.
2. **Collaboration:** with others, with constituency, with all members of the school community, involving stakeholders in management processes and decision-making; involving staff, families, and communities in the decision-making processes that lead to equitable schools.
3. **Effective communication:** using good verbal (oral, speaking, writing) and non-verbal communication skills, especially being a good listener.
4. **Proactive and visionary leadership:** high standards of learning; continuous school improvement; belief that all students can learn; student learning as the fundamental purpose of schooling; willing to examine one's own assumptions/beliefs/practices; commitment to the profession; creative, critical, and reflective thinking.

5. **Life-long learning:** professional development for staff and others as an integral part of school and personal improvement; high quality standards, expectations, and performance; education as key to opportunity and social mobility; commitment to pursuing knowledge and skills required of educational leaders.
6. **Responsibility and time management:** to meet obligations to self and others; accomplishing personal and professional goals.
7. **Diversity:** being sensitive to individuals, groups, cultures, and all aspects of the school and larger society; recognizing, valuing, and understanding diversity in cultures, ideas, values, lifestyles, learning styles, intelligences; providing leadership that promotes continuing dialog with diverse community groups to develop culturally responsive schools; facilitating implementation of learning opportunities that are effective in closing achievement gaps and providing quality education in diverse school communities.

California Commission on Teacher Credentialing (CCTC) – Standards of Quality and Effectiveness: Preliminary Administrative Services Credential Program Standards

Category I: Program Design and Coordination-Standards 1-5

- Program Standard 1: Program Design and Rationale
- Program Standard 2: Collaboration, Communication, and Coordination
- Program Standard 3: Development of Professional Leadership Perspectives
- Program Standard 4: Equity, Diversity, and Access
- Program Standard 5: Roles of Schooling in a Democratic Society

Category II: Curriculum-Standard 6

- Program Standard 6: Preparing Candidates to Master the Administrative Performance Expectations (CAPEs)

Category III: Field Experiences in the Program – Standards 7 and 8

- Program Standard 7: Nature of Field Experiences
- Program Standard 8: Guidance, Assistance, and Feedback

Category IV: Candidate Competence and Performance-Standard 9

- Program Standard 9: Assessment of Candidate Performance

CATALOG DESCRIPTION

Prerequisite: This course is restricted to candidates who have been admitted to the Master of Arts in Educational Administration and/or the CA Preliminary Administrative Services Credential program. Foundations and philosophies of curriculum and instructional supervision. Curriculum formation, organization, and assessment. Principles of professional development for staff members. The role of various school personnel in improving teaching and learning.

California Administrator Performance Expectations (CAPEs) Are Organized Under the California Professional Standards for Education Leaders (CPSELs)

The administrative services curriculum has been carefully aligned to cover the complete set of California Administrator Performance Expectations (CAPEs). These performance expectations include a set of six skill categories (CPSELs) that describe the performance expectations for candidate's ready to begin service as a California educational administrator.

- CPSEL Standard 1: Development and Implementation of a Shared Vision
- CPSEL Standard 2: Instructional Leadership
- CPSEL Standard 3: Management and Learning Environment
- CPSEL Standard 4: Family and Community Engagement
- CPSEL Standard 5: Ethics and Integrity
- CPSEL Standard 6: External Context and Policy

CPSELs STANDARDS AND CAPEs ELEMENTS – COURSE OUTCOMES FOR ELPS 682

CPSEL Standard 1: Development and Implementation of a Shared Vision.

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

CAPEs Elements:

- 1A New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.
- 1A-1 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.
- 1A-2 Analyze available student and school data from multiple sources to develop a site-specific vision and mission.
- 1A-3 Analyze and apply political, social, economic, and cultural contexts to inform the school's vision and mission.
- 1A-4 Analyze and align the school's vision and mission to the district's goals.
- 1A-5 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.
- 1A-6 Communicate the school's vision of teaching and learning clearly to staff and stakeholders.
- 1B New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individuals and entities within the California education system that shape staff and community involvement.
- 1B-1 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.
- 1B-2 Use effective strategies for communicating with all stakeholders about the shared vision and goals.
- 1C 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-1 Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals.
- 1C-2 Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable learning opportunities for all students.
- 1C-3 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.
- 1C-4 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.

CPSEL Standard 2: Instructional Leadership.

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

CAPEs Elements:

- 2A 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-1 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.
- 2A-2 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.
- 2A-3 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 CTSP, CAPE, and CPSEL.
- 2A-4 Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.
- 2B 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-1 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.
- 2B-2 Establish and maintain high learning expectations for all students.

- 2B-3 Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse needs of all students.
- 2B-4 Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.
- 2C 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-1 Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.
- 2C-3 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.
- 2D 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.

CPSEL Standard 3: Management and Learning Environment.

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

CAPEs Elements:

- 3A-4 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 practices.
- 3C New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students, and families.
- 3C-1 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.
- 3C-2 Recognize personal and institutional biases and inequities within the educational system and the school site that can negatively impact staff and student safety and performance and address these biases.

CPSEL Standard 4: Family and Community Engagement.

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

CAPEs Elements:

- 4A Parent and Family Engagement
- 4A-1 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.
- 4A-2 Create and promote a welcoming environment for family and community participation.
- 4A-3 Recognize and respect family goals and aspirations for students.
- 4A-4 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.
- 4B 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-1 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.
- 4B-3 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.

CPSEL Standard 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.

CAPEs Elements:

- 5A New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.
- 5A-2 Use a professional learning plan to focus personal and professional growth in order to achieve the school's vision and goals.
- 5A-3 Seek opportunities for professional learning that addresses the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.
- 5A-4 Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.
- 5B 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-3 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.
- 5C New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.
- 5C-1 Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
- 5C-2 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.

CPSEL Standard 6: External Context and Policy.

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

CAPEs Elements

- 6A New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger community.
- 6A-1 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.
- 6A-3 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.

CALIFORNIA ADMINISTRATIVE PERFORMANCE ASSESSMENT (CalAPA)

Effective 2019-2020, candidates enrolling in the MA/Preliminary Administrative Services Credential program must successfully pass the CalAPA to obtain a Certificate of Eligibility. The CalAPA consists of three parts, which are listed below.

Leadership Cycle 1 – Analyzing Data to Inform School Improvement and Promote Equity

Leadership Cycle 2 – Facilitating Communities of Practice

Leadership Cycle 3 – Supporting Teacher Growth

RESOURCES FOR STUDENTS OF ALL ABILITIES

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations, please contact me to set up a zoom appointment.

CSUN STUDENT SUPPORT PROGRAMS AND SERVICES

CSUN offers unique student support programs and services to meet the unique needs of students and enhance campus climate for students. I invite you to access and explore student support programs and services, including the Veterans Resource Center, Pride Center, Oasis Wellness Center, Klotz Student Health Center, University Counseling Center, lactation space, and food pantry services. The following CSUN website provides information and resources for self-care and counseling: <https://www.csun.edu/counseling>

ELPS DEPARTMENT MISSION STATEMENT

Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

PLACE OF COURSE IN CURRICULUM

This course is a requirement for the Master's degree in Educational Administration and the Preliminary Administrative Services Credential.

REQUIRED TEXTBOOKS

Glatthorn, A. & Jailall, J. (2017). *The principal as curriculum leader: Shaping what is taught and tested*. (4th Ed.). Corwin Press: Thousand Oaks, CA

Sullivan, S. & Glanz, J. (2013). *Supervision that improves teaching and learning*. (4th Ed.). Corwin Press: Thousand Oaks, CA

RECOMMENDED HANDBOOKS, MANUALS, AND JOURNALS

American Psychological Association. (2019). *Publication manual of the American Psychological Association*. (7th Ed.). Washington D.C.: American Psychological Association.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES (ELPS) WRITING STANDARDS

The ELPS department has adopted the American Psychological Association (APA 7 ed) style of citations, references, and editorial style for use by our students to create uniformity in the written materials submitted over the course of the program. Information about the "APA Style" can be obtained through the CSUN following websites:

- <https://libguides.csun.edu/research-strategies/APA>.
- [APA Style Introduction // Purdue Writing Lab](#)

The CSUN University Library also provides academic writing support and feedback:

- [Online Writing Services | California State University, Northridge \(csun.edu\)](#)

ACADEMIC HONESTY POLICY

Cheating and/or plagiarism (submitting another person's material as one's own or doing work for another person that will receive academic credit) are impermissible and are grounds for failing the course. The California Code of Regulations in section 41301, Title 5, lists these as offenses for which a student may be expelled, suspended or given a less severe disciplinary sanction. (See university catalog).

CELL PHONE USAGE

Cell phones are to be turned off during instructional time.

E-MAIL

CSUN sends all official communications by e-mail including registration information. Check your CSUN e-mail as soon as you have activated your university account. Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or other preferred address, go to www.csun.edu/account, log in and select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester.

AI TOOLS

As part of our commitment to fostering a dynamic learning environment the Department of Educational Leadership and Policy Studies acknowledges the potential benefits and drawbacks of incorporating generative AI tools such as ChatGPT with course assignments. For the purpose of course assignments you can take advantage of generative AI to help brainstorm and fine tune your ideas; draft an outline to clarify your thoughts; or check grammar, rigor, or style. You cannot use AI to generate any written material for course assignments. All course assignments must adhere to [CSUN's academic dishonesty policy](#).

ASSESSMENT CRITERIA

Class Attendance/Participation

5 points

Attend class, complete assignments, group work and participate fully.

Curriculum Audit Project

Due March 6

20 points

Investigate one curricular area; develop a 2–3-page analysis (10 pts).

Create an action plan (5 pts); and provide a one-page reflection on the process and the most important considerations to effect the changes needed (5 pts).

Supervisory Platform

Due April 3

20 points

Read the set of questions on page 177 in the Sullivan book; select 3-5 of the guiding questions to create a one-page personal platform statement (10 pts); and write a one-page reflection regarding the evaluation process (10 pts).

Educational Website Summary and Presentation

Due March 6, 13 or April 10

15 points

Select one website you currently use; create a one-page summary/review/reflection (8 pts); and present to the class (7 pts).

Professional Reading and Presentation

Due April 17 or May 1, 8

20 points

Select and read one professional book focused on Curriculum, Instruction, or Supervision; create a one-page summary/review/reflection (10 pts); and present it to the class (10 pts).

End of Course Evaluation/Reflection

Due May 8

20 points

Based on your classwork, readings, research, assignments, and professional reflection, identify one important idea regarding leadership for each area-Curriculum, Instruction, Supervision and why it is important (15 points); and cite “ahas”/affirmations (5 points) in a 1-2-page paper.

Grading Scale:

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	Below 60

ELPS 682 CLASS SCHEDULE

Date	Topic	Assignment Due and Overview of Classwork
Session 1 Intro: 1A 2A 2B 2C 2D 5A	Syllabus: Introduction/Overview <ul style="list-style-type: none"> Introduce, identify, and discuss specific CAPEs/CPSELs Standard Outcomes for ELPS 682. CAPEs/CPSELs alignment to readings, activities and assignments. Discussion of Norms and resources. CalAPA: Cycle 2 <ul style="list-style-type: none"> Overview/Glossary/Questions 	Class- Overview of ELPS 682 and CalAPA Cycle 2. Review syllabus, assignments, resources and Canvas expectations. Introduce, identify and discuss specific CAPEs/CPSELs Standard Outcomes for ELPS 682; alignment to readings, activities and assignments. Explore definitions of Curriculum, Instruction and Supervision. https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html https://www.allthingsplc.info/ http://toolbox1.s3-website-us-west-2.amazonaws.com/site_0681/PLCForms.pdf
Session 2 Intro: 1B 6A Practice 6A	Laying Foundations What It Means to be a Curriculum Leader Some Current Trends in Curriculum The Five Curriculum Levels CalAPA Cycle 2 Leadership Discussion	Home- Read Glatthorn 1-3. Class- Reflect on what makes an ideal school. Review definitions of Curriculum/Instructional Leaders, Types of Equity-Driven Leadership, and the influence on what needs to happen in schools. http://www.pdkintl.org/
Session 3 Intro: 1B 6A Practice 6A	Shaping Curricula State Policies and Frameworks District Curricula Developing Vision and Goals CalAPA Cycle 2 Leadership Discussion	Home- Read Glatthorn 5-7. Class- Be prepared to discuss the importance of state and district curriculum decisions and the impact on the implementation at the school level. Reflect on current school initiatives and their implementation. Discuss historical aspects of schooling and the influence on the present. https://www.cde.ca.gov/ https://www.ed.gov/ https://www.lacoe.edu/
Session 4 Intro: 1C 2A 2C 5A Practice: 2C 5A Assess: 1B 6A	Leadership, Ethics, Integrity Principles of Effective Professional Development Adult Learning Theory Concerns-Based Adoption Model (CBAM) CalAPA-Step 1 Evidence/Rubrics	Home- Read the handouts on Adult Learning Theory and CBAM on Canvas. Class- Review and discuss aspects of CalAPA Cycle 2, Step 1. Reflect upon your best and worst professional development experiences. Consider how to use a needs assessment for professional development in your school based on Adult Learning Theory and the CBAM models. https://www.acsa.org www.ascd.org https://learningforward.org/ https://georgecoursos.ca/blog/ https://www.air.org/resource/concerns-based-adoption-model-cbam https://www.teachertube.com/
Session 5 Intro: 2A 2B 2C 2D	Curriculum and Instruction Leadership <ul style="list-style-type: none"> Rethinking the Program of Studies Committing to a Learning-Centered Schedule Integrating the Curriculum Aligning the Curriculum Monitoring Curriculum Implementation CalAPA-Step 2 Evidence/Rubrics 	Home- Read Glatthorn 8-12. Class- (1)Review and discuss aspects of CalAPA Cycle 2, Step 2. (2)Reflect on the ideal classroom, curricula used and evidence-based strategies. (3)Introduce all aspects of a Curriculum Audit - focusing on (2B) promoting effective curriculum, instruction, and assessment; (2C) supporting teachers to improve practice; (2D) providing feedback on instruction (i.e., instructional strategies and resources) http://www.learner.org/ http://www.edreports.org/#?f=&o=0 http://www.hmco.com/indexf.html https://www.savvas.com/index.cfm http://www.mheducation.com/prek-12
Session 6 Practice: 2A 2B 2C 2D	Curriculum and Instruction Working with Teachers Making Yearly Planning Calendars Developing Units of Study Enriching the Curriculum and Remediation Evaluating the Curriculum- Review Curriculum Audit components and its Connection to CAPE Standards	Home- Read Glatthorn 13-16. Prepare for Technology Presentations. Class- <u>Curriculum Audit Discussion</u> Reflect on the curriculum, its intended uses, and unintended consequences. Review Curriculum Audit assignment, its value and use. Discussion, how do we promote effective curriculum, instruction and assessment; how do we support teachers to improve practice, and how can we provide feedback on instruction? http://www.nctm.org/ ; http://www.ncte.org/ https://www.literacyworldwide.org/ ; https://cascience.org/ http://www.readwritethink.org/ ; https://achievethecore.org/

Date	Topic	Assignment Due and Overview of Classwork
Session 7 Intro: 2A 5A 5B Practice: 2A Assess: 5A	Instructional Leadership Faculty and Staff Evaluation <i>The Changing Context of Supervision</i> <i>Three Interpersonal Approaches</i> <i>Observation Tools and Techniques</i> CalAPA-Step 3 Evidence/Rubrics	Home-Complete Curriculum Audit and submit on Canvas. Prepare for Website Presentations. Read Sullivan 1-3. Class- Be prepared to discuss what you learned in the assignment and how you might use this tool for evaluating curriculums. Group 1 to present website assignment. Review and discuss aspects of CalAPA Cycle 2, Step 3. Consider the best administrator you ever had and what did they do to make you feel that way. Reflect upon your best and worst evaluation experiences. Complete and discuss the Beliefs About Supervision Questionnaire. Discuss CSTPs and CPSELs and how they fit into the supervisory strategies presented by Sullivan. Reflect upon why feedback is so important. www.newteachercenter.org http://www.cftl.org/
Session 8 Intro: 2A 5A 5B Practice: 2A Assess: 5A	Instructional Leadership Faculty and Staff Evaluation <i>Introduction to Reflective Clinical Supervision</i> <i>Alternative Approaches</i> <i>Creating Transformational Change</i> <i>Supervision to Improve Instruction</i> CalAPA-Step 4 Evidence/Rubrics	Home- Prepare for Website Presentations. Read Sullivan 4-7. Class- Group 2 to present website assignment. Review and discuss aspects of CalAPA Cycle 2, Step 4. Continue discussion of the aspects of faculty and staff evaluation. Review the details for developing your supervisory platform and how you might use.
Session 9	Research and Canvas Review	CalAPA Responsibilities
Session 10 Intro: 1A, 5A Practice: 2A 2B 2C 2D 4A 5B Assess: 1A 1C	Shared Vision-Coherence <ul style="list-style-type: none"> • Coherence Making • Focusing Direction • Cultivating Collaborative Cultures • Deepening Learning • Securing Accountability • Leading for Coherence • Student-Centered vision of teaching and learning 	Home-Read Fullan & Quinn's article on Coherence Making. Class- Complete the Coherence Assessment Tool during class and discuss the uses of Fullan's infographics to enhance coherence in your school. Discussion: We will focus on developing a student-centered vision of teaching and learning through a shared vision-coherence and utilizing reflective practices regarding our school and ourselves. http://michaelfullan.com/ http://michaelfullan.ca/coherence-the-right-drivers-in-action-for-schools-districts-and-systems/ https://www.youtube.com/watch?v=B60UGs90RW8 http://michaelfullan.ca/articles/
Session 11 Intro: 4A 4B Practice: 5A	Learning Environment <i>School Level Factors</i> -A Guaranteed and Viable Curriculum -Challenging Goals and Effective Feedback -Parent and Community Involvement -Collegiality and Professionalism Importance of the Principal CalAPA Discussion	Home-Complete Supervisory Platform and submit on Canvas. Prepare for Website Presentations. Read Glatthorn 4 Class- Share learnings from Supervisory Platform assignment. Group 3 to present website assignment. Discuss CalAPA next steps. Complete a portion of the School Level Factors Survey and discuss uses. Read and reflect upon School Level Factors Summary and Next Steps. Reflection and Discussion: (1) What is the impact of culture on curriculum and instruction; and (2) the importance of administrator actions regarding reflective practices and its impact on culture and curriculum. http://www.marzanoresearch.com/ https://www.cde.ca.gov/pd/ca/sc/stemintrod.asp http://ies.ed.gov/ncee/wwc/ http://www.educationworld.com/a_curr/virtualwkshp/curriculum_mapping.shtml http://www.teach-nology.com/
Session 12 Intro: 4A 4B Practice: 4A 4B	Learning Environment Family & Community Engagement Teacher-Level Factors: -Instructional Strategies -Classroom Management -Classroom Curriculum Design Student-Level Factors: -Home Environment -Learned Intelligence and Background Knowledge -Student Motivation Multiple Measures	Home- Complete Professional Reading and prepare for Book Summary/Review/Reflection/Presentation Class- Group 1 to present Professional Reading Summary/Review/Reflection. Discuss CalAPA progress. Complete and discuss portions of the Teacher Level Factors and Student Level Factors questionnaires and their uses. Read and reflect upon Teacher and Student Level Factors Summary and Next Steps. Consider your familiarity with Growth Mindset, Grit, Learning Intentions, Success Criteria and its uses. http://www.teach-nology.com/teachers/methods/models/ http://www.interventioncentral.org/ http://www.naesp.org/

	<i>Rubrics for Student Learning</i> CalAPA Discussion	https://www.nassp.org/ https://www.wested.org/ https://www.pbis.org/ http://restorativejustice.org/#sthash.8y1yrbD0.dpbs https://casel.org/what-is-sel/ https://creducation.net/teachers/http://www.cde.ca.gov/ta/tg/ca/ http://www.dataworks-ed.com/ http://edresults.org/ http://www.rtinetwork.org/ http://rubistar.4teachers.org http://www.teach-nology.com/web_tools/rubrics/
Session13	Research and Canvas Review	CalAPA Responsibilities
Session 14 Intro: 1B 2B 2D 5C Practice: 1B 1C 2A 2B 2D 3C 5C Assess: 2A 2B 2D	Instructional Leadership <ul style="list-style-type: none"> • Curriculum Leadership • Critical Role of Leadership • Curriculum Materials • Grouping Practices • Needs of English Learners • Multi-cultural Influences 	Home- Complete Professional Reading and prepare for Book Summary/Review/Reflection Presentation. Read Glatthorn 17. Class- Group 2 to present Professional Reading Summary/Review/Reflection. Review CDE documentation for curriculum matters and discuss Lindsey's cultural proficiency model and resources. Review the details for the End of Course Evaluation/Reflection assignment. https://ncela.ed.gov/ https://www.learningforjustice.org/ http://nameorg.org/ http://www.cal.org/co/ http://www.teachingforchange.org/ http://fcsn.org/index.php https://www.cde.ca.gov/sp/el/ http://www.edchange.org/multicultural/ http://circleofriends.org/ http://iris.peabody.vanderbilt.edu/index.html https://ccep.org/home/about-us/who-we-are/
Session 15 Practice: 1A 2A 3A Assess: 1A 1B 1C 2A 2B 2C 3A 3C 4A 4B 5A 5B 5C 6A	Learning Environment Technology <i>Application for Student Learning</i> <i>Instructional Support</i> <i>Data Analysis</i> <i>Evaluation of Instructional Programs</i> Course Discussion & Reflection	Home- Complete Professional Reading and prepare for Book Summary/Review/Reflection Presentation. Complete End of Course Evaluation/Reflection and submit on Canvas. Class- Group 3 to present Professional Reading Summary/Review/Reflection. Review and discuss ISTE Tech standards, the need for digital citizenship materials and their uses. Consider various assessment types and the rationale for their uses. https://tical.org/ www.iste.org http://www.cosn.org/ https://learninglab.si.edu/ http://www.techlearning.com/ http://www.nextvista.org/ http://www.danpink.com/ http://www.schrockguide.net/ https://www.edutopia.org/ https://cue.org/ https://www.ed.gov/oii-news/use-technology-teaching-and-learning https://www.cde.ca.gov/co/in/edtechbi.asp https://www.scholastic.com/teachers/articles/teaching-content/25-best-websites-teachers https://www.weareteachers.com/free-online-learning-resources/ https://www.educatorstechnology.com/2018/08/10-great-educational-websites-for.html https://www.teachersfirst.com/ https://www.hand2mind.com/lessons https://www.cde.ca.gov/ds/ https://www.cde.ca.gov/ta/tg/ai/
Session 16	Finals Week	All Work Due

Please review the following pages of assignment guidelines

Assignment Guidelines: Curriculum Audit Project (20 Points)

Assess: 2A 2B 2C 2D

Investigate one curricular area (Language Arts, Mathematics, Science, Social Studies) in elementary; subject area in secondary for a specific grade level or department; develop a 2-3- page analysis (10 pts); create an action plan (5 pts); and provide a 1-page reflection on the process and the most important considerations to effect the changes needed (5 pts). The Action Plan may be presented as a table. Include a bibliography. (Resources: Glatthorn pp152-164 and Handout-Planning and Organizing for Curriculum Renewal)

The assignment objectives include your focus on (2B) promoting effective curriculum, instruction, and assessment; (2C) supporting teachers to improve practice; and (2D) providing feedback on instruction (i.e., instructional strategies and resources).

Criteria Include:

- **COVER PAGE**
 - **Name, Course, Title of book (APA 7)**
 - I. **ANALYSIS:** Use the bolded headings to guide your analysis. (10 points)
 - **Description of the School:** Briefly describe the school's demographics and programs.
 - **Recommended Curriculum:** What is your focus area? What professional organizations influenced this curriculum? Who are the major authors and how do they influence the content of the curriculum?
 - **Written Curriculum:** What California framework provides the basis for this curricular area? Are there additional local curriculum guides and pacing charts? How do they align to the state and publisher recommendations?
 - **Supported Curriculum:** What are the ancillary materials? How are they used?
 - **Taught Curriculum:** Is the instruction aligned to the curriculum? How is teaching related to the standards? How does the program reflect knowledge of what the students knew before instruction (pre-assessment), direct instruction (teaching), checking for understanding (assessment), and reteaching where needed? Is there evidence of equity to and learning for all students including diverse learners? Specifically address English Language Learners, Special Education, and Gifted and Talented students.
 - **Assessed Curriculum:** What types of assessments are provided and used? What areas are tested and how are the results used to drive instruction? Do the results impact reteaching or grouping/teaming? How is student progress recorded and monitored?
 - **Learned Curriculum:** What do students learn?
 - II. **BIBLIOGRAPHY/REFERENCES:** Include the publisher series reviewed, and resources used; the Glatthorn reference and at least one other (APA 7).
 - III. **ACTION PLAN:** Based on your findings, develop 1-2 goals to improve the curriculum.
 - Determine the: what, how, when, who, funding sources and evaluation evidence that you would consider needed to improve student achievement. (5 points)
- | Goals
(What) | Actions
(How) | Due Dates
(When) | Responsible Persons
(Who) | Funding Sources
(Include Amounts) | Evaluation
(Evidence) | Communication
(Presentation) |
|-----------------|------------------|---------------------|------------------------------|--------------------------------------|--------------------------|---------------------------------|
| | | | | | | |
- IV. **REFLECTION:** Provide a one-page reflection of the process and the most important considerations needed to affect the changes needed to address disparities, closing academic equity gaps, greater student achievement, and well-being. More specifically, academic and social opportunity. (5 points)

Assignment Guidelines: Professional Reading and Presentation: (20 points)

Assess: 1A, 2A, 5A

Select and read a current professional book (from the list) that focuses on Curriculum, Instruction and/or Leadership/Supervision. Create a two-page summary, review, and reflection to present to the class.

Criteria Include:

- Cover Page
- Two-Page Book Summary, Analysis/Review and Reflection (10 points)
Use the bolded headings to guide your summary, review and reflection:
 - **Title and Author of the Book**
 - **Summary/ Analysis** What is the book about?
 - **Review** What did you learn? What did you agree with? Disagree with? More information about?
 - **Reflection** Who is the audience for this book? How might you use it as an administrator?
How this book can be incorporated into your professional learning plan; How does the content /strategies help to develop your professional growth as an administrator? How does this book help to develop a student-centered vision of teaching and learning?
- **Presentation:**
 - **Summary, Analysis/Review and Reflection** to the class. 4 minutes (10 points)
 - **Discuss:**
 - how using the strategies in the book will help to develop a student-centered vision of teaching and learning
 - how this book can be incorporated into your professional learning plan; how does the content /strategies help to develop your professional growth as an administrator?

Supervisory Platform: Assignment Guidelines (20 Points)

Read the set of questions on page 177 in the Sullivan book; select 3-5 guiding questions to create a one-page personal platform statement (10 pts); write a one-page reflection regarding the process and how you might use this platform (10 pts).

Criteria include:

- Cover Page
- Platform Statement (10 pts)
- Reflection (10 pts)

Educational Website Presentation: Assignment Guidelines (15 points)

Select one website you currently use and complete a one-page summary, review, and reflection to present to the class.

Criteria Include:

- Cover Page
- Use the bolded headings to guide your website analysis (8 points)
 - **Website and Cost**
 - **Curricular Area**
 - **Grade Level**
 - **Equipment Needed**
 - **Summary** What is the website about? How is the content presented? How is achievement recorded?
 - **Review** How do your students feel about using the website? How and what parts do you use?
 - **Reflection** What's the value for the investment? How might you use as an administrator?
- Present Website Summary, Review and Reflection to the class. 2-3 minutes (7 points)

End of Course Evaluation/Reflection (20 Points)

Based on your classwork, readings, research, assignments, and professional reflections, identify one important idea regarding leadership for each area and why it is important:

Curriculum / Instruction / Supervision

Reflection-What were your "ahas" or affirmations regarding this class?

Criteria Include:

- Cover Page
- Use bolded headings and submit a 1-2-page paper to address all areas.
 - Discussion of one important idea per area of Curriculum, Instruction and Supervision (15 points)
 - Reflection of "ahas" or affirmations of the learnings in this class. (5 points)

ELPS 682 Linking List

1A: Developing a Student-Centered Vision. Of Teaching and Learning

Pages 1A: I-9 P- 10 A-12

2A: Personal and Professional Learning

Pages 2A: I-8 P-8 A-11

2B: Promoting Effective Curriculum, Instruction, and Assessment

Pages 2B: I-8 P- 8 A-12

2C: Supporting Teachers to Improve Practice

Pages 2C: I-8 P- 8 A-11

2D: Feedback on Instruction

Pages 2D: I-8 P- 8 A-11

5A: Reflective Practice

Pages 5A: I-9 P-9 A-12