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### University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

### The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission:** CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision:** To develop and promote transformative educational experiences that optimize human potential.

**Goals:** The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.

7. To prepare candidates to meet the needs of all learners.

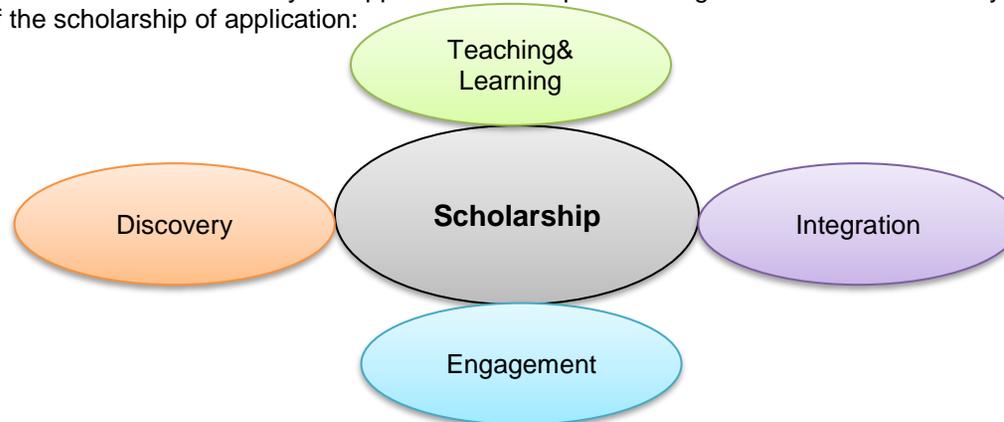
**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

- L= Leadership: Innovation with Accountability
- E= Engagement: Active Learning
- A=Application: Theory to Practice
- D=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory. CSOE utilizes Boyer's model of the scholarship of application:



Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

- Discovery - generating new and unique knowledge;
- Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;
- Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Faculty recognize the insider knowledge that candidates bring to courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

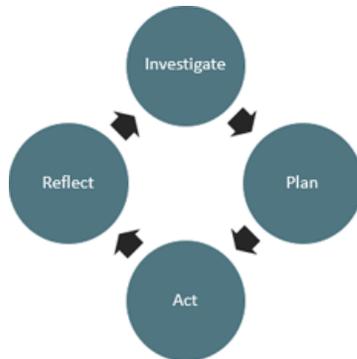
We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

### California Administrator Performance Expectations (CAPE)

- 1A: Developing a Student-Centered Vision of Teaching and Learning
- 1B: Developing a Shared Vision and Community Commitment
- 1C: Implementing the Vision
- 2A: Personal and Professional Learning
- 2B: Promoting Effective Curriculum, Instruction, and Assessment
- 2C: Supporting Teachers to Improve Practice
- 2D: Feedback on Instruction
- 3A: Operations and Resource Management
- 3B: Managing Organizational Systems and Human Resources
- 3C: Managing the School Budget
- 4A: Parent and Family Engagement
- 4B: Community Involvement
- 5A: Reflective Practice
- 5B: Ethical Decision-Making
- 5C: Ethical Action
- 6A: Understanding and Communicating Policy
- 6B: Representing and Promoting the School

### California Administrator Performance Assessment (CalAPA)

- [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



## Course Description

The course is focused on theoretical paradigms and pragmatic approaches to the leadership of educational systems. The course provides opportunities for the candidate to: 1) examine, practice and model a personal code of ethics, including protecting the rights and confidentiality of students, staff and families, 2) practice professional leadership capacity, including shared decision-making, problem solving and conflict management and foster those skills in others, 3) examine site and district responsibilities with regard to students with special needs, 4) develop the ability to effectively act as a spokesperson for the school to the extended school community, 5) model personal and professional ethics, integrity, justice and fairness and receive feedback from the program and peers, 6) reflect on personal leadership beliefs and practices and recognize their impact and influence on the performance of others, and 7) develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance professional and personal responsibilities. Candidates are introduced to practices for developing communities of practice, strengthening partnerships, and establishing opportunities for collaboration with families and other stakeholders.

## Course Learning Outcomes

CLO1: Use research and site-based data to design, implement, support, evaluate, and improve instructional programs and to drive professional development of staff including the use of learning strategies to support student learning.

CLO2: Use influence of diversity to guide and support the professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state standards/Common Core.

CLO3: Coordinate the design, implementation, and evaluation of instructional programs that serve the diverse learning styles and needs of all students including underserved populations.

CLO4: Demonstrate the ability to collect and analyze data to drive instruction, curriculum, leadership management practices, and equity gaps.

CLO5: Engage and facilitate Professional Development to enhance the educational program rather than for personal gain and welcome constructive conversations about how to improve student learning and academic success.

## Standards Alignment

California School of Education (CSOE)		California Commission on Teacher Credentialing	
CLO	Theoretical Framework	CAPE	CaIAPA Cycle Integration when applicable
CLO1: Use research and site-based data to design, implement, support, evaluate, and improve instructional programs and to drive professional development of staff including the use of learning strategies to support student learning.	Application	1A; 1B; 1C; 2A; 2B; 2C; 2D; 5A	
CLO2: Use influence of diversity to guide and support the professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state standards/Common Core.	Application	2A; 2B; 2C; 2D; 5A	1
CLO3: Coordinate the design, implementation, and evaluation of instructional programs that serve the diverse learning styles and needs of all students including underserved populations.	Engagement	2A; 2B; 2C; 2D; 5A	1
CLO4: Demonstrate the ability to collect and analyze data to drive instruction, curriculum, leadership management practices, and equity gaps.	Leadership	2A; 2B; 2C; 2D; 5A	
CLO5: Engage and facilitate Professional Development to enhance the educational program rather than for personal gain and welcome constructive conversations about how to improve student learning and academic success.	Engagement	2A; 2B; 2C; 2D; 5A	

## Candidate Expectations

**Respectful Speech and Actions:** As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior:** This program is a graduate-level professional program, and each member of the program, both candidates and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect with their interactions with other candidates, staff, and faculty. Candidates will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

**Expected In-class (Online) and Preparation Time per Week**

<b>Weeks</b>	<b>In-Class (Online) Time</b> (Discussions, interactions, delivering presentations, viewing lectures, exams)	<b>Preparation Time</b> (reading, major assignments, homework)
Week 1	5.5 hours	12 hours
Week 2	4 hours	11 hours
Week 3	5 hours	12 hours
Week 4	5 hours	11 hours
Week 5	4 hours	11 hours
Week 6	5 hours	11 hours
Week 7	5 hours	11 hours
Week 8	5 hours	11 hours

**Note.** Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

- Online time:  $(15 \times \# \text{ of units}) / \# \text{ of weeks}$
- Preparation time:  $(30 \times \# \text{ of units}) / \# \text{ of weeks}$

**Required Course Materials**

The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction (Robert J. Marzano)  
 Effective Supervision: Supporting the Art and Science of Teaching (Robert J. Marzano and John L. Brown)

**Additional Resources**

Coherence: The right Drivers in action for Schools, Districts, and Systems (Michael Fullan and Joann Quinn)  
 Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student (Alan M. Blankstein, Pedro Noguera with Lorena Kelly)  
 Helping Teachers Learn: Principal Leadership for Adult Growth and Development (Eleanor Drago-Severson)  
 Intentional and Targeted Teaching (Douglas Fischer, Nancy Frey, and Stefani Arzonetti Hite)  
 Learning By Doing: A Handbook for Professional Learning Communities at Work (DuFour, et al.)  
 The Principal: Three Keys to Maximizing Impact (Michael Fullan)  
 Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning (Mike Schmoker)

**Instructor Policies****Late Assignments**

If assignments are not posted by 11:59 p.m. Pacific Standard Time (PST) on the day they are due they are considered late. Technological issues are not considered valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor directly through email and when systems are restored, submit those assignments according to syllabus instructions.

Unless an Incomplete/In Progress grade has been granted, learner assignments submitted after the last day of class will not be accepted.

### **Feedback**

Each week, your instructor will provide grades/scores and comments on assignments within 4 days of the last day of the week unless you instructor notifies you otherwise.

### **Syllabus/Schedule**

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

### **University Administrative Policies & Student Resources**

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

### **Academic Code of Conduct and Ethics**

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

### **Disability Accommodations Request**

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

### **Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty**

In keeping with the institution’s commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University’s schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

### **Technology Requirements and Support**

Answers to the most common issues are found in the Canvas Guides which are accessible by clicking “Help” link located on the canvas course Web Page.

For any other Canvas or technical issues please contact the Alliant Help Desk by email at: [Helpdesk@alliant.edu](mailto:Helpdesk@alliant.edu) or by phone at: 1-844-313-4357.

Additionally, students have access to Starfish, an early alert & connect system used to communicate concerns and facilitate access to extensive academic support systems. Starfish can be accessed by clicking on the Starfish icon located on the left-hand side of the canvas course Web Page.

### **Course Grading Criteria**

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C

70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

Final grades will be based on the points in these categories:

Artifact Categories		% of Grade
I.	Class Participation and Collaboration	25
II.	Measurable Artifacts <ul style="list-style-type: none"> <li>• Artifacts and Presentations</li> <li>• Current Trends Reflections</li> </ul>	50
III.	Competency-Based Artifact - Signature Assignment 7840 <ul style="list-style-type: none"> <li>• Professional Development Training</li> </ul>	25
<b>Total</b>		100

## Assignments

### Course Requirements and General Description of Assignments:

The assignments and readings are Theory and practice & principles of adult learning theory are aligned to the California Administrator Performance Expectations (CAPEs).

- I. **Current Trends Reflections/Artifacts** (*Measurable Artifact*)
  - Candidates read scholarly research trends and respond using various tools to promote constructive interpersonal and communication skills
- II. **Measurable Artifact**
  - **Objective:** Candidates will reflect on their own learning style inventory and consider the learning styles of staff and create a presentation in relation to your problem of practice.
  - **Complete:** In a Word document, develop a plan on how you would present your problem of practice to staff at your school as it relates to the shared vision of learning. Reflecting on your own learning style and on the potential learning styles of the staff, how would you construct your presentation?
- III. **Signature Assignment**

The signature assignment for this course is a one- or two-day training seminar (Professional Development) built for the teachers and staff of your organization. The focus of the training seminar is the improvement of student learning. Professional Development/Training/Seminar will focus on the one of the below topics:

Signature assignment:

1. Culture
2. Rigor and Student-Centered Classrooms
3. Special Education
4. Other (With instructor permission)

Additionally, you will provide:

- How is your process transformational and provide the ability to motivate and engage staff behind a strong organizational vision?
- How is it instructional and aligned with improving student instruction?
- How is it strategic and able to into concrete priorities?

## Week 1: Systems Theory

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Use research and site-based data to design, implement, support, evaluate, and improve instructional programs and to drive professional development of staff including the use of learning strategies to support student learning.	Application	1A; 1B; 1C; 2A; 2B; 2C; 2D; 5A
CLO2: Use influence of diversity to guide and support the professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state standards/Common Core.	Application	2A; 2B; 2C; 2D; 5A
CLO3: Coordinate the design, implementation, and evaluation of instructional programs that serve the diverse learning styles and needs of all students including underserved populations.	Engagement	2A; 2B; 2C; 2D; 5A
CLO4: Demonstrate the ability to collect and analyze data to drive instruction, curriculum, leadership management practices, and equity gaps.	Leadership	2A; 2B; 2C; 2D; 5A
CLO5: Engage and facilitate Professional Development to enhance the educational program rather than for personal gain and welcome constructive conversations about how to improve student learning and academic success.	Engagement	2A; 2B; 2C; 2D; 5A
<b>Readings &amp; Resources:</b>		
<p><b>Textbook(s) &amp; Resource(s):</b></p> <ul style="list-style-type: none"> <li>• <i>Coherence: The Right Drivers in Action for Schools, Districts, and Systems (Fullan &amp; Quinn) – Chapters 1-2</i></li> <li>• <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student (Blankstein &amp; Noguera) – Part I and Chapter 2</i></li> <li>• <i>Learning By Doing: A Handbook for Professional Learning Communities at Work (DuFour, et al.) – Chapters 1 and 2</i></li> </ul>		

- *The Principal: Three Keys to Maximize Impact (Michael Fullan): Chapter 1-2*
- *Helping Teachers Learn: Principal Leadership for Adult Growth Development (Eleanor Drago-Severson) – Chapters 1-2*

**Additional Resource(s):**

- Hargreaves, A. & Fink, D. (2008). *Distributed leadership: democracy or delivery?* *Journal of Educational Administration* 46(2), 229-240. – *do I need?*
- Harris, A. (2011). *System improvement through collective capacity building.* *Journal of Educational Administration*, 49(6), 624-636.
- Hawkins, M. & James, C. (2018). *Developing a perspective on schools as complex, evolving, loosely linking systems.* *Educational Management Administration & Leadership*, 46(5), 729-748.

**California Scale-Up MTSS Resources:**

- *California MTSS Framework (Orange County Office of Education):* <http://www.ocde.us/MTSS/Pages/CA-MTSS.aspx>
- *State Initiatives (California Department of Education):* <https://www.cde.ca.gov/ci/cr/ri/>
- *Continuum of Support (Orange County Office of Education):* <http://www.ocde.us/MTSS/Pages/Continuum-of-Support.aspx>
- *System of Engagement (Orange County Office of Education):* <http://www.ocde.us/MTSS/Pages/System-of-Engagement.aspx>
- *Watch this MTSS video (Orange County Office of Education):* <https://www.youtube.com/watch?v=TdTV0i9NI24>

**Discussion Thread(s):**

**Respond** to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).

**Prompt:** Fullan refers to the wrong vs. right drivers in making policy decisions for school improvement. Reflect upon the last professional development (PD) training that was provided by your current district/school. In your opinion, do you think your district/school focused on the wrong drivers or right drivers when creating the PD? Why or Why not?

**Reference** *The Principal* and *Coherence*

**Post** your initial response to the discussion forum by deadline.

**Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.

**Respond** to the RISE questions and suggestions to your initial post by deadline.

**Measurable Artifacts:**

**Objective:** Candidate will apply systems theory to school improvement initiatives and identify a problem of practices that is timely and significant to instructional leadership.

**Complete:** State a problem of practice related to improving learning outcomes for students. Find two peer reviewed research articles relevant to your problem of practice. Write a positionality statement identifying and describing your perspectives and bias in relationship to this problem of practice. The positionality statement must have at tile page and reference page and be not fewer than three pages in

length (exclusive of the time and reference pages). APA style and formatting is required. Ensure that your paper has one-inch margins (top, bottom, left, right) a running header, and Times New Roman 12 font, double spacing, and other APA conventions.

## Week 2: Culture of Collaborative Learning

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Use research and site-based data to design, implement, support, evaluate, and improve instructional programs and to drive professional development of staff including the use of learning strategies to support student learning.	Application	1A; 1B; 1C; 2A; 2B; 2C; 2D; 5A
CLO2: Use influence of diversity to guide and support the professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state standards/Common Core.	Application	2A; 2B; 2C; 2D; 5A
CLO3: Coordinate the design, implementation, and evaluation of instructional programs that serve the diverse learning styles and needs of all students including underserved populations.	Engagement	2A; 2B; 2C; 2D; 5A
CLO4: Demonstrate the ability to collect and analyze data to drive instruction, curriculum, leadership management practices, and equity gaps.	Leadership	2A; 2B; 2C; 2D; 5A
CLO5: Engage and facilitate Professional Development to enhance the educational program rather than for personal gain and welcome constructive conversations about how to improve student learning and academic success.	Engagement	2A; 2B; 2C; 2D; 5A
<b>Readings &amp; Resources:</b>		
<p><b>Textbook(s) &amp; Resource(s):</b></p> <ul style="list-style-type: none"> <li>• <i>Coherence: The Right Drivers in Action for Schools, Districts, and Systems</i> – (Michael Fullan) – Chapter 3-4</li> <li>• <i>Effective Supervision: Supporting the Art and Science of Teaching</i> (Robert J. Marzano and John L. Brown) – Chapter 3</li> <li>• <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i> (Blankstein &amp; Noguera) – Chapter 1</li> <li>• <i>Helping Teachers Learn: Principal Leadership for Adult Growth Development</i> (Eleanor Drago-Severson) – Preface, Chapter 3,5</li> <li>• <i>Learning By Doing: A Handbook for Professional Learning Communities at Work</i> (DuFour, et al.) – Chapters 3 and 5</li> <li>• <i>The Principal: Three Keys to Maximizing Impact</i> (Michael Fullan) – Chapters 3-5</li> </ul> <p><b>Additional Resource(s):</b></p> <ul style="list-style-type: none"> <li>• <i>Learning Style Inventory: Take the VARK Questionnaire on-line:</i> <a href="http://vark-learn.com/the-vark-questionnaire/">http://vark-learn.com/the-vark-questionnaire/</a></li> <li>• Hallam, P.R., et al. (2015). <i>Trust and collaboration in PLC teams: Teacher relationships, principal support, and collaborative benefits.</i> <i>NASSP Bulletin</i>, 99(3), 193-216.</li> </ul>		

- *Munoz, M.A. & Branham, K.E. (2016). Professional learning communities focusing on results and data-use to improve student learning: the right implementation matters. Planning and Changing, 47(1/2) 37-46.*
- *Nahapiet, N. & Ghoshal, S. (1998) Social capital, intellectual capital, and the organizational advantage. Academy of Management Review, 23(2), 242-266.*
- *Van Lare, M.D. & Brazier, S.D. (2013). Analyzing learning in professional learning communities: a conceptual framework. Leadership and Policy in Schools, 12, 374-396.*

**Discussion Thread(s):**

**Respond** to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).

**Reference** VARK Questionnaire and Coherence

**Prompt:** Identify common themes in the articles and text readings assigned and post your understanding as it pertains to your local districts/schools.

**Post** your initial response to the discussion forum by deadline.

**Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.

**Respond** to the RISE questions and suggestions to your initial post by deadline.

**Measurable Artifacts:**

**Objective:** Candidates will reflect on their own learning style inventory and consider the learning styles of staff and create a presentation in relation to your problem of practice.

**Complete:** In a Word document, develop a plan on how you would present your problem of practice to staff at your school as it relates to the shared vision of learning. Reflecting on your own learning style and on the potential learning styles of the staff, how would you construct your presentation?

### Week 3: Data Analysis and Program Evaluation

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Use research and site-based data to design, implement, support, evaluate, and improve instructional programs and to drive professional development of staff including the use of learning strategies to support student learning.	Application	1A; 1B; 1C; 2A; 2B; 2C; 2D; 5A
CLO2: Use influence of diversity to guide and support the professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state standards/Common Core.	Application	2A; 2B; 2C; 2D; 5A
CLO3: Coordinate the design, implementation, and evaluation of instructional programs that serve the diverse learning styles and needs of all students including underserved populations.	Engagement	2A; 2B; 2C; 2D; 5A

CLO4: Demonstrate the ability to collect and analyze data to drive instruction, curriculum, leadership management practices, and equity gaps.	Leadership	2A; 2B; 2C; 2D; 5A
CLO5: Engage and facilitate Professional Development to enhance the educational program rather than for personal gain and welcome constructive conversations about how to improve student learning and academic success.	Engagement	2A; 2B; 2C; 2D; 5A

**Textbook(s) & Resource(s):**

- *Coherence: The Right Drivers in Action for Schools, Districts, and Systems – (Michael Fullan) – Chapter 5-6*
- *Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student (Blankstein & Noguera) – Part V and Chapter 11*
- *Helping Teachers Learn: Principal Leadership for Adult Growth Development (Eleanor Drago-Severson) – Chapter 4*
- *Learning By Doing: A Handbook for Professional Learning Communities at Work (DuFour, et al. )- Chapters 6 and 7*
- *The Principal: Three Keys to Maximizing Impact (Michael Fullan) – Chapters 6 (Michael Fullan) – Chapter 6*
- *Results Now: How We can Achieve Unprecedented Improvement in Teacher and Learning (Mike Schmoker) – Chapters 9-10*

**Additional Resource(s):**

- *Root Cause Analysis Webinar: How Adaptive Leaders Use Root Cause Analysis Collaboratively Solve Student Achievement Needs. Regional Education Lab Mid Atlantic, April 30, 2014:*  
[https://www.youtube.com/watch?v=81iB75kjaq8&list=PLVHqsnePfULp0c78CNETg532CSUELJV\\_2+-+action=share](https://www.youtube.com/watch?v=81iB75kjaq8&list=PLVHqsnePfULp0c78CNETg532CSUELJV_2+-+action=share)
- *What is a logic model from Regional Education Lab Southeast:* [https://www.youtube.com/watch?v=xf0J8l01B\\_I](https://www.youtube.com/watch?v=xf0J8l01B_I)
- *Stegemann, K.C. Making it Logical: Implementation of inclusive education using a logic model framework. Learning Disabilities: A Contemporary Journal 156(1), 3-18.*
- *Case Study Analysis: Data Wise a Poe Middle School in San Antonio, Texas, Harvard Education Press. Harvard Graduate School Education*

**Discussion Thread(s):**

**Respond** to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).  
**Prompt:** After watching the Root Analysis video and reading the case study on Poe Middle School, cite evidence whether you observed if they did or did not use elements of Root Cause Analysis.  
**Reference** Root Cause Analysis Webinar and Case Analysis  
**Post** your initial response to the discussion forum by deadline.  
**Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  
**Respond** to the RISE questions and suggestions to your initial post by deadline.

**Measurable Artifacts:**

**Objective:** Candidates will develop knowledge on root cause analysis and logic models to evaluate their school's instructional program.  
**Complete:** Conduct a preliminary root cause analysis to evaluate your problem of practice.

## Week 4: Teaching and Learning Models

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Use research and site-based data to design, implement, support, evaluate, and improve instructional programs and to drive professional development of staff including the use of learning strategies to support student learning.	Application	1A; 1B; 1C; 2A; 2B; 2C; 2D; 5A
CLO2: Use influence of diversity to guide and support the professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state standards/Common Core.	Application	2A; 2B; 2C; 2D; 5A
CLO3: Coordinate the design, implementation, and evaluation of instructional programs that serve the diverse learning styles and needs of all students including underserved populations.	Engagement	2A; 2B; 2C; 2D; 5A
CLO4: Demonstrate the ability to collect and analyze data to drive instruction, curriculum, leadership management practices, and equity gaps.	Leadership	2A; 2B; 2C; 2D; 5A
CLO5: Engage and facilitate Professional Development to enhance the educational program rather than for personal gain and welcome constructive conversations about how to improve student learning and academic success.	Engagement	2A; 2B; 2C; 2D; 5A
<b>Readings &amp; Resources:</b>		
<p><b>Textbook(s) &amp; Resource(s):</b></p> <ul style="list-style-type: none"> <li>• <i>The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</i> (Robert J. Marzano). Chapters 1-2, 5</li> <li>• <i>Effective Supervision: Supporting the Art and Science of Teaching</i> (Robert J. Marzano and John L. Brown) – Chapter 4</li> <li>• <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i> (Blankstein &amp; Noguera) – Part III and Chapters 7, 9, &amp; 12</li> <li>• <i>Helping Teachers Learn: Principal Leadership for Adult Growth Development</i> (Drago-Severson) – Chapter 7</li> <li>• <i>Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership</i> (Fischer, Frey, &amp; Hite) – Chapter 1-2</li> <li>• <i>Learning By Doing: A Handbook for Professional Learning Communities at Work</i> (DuFour, et al.)- Chapter 8</li> <li>• <i>Results Now: How We can Achieve Unprecedented Improvement in Teacher and Learning</i> (Mike Schmoker) – Chapters 5-7</li> </ul> <p><b>Additional Resource(s):</b></p> <ul style="list-style-type: none"> <li>• Cook, C.R., Miller, F.G., &amp; Fiat, A. (2017). Promoting secondary teachers' well-being and intentions to implement evidence-based practices: Randomized evaluation of the achiever resilience curriculum. <i>Psychology in the Schools</i>, 54(1), 13-28.</li> </ul>		

- Zee, M. & Koomen, H.M.Y. (2016). *Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. Review of Educational Research, 86(4), 981-1015.*
- *Case Study: Using Collegial Inquiry in Collaborative Goal Setting and Evaluation. Helping Teachers Learn: Principal Leadership for Adult Growth Development (Eleanor Drago-Severson) – Chapter 7.*
- *California Continuum for Teaching Practices (California Commission on Teaching Credentialing):*  
[https://www.ctc.ca.gov/docs/default-source/educator-prep/ca-ti/final-continuum-of-teaching-practice.pdf?sfvrsn=9b400217\\_0](https://www.ctc.ca.gov/docs/default-source/educator-prep/ca-ti/final-continuum-of-teaching-practice.pdf?sfvrsn=9b400217_0)

**Discussion Thread(s):**

**Respond** to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).  
 Prompt: After reviewing the journal articles on teacher efficacy and teacher well-being, what are the one or two important ideas that has emerged from the research?  
**Reference** Journal articles  
**Post** your initial response to the discussion forum by deadline.  
**Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  
**Respond** to the RISE questions and suggestions to your initial post by deadline.

**Measurable Artifacts:**

**Objective:** Candidates will extend their evaluation of their problem of practice by creating a logic model.  
**Complete:** In a Word document, considering the findings from the root cause analysis, develop a logic model from your problem of practice:

- Situation
- Inputs (Resources)
- Outputs (Actions and Products)
- Outcomes (Short-Term, Intermediate, Long-Term)

### Week 5: Leadership and Collective Capacity

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Use research and site-based data to design, implement, support, evaluate, and improve instructional programs and to drive professional development of staff including the use of learning strategies to support student learning.	Application	1A; 1B; 1C; 2A; 2B; 2C; 2D; 5A
CLO2: Use influence of diversity to guide and support the professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state standards/Common Core.	Application	2A; 2B; 2C; 2D; 5A
CLO3: Coordinate the design, implementation, and evaluation of instructional programs that serve the diverse learning styles and needs of all students including underserved populations.	Engagement	2A; 2B; 2C; 2D; 5A

CLO4: Demonstrate the ability to collect and analyze data to drive instruction, curriculum, leadership management practices, and equity gaps.	Leadership	2A; 2B; 2C; 2D; 5A
CLO5: Engage and facilitate Professional Development to enhance the educational program rather than for personal gain and welcome constructive conversations about how to improve student learning and academic success.	Engagement	2A; 2B; 2C; 2D; 5A
<b>Readings &amp; Resources:</b>		
<b>Textbook(s) &amp; Resource(s):</b>		
<ul style="list-style-type: none"> <li>• <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student (Blankstein &amp; Noguera) – Chapter 6</i></li> <li>• <i>Helping Teachers Learn: Principal Leadership for Adult Growth Development (Drago-Severson) – Chapter 6 &amp; 8</i></li> <li>• <i>Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership (Fischer, Frey, &amp; Hite) – Chapter 3-4</i></li> <li>• <i>Learning By Doing: A Handbook for Professional Learning Communities at Work (DuFour, et al.)- Chapter 9</i></li> </ul>		
<b>Additional Resource(s):</b>		
<ul style="list-style-type: none"> <li>• Akdemir, O.A. &amp; Ayik, A. (2017). <i>The impact of distributed leadership behaviors of school principals on the Organizational Commitment of Teachers. Universal Journal of Educational Research, 5(12B), 18-26.</i></li> <li>• Calik, T., et al. (2012). <i>Examination of relationships between instructional leadership of school principals and self-efficacy of teachers and collective teacher efficacy. Education Sciences: Theory &amp; Practice, 12(4). 2498-2504.</i></li> <li>• Minckler, C.H. (2014). <i>School leadership that builds teacher social capital. Educational Management Administration &amp; Leadership, 42(5), 657-679.</i></li> <li>• Ninkovic, S.R. &amp; Knezevic Floric, O.C. (2018). <i>Transformational school leadership and teacher self-efficacy as predictors of perceived collective teacher efficacy. Educational Management Administration &amp; Leadership, 46(1), 49-64.</i></li> <li>• Robinson, V.M.J. &amp; Timperley, H.S. (2007). <i>The leadership of the improvement of teaching and learning: Lessons from initiatives with positive outcomes for students. Australian Journal of Education, 51(3), 247-262.</i></li> <li>• <i>MTSS Systems of Engagement. Watch this video: Knowing your Why: Your “why” gives your “what” more impact (Orange County Office of Education): <a href="https://oconline.ocde.us/implement/camtss/cms_page/view/38202471">https://oconline.ocde.us/implement/camtss/cms_page/view/38202471</a></i></li> </ul>		
<b>Discussion Thread(s):</b>		
<p><b>Respond</b> to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).  Prompt: From the research articles, what leadership behaviors do you think are critical to creating and sustaining a collaborative learning culture?</p> <p><b>Reference</b></p> <p><b>Post</b> your initial response to the discussion forum by deadline.</p> <p><b>Apply</b> the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.</p>		

<b>Respond</b> to the RISE questions and suggestions to your initial post by deadline.
<b>Measurable Artifacts:</b>
<b>Objective:</b> Candidate will collect data based on the logic model analysis.
<b>Complete:</b> In a Word document provide the evaluation planning and data collection process based on your logic model. Be sure to: <ul style="list-style-type: none"> <li>• Select meaningful indicators (i.e. California Dashboard results, graduation rates) – Quantitative or Qualitative</li> <li>• Establish targets (establish the level of performance we expect from our indicators)</li> <li>• Triangulation of Data (Data Collection)</li> </ul>

## Week 6: Equity and Access

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Use research and site-based data to design, implement, support, evaluate, and improve instructional programs and to drive professional development of staff including the use of learning strategies to support student learning.	Application	1A; 1B; 1C; 2A; 2B; 2C; 2D; 5A
CLO2: Use influence of diversity to guide and support the professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state standards/Common Core.	Application	2A; 2B; 2C; 2D; 5A
CLO3: Coordinate the design, implementation, and evaluation of instructional programs that serve the diverse learning styles and needs of all students including underserved populations.	Engagement	2A; 2B; 2C; 2D; 5A
CLO4: Demonstrate the ability to collect and analyze data to drive instruction, curriculum, leadership management practices, and equity gaps.	Leadership	2A; 2B; 2C; 2D; 5A
CLO5: Engage and facilitate Professional Development to enhance the educational program rather than for personal gain and welcome constructive conversations about how to improve student learning and academic success.	Engagement	2A; 2B; 2C; 2D; 5A
<b>Readings &amp; Resources:</b>		
<b>Textbook(s) &amp; Resource(s):</b>		
<ul style="list-style-type: none"> <li>• <i>The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</i> (Robert J. Marzano). Chapters 6-7</li> <li>• <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i> (Blankstein &amp; Noguera) – Part II and Chapters. 4 &amp; 5</li> <li>• <i>Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership</i> (Fischer, Frey, &amp; Hite) – Chapter 5</li> <li>• <i>Learning By Doing: A Handbook for Professional Learning Communities at Work</i> (DuFour, et al.)- Chapter 4</li> </ul>		
<b>Additional Resource(s):</b>		

- Griner, A.C., & Stewart, M.L. (2012). *Addressing the achievement gap and disproportionality through the use of culturally responsive teaching practices*. *Urban Education*, 48(4), 585-621.
- Lolis-Biliias, E., et al. (2017). *On promoting understanding and equity through compassionate educational practice: Toward a new inclusion*. *Psychol Schs*, 54, 1229-1247.
- Mincu, M.E. (2015). *Teacher quality and school improvement: what is the role of research?* *Oxford Review of Education* 41(2), 253-269.
- Ross, S.W., Romer, N., & Horner, R.H. (2012). *Teacher well-being and the implementation of school-wide positive behavior interventions and supports*. *Journal of Positive Behavior Interventions*, 14(2), 118-128
- Salas, R.G. (2017). *Disrupting equilibrium: Working for equity and social justice in education for english learners*. *International Journal of Multiculturalism Education*, 19(1), 7-23.
- *Case Study: Lessons from Ferguson*. Harvard Education Press. Harvard Graduate School Education.
- *MTSS Excellence + Equity = All Means All (Orange County Office of Education):*  
[https://oconline.ocde.us/implement/camtss/cms\\_page/view/38202191](https://oconline.ocde.us/implement/camtss/cms_page/view/38202191)

**Discussion Thread(s):**

**Respond** to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).

**Prompt:** In analyzing the case study, “Lessons from Ferguson,” from a social justice lens, defend or critique one of the three superintendents’ decisions that followed two weeks after the Michael Brown shooting.

**Reference. Case Study and Articles**

**Post** your initial response to the discussion forum by deadline.

**Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.

**Respond** to the RISE questions and suggestions to your initial post by deadline.

**Measurable Artifacts:**

**Objective:** Candidates will explore the issue of equity through the lens of Culturally Responsive Teaching Practices in the classroom and system initiatives such as Positive Behavior Intervention Support and Trauma Informed Care.

**Complete:** Analyze data and interpret the evidence from the data collection for your logic model.

## Week 7: Change Implementation

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Use research and site-based data to design, implement, support, evaluate, and improve instructional programs and to drive professional development of staff including the use of learning strategies to support student learning.	Application	1A; 1B; 1C; 2A; 2B; 2C; 2D; 5A

CLO2: Use influence of diversity to guide and support the professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state standards/Common Core.	Application	2A; 2B; 2C; 2D; 5A
CLO3: Coordinate the design, implementation, and evaluation of instructional programs that serve the diverse learning styles and needs of all students including underserved populations.	Engagement	2A; 2B; 2C; 2D; 5A
CLO4: Demonstrate the ability to collect and analyze data to drive instruction, curriculum, leadership management practices, and equity gaps.	Leadership	2A; 2B; 2C; 2D; 5A
CLO5: Engage and facilitate Professional Development to enhance the educational program rather than for personal gain and welcome constructive conversations about how to improve student learning and academic success.	Engagement	2A; 2B; 2C; 2D; 5A
<b>Readings &amp; Resources:</b>		
<p><b>Textbook(s) &amp; Resource(s):</b></p> <ul style="list-style-type: none"> <li>• <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student (Blankstein &amp; Noguera) – Part IV, Chapter 10</i></li> <li>• <i>Helping Teachers Learn: Principal Leadership for Adult Growth Development (Drago-Severson) – Chapter 9 &amp; 11</i></li> <li>• <i>Learning By Doing: A Handbook for Professional Learning Communities at Work (DuFour, et al.)- Chapter 10</i></li> </ul> <p><b>Additional Resource(s):</b></p> <ul style="list-style-type: none"> <li>• Cook, B.G. &amp; Odom, S.L. (2013). <i>Evidence-based practices and implementation science in special education. Council for Exceptional Children, 79(2), 135-144.</i></li> <li>• Easterling, D. &amp; Metz, A. (2016). <i>Getting real with strategy. Insights from implementation science. The Foundation Review, 8(2), 97-115.</i></li> <li>• Mitchler, J. (2017). <i>Steer the ship: Principles of student success for organizational change. Journal of School Administration Research and Development, 2(1), 25-31.</i></li> <li>• <i>MTSS Transformation in Action Practices (Orange County Office of Education):</i></li> <li>• <a href="https://oconline.ocde.us/implement/camtss/cms_page/view/38202475">https://oconline.ocde.us/implement/camtss/cms_page/view/38202475</a></li> <li>• <i>Rethinking the Scale-Up Challenge: <a href="https://www.youtube.com/watch?v=bllazKRgwHM">https://www.youtube.com/watch?v=bllazKRgwHM</a></i></li> </ul>		
<b>Discussion Thread(s):</b>		
<p><b>Respond</b> to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).          Prompt: Compare the RE-AIM Model from the Cook &amp; Odom article to the Implementation Science Formula proposed by Easterling and Metz. Which model do you think would lead to successful implementation? Justify your response.  <b>Reference</b> Getting real with strategy and Evidence-based practices and implementation science in special education articles.  <b>Post</b> your initial response to the discussion forum by deadline.</p>		

**Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.

**Respond** to the RISE questions and suggestions to your initial post by deadline.

**Measurable Artifacts:**

**Objective:** Candidate will develop knowledge about implementation science and select one of the models presented to implement a change.

**Complete:** Provide a Word document that shows how to align your logic model to planning and producing your story to communicate to your stakeholders what is needed to remedy the situation. Be sure to include:

- What is the current reality?
- What is the problem/situation?
- Why is it important?
- What is needed to address the situation?

### Week 8: Course Reflection

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Use research and site-based data to design, implement, support, evaluate, and improve instructional programs and to drive professional development of staff including the use of learning strategies to support student learning.	Application	1A; 1B; 1C; 2A; 2B; 2C; 2D; 5A
CLO2: Use influence of diversity to guide and support the professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state standards/Common Core.	Application	2A; 2B; 2C; 2D; 5A
CLO3: Coordinate the design, implementation, and evaluation of instructional programs that serve the diverse learning styles and needs of all students including underserved populations.	Engagement	2A; 2B; 2C; 2D; 5A
CLO4: Demonstrate the ability to collect and analyze data to drive instruction, curriculum, leadership management practices, and equity gaps.	Leadership	2A; 2B; 2C; 2D; 5A
CLO5: Engage and facilitate Professional Development to enhance the educational program rather than for personal gain and welcome constructive conversations about how to improve student learning and academic success.	Engagement	2A; 2B; 2C; 2D; 5A

**Readings & Resources:**

**Textbook(s) & Resource(s):**

- *Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student (Blankstein & Noguera) – , Part VI, Chapters 13 & 15*
- *Helping Teachers Learn: Principal Leadership for Adult Growth Development (Eleanor Drago-Severson) – Chapter 10*

**Additional Resource(s):**

- Rohanna, K. (2017). *Breaking the “adopt, attack, abandon” cycle: A case for improvement science in K-12 education.* In C.A. Christie, M. Inkelas & S. Lemire (Eds.), *Improvement Science in Evaluation: Methods and Uses.* *New Directions for Evaluation*, 153, 65-77.
- Woodland, R.H. (2016). *Evaluating PK-12 professional learning communities: An improvement science perspective.* *American Journal of Evaluation*, 37(4), 505-521.
- Watch this video on Diffusion of Innovation Theory: <https://www.youtube.com/watch?v=9QnfWhtujPA>

**Discussion Thread(s):**

**Respond** to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).

**Prompt:** In analyzing the two journal articles on improvement science, what are the key “take-aways” that you will adopt or discard as an instructional leader?

**Reference Journal Articles**

**Post** your initial response to the discussion forum by deadline.

**Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.

**Respond** to the RISE questions and suggestions to your initial post by deadline.

**Measurable Artifacts:**

**Objective:** Candidates will identify the various stakeholder groups that exist in their schools and differentiate the message of your logic model to appeal to each group.

**Complete:** Develop your script on how you would communicate the results of the logic model and apply the Diffusion of Innovations Theory.

**Rubrics****RISE Discussion Rubric****RISE (Reflect, Inquire, Suggest, Elevate) Model of Meaningful Feedback**

	<b>Exemplary 100%</b>	<b>Good 67%</b>	<b>Needs Improvement 33%</b>
<b>Initial Response to the Forum Topic</b> (up to 5 pts.)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
<b>Feedback to Peer's Response to the Forum Topic</b> (up to 5 pts. for responses to classmates)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

**Signature Assignment Requirements & Rubrics**

The signature assignment for this course is a one- or two-day training seminar built for the teachers and staff of your organization. The focus of the training seminar is the improvement of student learning. Your seminar may focus on the one of the below topics:

- Culture
- Professional Development
- Improving Teacher Practice
- Rigor and Student-Centered Classrooms
- Special Education
- Other (With instructor permission)

Additionally, you will provide:

- How is your process transformational and provide the ability to motivate and engage staff behind a strong organizational vision?
  - a. How is it instructional and aligned with improving student instruction?
  - b. How is it strategic and able to into concrete priorities?

Rubric:

<b>Criteria</b>	<b>Grading Scale</b>			
<b>Professional</b> Professional Development is well prepared and clearly practiced.	<b>4</b> Excellent	<b>3</b> Good	<b>2</b> Satisfactory	<b>1</b> Needs Improvement
<b>See It</b> Professional Development clearly gives participants an opportunity to see the model.	<b>4</b> Excellent	<b>3</b> Good	<b>2</b> Satisfactory	<b>1</b> Needs Improvement
<b>Name It</b> Professional Development clearly names the criteria for success.	<b>4</b> Excellent	<b>3</b> Good	<b>2</b> Satisfactory	<b>1</b> Needs Improvement
<b>Do It</b> Professional Development provides opportunity for participants to practice and receive feedback	<b>4</b> Excellent	<b>3</b> Good	<b>2</b> Satisfactory	<b>1</b> Needs Improvement
<b>Planning</b> Planning document is detailed and complete	<b>4</b> Excellent	<b>3</b> Good	<b>2</b> Satisfactory	<b>1</b> Needs Improvement