

Faculty Instructional Guide – Online

ELM 7990: Research Seminar & Field Experiences

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.

Educational Leadership and Management Program Objectives (PO)

- **PO1:** Lead change in educational organizations in a diverse and global society while practicing inclusive excellence.
- **PO2:** Understand the philosophical and social underpinnings of world educational systems, multiculturalism, and futuristic educational trends and developments.
- **PO3:** Evaluate the political, societal, economic, legal, and cultural influences on learning organizations.
- **PO4:** Demonstrate and articulate effective theories and principles of teaching and leading adult learner.
- **PO5:** Model personal and professional ethics, integrity, justice, and fairness.
- **PO6:** Evaluate and design research that addresses educational issues.

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

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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

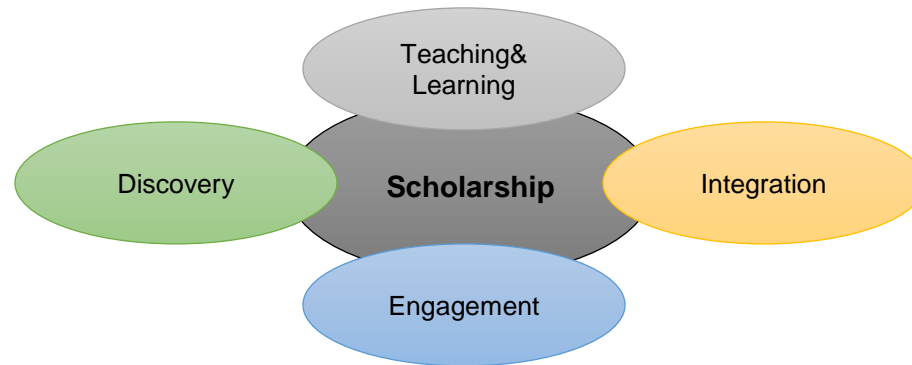
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Theoretical Framework

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

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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. Our faculty recognize the insider knowledge our candidates' bring to our 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

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- 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 *Research Seminar* for course, ELM 7990 A; ELM 7990 B; ELM 7990 C, will engage candidates in professional communities that promote opportunities for leading administrators and practitioners in the field of educational administration to share space further

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allowing for collaborative exchange and appropriate mentoring creating a foundation for candidates to learn the skills necessary for becoming future leaders.

The *Field Experience* for course, ELM 7990 A; ELM 7990 B; ELM 7990 C, will engage candidates in relevant field experiences at their own school site as they develop an action research plan. Partners will facilitate opportunities to promote communities of practice and establish productive, working relationships to promote student success. Candidates will collect and analyze data on student performance, school culture, and demographics guided by the CalAPA Standards and their action research projects. Coaches will guide the cognitive rhetoric for effectively facilitating the analysis and revisions of existing curriculum, content standards, and pedagogical strategies.

Alignment of Course Learning Outcomes

| Course Learning Outcomes (CLO) | CAPE's |
|--|------------------------------|
| CLO 1: Develop candidates' knowledge and understanding to facilitate the shared mission and vision to continuously improve the school, staff, student learning, and student safety and well-being. | 1A, 1B, 1C 2A, 2B, 2C, 2D |
| CLO 2: Guide candidates to follow legal and ethical procedures to ensure collective accountability and to facilitate the principles of positive behavior interventions, conflict resolution, and restorative justice. | 3A, 3B, 3C |
| CLO 3: Engage families and community on key issues that affect student learning, safety, and well-being. | 4A, 4B |
| CLO 4: Apply policies and practice and act with integrity in order to achieve the school's vision and goals. | 5A, 5B, 5C |
| CLO 5: Recognize that the school is part of a larger district, state, and federal contexts influenced by political, social, economic, legal, and cultural factors and understand that stakeholders should be involved in helping address the school's challenges as well as sharing in its successes. | 6A, 6B |

| Program Objectives | CalAPA |
|---|-----------------|
| <ul style="list-style-type: none"> PO1: Lead change in educational organizations in a diverse and global society while practicing inclusive excellence. | Cycle 1, 2, & 3 |
| <ul style="list-style-type: none"> PO2: Understand the philosophical and social underpinnings of world educational systems, multiculturalism, and futuristic educational trends and developments. | Cycle 1, 2, & 3 |

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| Program Objectives | CalAPA |
|---|---------|
| <ul style="list-style-type: none">• PO3: Evaluate the political, societal, economic, legal, and cultural influences on learning organizations. | Cycle 2 |
| <ul style="list-style-type: none">• PO4: Demonstrate and articulate effective theories and principles of teaching and leading adult learner. | Cycle 3 |
| <ul style="list-style-type: none">• PO5: Model personal and professional ethics, integrity, justice, and fairness. | Cycle 1 |
| <ul style="list-style-type: none">• PO6: Evaluate and design research that addresses educational issues. | Cycle 1 |

Student 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.

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Professional Behavior: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Candidates should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, 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

| Weeks | In-Class (Online) Time (Discussions, interactions, delivering presentations, viewing lectures, exams) | Preparation Time (reading, major assignments, homework) |
|--------|--|--|
| Week 1 | 5.5 hours | 11 hours |
| Week 2 | 5.5 hours | 11 hours |
| Week 3 | 5.5 hours | 11 hours |
| Week 4 | 6.5 hours | 12 hours |
| Week 5 | 5.5 hours | 11 hours |
| Week 6 | 5.5 hours | 11 hours |
| Week 7 | 6.5 hours | 12 hours |
| Week 8 | 5.5 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: $(15 \times 3 \text{ of units}) / 8 \text{ of weeks}$
- Preparation time: $(30 \times 3 \text{ of units}) / 8 \text{ of weeks}$
- Synchronous and Asynchronous classes will be required. CalAPA and Portfolio Workshops will require Asynchronous meetings.

Required Course Materials

http://www.ctcpa.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html

[Alliant Portfolio Guidelines](#)

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University Administrative Policies & Candidate 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>.

Instructor Policies

Late Assignments (To be updated by the instructor)

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 candidates 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.

Course Overview

| | |
|--|-----------|
| Week 1: Follow the Calendar based on Term: ESMM 7990 A, B, or C | 14 |
| Week 2: Follow the Calendar based on Term: ESMM 7990 A, B, or C | 18 |
| Week 3: Follow the Calendar based on Term: ESMM 7990 A, B, or C | 25 |
| Week 4: Follow the Calendar based on Term: ESMM 7990 A, B, or C | 29 |

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| | |
|---|----|
| Week 5: Follow the Calendar based on Term: ESMM 7990 A, B, or C | 31 |
| Week 6: Follow the Calendar based on Term: ESMM 7990 A, B, or C | 36 |
| Week 7: Follow the Calendar based on Term: ESMM 7990 A, B, or C | 41 |
| Week 8: Follow the Calendar based on Term: ESMM 7990 A, B, or C | 46 |

RISE Model for Online Discussions

The Discussions in this course are designed for us to explore diverse viewpoints. Please think critically about the important issues in our course and develop substantial responses. We are here to learn from each other.

For each Forum Discussion you will participate in the Discussions at least three times.

1. Respond to the initial question. Your response must be valuable and reflect not only your own experiences and opinions, but also cite expert opinions, either from your course readings or other sources.
2. Comment and ask questions related to **three different classmates' responses**. However you respond, you must meet the standards of the [RISE model](#). Responses that do not adhere to the [RISE model](#) earn 0 points.
3. Answer or comment further on a question to your original response.

You may contribute to the Discussion as freely and frequently as you wish, but three entries each week are a minimum.

Course Grading

Grading is in accordance with the academic policies of Alliant International University.

| Percentage | Letter Grade |
|------------|--------------|
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |

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| | |
|-------|--|
| 77-79 | C+ |
| 73-76 | C |
| < 72% | Unsatisfactory for continuation in the program |

Final grades will be determined as follows based on the points obtained in the following categories:

| Assignment Categories | % of Grade |
|-----------------------------------|------------|
| I. Discussions | |
| II. Collaboration & Participation | |
| III. Measurable Assignments | |
| IV. Signature Assignments | |

Course Assessments

| Assessment | Due | Assignment Category | Point Value |
|--|-----|-----------------------|-------------|
| Week 1 | | | |
| Discussion: Current Trend | | Discussion | 70 |
| Assignment: Portfolio Task (Assurance Form or Checklist) | | Measurable Assignment | 05 |
| Week 2 | | | |
| Field Experience | | | |
| CalAPA Workshop (Synchronous Meetings) | | | |
| Measurable Assignment: Portfolio Task Think Tank | | Measurable Assignment | 100 |
| Week 3 | | | |
| Skype Meeting: Seminar | | Power Point | 100 |
| Portfolio Workshop (Synchronous Meetings) | | | |
| Measurable Assignment: CalAPA Proposal Template | | Measurable Assignment | 40 |
| Week 4 | | | |
| Discussion: Current Trend | | Discussion | 40 |
| Measurable Assignment: Portfolio Task Deep Dive | | Measurable Assignment | 55 |
| Week 5 | | | |
| Field Experience | | | |
| Portfolio Workshop (Synchronous Meetings) | | | |
| Measurable Assignment: Portfolio Task | | Measurable Assignment | 70 |

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| | | |
|--|---------------------|-------------|
| Week 6 | | |
| CalAPA Workshop (Synchronous Meetings) | Discussion | 40 |
| Discussion: Current Trend | | |
| Week 7 | | |
| Measurable Assignment: Portfolio Task | Measurable Artifact | 100 |
| CalAPA Submission: Cycle Screenshot of Submission | Measurable Artifact | 100 |
| Field Experience | | |
| Week 8 | | |
| Measurable Artifact: Portfolio Checklist | Measurable Artifact | 40 |
| Field Experience Checklist | Measurable Artifact | |
| Signature Assignment: Portfolio Checklist, Field Experience Checklist, & CalAPA Snapshot | | |
| Total Points | | 1000 |

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. Discussions: Current Trends (*Participation and Collaboration*)
Candidates read scholarly research trends and respond using various tools to promote constructive interpersonal and communication skills.
- II. **Active Class Participation Elements** (*Participation and Collaboration*)
 - Readiness:** Candidates are prepared for instruction; all assigned tasks are completed
 - Peer Collaboration:** make appropriate and thoughtful independent, critical, and creative substantive contributions to online learning experiences which extend critical thinking skills
 - Attendance:** attend is required
- III. **Field Activities** (*Measurable Assignment*)
Candidates complete tools that demonstrate the application of following activities:
Provide one or more artifacts (evidence) to demonstrate role/responsibility (Portfolio format)
 - o Develop a theory of action directed at getting to the shared vision by using relevant student data.
 - o Participate in identifying factors at your school that relate to faculty and staff morale and help plan follow-up activities to address these problems.

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- Facilitate constructive conversations about how to promote equity, fairness, and respect for all members of the school community.
- Design a plan to create a welcoming school environment.
- Facilitate a grade level/department or staff meeting using a selected decision-making process, and write a reflective paper evaluating the effectiveness of the process.
- Attend a district board meeting or a city council meeting and write a reflection of your
- Observation.

Description of Field Experience Tools:

Professional Disposition Checklist:

Demonstrate a willingness to learn, actively engage in leadership experiences, and participate in collaboration and positive collegiality. Demonstrate a promotion to cultivate a safe and productive learning and working environment.

Candidate Self-Assessment Rubric:

Reflective practice and critically reflective practice are addressed through a self-reflective assessment. This practice will develop skills needed to become a life-long learner.

Leadership Practice Tool:

Coach-assessed tool monitoring the promotion of student-centered environments, shared vision, community involvement, effective instruction, and ethical decision-making from the candidate.

Candidate Assessment Rubric:

Coach-assessed tool measuring professionalism, technology skills, knowledge of standards, and reflective practice.

Program Evaluation - Coach:

Candidate assessment of program using an evaluation tool that measures the requirements of the coach to effectively meet the needs of the candidates. Measures the developing of a growth-fostering relationship between the coach and the leader to bring about transformational change.

IV. Portfolio (*Signature Assignment*) (*Synchronous Meetings*)

Develop a portfolio culminating project [Alliant Portfolio Guidelines](#)

Develop projects through the proposal for initial planning. Template guides planning by addressing organizational priorities, task objectives, outcomes, timeline, budget projections, and data collection (quantitative and qualitative).

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Portfolio Planning & CalAPA Think Tank:

Candidates have authentic experiences with various educational leaders, staff, and stakeholders including mentors and coaches. These experiences allow candidates to share ideas and research about their **CalAPA cycle** submissions and portfolios and receive feedback. Candidates will engage in discussion threads and practices for opportunities to demonstrate understanding.

Portfolio Planning & CalAPA Deep Dive:

Candidates have authentic experiences with various educational leaders, staff, and stakeholders including mentors, and coaches. The experiences allow opportunities for candidates to determine areas of need and then partner with specific members to specifically address areas of need or inquiry.

Professional Development Training:

Candidates plan a training/professional development and implement design within school setting and/or Alliant In-Service Academy. A follow-up tool is used to measure candidates' performance of planning and delivery of the training. The data is used toward the growth and development of the **CalAPA Cycle 3: Supporting Teacher Growth**.

Professional Communities of Practice – Professional Development

Partners and/or various stakeholders provide opportunities for candidates to visit and learn from best practices. Cultivate a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth to support **CalAPA Cycle 2: Communities of Practice**.

Week 1: Follow the Calendar based on Term: ESMM 7990 A, B, or C

Learning Objectives

- 1.1 Determine Portfolio Goals and develop timeline to complete task(s).
- 1.2 Determine CalAPA Goal and develop timeline to complete Cycle.
- 1.3 Determine Field Experience and develop timeline to schedule video observation for Coach review.

Activities and Resources

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| | |
|--|------------|
| Resources | CLO: 1 - 5 |
| <p>Review: http://www.ctcpa.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html Alliant Portfolio Guidelines</p> | |
| Discussion: (Weeks 1, 4, & 6) | CLO: 1 - 5 |
| Week 1 | |
| <p>1. Review the <i>Family Engagement Framework</i> to reflect on a school’s efforts to facilitate activities to include families to promote student success https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf</p> | |
| <p>Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the RISE model, Responses that do not adhere to the RISE model earn 0 points.</p> <p>2. Guided Discussion Prompt(s): Discuss ways to facilitate a shared vision with the school community. Components to Consider: (1) Traditional “parent night” meetings; (2) Parent incentives – designed to attract significant parent involvement in trainings; (3) Electronic tracking system – monitor parent use of media presentations on websites</p> | |
| Week 4 | |
| <p>1. Review <i>Ethics Issues Snare School Leaders</i> https://www.edweek.org/ew/articles/2005/01/12/18consult.h24.html</p> | |
| <p>Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the RISE model, Responses that do not adhere to the RISE model earn 0 points.</p> <p>2. Guided Discussion Prompt(s): Discuss issues that you feel snare school leaders. How will you avoid snares as a professional leader and ways that you will facilitate your staff through the process.</p> | |

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|---|
| Week 6 |
| 1. Data-Driven Instruction http://www.ascd.org/ascd-express/vol5/508-fenton.aspx |
| Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the RISE model , Responses that do not adhere to the RISE model earn 0 points. |
| 2. Guided Discussion Prompt(s): Discuss ways to facilitate Data-Driven Instruction. |

Assignments

| |
|---|
| Assignment Preparation: |
| ESMM 7990 A – Complete the tasks outlined below: |
| Professional Portfolio Checklist |
| <input type="checkbox"/> Title Page |
| <input type="checkbox"/> Table of Contents |
| Section I - Professional Profile Introduction to the |
| <input type="checkbox"/> Portfolio Current Resume |
| <input type="checkbox"/> Program of Study Professional Goals |
| <input type="checkbox"/> Statement of Ethics |
| <input type="checkbox"/> Leadership Framework |
| Section II: Demonstration of Understanding of the Knowledge Base in Educational Leadership |
| <input type="checkbox"/> Development & Implementation of a Shared Vision |
| <input type="checkbox"/> Explanation of domain |
| <input type="checkbox"/> Description of how domain is enacted in professional practice |

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- Two documentary artifacts (one academic, one practice) Reflection for each artifact
- Instructional Leadership
- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Field Experience Checklist:

- Formal Observation (Disposition Checklist and Candidate Assessment Rubric)
- Informal Collaboration
- Candidate Self-Assessment

CalAPA Checklist:

- Cycle 1 Submission

ESMM 7990 B – Complete the tasks outlined below:

Professional Portfolio Checklist:

Management and Learning Environment

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Family and Community Engagement

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Ethics and Integrity

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

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Field Experience Checklist:

- Leadership Practice Tool
- Informal Collaboration
- Formal Observation (Disposition Checklist and Candidate Assessment Rubric)

CalAPA Checklist:

- Cycle 2 Submission

ESMM 7990 C – Complete the tasks outlined below:

Professional Portfolio Checklist:

External Context and Policy

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Section III - Synthesis of Theory, Research, and Professional Practice

- Visual conceptual model of leadership
- Reflection on leadership
- Self-assessment of leadership strengths and limitations in relation to the leadership framework
- Professional growth plan

Field Experience Checklist:

- Leadership Practice Tool
- Candidate Self-Assessment
- Program Evaluation – Coach

CalAPA Checklist:

- Cycle 3 Submission

Week 2: Follow the Calendar based on Term: ESMM 7990 A, B, or C

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Learning Objectives

- 1.3 Determine Portfolio Goals and develop timeline to complete task(s).
- 1.4 Determine CalAPA Goal and develop timeline to complete Cycle.
- 1.3 Determine Field Experience and develop timeline to schedule video observation for Coach review.

Activities and Resources

| | |
|---|------------|
| Resources | CLO: 1 - 5 |
| <p>Review: http://www.ctcpa.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html Alliant Portfolio Guidelines CalAPA Workshop</p> | |

CalAPA Workshop – Weeks 2 & 6

| | |
|---|---|
| Resources: CalAPA – ACT: Step 1, ACT: Step 2, ACT: Step 3 (Multi-Plan Strategy Template) Peer Reflection Guide | CalAPA 1 (7990 A) CalAPA 2 (7990 B) CalAPA 3 (7990 C) |
| <p>Workshop Review: (Synchronous Meetings)</p> <p>Portfolio Planning & CalAPA Think Tank (Week 2) Candidates have authentic experiences with various educational leaders, staff, and stakeholders including mentors and coaches. These experiences allow candidates to share ideas and research about their CalAPA cycle submissions and portfolios and receive feedback. Candidates will engage in discussion threads and practices for opportunities to demonstrate understanding.</p> <ul style="list-style-type: none"> • Canvas: Critical Friends are invited to Think Tank via link (On-Site Supervisors, University Coach, AIU Faculty) • Candidates will present a brief synopsis of their plans for CalAPA Cycle Submission (resource: <i>Peer Reflection Guide</i>) <ul style="list-style-type: none"> • Brainstorming & Planning | |

Faculty Instructional Guide – Online

ELM 7990: Research Seminar & Field Experiences

Portfolio Planning & CalAPA Deep Dive (Week 6)

Candidates have authentic experiences with various educational leaders, staff, and stakeholders including mentors, and coaches. The experiences allow opportunities for candidates to determine areas of need and then partner with specific members to specifically address areas of need or inquiry.

- **Canvas:** Critical Friends are invited to Deep Dive via link (On-Site Supervisors, University Coach, AIU Faculty)
- Candidates will present a brief analysis of data to support their plans for CalAPA Cycle Submission (resource: *Peer Reflection Guide*)
- Examples of Data Review:
 - Data Collection Chart (Cycle 1) for Equity Gap Analysis (3 years of Data – academic or behavioral data examples)
 - Share plans for facilitating Communities of Practice related to student learning and well-being (Cycle 2); Cultivate a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth to support CalAPA Cycle 2: *Communities of Practice*.
 - Determine lens for facilitating coaching and instructional feedback with a volunteer teacher(s) (Cycle 3); Discuss video-recording for evidence collection needed for submission.

Professional Development Training (Week 2 & 6 ELM 7990 C only)

Candidates plan a training/professional development and implement design within school setting and/or Alliant In-Service Academy. A follow-up tool is used to measure candidates' performance of planning and delivery of the training. The data is used toward the growth and development of the CalAPA Cycle 3: *Supporting Teacher Growth*.

| | |
|---|------------|
| Discussion: (Weeks 1, 4, & 6) | CLO: 1 - 5 |
| Week 1 | |
| 1. Review the <i>Family Engagement Framework</i> to reflect on a school's efforts to facilitate activities to include families to promote student success https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf | |
| Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the RISE model , Responses that do not adhere to the RISE model earn 0 points. | |
| 2. Guided Discussion Prompt(s): | |

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Discuss ways to facilitate a shared vision with the school community.
Components to Consider: (1) Traditional “parent night” meetings; (2) Parent incentives – designed to attract significant parent involvement in trainings; (3) Electronic tracking system – monitor parent use of media presentations on websites

Week 4

1. *Review Ethics Issues Snare School Leaders*
<https://www.edweek.org/ew/articles/2005/01/12/18consult.h24.html>

Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the [RISE model](#), Responses that do not adhere to the [RISE model](#) earn 0 points.

2. Guided Discussion Prompt(s):

Discuss issues that you feel snare school leaders. How will you avoid snares as a professional leader and ways that you will facilitate your staff through the process.

Week 6

1. Data-Driven Instruction <http://www.ascd.org/ascd-express/vol5/508-fenton.aspx>

Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the [RISE model](#), Responses that do not adhere to the [RISE model](#) earn 0 points.

2. Guided Discussion Prompt(s):

Discuss ways to facilitate Data-Driven Instruction.

Assignments:

Assignment Preparation:

CLO: 1 - 5

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ESMM 7990 A – *Complete the tasks outlined below:*

Professional Portfolio Checklist

Title Page

Table of Contents

Section I - Professional Profile Introduction to the

Portfolio Current Resume

Program of Study Professional Goals

Statement of Ethics

Leadership Framework

Section II: Demonstration of Understanding of the Knowledge Base in Educational Leadership

Development & Implementation of a Shared Vision

Explanation of domain

Description of how domain is enacted in professional practice

Two documentary artifacts (one academic, one practice) Reflection for each artifact

Instructional Leadership

Explanation of domain

Description of how domain is enacted in professional practice

Two documentary artifacts (one academic, one practice) Reflection for each artifact

Field Experience Checklist:

Formal Observation (Disposition Checklist and Candidate Assessment Rubric)

Informal Collaboration

Candidate Self-Assessment

CalAPA Checklist:

Cycle 1 Submission

ESMM 7990 B – *Complete the tasks outlined below:*

Professional Portfolio Checklist:

Management and Learning Environment

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ELM 7990: Research Seminar & Field Experiences

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Family and Community Engagement

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Ethics and Integrity

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Field Experience Checklist:

- Leadership Practice Tool
- Informal Collaboration
- Formal Observation (Disposition Checklist and Candidate Assessment Rubric)

CalAPA Checklist:

- Cycle 2 Submission

ESMM 7990 C – Complete the tasks outlined below:

Professional Portfolio Checklist:

External Context and Policy

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Section III - Synthesis of Theory, Research, and Professional Practice

- Visual conceptual model of leadership
- Reflection on leadership

Faculty Instructional Guide – Online ***ELM 7990: Research Seminar & Field Experiences***

- Self-assessment of leadership strengths and limitations in relation to the leadership framework
- Professional growth plan

Field Experience Checklist:

- Leadership Practice Tool
- Candidate Self-Assessment
- Program Evaluation – Coach

CalAPA Checklist:

- Cycle 3 Submission

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ELM 7990: Research Seminar & Field Experiences

Week 3: Follow the Calendar based on Term: ESMM 7990 A, B, or C

Learning Objectives

- 1.5 Determine Portfolio Goals and develop timeline to complete task(s).
- 1.6 Determine CalAPA Goal and develop timeline to complete Cycle.
- 1.3 Determine Field Experience and develop timeline to schedule video observation for Coach review.

Activities and Resources

| | |
|--|------------|
| Resources | CLO: 1 - 5 |
| Review: http://www.ctcpa.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html Alliant Portfolio Guidelines CalAPA Workshops – Weeks 2 & 6 (additional support) Portfolio Workshops – Weeks 3 & 5 (additional support) | |
| Discussion: (Weeks 1, 4, & 6) | CLO: 1 - 5 |
| Week 1 | |
| 1. Review the <i>Family Engagement Framework</i> to reflect on a school's efforts to facilitate activities to include families to promote student success https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf | |
| Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the RISE model , Responses that do not adhere to the RISE model earn 0 points. | |

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ELM 7990: Research Seminar & Field Experiences

2. Guided Discussion Prompt(s):

Discuss ways to facilitate a shared vision with the school community.

Components to Consider: (1) Traditional “parent night” meetings; (2) Parent incentives – designed to attract significant parent involvement in trainings; (3) Electronic tracking system – monitor parent use of media presentations on websites

Week 4

1. Review Ethics Issues Snare School Leaders

<https://www.edweek.org/ew/articles/2005/01/12/18consult.h24.html>

Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the [RISE model](#), Responses that do not adhere to the [RISE model](#) earn 0 points.

2. Guided Discussion Prompt(s):

Discuss issues that you feel snare school leaders. How will you avoid snares as a professional leader and ways that you will facilitate your staff through the process.

Week 6

1. Data-Driven Instruction <http://www.ascd.org/ascd-express/vol5/508-fenton.aspx>

Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the [RISE model](#), Responses that do not adhere to the [RISE model](#) earn 0 points.

2. Guided Discussion Prompt(s):

Discuss ways to facilitate Data-Driven Instruction.

Assignments

Faculty Instructional Guide – Online

ELM 7990: Research Seminar & Field Experiences

Assignment Preparation:

ESMM 7990 A – *Complete the tasks outlined below:*

Professional Portfolio Checklist

Title Page

Table of Contents

Section I - Professional Profile Introduction to the

Portfolio Current Resume

Program of Study Professional Goals

Statement of Ethics

Leadership Framework

Section II: Demonstration of Understanding of the Knowledge Base in Educational Leadership

Development & Implementation of a Shared Vision

Explanation of domain

Description of how domain is enacted in professional practice

Two documentary artifacts (one academic, one practice) Reflection for each artifact

Instructional Leadership

Explanation of domain

Description of how domain is enacted in professional practice

Two documentary artifacts (one academic, one practice) Reflection for each artifact

Field Experience Checklist:

Formal Observation (Disposition Checklist and Candidate Assessment Rubric)

Informal Collaboration

Candidate Self-Assessment

CalAPA Checklist:

Cycle 1 Submission

ESMM 7990 B – *Complete the tasks outlined below:*

Faculty Instructional Guide – Online

ELM 7990: Research Seminar & Field Experiences

Professional Portfolio Checklist:

Management and Learning Environment

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Family and Community Engagement

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Ethics and Integrity

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Field Experience Checklist:

- Leadership Practice Tool
- Informal Collaboration
- Formal Observation (Disposition Checklist and Candidate Assessment Rubric)

CalAPA Checklist:

- Cycle 2 Submission

ESMM 7990 C – *Complete the tasks outlined below:*

Professional Portfolio Checklist:

External Context and Policy

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Section III - Synthesis of Theory, Research, and Professional Practice

Faculty Instructional Guide – Online

ELM 7990: Research Seminar & Field Experiences

- Visual conceptual model of leadership
- Reflection on leadership
- Self-assessment of leadership strengths and limitations in relation to the leadership framework
- Professional growth plan

Field Experience Checklist:

- Leadership Practice Tool
- Candidate Self-Assessment
- Program Evaluation – Coach

CalAPA Checklist:

- Cycle 3 Submission

Week 4: Follow the Calendar based on Term: ESMM 7990 A, B, or C

Learning Objectives

- 1.7** Determine Portfolio Goals and develop timeline to complete task(s).
- 1.8** Determine CalAPA Goal and develop timeline to complete Cycle.
- 1.3** Determine Field Experience and develop timeline to schedule video observation for Coach review.

Discussion: (Weeks 1, 4, & 6)

CLO: 1 - 5

Faculty Instructional Guide – Online

ELM 7990: Research Seminar & Field Experiences

| |
|---|
| Week 1 |
| <ol style="list-style-type: none">1. Review the <i>Family Engagement Framework</i> to reflect on a school's efforts to facilitate activities to include families to promote student success https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf |
| <p>Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the RISE model, Responses that do not adhere to the RISE model earn 0 points.</p> |
| <ol style="list-style-type: none">2. Guided Discussion Prompt(s): Discuss ways to facilitate a shared vision with the school community. Components to Consider: (1) Traditional “parent night” meetings; (2) Parent incentives – designed to attract significant parent involvement in trainings; (3) Electronic tracking system – monitor parent use of media presentations on websites |
| Week 4 |
| <ol style="list-style-type: none">1. Review <i>Ethics Issues Snare School Leaders</i> https://www.edweek.org/ew/articles/2005/01/12/18consult.h24.html |
| <p>Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the RISE model, Responses that do not adhere to the RISE model earn 0 points.</p> |
| <ol style="list-style-type: none">2. Guided Discussion Prompt(s): Discuss issues that you feel snare school leaders. How will you avoid snares as a professional leader and ways that you will facilitate your staff through the process. |
| Week 6 |
| <ol style="list-style-type: none">1. Data-Driven Instruction http://www.ascd.org/ascd-express/vol5/508-fenton.aspx |
| <p>Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the RISE model, Responses that do not adhere to the RISE model earn 0 points.</p> |

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ELM 7990: Research Seminar & Field Experiences

- 2. Guided Discussion Prompt(s):**
Discuss ways to facilitate Data-Driven Instruction.

Activities and Resources

| Resources | CLO: 1 - 5 |
|--|------------|
| <p>Review: http://www.ctcpa.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html Alliant Portfolio Guidelines</p> | |

Assignments

Week 5: Follow the Calendar based on Term: ESMM 7990 A, B, or C

Learning Objectives

- 1.9 Determine Portfolio Goals and develop timeline to complete task(s).
- 1.10 Determine CalAPA Goal and develop timeline to complete Cycle.
- 1.3 Determine Field Experience and develop timeline to schedule video observation for Coach review.

Activities and Resources

Faculty Instructional Guide – Online

ELM 7990: Research Seminar & Field Experiences

| | |
|--|------------|
| Resources | CLO: 1 - 5 |
| <p>Review: http://www.ctcpa.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html Alliant Portfolio Guidelines Portfolio Workshop</p> | |
| Discussion: (Weeks 1, 4, & 6) | CLO: 1 - 5 |
| Week 1 | |
| <p>1. Review the <i>Family Engagement Framework</i> to reflect on a school’s efforts to facilitate activities to include families to promote student success https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf</p> | |
| <p>Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the RISE model, Responses that do not adhere to the RISE model earn 0 points.</p> <p>2. Guided Discussion Prompt(s): Discuss ways to facilitate a shared vision with the school community. Components to Consider: (1) Traditional “parent night” meetings; (2) Parent incentives – designed to attract significant parent involvement in trainings; (3) Electronic tracking system – monitor parent use of media presentations on websites</p> | |
| Week 4 | |
| <p>1. Review <i>Ethics Issues Snare School Leaders</i> https://www.edweek.org/ew/articles/2005/01/12/18consult.h24.html</p> | |
| <p>Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the RISE model, Responses that do not adhere to the RISE model earn 0 points.</p> <p>2. Guided Discussion Prompt(s):</p> | |

Faculty Instructional Guide – Online

ELM 7990: Research Seminar & Field Experiences

Discuss issues that you feel snare school leaders. How will you avoid snares as a professional leader and ways that you will facilitate your staff through the process.

Week 6

1. Data-Driven Instruction <http://www.ascd.org/ascd-express/vol5/508-fenton.aspx>

Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the [RISE model](#), Responses that do not adhere to the [RISE model](#) earn 0 points.

- 2. Guided Discussion Prompt(s):**
Discuss ways to facilitate Data-Driven Instruction.

Assignments

Assignment Preparation:

ESMM 7990 A – Complete the tasks outlined below:

Professional Portfolio Checklist

___ Title Page

___ Table of Contents

Section I - Professional Profile Introduction to the

___ Portfolio Current Resume

___ Program of Study Professional Goals

___ Statement of Ethics

___ Leadership Framework

Section II: Demonstration of Understanding of the Knowledge Base in Educational Leadership

___ Development & Implementation of a Shared Vision

Faculty Instructional Guide – Online

ELM 7990: Research Seminar & Field Experiences

- Explanation of domain
 - Description of how domain is enacted in professional practice
 - Two documentary artifacts (one academic, one practice) Reflection for each artifact
- Instructional Leadership
- Explanation of domain
 - Description of how domain is enacted in professional practice
 - Two documentary artifacts (one academic, one practice) Reflection for each artifact

Field Experience Checklist:

- Formal Observation (Disposition Checklist and Candidate Assessment Rubric)
- Informal Collaboration
- Candidate Self-Assessment

CalAPA Checklist:

- Cycle 1 Submission

ESMM 7990 B – Complete the tasks outlined below:

Professional Portfolio Checklist:

Management and Learning Environment

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Family and Community Engagement

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Ethics and Integrity

- Explanation of domain
- Description of how domain is enacted in professional practice

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Two documentary artifacts (one academic, one practice) Reflection for each artifact

Field Experience Checklist:

Leadership Practice Tool

Informal Collaboration

Formal Observation (Disposition Checklist and Candidate Assessment Rubric)

CalAPA Checklist:

Cycle 2 Submission

ESMM 7990 C – *Complete the tasks outlined below:*

Professional Portfolio Checklist:

External Context and Policy

Explanation of domain

Description of how domain is enacted in professional practice

Two documentary artifacts (one academic, one practice) Reflection for each artifact

Section III - Synthesis of Theory, Research, and Professional Practice

Visual conceptual model of leadership

Reflection on leadership

Self-assessment of leadership strengths and limitations in relation to the leadership framework

Professional growth plan

Field Experience Checklist:

Leadership Practice Tool

Candidate Self-Assessment

Program Evaluation – Coach

CalAPA Checklist:

Cycle 3 Submission

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ELM 7990: Research Seminar & Field Experiences

Week 6: Follow the Calendar based on Term: ESMM 7990 A, B, or C

Learning Objectives

- 1.11 Determine Portfolio Goals and develop timeline to complete task(s).
- 1.12 Determine CalAPA Goal and develop timeline to complete Cycle.
- 1.3 Determine Field Experience and develop timeline to schedule video observation for Coach review.

Activities and Resources

| | |
|--|------------|
| Resources | CLO: 1 - 5 |
| Review: http://www.ctcpa.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html Alliant Portfolio Guidelines CalAPA Workshop | |

CalAPA Workshop – Weeks 2 & 6

| | |
|--|---|
| Resources: CalAPA – ACT: Step 1, ACT: Step 2, ACT: Step 3 (Multi-Plan Strategy Template) Peer Reflection Guide | CalAPA 1 (7990 A) CalAPA 2 (7990 B) CalAPA 3 (7990 C) |
| Workshop Review: (Synchronous Meetings) | |
| Portfolio Planning & CalAPA Think Tank (Week 2) Candidates have authentic experiences with various educational leaders, staff, and stakeholders including mentors and coaches. These experiences allow candidates to share ideas and research about their CalAPA cycle submissions and portfolios and receive feedback. Candidates will engage in discussion threads and practices for opportunities to demonstrate understanding. | |

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ELM 7990: Research Seminar & Field Experiences

- **Canvas:** Critical Friends are invited to Think Tank via link (On-Site Supervisors, University Coach, AIU Faculty)
- Candidates will present a brief synopsis of their plans for CalAPA Cycle Submission (resource: *Peer Reflection Guide*)
 - Brainstorming & Planning

Portfolio Planning & CalAPA Deep Dive (Week 6)

Candidates have authentic experiences with various educational leaders, staff, and stakeholders including mentors, and coaches. The experiences allow opportunities for candidates to determine areas of need and then partner with specific members to specifically address areas of need or inquiry.

- **Canvas:** Critical Friends are invited to Deep Dive via link (On-Site Supervisors, University Coach, AIU Faculty)
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- Examples of Data Review:
 - Data Collection Chart (Cycle 1) for Equity Gap Analysis (3 years of Data – academic or behavioral data examples)
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 - Determine lens for facilitating coaching and instructional feedback with a volunteer teacher(s) (Cycle 3); Discuss video-recording for evidence collection needed for submission.

Professional Development Training (Week 2 & 6 ELM 7990 C only)

Candidates plan a training/professional development and implement design within school setting and/or Alliant In-Service Academy. A follow-up tool is used to measure candidates' performance of planning and delivery of the training. The data is used toward the growth and development of the CalAPA Cycle 3: *Supporting Teacher Growth*.

| | |
|---|------------|
| Discussion: (Weeks 1, 4, & 6) | CLO: 1 - 5 |
| Week 1 | |
| 1. Review the <i>Family Engagement Framework</i> to reflect on a school's efforts to facilitate activities to include families to promote student success https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf | |
| Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the | |

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standards of the [RISE model](#), Responses that do not adhere to the [RISE model](#) earn 0 points.

2. Guided Discussion Prompt(s):

Discuss ways to facilitate a shared vision with the school community.

Components to Consider: (1) Traditional “parent night” meetings; (2) Parent incentives – designed to attract significant parent involvement in trainings; (3) Electronic tracking system – monitor parent use of media presentations on websites

Week 4

1. *Review Ethics Issues Snare School Leaders*

<https://www.edweek.org/ew/articles/2005/01/12/18consult.h24.html>

Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the [RISE model](#), Responses that do not adhere to the [RISE model](#) earn 0 points.

2. Guided Discussion Prompt(s):

Discuss issues that you feel snare school leaders. How will you avoid snares as a professional leader and ways that you will facilitate your staff through the process.

Week 6

1. Data-Driven Instruction <http://www.ascd.org/ascd-express/vol5/508-fenton.aspx>

Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the [RISE model](#), Responses that do not adhere to the [RISE model](#) earn 0 points.

2. Guided Discussion Prompt(s):

Discuss ways to facilitate Data-Driven Instruction.

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Assignments

Assignment Preparation:

ESMM 7990 A – Complete the tasks outlined below:

Professional Portfolio Checklist

Title Page

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Instructional Leadership

Explanation of domain

Description of how domain is enacted in professional practice

Two documentary artifacts (one academic, one practice) Reflection for each artifact

Field Experience Checklist:

Formal Observation (Disposition Checklist and Candidate Assessment Rubric)

Informal Collaboration

Candidate Self-Assessment

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CalAPA Checklist:

Cycle 1 Submission

ESMM 7990 B – Complete the tasks outlined below:

Professional Portfolio Checklist:

Management and Learning Environment

Explanation of domain

Description of how domain is enacted in professional practice

Two documentary artifacts (one academic, one practice) Reflection for each artifact

Family and Community Engagement

Explanation of domain

Description of how domain is enacted in professional practice

Two documentary artifacts (one academic, one practice) Reflection for each artifact

Ethics and Integrity

Explanation of domain

Description of how domain is enacted in professional practice

Two documentary artifacts (one academic, one practice) Reflection for each artifact

Field Experience Checklist:

Leadership Practice Tool

Informal Collaboration

Formal Observation (Disposition Checklist and Candidate Assessment Rubric)

CalAPA Checklist:

Cycle 2 Submission

ESMM 7990 C – Complete the tasks outlined below:

Professional Portfolio Checklist:

External Context and Policy

Faculty Instructional Guide – Online

ELM 7990: Research Seminar & Field Experiences

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Section III - Synthesis of Theory, Research, and Professional Practice

- Visual conceptual model of leadership
- Reflection on leadership
- Self-assessment of leadership strengths and limitations in relation to the leadership framework
- Professional growth plan

Field Experience Checklist:

- Leadership Practice Tool
- Candidate Self-Assessment
- Program Evaluation – Coach

CalAPA Checklist:

- Cycle 3 Submission

Week 7: Follow the Calendar based on Term: ESMM 7990 A, B, or C

Learning Objectives

- 1.13** Determine Portfolio Goals and develop timeline to complete task(s).
- 1.14** Determine CalAPA Goal and develop timeline to complete Cycle.
- 1.3** Determine Field Experience and develop timeline to schedule video observation for Coach review.

Activities and Resources

Faculty Instructional Guide – Online

ELM 7990: Research Seminar & Field Experiences

| | |
|--|------------|
| Resources | CLO: 1 - 5 |
| <p>Review: http://www.ctcpa.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html Alliant Portfolio Guidelines</p> | |
| Discussion: (Weeks 1, 4, & 6) | CLO: 1 - 5 |
| Week 1 | |
| <p>1. Review the <i>Family Engagement Framework</i> to reflect on a school’s efforts to facilitate activities to include families to promote student success https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf</p> | |
| <p>Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the RISE model, Responses that do not adhere to the RISE model earn 0 points.</p> <p>2. Guided Discussion Prompt(s): Discuss ways to facilitate a shared vision with the school community. Components to Consider: (1) Traditional “parent night” meetings; (2) Parent incentives – designed to attract significant parent involvement in trainings; (3) Electronic tracking system – monitor parent use of media presentations on websites</p> | |
| Week 4 | |
| <p>1. Review <i>Ethics Issues Snare School Leaders</i> https://www.edweek.org/ew/articles/2005/01/12/18consult.h24.html</p> | |
| <p>Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the RISE model, Responses that do not adhere to the RISE model earn 0 points.</p> <p>2. Guided Discussion Prompt(s): Discuss issues that you feel snare school leaders. How will you avoid snares as a professional leader and ways that you will facilitate your staff through the process.</p> | |

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ELM 7990: Research Seminar & Field Experiences

| |
|---|
| Week 6 |
| 1. Data-Driven Instruction http://www.ascd.org/ascd-express/vol5/508-fenton.aspx |
| Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the RISE model , Responses that do not adhere to the RISE model earn 0 points. |
| 2. Guided Discussion Prompt(s): Discuss ways to facilitate Data-Driven Instruction. |

Assignments

| |
|---|
| Assignment Preparation: |
| ESMM 7990 A – <i>Complete the tasks outlined below:</i> |
| Professional Portfolio Checklist |
| <input type="checkbox"/> Title Page |
| <input type="checkbox"/> Table of Contents |
| <u>Section I - Professional Profile</u> Introduction to the |
| <input type="checkbox"/> Portfolio Current Resume |
| <input type="checkbox"/> Program of Study Professional Goals |
| <input type="checkbox"/> Statement of Ethics |
| <input type="checkbox"/> Leadership Framework |
| <u>Section II: Demonstration of Understanding of the Knowledge Base in Educational Leadership</u> |
| <input type="checkbox"/> Development & Implementation of a Shared Vision |
| <input type="checkbox"/> Explanation of domain |
| <input type="checkbox"/> Description of how domain is enacted in professional practice |

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ELM 7990: Research Seminar & Field Experiences

- Two documentary artifacts (one academic, one practice) Reflection for each artifact
- Instructional Leadership
- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Field Experience Checklist:

- Formal Observation (Disposition Checklist and Candidate Assessment Rubric)
- Informal Collaboration
- Candidate Self-Assessment

CalAPA Checklist:

- Cycle 1 Submission

ESMM 7990 B – Complete the tasks outlined below:

Professional Portfolio Checklist:

Management and Learning Environment

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Family and Community Engagement

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Ethics and Integrity

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

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Field Experience Checklist:

- Leadership Practice Tool
- Informal Collaboration
- Formal Observation (Disposition Checklist and Candidate Assessment Rubric)

CalAPA Checklist:

- Cycle 2 Submission

ESMM 7990 C – Complete the tasks outlined below:

Professional Portfolio Checklist:

External Context and Policy

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Section III - Synthesis of Theory, Research, and Professional Practice

- Visual conceptual model of leadership
- Reflection on leadership
- Self-assessment of leadership strengths and limitations in relation to the leadership framework
- Professional growth plan

Field Experience Checklist:

- Leadership Practice Tool
- Candidate Self-Assessment
- Program Evaluation – Coach

CalAPA Checklist:

- Cycle 3 Submission

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Week 8: Follow the Calendar based on Term: ESMM 7990 A, B, or C

Learning Objectives

| | |
|------|---|
| 1.15 | Determine Portfolio Goals and develop timeline to complete task(s). |
| 1.16 | Determine CalAPA Goal and develop timeline to complete Cycle. |
| 1.3 | Determine Field Experience and develop timeline to schedule video observation for Coach review. |

Activities and Resources

| | |
|---|------------|
| Resources | CLO: 1 - 5 |
| Review: http://www.ctcpa.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html Alliant Portfolio Guidelines | |

| | |
|---|------------|
| Discussion: (Weeks 1, 4, & 6) | CLO: 1 - 5 |
| Week 1 | |
| 1. Review the <i>Family Engagement Framework</i> to reflect on a school's efforts to facilitate activities to include families to promote student success https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf | |
| Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the RISE model , Responses that do not adhere to the RISE model earn 0 points. | |
| 2. Guided Discussion Prompt(s): Discuss ways to facilitate a shared vision with the school community. | |

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Components to Consider: (1) Traditional “parent night” meetings; (2) Parent incentives – designed to attract significant parent involvement in trainings; (3) Electronic tracking system – monitor parent use of media presentations on websites

Week 4

1. *Review Ethics Issues Snare School Leaders*
<https://www.edweek.org/ew/articles/2005/01/12/18consult.h24.html>

Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the [RISE model](#), Responses that do not adhere to the [RISE model](#) earn 0 points.

2. Guided Discussion Prompt(s):

Discuss issues that you feel snare school leaders. How will you avoid snares as a professional leader and ways that you will facilitate your staff through the process.

Week 6

1. Data-Driven Instruction <http://www.ascd.org/ascd-express/vol5/508-fenton.aspx>

Comment and ask questions related to three different classmates shared reflective comments by Sunday. Respond by applying the standards of the [RISE model](#), Responses that do not adhere to the [RISE model](#) earn 0 points.

2. Guided Discussion Prompt(s):

Discuss ways to facilitate Data-Driven Instruction.

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Assignments

Assignment Preparation:

ESMM 7990 A – *Complete the tasks outlined below:*

Professional Portfolio Checklist

Title Page

Table of Contents

Section I - Professional Profile Introduction to the

Portfolio Current Resume

Program of Study Professional Goals

Statement of Ethics

Leadership Framework

Section II: Demonstration of Understanding of the Knowledge Base in Educational Leadership

Development & Implementation of a Shared Vision

Explanation of domain

Description of how domain is enacted in professional practice

Two documentary artifacts (one academic, one practice) Reflection for each artifact

Instructional Leadership

Explanation of domain

Description of how domain is enacted in professional practice

Two documentary artifacts (one academic, one practice) Reflection for each artifact

Field Experience Checklist:

Formal Observation (Disposition Checklist and Candidate Assessment Rubric)

Informal Collaboration

Candidate Self-Assessment

CalAPA Checklist:

Cycle 1 Submission

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ESMM 7990 B – *Complete the tasks outlined below:*

Professional Portfolio Checklist:

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Ethics and Integrity

- Explanation of domain
- Description of how domain is enacted in professional practice
- Two documentary artifacts (one academic, one practice) Reflection for each artifact

Field Experience Checklist:

- Leadership Practice Tool
- Informal Collaboration
- Formal Observation (Disposition Checklist and Candidate Assessment Rubric)

CalAPA Checklist:

- Cycle 2 Submission

ESMM 7990 C – *Complete the tasks outlined below:*

Professional Portfolio Checklist:

External Context and Policy

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Field Experience Checklist:

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- Program Evaluation – Coach

CalAPA Checklist:

- Cycle 3 Submission

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Rubrics

RISE Discussion Rubric (Weeks 1-8)

| | Exemplary 100% | Good 67% | Needs Improvement 33% |
|---|--|--|---|
| Initial Response to the Forum Topic (40 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. |
| Feedback to Peer's Response to the Forum Topic (10 pts) | 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. |

[Coach Handbook](#) (Rubrics included)

[Portfolio Guidelines](#) (Rubrics included)