

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
Department of Educational Leadership and Policy Studies

COURSE OUTLINE

Supervision of Curriculum and Instruction

ELPS 682

The Michael D. Eisner College of Education Conceptual Framework

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

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

ELPS DISPOSITIONS

The candidate values and is committed to:

1. **Ethical and professional practice and behavior:** ideal of the common good, caring, respectful of individual and group rights, respect of roles and responsibilities, justice, honesty, integrity, fairness, courage, and good character, ethical decision-making; sensitivity to, and concern for, self and others.
2. **Collaboration:** with others, with constituency, with all members of the school community, involving stakeholders in management processes and decision-making; involving staff, families, and communities in the decision-making processes that lead to equitable schools.

3. **Effective communication:** using good verbal (oral, speaking, writing) and non-verbal communication skills, especially being a good listener.
4. **Proactive and visionary leadership:** high standards of learning; continuous school improvement; belief that all students can learn; student learning as the fundamental purpose of schooling; willing to examine one's own assumptions/beliefs/practices; commitment to the profession; creative, critical, and reflective thinking.
5. **Life-long learning:** professional development for staff and others as an integral part of school and personal improvement; high quality standards, expectations, and performance; education as key to opportunity and social mobility; commitment to pursuing knowledge and skills required of educational leaders.
6. **Responsibility and time management:** to meet obligations to self and others; accomplishing personal and professional goals.
7. **Diversity:** being sensitive to individuals, groups, cultures, and all aspects of the school and larger society; recognizing, valuing, and understanding diversity in cultures, ideas, values, lifestyles, learning styles, intelligences; providing leadership that promotes continuing dialog with diverse community groups to develop culturally responsive schools; facilitating implementation of learning opportunities that are effective in closing achievement gaps and providing quality education in diverse school communities.

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

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

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

Category II: Curriculum-Standard 6

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

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

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

Category IV: Candidate Competence and Performance-Standard 9

- Program Standard 9: Assessment of Candidate Performance

CATALOG DESCRIPTION

Prerequisite: This course is restricted to candidates who have been admitted to the Master of Arts in Educational Administration and/or the CA Preliminary Administrative Services Credential program.

Foundations and philosophies of curriculum and instructional supervision. Curriculum formation, organization, and assessment. Principles of professional development for staff members. The role of various school personnel in improving teaching and learning.

California Administrator Performance Expectations (CAPEs) Are Organized Under The California Professional Standards For Education Leaders (CPSELs)

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

CPSEL Standard 1: Development and Implementation of a Shared Vision

CPSEL Standard 2: Instructional Leadership

CPSEL Standard 3: Management and Learning Environment

CPSEL Standard 4: Family and Community Engagement

CPSEL Standard 5: Ethics and Integrity

CPSEL Standard 6: External Context and Policy

CPSELs STANDARDS AND CAPEs ELEMENTS – COURSE OUTCOMES FOR ELPS 682

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

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

CAPEs Elements:

- 1A New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.
- 1A-1 Develop a student-centered vision of teaching and learning based on the understanding that the school's purpose is to increase student learning and well-being.
- 1A-2 Analyze available student and school data from multiple sources to develop a site-specific vision and mission.
- 1A-3 Analyze and apply political, social, economic, and cultural contexts to inform the school's vision and mission.
- 1A-4 Analyze and align the school's vision and mission to the district's goals.
- 1A-5 Explain how school plans, programs, and activities support the school's vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student.
- 1A-6 Communicate the school's vision of teaching and learning clearly to staff and stakeholders.
- 1B New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individuals and entities within the California education system that shape staff and community involvement.
- 1B-1 Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders.
- 1B-2 Use effective strategies for communicating with all stakeholders about the shared vision and goals.

- 1C New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning.
- 1C-1 Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals.
- 1C-2 Use the goals in developing and implementing a plan aligned with the school’s shared vision of equitable learning opportunities for all students.
- 1C-3 Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school’s vision.
- 1C-4 Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision.

CPSEL Standard 2: Instructional Leadership.

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

CAPEs Elements:

- 2A New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being.
- 2A-1 Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves.
- 2A-2 Involve staff in identifying areas of professional strength and development that link to accomplishing the school’s vision and goals to improve instruction and student learning.
- 2A-3 Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CTSP, CAPE, and CPSEL.
- 2A-4 Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.
- 2B New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning.
- 2B-1 Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school’s vision and goals.
- 2B-2 Establish and maintain high learning expectations for all students.
- 2B-3 Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse needs of all students.
- 2B-4 Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.
- 2C New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.
- 2C-1 Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.
- 2C-3 Build a comprehensive and coherent system of professional learning focused on reaching

the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.

- 2D New administrators know and understand TK-12 student content standards and frameworks, TK-12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers.

CPSEL Standard 3: Management and Learning Environment.

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

CAPEs Elements:

- 3A-4 Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical practices.
- 3C New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students, and families.
- 3C-1 Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.
- 3C-2 Recognize personal and institutional biases and inequities within the educational system and the school site that can negatively impact staff and student safety and performance and address these biases.

CPSEL Standard 4: Family and Community Engagement.

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

CAPEs Elements:

- 4A Parent and Family Engagement
- 4A-1 Engage family and community members in accomplishing the school's vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school.
- 4A-2 Create and promote a welcoming environment for family and community participation.
- 4A-3 Recognize and respect family goals and aspirations for students.
- 4A-4 Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals.
- 4B New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being.
- 4B-1 Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers.
- 4B-3 Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school.

CPSEL Standard 5: Ethics and Integrity.

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

CAPEs Elements:

- 5A New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.
- 5A-2 Use a professional learning plan to focus personal and professional growth in order to achieve the school's vision and goals.
- 5A-3 Seek opportunities for professional learning that addresses the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.
- 5A-4 Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.
- 5B New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.
- 5B-3 Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success.
- 5C New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.
- 5C-1 Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
- 5C-2 Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect.

CPSEL Standard 6: External Context and Policy.

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

CAPEs Elements

- 6A New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger community.
- 6A-1 Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors.
- 6A-3 Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being.

CALIFORNIA ADMINISTRATIVE PERFORMANCE ASSESSMENT (CalAPA)

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

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

Leadership Cycle 2 – Facilitating Communities of Practice
Leadership Cycle 3 – Supporting Teacher Growth

ELPS DEPARTMENT MISSION STATEMENT

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

PLACE OF COURSE IN CURRICULUM

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

RECOMMENDED TEXTBOOKS

Suggested Textbooks

City, E., Elmore, R., Fiarman, S., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving teaching and learning*. Harvard Education Press: Cambridge, MA

Fullan, M. (2016). *Coherence: The right drivers in action for schools, districts, and systems*. Corwin Press: Thousand Oaks, CA

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

Marzano, R. and Pickering, D. (2011). *The highly engaged classroom*. Solution Tree Press

Marzano, R. (2003). *What works in schools – translating research into action*. Association for Supervision and Curriculum

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

RECOMMENDED HANDBOOKS, MANUALS, AND JOURNALS

American Psychological Association. (2010). *Publication manual of the American psychological association*. (6th Ed.). Washington D.C.: American Psychological Association.

PRESENTATION OF WRITTEN MATERIALS

The ELPS Department has adopted the American Psychological Association (APA) style of citations, references, and editorial style for use by our students to create uniformity in the written materials submitted over the course of the program. Information about the “APA Style” can be obtained through the Oviatt Library at the following website:

<http://library.csun.edu/Guides/ResearchStrategies/CitationStyleGuides>

Another excellent website for APA guidance is: <http://owl.english.purdue.edu/owl/resource/560/01/>

ELPS Department Writing Standards and ELPS Department Writing Rubric at:

<http://www.csun.edu/education/elps/writing-standards.html>

<http://www.csun.edu/sites/default/files/ELPS-Student-Writing-Rubric.pdf>

The ELPS Department also encourages students to contact the CSUN Writing Center and Lab (818-677-2033), located in the Learning Resources Center in Bayramian Hall 408, for help with academic writing, research papers, and/or note taking techniques.

DISABILITIES

If you know you have a disability that could affect your performance in this class, please contact CSUN Students with Disabilities Resources (818-677-2684, Student Services Building 110) for free, confidential help and information. You are welcome to share this information with the professor if you wish to do so.

ACADEMIC HONESTY POLICY

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

CELL PHONE USAGE

Cell phones are to be turned off during instructional time.

E-MAIL

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

Class Schedule