

**Mills College at Northeastern University
Educational Leadership Program
EDUC 6303 – Field Experience
Spring 2020**

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(texting is good)**

Tuesdays – 8:05-9:05 PM

**Office Hours
By Appointment**

Course Description:

This course is designed to help students consider work in administrative settings through readings, discussion and experiences that allow them to apply coursework, including theory, concepts and strategies. Additionally, with the advent of the new California state administrator assessment, called CalAPA (California Administrator Performance Assessment), this Field Experience time will be used to support students in completing their assessment. This course is part II of the Field Experience class.

Students who are pursuing an ASC credential will spend time working on their assessment, discussing progress and exploring areas of concern as a group and individually. The intent is to enable all students to begin to affirm the competencies necessary to lead and manage an organization or group to attain its goals effectively, and with integrity.

Course Goals:

- Provide candidates with hands-on experiences under the guidance of a university professor and long-time urban school administrator.
- Provide candidates school-based and/or district level context in which to develop leadership knowledge and skills through completion of the California Administrator Performance Assessment (CalAPA).
- Demonstrate competence in the new CalAPA.
- Link academic coursework to authentic, practical experiences in the field.

Class Participation and Course Structure:

This course is structured as a seminar. Class discussions and whole or small group dialogues will be utilized for students to create meaning of the various state requirements.

Additionally, I hope that you will bring your own experiences—as students, teachers, parents, volunteers, school leaders—to bear in these discussions and to the class. Therefore, your individual growth and your classmate's development is interdependent with your engagement. Students who must miss class are expected to speak with me prior to the absence or send me an

email or text and work with fellow students to obtain notes from any missed class. Expectations for class participation include the following:

- Careful, attentive listening to colleagues.
- Active participation in class, being in class on time with all work completed and assignments prepared.
- Discussions, including your facilitation of the discussion process and the participation of others. Such facilitation includes actions such as asking clarifying questions, summarizing, synthesizing, showing relationships, between the reading and the discussions, providing examples, helping include everyone in the conversations, staying focused and on task.
- Willingness to explore controversial or dissenting ideas and theories.

Class Grading:

Your grade will reflect your total participation and engagement in this class. It will be based on a combination of your oral and written work and will primarily be based on the level at which you engaged deeply and thoughtfully with the topics covered. Also, as noted above, attendance will count in your grade. Excessive absences will affect your course grade.

Requirements and evaluation:

Your grade for this course will be based on the following:

Activity	
Class participation	40%
Submission of CalAPA	50%
Attendance	10%

Accommodation for Students with Disabilities:

Every effort will be provided to make this class universally accessible. Please let me know of any concerns you have in this regard, and we will work together to ensure the course accommodates your needs for learning. “Reasonable accommodation” is the legal right of people with disabilities and we want to ensure this course is universally accessible for students regardless of disability. Beyond the legal requirements, however, I am very happy to make any accommodations necessary for the success of students, and believe that attention to individual needs regarding teaching and learning will benefit the entire class. Don’t hesitate to bring any concerns to me or to the SSD office.

Assignments:

Students will work on their CalAPA Assessment during class as well as conduct check-ins on what is working and what isn't. We will continue on as a community of support: sharing ideas, techniques and providing help to each other.

Assignment # 1: Write a Reflection on Cycle 2 to turn in to your professor. This reflection should respond to the following questions: *What did you enjoy about facilitating a community of practice? What was difficult? Did you feel it was time well spent? Did you learn something of value? If so—what were those things?* Please feel free to add any other comments you wish. This assignment is due on **March 3rd**.

Assignment # 2: Write a Reflection on Cycle 3 to turn in to your professor. This reflection should respond to the following questions: *What did you enjoy about coaching an individual teacher? What was difficult? Did you feel it was time well spent? Did you learn something of value? If so—what were those things?* Please feel free to add any other comments you wish. This assignment is due on **April 28th**.

Portfolio

We will regularly take time throughout the semester to plan, support, and track the development of your Tier 1 Portfolio. Opportunities to share self-reflections and offer feedback to each other in a workshop-style format will also be provided. No additional writing beyond what is already required for the Portfolio will be assigned – these times are meant to support students in thinking through aspects of their portfolios.

The completed portfolio will include the essays you write this term and the field work project you completed last term.

Class Meeting Schedule -- Spring 2020

8:05-9:05 pm

January 28: Intro, Course Overview, CalAPA Information, Assessment Guide and Syllabus

Leadership Cycle 2 focuses on facilitating collaborative professional learning within a **community of practice** for the purpose of improving teaching and student learning. Within the cycle of *investigate, plan, act, and reflect*, you will identify and work with a small group of educators to identify a **problem of practice** and select an approach for working together. Additionally, the group will identify an evidence-based strategy to address the problem of practice that will strengthen and increase equitable learning and/or **well-being** for all students. You will then facilitate meetings with the group and collaboratively lead the professional learning of the community of practice. In addition you will reflect on how your facilitation supports the group to address the problem of practice and how you responded to the group's feedback on your facilitation.

Definition: Community of Practice

A community of practice is a group of people who share a concern or passion for something they do and learn how to do it better as they interact regularly.

Definition: Facilitating

1. to make easier or less difficult; help forward (an action, a process, etc.):
Careful planning facilitates any kind of work.
2. to assist the progress of (a person or group of people).

February 4: Facilitating Communities of Practice—Professional Development

February 11: Facilitating Communities of Practice—Professional Development

February 18: Facilitating Communities of Practice—Professional Development

February 25 Facilitating Communities of Practice—Professional Development

February 28 **Submit Cycle 2 by this date. (It is a Thursday)

March 3 Supporting Teacher Growth—Coaching **(Assignment # 1 Due)**

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

Definition: Coaching (instructional). Instructional coaching involves two people: the classroom teacher and the coach. Coaches work one-on-one and in small groups with teachers, providing guidance, training, and other resources as needed. Together, they focus on practical strategies for engaging students and improving their learning.

March 10 Supporting Teacher Growth--Coaching

March 17 Supporting Teacher Growth--Coaching

March 23-27 **Spring Break NO CLASS**

March 31 Supporting Teacher Growth--Coaching

April 7 Supporting Teacher Growth--Coaching

April 14 Supporting Teacher Growth--Coaching

April 21 Supporting Teacher Growth--Coaching

April 28 ****Submit Cycle # 3 by this date (Assignment # 2 Due)**

May 1 **Speech Night** (You will receive feedback on your Speeches)

May 5 Wrap Up/Final Group Reflection

May 16 **Commencement** 10:00 am-12:00 pm