



SAN DIEGO STATE UNIVERSITY

Leadership Starts Here

EDL 630

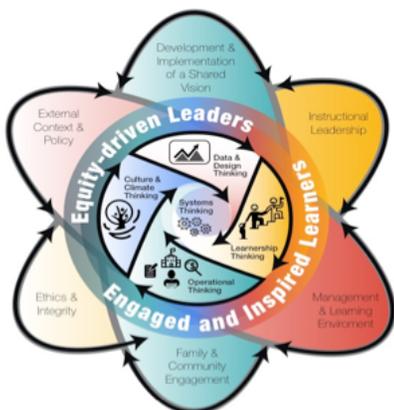
School Improvement Leadership

Leadership Thinking

The international inclusive leadership curriculum is designed to produce equity-driven school leaders who take personal responsibility for empowering engaged, inspired and successful learners. The curriculum revolves around five types of thinking that leaders employ in their day-to-day work with a full range of stakeholders that includes teachers, students, and community members.



Educational Leadership's Conceptual Framework



Course at a Glance

In this course, participants will work in teams to develop interdisciplinary growth plans that include measurable goals, research-based strategies, and a method to measure progress. Teams will implement the growth plans with students on site during the semester and use data to reflect and make instructional and intervention decisions.



Accommodations and Services

Please let the instructor know the first week if you require any accommodations due to a disability. Currently enrolled students at SDSU can visit Applying to the Student Ability Success Center at http://go.sdsu.edu/student_affairs/sds/apply.aspx? to determine which forms and documents you should complete and submit. Prospective students interested in meeting with a Student Ability Success Center Staff Representative can call 619-594-6473. Descriptions of services and accommodations for which students with disabilities can be found here: http://go.sdsu.edu/student_affairs/sds/services-overview.aspx

Contact Your Instructor

Instructor of Record	Lee Ann Jung, PhD
Phone Number	+1 859 619-9773
Email	jung@leadinclusion.org
Office Hours	By appointment on Zoom
Technological Requirements	Participants will need a computer with video camera, reliable internet connection, and email address that is checked daily.
Preferred Method	1. email 2. scheduled call 3. text
Anticipated Response Time	Within two business days

Course Activities

This course is delivered in a blended format. A portion of the content is delivered in face-to-face interactive lectures, discussions, and group activities on site. During the online portion of the course, the instructor uses online video and print material, threaded discussion boards, job-embedded activities and assignments, and scheduled video conferences. Through these means, the instructor guides participants through consideration of the moral imperative of inclusion, barriers to inclusion, and solution-driven approaches to inclusion in inclusive schools.

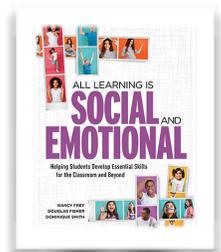
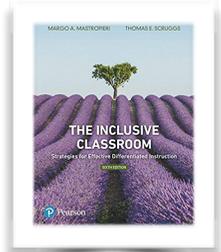
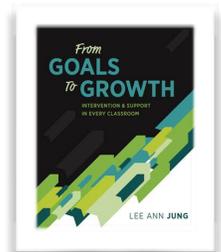
Learning Management System



This course uses Schoolology as its learning management system. To prepare for using Schoolology, Log onto schoolology.com and set up an account and profile. Use the access code sent you to join our class. Assignments are only submitted through Schoolology. Please do not use email to submit any assignments.

Contact Hours

FORMAT	HOURS
Live: Participation with cohort participants and instructor in the same room (or virtual room)	15
On Demand: Participation in online threaded discussion board	10
Site-embedded implementation and reflection: Participation in implementation of practices and discussion with colleagues on site.	20



Suggested Resources

Jung, L. A. (2018). *From goals to growth: Intervention and support in every classroom*.

Alexandria, VA: Association for Supervision and Curriculum Development.

Mastropieri, M.A., & Scruggs, T.E. (2014). *The inclusive classroom: Strategies for effective differentiated instruction*, (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Frey, N, Fisher, D., & Smith, D. (2019). *All learning is social and emotional: Helping Students Develop Essential Skills for the Classroom and Beyond*. Alexandria, VA: Association for Supervision and Curriculum Development.

Outcomes and Strands

Outcomes for the course are organized into six strands: Foundations and the Five Types of Leaderly Thinking.

Strand	Outcome
Foundations	Participants will demonstrate an understanding of how to lead teams to select critical skills, write measurable goals, and select evidence-based strategies.
Systems Thinking	Participants will lead interdisciplinary teams within their schools to design and implement growth plans for students who need systematic support beyond tier 1 instruction.
Data and Design Thinking	Participants will use goal attainment scaling to design data collection systems, measure student
Culture and Climate Thinking	Participants will use the growth planning process to nudge the culture and climate of the school toward inclusive service delivery and shared responsibility for implementing specialized strategies and measuring student growth.
Learnership Thinking	Participants will reflect on the learning lives of students with learning differences in the school community and develop practices and goals to increase inclusiveness, student voice, and student learning outcome.
Operational Thinking	Participants will design fair, legal, honest, and ethical growth plans that promote student voice and shared decision-making.

Course Outline

Module Title Description	Mode and Date	Module Learning Activities	Assignments Due
Module One: Identity and Roles in Designing Support, Selecting Skills, Interdisciplinary Strategy Design	On Site (or online) Week 1	Lecture, group discussion, small groups identify skills to target, discussion of strategies	
Module Two: Goal Attainment Scaling and Goal Writing	On Site (or online) Week 1	Lecture, group discussion, practice developing scales	Growth Plan 1 draft
Module Three: Data Collection Tools	Online Week 2	Group reflection and discussion of data collection methods being used to support the implementation of growth plans	Discussion 1 Growth Plan 1
Module Four: Student Engagement	Online Week 4	Group reflection and discussion of strategies being used to engage students in the growth planning process	Discussion 2
Module Five: Progress Monitoring	Online Week 6	Group reflection and discussion of current students' progress with their plans	Discussion 3 Growth Plan 2
Module Six: Changing Plans in Response to Progress	Online Week 8	Problem solving for change in the plans in response to inadequate progress	Discussion 4 Growth Plan 3
Module Seven: Final Synthesis	Online Week 10	Final group reflection on the growth planning process, progress of students using growth plans this semester, plans for further scaling of the practice	Discussion 5 Reflection

The Fine Print

LATE POLICY

Participants are expected to submit work on time. On time submission of work promotes the flow of the teaching and learning process for the entire class and demonstrates professionalism on the part of the participant. If students do require extra time to submit an assignment, however, the instructor will accept the assignment during the semester with no penalty to the participant's assignment score or course grade. The participant will be held to the same standard as originally expected of all students. On the last day of classes, any assignment that is missing results in a failing grade for the course.

ACADEMIC CONDUCT:

In support of the mission of San Diego State University, the Center for Student Rights and Responsibilities educates campus community members about the Student Code of Conduct and assists in the development of students as good citizens.

Campus related violations of conduct include both academic and non-academic misconduct, misconduct in the off-campus surrounding community, off-campus community-sponsored events, and online sites. Visit the SDSU Center for Student Rights and Responsibilities here to learn more: http://go.sdsu.edu/student_affairs/srr/

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism.

It is best to assume that any material (e.g., graphic, html coding, text, video, or sound) on the Web is copyrighted unless specific permission is given to copy it under a Creative Commons License. More information about the use of copy written material in education as part of the TEACH Act and Copyright Fair Use Guidelines. Whenever possible, you should attribute the original author of any work used under these provisions.

Assignments and Descriptions

Assignment	Description	Strands
1 Five Online Discussions	Participants will engage in five threaded discussions online through Schoology (or live via Zoom). Online discussion should involve at least 2 hours of engagement and be interactive with other participants in the class.	Foundations Systems Data and Design Culture and Climate Learnership
2 Growth Plans	Participants will each lead the development of three growth plans for one or more students in their classrooms. Two plans should be academic in nature, and one should be social or behavioral. Growth plans include a measurable goal on a critical skill, a clear goal attainment scale that follows a developmental progression, evidence-based strategies that are well matched to the student and the goal, and data collected over several weeks.	Foundations Systems Data and Design Culture and Climate Learnership Operational

Assignment Feedback

The instructor will provide qualitative feedback on each assignment and indicate if revisions are needed. Assignments are revised until they meet the standard.

Grades

This course is a mastery-based course. All participants are required to earn an A to complete.

Grading Scale	
A	All assignments are completed and meet expectations
I	One or more assignments are not completed or need revision.

Attendance

Participants are required to attend all hours of classroom and online sessions of this course and complete all online activities. All assignments are due by the due date indicated in the course contract and prior to the completion of the last date of the online segment of the course.

Professional Standards

The California Professional Standards for Educational Leadership (the CPSELs) and California Administrator Professional Expectations (CAPEs) will be used to guide our EDL 680 learning. The CPSELs and CAPEs guide both the content and philosophical direction of the course. Below are tables of the CAPEs and CPSELs that are cross-referenced with the modules of this course.

California Administrator Performance Assessment Cycles (CalAPA)	Modules
Cycle 1 Analyzing Data to Inform School Improvement	1, 5, 7, 8, 10
Cycle 2 Facilitating Communities of Practice	2, 4, 8, 9, 10
Cycle 3 Supporting Teacher Growth	2, 3, 8, 9, 10

California Administrator Performance Expectations (CAPEs)	Modules
Development & Implementation of a Shared Vision Education leaders facilitate the development & implementation of a shared vision of learning and growth of all students.	2, 4, 8, 9, 10
Instructional Leadership Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.	4, 8, 9, 10
Management and Learning Environments Education leaders manage the organization to cultivate a safe and productive learning and working environment.	6, 7, 8, 9, 10
Family and Community Engagement Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.	6
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.	1, 2, 4, 8, 9, 10
External Context and Policy Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.	10