

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	University of Southern California	Program	PRELIMINARY ADMINISTRATIVE SERVICES
Date of Review	November 12, 2020		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (less than 150 words) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below, responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design and Rationale	Provide further evidence of adult learning theory and instructional leadership. Provide evidence that “the design of the program is based on a sound rationale informed by theory and research and aligned with the California Administrator Performance	Program teaches adults based on the CalAPA guidelines. Please see a description of the adult learning theory (pg24) in the CalAPA program guide. The School Leadership Academy for the Preliminary Administrative Services Credential is a preparation program that includes focused, authentic and interrelated sequence of learning experiences that effectively prepare candidates as instructional leaders in a variety of public, parochial and private schools and school districts. The design of the program is based on a sound rationale informed by theory and research framed by the ISLLC, CPSEL and CAPE standards and measured by the California Administrator Performance Assessment (CalAPA). Examples of where this content is addressed follows:

	<p>Expectations and principles of adult learning theory.”</p>	<p>EDUC 537x Leading with the Community and Culture in Context for CalAPA Leadership Cycle 1</p> <p>EDUC 549x Supervising Instruction for Optimal Learning for CalAPA Leadership Cycle 3</p> <p>EDUC 641x Human Capital and School Organization for CalAPA Leadership Cycle 2</p> <p>The coursework for EDUC 537, EDUC 549 and EDUC 641 are aligned, respectively, to CalAPA Leadership Cycles 1, 3, and 2. Due to CalAPA requirements, in December 2019, the program removed both summative assessment requirements of the Fieldwork Showcase and School Leadership Study, and elected to keep the Fieldwork Showcase (Syllabus EDUC 649, p. 2) as a cohesive representation of the 15-month experience aligned to CAPE standards for the summative assessment. The School Leadership Academy program provides content and performance expectations within the coursework and fieldwork for the Preliminary Administrative Services Credential in alignment with CalAPA.</p> <p>The curriculum is aligned to the California Administrators Performance Expectations (CAPE) and is guided by the “Gap Analysis”, an educational psychology problem-solving framework All courses in the School Leadership Program support candidates’ abilities to master the CAPE standards and demonstrate the effective knowledge, skills, and dispositions to address the challenges and opportunities in leading California’s K-12 schools.</p> <p>EDUC 643 Advancing Community Support through Social Media Unit 2 PR Plan Part 1: Target Audience (EDUC 643 Syllabus pg. 14-15)</p> <p>In the administrative services preparation program, candidates participate in practical field experiences (from <i>SLAPAC Brochure</i> pgs. 22-24) that are designed to facilitate the application of theoretical concepts in authentic settings.</p> <p>Each candidate is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the Performance Expectations. Field experiences include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.</p>
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<p>Standard 2: Collaboration, Communication, and Coordination</p>	<p>Need more evidence of collaborative partnerships with stakeholders, such as advisory boards and community entities.</p> <p>Provide further evidence that “Partners, such as advisory committees, school districts that facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups establish productive working relationships, coordinate joint efforts, and communicate regularly and openly.”</p>	<p>The Program has collaborative partnerships with stakeholders related to fieldwork experiences with Fieldwork Coordinators. Collaborative partners are selected from our faculty pool, specifically from the Fieldwork Supervisor Coordinators, who are community members and stakeholders. We plan to broaden the pool of community members by inviting Site Supervisors.</p> <p>The meetings are held regularly and are designed to share program and course updates, review course design and structure, scheduling, student demographics, and faculty concerns. Resulting changes include course code change EDUC 648a and 648b to EDUC 648 and EDUC 649, Adobe Connect to Zoom meetings when the Adobe Connect contract ended, student demographics changed from single session of cohort to 2 sessions of the cohort due to partnership with Learn4Life, and faculty concerns regarding support for CalAPA.</p> <p>The SLAPAC program is run through a virtual format and therefore has strong partnerships with school districts throughout the state of California where we bring in experts in the field to make recommendations on course content. For example, EDUC 643, Social Media, will be updated based on recommendations from one of these partnerships. The meetings with partners are held annually and are coordinated through the Program Administrator to discuss curriculum changes (See Key Assessments Agendas). Fieldwork Coordinators hold orientation meetings with school-based Site Supervisors for student fieldwork once each semester, at the beginning of EDUC 648 Fieldwork I and at the end of Fieldwork 649 II coordinated by the Site Supervisor Coordinators for their respective courses.</p> <p>As an example of a course that promotes and teaches candidates how to promote collaborative relationships, see Unit 2 PR Plan Part I (Target Audience) in EDUC 643: (pg. 32 of EDUC 643 Syllabus) Advancing Community Support through Social Media.</p>
<p>Standard 3: Development of Professional Leadership Perspectives</p>	<p>Provide further evidence that “the program facilitates each candidate’s development of a professional leadership perspective through learning activities that</p>	<p>Candidates develop professional leadership perspectives through the following activities:</p> <p>EDUC 648 Apprenticeship in School Administration and Leadership (Fieldwork) 2.4 Personal Leadership Reflection Journal #1: (pg.9 of EDUC 648 Syllabus)</p> <p>EDUC 641x Human Capital and School Organization</p>

	<p>promote leadership and interpersonal skills.”</p> <p>Provide evidence that “the program curriculum and pedagogies are designed to engage candidates in learning activities that require the ability to diagnose the causes of organizational problems at both macro and micro-organizational levels (e.g., system-wide and individual).”</p> <p>Provide evidence that “the program provides multiple opportunities for candidates to apply skills of reasoned and objective inquiry to analyze complex problems and propose effective solutions considering the political context and its implications.”</p>	<p>10.5 Reflect/Preview Assignment 7: (pg. 25 of EDUC 641x Syllabus)</p> <p>EDUC 549: Supervising Instruction for Optimal Learning (pg. 8 and Pg. 44 of EDUC 549x Syllabus)</p> <p>1.6 Reflection: Instructional Leadership (pg. 15 of EDUC 641x Syllabus)</p>
<p>Standard 4: Equity, Diversity, and Access</p>	<p>Provide evidence that, through coursework and fieldwork, candidates:</p> <p>a) examine their personal attitudes</p>	<p>a) Candidates examine their personal attitudes related to issues of privilege and power in different domains including race, gender, language, sexual orientation, religion, ableness, and socio-economic status through the following activity. An assignment that addresses this content is:</p>

	<p>related to issues of privilege and power in different domains including race, gender, language, sexual orientation, religion, ableness, and socio-economic status</p> <p>b) learn ways to analyze, monitor, and address these issues at the individual and system level</p> <p>c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other school policies</p> <p>d) come to understand the role of the leader in creating equitable</p>	<p>EDUC 537x Leading with Community and Culture in Context – Assignment 2 – Week 3 (pg. 20-21 537x Syllabus)</p> <p>b) Candidates learn ways to analyze, monitor, and address these issues at the individual and system level through and;</p> <p>c) Candidates understand how explicit and implicit racial bias impacts instruction, (Unit 4 pg. 24-25 537x Syllabus)</p> <p>EDUC 549 Supervising Instruction for Optimal Learning Assignment 9: Reflective Narrative (pg. 39 549 Syllabus)</p> <p>a) d) Candidates come to understand the role of the leader in creating equitable outcomes in schools through the following activity. See the activity linked below: EDUC 641 Human Capital and School Organization (Unit 7 pg. 25 of 641 syllabus)</p>
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	<p>outcomes in schools.</p> <p>Provide evidence that the program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how leaders can address and monitor institutional-level inequity.</p>	
<p>Standard 5: Role of Schooling in a Democratic Society</p>	<p>Provide further evidence of how the “program provides each candidate with opportunities to critically examine the principles of democratic education and the responsibilities of citizenship.”</p> <p>Provide further evidence regarding how the “program prepares each candidate to understand the role of the school in preparing K-12 students to actively and productively engage in civic</p>	<ol style="list-style-type: none"> 1. SLAPAC program provides each candidate with opportunities to critically examine the principles of democratic education and the responsibilities of citizenship and come to understand the role of the leader in creating equitable outcomes in schools through the following activity. By completing the EDU 538 Summative Course Assessment (pg.1 of 538 Syllabus) assignment, each candidate has the opportunity to critically examine principles of democratic education creating equitable outcomes through Who are the stakeholders and entrepreneurs in my context? Community Mapping, Start with Why What is the ‘why’ for your school? <p>EDUC 538: Developing an Entrepreneurial Lens for School Leadership (pg. 3-5 of 538 syllabus)</p> <ol style="list-style-type: none"> 2. SWOT Analysis

	<p>responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society”</p>											
<p>Standard 6:Preparing Candidates to Master the Administrator Performance Expectations (CAPEs)</p>	<p>Provide further evidence regarding alignment and learning of components of CalAPA.</p> <p>Syllabi objectives align to CAPE; however, the assignments do not seem to align with these. Provide clarification/evidence.</p> <p>Although there is a lot of program output, reviewers were unclear where the input is? Where are these concepts actually being taught? There are only three instances of these concepts being “Introduced” on the matrix; each category should have an introduction to the content/concepts. Provide further clarification/evidence.</p>	<p>SLAPAC program’s alignment and learning components of CalAPA are noted in the following syllabi content:</p> <p>EDUC 537 Leading with Community and Culture in Context</p> <p>Crosswalk shows CAPE alignment to course learning outcomes and assignments. The crosswalk shows where the concepts are taught in the assignments.</p> <p>The rubric below shows how all assignments are aligned to meet the CAPE standards and assignment expectations.</p> <p style="text-align: center;">COURSEWORK: PERFORMANCE EXPECTATIONS, GRADES, and COURSE ALIGNMENT</p> <p>Participants must pass each assignment with <u>proficiency</u> using the below. Proficiency indicates that the candidate has met the performance expectations for the course. The rubric will be used for each assignment and feedback will indicate whether or not a candidate has met/or not met the performance expectations.</p> <table border="1" data-bbox="821 1016 1614 1187"> <thead> <tr> <th>Mastery 100%</th> <th>Advanced 90%</th> <th>Proficient 80%</th> <th>Basic 70%</th> <th>Below Basic 0%</th> </tr> </thead> <tbody> <tr> <td>Surpasses the assignment expectations in <i>all</i> areas</td> <td>Surpasses the assignment expectations in <i>some</i> but <i>not all</i> areas</td> <td>Meets all the assignment expectations</td> <td>Meets <i>some</i> but <i>not all</i> of the assignment expectations</td> <td>Does not meet <i>any</i> of the assignment expectations</td> </tr> </tbody> </table>	Mastery 100%	Advanced 90%	Proficient 80%	Basic 70%	Below Basic 0%	Surpasses the assignment expectations in <i>all</i> areas	Surpasses the assignment expectations in <i>some</i> but <i>not all</i> areas	Meets all the assignment expectations	Meets <i>some</i> but <i>not all</i> of the assignment expectations	Does not meet <i>any</i> of the assignment expectations
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	<p>Reflections must show feedback to be considered assessments; are there rubrics? Is there feedback? Provide clarification/evidence.</p> <p>It is unclear where the actual practice is taking place. Please Clarify what constitutes as practice and application.</p>	<p>See Admin Matrix (pg.2-3)</p>
<p>Standard 7: Nature of Field Experiences</p>	<p>Provide further evidence that fieldwork is aligned more with CalAPAs.</p> <p>Provide clarification regarding how the site supervisors are trained.</p> <p>Provide evidence of alignment between handbook, coursework, and fieldwork.</p> <p>Urban education is mentioned in the handbooks, but there appears to be a disconnect between this and the actual coursework and assignments. Provide clarification.</p>	<p>SLAPAC fieldwork program’s CAPE crosswalks are noted below demonstrating alignment more with CAPE-aligned CalAPA.</p> <p>An example of a required Common Fieldwork experience is noted below from EDUC 648 Fieldwork Experience I.</p> <p><u>REQUIRED COMMON FIELDWORK EXPERIENCES for EDUC 648x: Components of Summative Assessment</u></p> <p>These FOUR Common Fieldwork experiences are required in EDUC 648x. The hours completed count toward the 100 hours required for this semester. In addition, these four Common Fieldwork experiences are required for the Personal Reflection Journals for this course.</p> <p>Fieldwork Experience #1 Interview and Shadow Practicing Principal (Complete in EDUC 648x / may count up to 6 hours of Fieldwork hours) CAPE Alignment: 1C: Implementing the Vision</p>

		<p>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. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none">1. Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals.2. Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable learning opportunities for all students.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.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.5. Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed. <p>6A: Understanding and Communicating Policy</p> <p>New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none">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.2. Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community.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.4. Operate within legal parameters at all levels of the education system. <p>Goal: Using an interview protocol, candidates interview a principal to seek interpretation and advice about the job role and about current educational practices, policies, and demands of increased student learning and achievement. Candidates analyze and interpret responses to help clarify student growth needs as future leaders. In addition, candidates document and analyze 6 hours of observation/shadowing of a school leader to identify the daily conduct and expected performance of practicing school leaders.</p> <p>Content:</p>
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		<p>(1) Based on research on being a school principal, candidates will use the assigned course readings and text to develop an interview protocol. Among considerations for questions are:</p> <ul style="list-style-type: none"> • Issues from assigned readings and EDUC course content about the role of school leaders, (e.g. Marzano, et al.) • The impact of national and state accountability policies • Teaching and learning assessment issues, • School improvement data • Principal development and evaluation under ISLLC, CTC standards and CAPE, community capacity for supporting schools and • Current economic and political issues • Challenges and rewards related to school leadership <p>(2) Shadow a school leader (principal and assistant principal) for a combined 6 total hours. Create a bulleted log of times and observed activities. Indicate the ISSLC, CTC and CAPE addressed in these activities. Analyze the behaviors that you shadowed.</p> <p>Evidence of Completion: Complete Personal Reflection Journal</p> <p>As noted in the Site Supervisor Handbook and course syllabi for EDUC 648(pgs. 1,11,16, and 26-Checklist), EDUC 649(pg. 25 Checklist)- the Site Supervisors are trained through Orientation by the Site Supervisor Coordinator at the beginning of Site Supervision in EDUC 648 Fieldwork I, during pop-in meetings, and at the end of EDUC 649 Fieldwork II and pop-in meetings held throughout the term..</p>
<p>Standard 8: Guidance, Assistance, and Feedback</p>	<p>Provide clear evidence of CalAPA responsibility; clarification of roles; clearer documentation for coursework, fieldwork, and alignment (possible graphic to show the flow); process for candidate remediation.</p>	<p>Evidence of CalAPA responsibility, clarification of roles, documentation is noted below:</p> <p>Candidates are introduced to CalAPA 1 during their first term when taking EDU 537. They are introduced to CalAPA 3 when taking EDUC 549 and CalAPA 2 when taking EDUC 641.</p> <p>EDUC 537x Leading with the Community and Culture in Context for CalAPA Leadership Cycle 1 (pg. 2 of 537 Syllabus)</p> <p>EDUC 549x Supervising Instruction for Optimal Learning for CalAPA Leadership Cycle 3</p>

		<p>EDUC 641x Human Capital and School Organization for CalAPA Leadership Cycle 2</p> <p>CalAPA Submissions are taken as designated each semester.</p> <p>Remediation through group or private conversation (per the candidate's comfort level) with Program Administrator (and Key Assessment Coordinator, as needed). In group or individual (synchronous/virtual), (see p. 12 of SLAPAC Brochure) Should you not pass any sections for any of the leadership cycles, you will have the opportunity to receive remediation and coaching. It is the participant's responsibility to contact their instructor and the program administrator to seek guidance for this process.</p>
<p>8A: Administration of the Administrator Performance Assessment (APA)</p>	<p>Provide clear evidence of the CalAPA processes. When are candidates introduced to each APE? Who is responsible for equipment? What are the CalAPA timelines and remediation processes?</p>	<p>Evidence of CalAPA responsibility, clarification of roles, documentation is noted below Students are introduced to CAPE standards in EDUC 533 and EDUC 537 (see page 4 of syllabus).</p> <p>Candidates are introduced to CalAPA 1 during their first term when taking EDU 537. They are introduced to CalAPA 3 when taking EDUC 549 and CalAPA 2 when taking EDUC 641.</p> <p>Candidates are expected to submit their CalAPA cycles within 1 week of the conclusion of the aligned course, pending deadlines established by Pearson. When students receive a non-passing score, they contact the Program Administrator who meets with students to discuss the Rubric and facilitate their understanding of cycle requirements:</p> <p>EDUC 537x Leading with the Community and Culture in Context for CalAPA Leadership Cycle 1</p> <p>EDUC 549x Supervising Instruction for Optimal Learning for CalAPA Leadership Cycle 3</p> <p>EDUC 641x Human Capital and School Organization for CalAPA Leadership Cycle 2</p>

<p>8B: Candidate Preparation and Support</p>	<p>Provide clear evidence of where the CalAPAs are implemented in the program; what is the CalAPA system and process? Provide a flowchart/graphic.</p>	<p>Candidates are introduced to CalAPA 1 during their first term when taking EDU 537. They are introduced to CalAPA 3 when taking EDUC 549 and CalAPA 2 when taking EDUC 641.</p> <p>Assignments parallel the same objectives as the CalAPA Leadership Cycles.</p> <p>The CTC developed a model of administrator performance assessment, the California Administrator Performance Assessment (CalAPA), which is now complete and required of all candidates of the Preliminary Administrative Services Credential. Students submit performance assessments through one of 3 cycles.</p> <p>EDUC 537 CalAPA Cycle 1 Submission EDUC 549 CalAPA Cycle 2 Submission EDUC 641 CalAPA Cycle 3 Submission</p> <p><i>See page 12 of the SLAPAC Brochure and p. 19 of CalAPA Program Guide Year 3</i></p>
<p>8C: Assessor Qualifications, Training, and Scoring Reliability</p>	<p>Provide evidence of the process used by the program for assessing its own candidates.</p>	<p>SLAPAC currently uses Student Academic Watch to identify and support candidates who are not making satisfactory progress in course work (not earning 80%). A plan for formal remediation is planned for Fall 2021 requiring a support system with Program Administrator, Assistant Dean and Faculty Advisor.</p> <p><i>(all students are assessed via the 5 level rubric below)</i></p>
<p>Standard 9: Assessment of Candidate Performance</p>	<p>Provide more clear evidence of the showcase (reflections and artifacts), rubrics, and assessments for all CAPEs and CalAPAs.</p>	<p>The rubric used for all assignments is noted below. Students are expected to be at least Proficient in all assignments. Assignments that score Basic or Below Basic receive feedback and must be resubmitted until improved to Proficient or higher.</p>

**COURSEWORK: PERFORMANCE EXPECTATIONS, GRADES, and
COURSE ALIGNMENT**

Participants must pass each assignment with proficiency using the below. Proficiency indicates that the candidate has met the performance expectations for the course. The rubric will be used for each assignment and feedback will indicate whether or not a candidate has met/or not met the performance expectations.

Mastery 100%	Advanced 90%	Proficient 80%	Basic 70%	Below Basic 0%
Surpasses the assignment expectations in <i>all</i> areas	Surpasses the assignment expectations in <i>some</i> but <i>not all</i> areas	Meets all the assignment expectations	Meets <i>some</i> but <i>not all</i> of the assignment expectations	Does not meet <i>any</i> of the assignment expectations

SLAPAC Assignments and CalAPA assignments are aligned to the same CAPE standards.

EDUC 641x Human Capital and School Organization

PROGRAM STANDARDS AND UNIT/ASSESSMENT ALIGNMENT

Each candidate for the preliminary administrative credential in the School Leadership Academy degree must complete EDUC 641x. This course reflects the Interstate School Leaders Licensure Consortium Standards for School by the needs of the practicing administrator in the field and aligns with ISLLC, CTC, and CAPE performance expectations. By the end of the program, candidates, as demonstrated by their competencies in performing the standards using formative assessments, will have met ISLLC, CTC, and CAPE performance expectations.

Below is a table outlining the alignment across the units and assessments (in no particular order) with the corresponding ISSLC, CTC, and CAPE expectations. It is then noted if that standard and/or performance expectation is Practiced (P) or Assessed (A).

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC) STANDARDS, CALIFORNIA TEACHING COMMISSION STANDARDS (CTC), & CALIFORNIA ADMINISTRATIVE PERFORMANCE EXPECTATIONS (CAPE)						
EDUC 641 Units of Learning	ISSLC	CTC	CAPE	P/A	Description	Assessment ¹

		<p>Unit 1: Assessing Human Capital for the Development of Communities of Practice</p> <p>Unit 3: Recruitment and Selection of Teachers and Staff</p>	<p>Standard 1 Shared Vision</p>	<p>Standard 10 Vision of Learning</p>	<p>1: Development and implementation of a Shared Vision (CAPE 1A-1C)</p>	<p>P</p>	<p>Facilitate collaborative professional learning within a community of practice</p>	<p>CalAPA: Leadership Cycle 2</p>
		<p>Unit 2: Building Consensus and a Team</p> <p>Unit 4: Performance Evaluation</p> <p>Unit 5: Personnel Placement and Feedback</p> <p>Unit 6: Developing Teacher Leaders</p>	<p>Standard 2 School Culture & Instructional Program</p>	<p>Standard 11 Student Learning and Professional Growth</p>	<p>2: Instructional Leadership (CAPE 2A- 2D)</p>	<p>A</p>	<p>Facilitate collaborative professional learning within a community of practice</p>	<p>CalAPA: Leadership Cycle 2</p>

SUMMATIVE ASSESSMENT DUE DATES

You are responsible for uploading your work to not only D2L but also the Pearson System as part of the CalAPA. Please review all assignment expectations and submission requirements well in advance to any due dates. While we have opted to align coursework to the CalAPA, the assignments are not identical to one another. It is your responsibility to refer to CalAPA rubrics and templates to ensure that work you complete as coursework is aligned to the requirements of the CalAPA. By the end of the semester, you will submit your final Leadership Cycle 2 work to the Pearson System for assessment. Refer to the Appendix of your Course Syllabus for assignment details; refer to your CalAPA handbook for the CalAPA requirements.

Assignment	Due Date to D2L	Cal APA Requirement	Due Date to Pearson System
Assignment 1: Interview with a Leader—Role of Collaborative Professional Learning	End of Wk1	Step 1: Investigate	N/A
Assignment 2: Professional Learning Context	End of Wk2	Step 1: Investigate	End of Week 6
Assignment 3: Establishing a Community of Practice—Selecting an Area of Educational Focus	End of Wk4	Step 1: Investigate	End of Week 6
Assignment 4: Facilitation of Community of Practice Meetings—Developing a Plan (Meeting 1)	End of Wk7	Step 2: Plan Step 3: Act	End of Week 8
Assignment 5: Facilitation of Community of Practice Meetings—Monitoring and Adjusting the Plan (Meeting 2)	End of Wk10	Step 3: Act	End of Week 14
Assignment 6: Facilitation of Community of Practice Meetings—	End of Wk11	Step 3: Act	End of Week 14

		Planning for Final Assessment of Intervention (Meeting 3)			
		Assignment 7: Facilitation of Community of Practice Meetings— Evaluate the Process, Progress, and Results (Meeting 4)	End of Wk13	Step 3: Act Step 4: Reflect	End of Week 14
		Assignment 8: Reflection	End of Wk15	Step 4: Reflect	End of Week 15
		Other assignments:			
		Assignment	See course syllabus for due dates and the Appendix for assignment details.		
		9.5 Reflection: Resource Reallocation			
		11. 6 Memo: Discipline and Policy			
		12. 7 Reflection: Negotiations			
		13. 5 Memo: Teacher Dismissal			
		14. 6 Reflection: Master Schedule			