EDU 615
Facilitating Adult Learning
2.0 credits

Course Meetings:
Instructor(s): Stacey Lopaz & Lee Fleming (phone: 805.729.6943)
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Location: Zoom link—>
https://us02web.zoom.us/j/86016165402?pwd=b2dOUTFEOEJ5U1AybDhCakxOeWFnQT09
Meeting ID: 860 1616 5402
Passcode: 8675309

COURSE DESCRIPTION

This course focuses on understanding the individual strengths of each student, finding blind spots in leading learning in a school setting and identifying strategies that yield equitable learning outcomes in a school system. Students will critically analyze the learning system at their school sites and explore ways that school leaders can leverage the environmental architecture of these learning systems to foster the growth of school staff. At the same time, students will examine their own defaults and inclinations in working with others to yield greater self-awareness. Students will do this through practicing authentic one-on-one coaching in class and identifying strategies that are effective for their own strengths in a variety of contexts at school. Special attention will be paid to the ways that the coaching of adults can support school wide goals of equitable access and challenge for all students.

ESSENTIAL QUESTIONS

*What are my strengths as a leader of learning and how do I leverage those strengths for equitable outcomes in my school community?
*How do I identify my blind spots in leading learning and what tools can I leverage to support those areas?
*What is my personal philosophy of leading learning and how do I center it in my work in a school to ground my work?

INSTRUCTOR WEEKLY OFFICE HOURS: Office hours are 6:00-7:00 PM on Wednesdays or alternate times upon request.

LEARNING OUTCOMES

HTH GSE is committed to developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for *all* students. This shared vision is articulated in our institutional learning outcomes (ILOs) for all HTH GSE students—to *Practice Thoughtful Inquiry and Reflection, Design Equitable Learning Environments*, and *Engage in Leadership for School Change*. Through this course, students will be supported in pursuing the specific program

learning outcomes italicized below.

Transform Self and Systems

- **SS 1: *Examined Leadership:*** Develop a greater **understanding of yourself as a leader and a learner** by deepening self-awareness, furthering the ownership of the self, and activating courageous leadership.

- ***SS 2: System Leadership:*** Continuously improve teaching and learning that advances equity through root-cause analysis and alignment of system-wide teams and structures.

Design for Liberation and Deeper Learning (LDL)

- **LDL 1: Pedagogy:** Collaborate with students and colleagues to design learning grounded in deeper learning pedagogy that advances equity and collective advancement.

- ***LDL 2: Instructional Leadership:*** *Create coherent instructional systems through coaching and adult learning to foster a visible pedagogical culture.*

Practice Thoughtful Inquiry & Reflection (IR)

- **IR 1: Inquiry and Iteration:** Design, implement and reflect on the results of inquiries to address authentic needs and essential questions from practice.

- **IR 2: Connecting Theory & Practice**: Synthesize and connect relevant theory and scholarship to one's own practice and inquiries.

The curriculum for this course is based on the above essential questions and program learning outcomes, as well as the corresponding set of course level learning outcomes, activities and products. Together, they represent the knowledge, skills, and dispositions for this course.

Course Learning Outcomes mapped to program learning outcomes	**Activities/Products**
615-1 Students will be able to synthesize a clear vision for shaping adult learning in schools that strive to promote equitable access for all kids. (L-2) 615-2 Students will be able to critically analyze the learning system at their school sites and explore ways of optimizing levers for adult learning. (IR-3, D-2) 615-3 Students will be able to practice the art of transformative coaching and implement effective strategies for navigating conversations about teaching and learning. (IR-1, IR-2, L-1)	PITP ● Strengths Profile ● Agenda analyses ● Systems Map ● Leadership philosophy

615-4 Students will be able to practice the art of designing and facilitating professional learning for teams/groups, utilizing strategies that support critical discourse and shared commitments around teaching and learning. (L-1, L-2)	

Zoom Norms

Live class sessions over Zoom are an important component of Remote Learning. They are the closest interactions to a live classroom and provide the necessary relationship-building opportunities for students with their peers and instructors. Given the constraints of the medium, all participants in the Zoom class sessions are expected to adhere to the following best practices in order to ensure the best possible learning environment.

- Enter a Zoom session with your full name
- Be prepared to be present and on camera on a dedicated device (not solely on your phone) in order to participate fully for the two hours of the class each session
- Have all materials prepared and with you (documents, reading materials, etc.)
- Check your camera, sound, and internet connection prior to each meeting to avoid unnecessary tech delays
- Arrive on time for the class session. You will be admitted to the "waiting room" before being admitted to the class. Arrival later than 10 minutes may result in missing the session

REQUIRED COURSE MATERIALS

Aguilar, E. (2013). *The Art of Coaching: Effective Strategies for School Transformation* (1st ed.). Jossey-Bass.

Safir, S., & Fullan, M. (2017). *The Listening Leader: Creating the Conditions for Equitable School Transformation*. Wiley.

COURSE ASSIGNMENTS and ACTIVITIES
COURSE SCHEDULE

Detailed daily agendas will be distributed at course meetings.

DATE	ASSIGNMENTS and ACTIVITIES	FOCUS OF SESSION
11/09 (1)	**Bring to class:** Presence and focus **Read before class:** Be ready to give the title and artist of your zoom walk up song	Authentic leading, leading from your own strengths and identity

	In class:
	    ● Liberatory Design Mindsets
	    ● Leading from within
	    ● Core values and identity
	    ● Stepping stones/journey map
	Homework:
	READ/REFLECT:
	<u>Exploring Identity Markers</u>
	The Listening Leader chapters 1–4
	
	CREATE:
	Your leadership pokemon card/dating profile:
	*This leader's superpower
	*How to engage with this leader
	*This leader's weakness
	*This leader's strength
	*This leader's evolution	

11/16
(2)
	Bring to class: Your personal pokemon card/dating profile
	Read/reflect for class: The Listening Leader chapters 1–4
	<u>Exploring Identity Markers</u>
	In class:
	    ● Personal Strengths
	    ● Trauma-informed leadership
	    ● Identity Markers
	    ● What is a leadership philosophy/belief system
	Homework:
	READ/REFLECT:
	The Art of Coaching chapters 1–4, 8–12
	
	REFLECT:
	During your holidays in social interactions write down two conversations (specific phrases you hear):
	*Interactions that inspire you
	*Interactions that feel potentially challenging (to you or others)
		Knowing yourself and your impact on others

11/31
(3)
	Bring to class: Your notes on holiday interactions
	Read/reflect for class: Art of Coaching Chapters 1–4
	
	In class:
	    ● Coaching videos
	    ● Coaching simulations and practice
	    ● Updating your philosophy/belief system
	Homework:
	READ/REFLECT:
		Deep listening and coaching others.

	Revisit notes from Art of Coaching, chapters 8–12 DO: Homework: Identify a dilemma you are having in your professional decision making (+ context)	

12/07 (4)	**Bring to class**: Your dilemma
	Read/Reflect for class: The Art of Coaching Chapters 8–12
	In class:
	   • Coaching Lenses
	   • Practice coaching and feedback on dilemmas
	   • Updating your philosophy/belief system
	   • Relationship between listening stances and coaching lenses?
	Homework:
	READ/REFLECT:
	The Listening Leader, Chapter 10
	
	CREATE:
	The last 3 agendas from meetings or PD that you attended (reconstructed if no agenda existed)
		Practicing coaching scenarios

12/14 (5)	**Bring to class**: Your notes on the last 3 agendas from meetings or PD that you attended (reconstructed if no agenda existed)
	
	Read/Reflect for Class:
	In class:
	   • Diagnose the system
	   • Experiential Learning Cycle Deconstruction of Agendas
	   • Systems Map
	   • Relationship between learning structures in your school system
	   • Updating your philosophy/belief system
	
	Homework:
	CREATE:
	Prepare your leadership philosophy presentation
	
	Identify an opportunity to lead/co-lead a group of adults in your context (PLC meeting, department meeting, etc.) Design (or co-design) an agenda that reflects your vision for adult learning
		Learning Structures within school systems.

1/04 (6)	Bring to class: Your personal leadership philosophy presentation POL Criteria: ● Theory ● Attitude ● Guiding principles ● Behavior ● Influences ● Personal journey ● What you stand for ● What you don't stand for ● Symbol ● Future Outcomes	Presentation of Leadership Philosophy

COURSE CONTACT TIME FOR <u>2 UNIT</u> CORE COURSES

Synchronous Course Meetings	*2 hours/week (12 hours)*
Asynchronous Course Activities	*5.5 hours/week (33 hours)*
Out of Class Hours	*6.5 hours/week (39 hours)*
Instructor Office Hours	*1 hour weekly (6 hours)*

SYNCHRONOUS AND ASYNCHRONOUS ONLINE LEARNING

Contact time will be met by a combination of online synchronous activities (two hours per week of live meetings, guided student discussion) and online asynchronous learning (five and a half hours per week of faculty and invited expert video lectures as well as collaborative asynchronous activities, such as posting to discussion forums, posting video reflections to digital recording tools such as FlipGrid, and contributing to online workspaces such as a Miro board or Padlet) to be completed to prepare for synchronous sessions. To make as much time as possible for active work and discussion during live sessions, students will watch prerecorded lectures and videos and complete some activities prior to the synchronous meetings.

Students are expected to prepare for this course by doing all the reading, watching all the videos, and completing all required tasks before attending the synchronous sessions.

All students will be required to complete assignments online and independently along with completing related reading and writing assignments. The time needed to complete all assignments fulfills the remaining course unit time requirements.

By this point in the program, students' level of technical competence should include basic knowledge of the internet. Basic tasks will include posting attachments, opening and posting discussion forums, and uploading assignments, including video clips. In addition to completing assignments and accessing course documents, students should have familiarity with the entire G Suite of google applications, including Google Docs, Google Sheets, and Google Slides.

Students will have ongoing access to the instructor and fellow classmates throughout the course. Through the PowerSchool course page and emails, the instructor will maintain ongoing communication with students.

Email will be the primary form of immediate communication with the instructor outside of class time. Email will be checked on a daily basis during the weekdays and will be responded to within 48 hours.

The PowerSchool course page provides a place for the instructor to share new information and new postings. PowerSchool discussion forums provide students a place to post questions, comments, or concerns regarding readings and assignments.. In addition to weekly class time sessions, discussion forums in PowerSchool are a primary location for students to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add optional material at any point. Students are responsible for checking the PowerSchool course page and their emails regularly.

OPTIMIZING LIVE SESSION CONNECTIVITY AND QUALITY

For the best possible synchronous experience, students should consider these factors when deciding how to connect to class. Your decision affects everyone's ability to participate.

- Everyone's connectivity is affected by the weakest internet connection in the room. If you are participating on a wireless connection, this is a weaker connection than being on a wired connection. Use a wired connection if possible.
- Connect from a home or office rather than a public space. Connecting from a public space hampers overall bandwidth as this is often a weaker connection than home-/office-based wired or Wi-Fi connections.
- Remind those who might share your internet connection (e.g., family members or housemates) to be mindful of their bandwidth usage. Household members downloading large files and streaming video while you're in class can lead to a detrimental experience as they may be utilizing a lot of bandwidth. In addition, locate yourself as close as possible to the router.

COURSE PARTICIPATION

Students enrolled in this course are required to read *all* current assignments and complete all other asynchronous exercises and projects required *before* each synchronous session where the material will be discussed. We ask that students make every effort to engage in discussion by having both video and audio connected. Online students who do not participate in the synchronous sessions (via video and voice) will receive only partial credit for participation. Students are expected to actively participate in class discussions by asking questions and contributing to the discussion, drawing on the readings, assignments, and asynchronous exercises.

Excused absences are at the discretion of the instructor. In order to receive partial credit for the excused absence, the student will write an email to the instructor indicating what he/she would have contributed to the class had he/she been able to attend and what he/she learned from having watched the recording. This email must be received within one 1 week after the absence.

STANDARDS OF ONLINE BEHAVIOR

The protocols defined by the HTH GSE Student Handbook must be upheld in all online classes. Students are not allowed to post inappropriate material or spam to the class or use offensive language or online flaming.

EXPECTATIONS & ASSESSMENT

"If something is worth doing, it is worth doing well." – Proverb

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final projects and overall course participation are assessed in a "student-led comment" format, where the participant presents a self-assessment and the instructor responds. Contributions to the forum are not assessed formally, but become a part of the ongoing dialogue with peers and the instructor. The instructors recognize that

assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person's consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student's participation in this course will be assessed in accordance with the following criteria:

<u>Pass</u>: Student's class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. The final product must "meet" or "exceed" the criteria stated on the rubric and students will be required to revise their work if they "approach" the criteria. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

<u>Fail</u>: The student makes little to no progress toward completing course assignments, and fail to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. As stated in the GSE catalog, if a candidate misses more than 20% of a course, she/he will be required to take the course the following year. In extreme cases, please talk to the instructors if you must miss class or need an extension.