



CALIFORNIA STATE UNIVERSITY LONG BEACH

EDUCATIONAL LEADERSHIP DEPARTMENT

College of Education Vision:

Equity & Excellence in Education

College of Education Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDAD655C: Instructional Leadership: Teacher Supervision & Coaching

Spring 2021

Department of Educational Leadership – Educational Administration (EDAD) Program

Course Information

Instructor: Erin Biolchino, J.D., Ed.D	Email: erin.biolchino@csulb.edu
Virtual Office Hours Days/Times: Wednesdays, 2-5pm	Schedule Office Hours: https://biolchino.youcanbook.me
Office Hours Zoom Link: https://csulb.zoom.us/j/7545685798	

SYNCHRONOUS ONLINE (ZOOM) CLASS SESSIONS

- Tuesday, 1/19, 6-8pm
- Tuesday, 2/2, 6-8pm
- Tuesday, 2/23, 6-8pm
- Tuesday, 3/16, 6-8pm
- Tuesday, 4/13, 6-8pm
- Tuesday, 5/4, 6-8pm

Please note that there is additional asynchronous work outside of these synchronous class sessions. See calendar below, and always consult the online modules on BeachBoard.

Zoom Link (for all live sessions)	Zoom ID	Zoom Passcode
https://csulb.zoom.us/j/83497696830?pwd=S25HVml6QW42cHlwb1FLUFcxTlNqZz09 *Please do not share this Zoom information with anyone outside of the class	834 9769 6830	796983

COURSE DESCRIPTION

This course examines the role of leaders in supervising teachers, including classroom observations and facilitating professional growth among teachers to improve student learning. Special focus on observation, feedback, and coaching. Prerequisite: Admission to the Preliminary Administrative Services Credential Program. Letter grade only: A-F.

STUDENT LEARNING OUTCOMES

The following student learning outcomes are derived from the California Administrator Performance Expectations (CAPEs). By the end of this course, students will be able to:

1. Demonstrate understanding in assisting 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 CSTP, CAPEs, and CPSEL (CAPE 2A.3)
2. Use state-adopted professional standards (e.g., CAPEs, CPSEL and CSTP) with staff in improving their teaching practice (CAPE 2C.1, 2C.2)
3. Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices (CAPE 2D.1)
4. Use the principles of reflective collegial feedback to guide instructional improvement and provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being (CAPE 2D.2, 2D.3)
5. Practice observing classroom planning and instruction in accordance with LEA policy and practices; analyzing evidence of teacher effectiveness based on student work and learning outcomes (CAPE 3D.1)
6. Practice communicating unbiased, evidence-based, evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments (CAPE 3D.2, 3D.3)
7. Act with integrity, fairness, and justice and intervening appropriately so that all members of the school community are treated equitably and with dignity and respect (CAPE 5C.2)

REQUIRED TEXTS

Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. John Wiley & Sons.

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Marzano, R.J., Frontier, T., and Livingston, D. (2010). *Effective supervision: Supporting the art and science of teaching*. ASCD.

California Standards for the Teaching Profession (CSTP)

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf>

Materials related to CalAPA Cycle 3 (on BeachBoard and

http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html)

The instructor will also assign several supplementary readings. Please check BeachBoard regularly.

MODE OF DELIVERY AND TECHNICAL REQUIREMENTS

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

COURSE POLICIES AND REQUIREMENTS

COURSE COMMUNICATION AND ZOOM ETIQUETTE

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

ATTENDANCE AND PARTICIPATION

Attendance (i.e., being present for all synchronous class sessions) and active engagement with peers and in discussions are essential to your success in this class. The CSULB Attendance Policy can be found here: [Policy Statement 17-17](#). Asynchronous participation in BeachBoard discussions is also required. Successful participation in this course includes:

- Attending all class meetings on time and in their entirety. Although not required, keeping your video on helps to facilitate non-verbal communication and engagement with others.
- Moving the conversation forward by asking questions, contributing examples/comments, constructively building on the ideas of others, and listening and responding to others' ideas.
- Being sensitive to your level of participation and to the engagement of your colleagues.
- Engaging in respectful discourse at all times.

Participation will be monitored both through attendance at Zoom sessions and through entries in the discussion board on BeachBoard. It is your responsibility to inform the instructor of absences in advance when possible and to take proactive measures (e.g., checking BeachBoard, asking classmates) to obtain any information missed due to an absence. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

COLLEGE OF EDUCATION EXPECTATIONS FOR PROFESSIONAL CONDUCT

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.

3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

PROFESSIONALISM

We see professionalism, among faculty *and* students, as foundational to creating a robust learning environment. While consistent attendance is one aspect of this professionalism, there are others that we expect to see displayed during this course as well:

- **Preparation and Engagement:** We expect everyone to come to class having read the assigned readings, given thought to questions or issues raised in the readings, and completed the assignments due for that session. We expect each student to engage with the material in a critical way and to participate in whole class and small group discussions.
- **Respect and Netiquette:** We expect all students to demonstrate respect for their colleagues, instructors, guests, and themselves. This means seeking to listen and understand before responding and critiquing, offering critiques in a constructive and thoughtful way, and drawing out and engaging one another. Consult this resource to learn more about netiquette expected for an online class:
<http://www.albion.com/netiquette/corerules.html>
- **Focus:** Working and studying at home can present unique challenges not experienced in a classroom with fewer distractions. Students are expected to make every effort to reduce disruptions while in a synchronous class session, including silencing cell phones, muting the microphone and/or stopping video to avoid disrupting others.

LATE WORK

Late assignments are not accepted, except in rare circumstances. In light of unique circumstances presented by COVID-19, the instructor will do her best to be as flexible as she

can about assignment deadlines. Please reach out **in advance of the due date** if you are having difficulty meeting a deadline, and we will come up with a plan to help you succeed in the course. The instructor reserves the right to not accept late assignments and/or to reduce points for late assignments.

THE WRITING PROCESS

Writing is an essential skill for students and leaders; this is especially true in the case of your dissertation. Therefore, we put a great deal of emphasis on this skill in this course. Writing is a process. No one produces a publication-quality manuscript in one sitting. We strongly encourage you to begin writing all assignments early and allow yourself plenty of time to get any additional support (e.g., writing coaches, peers, instructors) and revise. As you revise your work, ask yourself these questions:

- Does my paper contain all required elements? Is all the content there and is it clear, easy to understand?
- Is my paper coherent? Does it flow, with connections and transitions between paragraphs and sections? (Does it “hang together”?)
- How are the mechanics, spelling and grammar in the paper? Have I proofread for typos, extra spaces, misspelled words, etc.?

REQUIREMENTS FOR WRITTEN ASSIGNMENTS

All work submitted for grading must reflect your best thinking, organized through careful editing. Grammar, spelling, coherence and format (not just content) matter and will be considered in grading. All written assignments must be typed, scholarly in tone, spell-checked, double-spaced with a standard 12-point font, 1” margins, and are due at the start of class on the due date. References must be properly cited using American Psychological Association (APA) format (6th Edition).

PLAGIARISM/ACADEMIC INTEGRITY POLICY

We expect that all material submitted as part of any class exercise, in or out of class, is your original work and is properly documented. The concept of academic honesty includes receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per University’s Policy on Cheating and Plagiarism, [found here](#).

To ensure academic integrity, instructors will use **TurnItIn** to compare your work with multiple sources. The software will report a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, instructors make that judgment. If in doubt, please use it yourself first to check your work and prevent plagiarism. Avoid plagiarism by:

- Reviewing the [University policy](#)
- Learning about the [principles of paraphrasing](#)

RESOURCES

The following may be useful resources as you go through the semester:

- [Academic Technology Services Resources for Students](#) (including links to BeachBoard Help and Software Depot)
- [ITS Help Desk on Learning Remotely](#)
- [Graduate Student Resource Center](#)

UNIVERSITY WITHDRAWAL POLICY

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

SPECIAL NEEDS ACCOMMODATIONS

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

STUDENT SUPPORT SERVICES

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. Services are primarily available in a virtual format. Visit individual websites for current contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

SYLLABUS AND COURSE CALENDAR CHANGES

The instructors reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so. The instructors will communicate changes via email and BeachBoard, and students are required to continually check their email for these notices.

SUMMARY OF ASSIGNMENTS, DUE DATES, AND POINTS

Assignment	Due date	Points (% of grade)
1. Proof of Cycle 3 Registration	2/1	5
2. Cycle 3 Step 1 (Part A) Template	2/22	20
3. Cycle 3 Step 2 (Part B) Template	3/15	10
4. Cycle 3 Step 4 (Part H) Template	4/12	20
5. Sample Classroom Observation Notes	2/22	5
6. Classroom Observation Protocol	5/4	20
7. Class Participation in Peer Review	2/23 3/16 3/23 4/13	5 5 5 5 (20 points total)

GRADING SCALE

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

COURSE ASSIGNMENTS

Assignment #1 Verification of Registering for CalAPA Cycle 2 (5 points)

Due 2/2

Students should submit an email, screenshot, or other similar verification that they have registered for Cycle 3 of the CalAPA. This evidence should be upload to Dropbox on BeachBoard by 11:59pm on 2/2.

**Note: If a student is an MA-only student or is not taking Cycle 3 for another reason, this assignment will be waived and the overall grade in this course will be calculated out of 95 points rather than 100 points.*

Assignment #2 CalAPA Cycle 3, Step 1 Template Draft (Part A) (20 points)

Due 2/22

A completed draft of the Cycle 3, Step 1 Template will be submitted to Dropbox on BeachBoard by 11:59pm on 2/22. The Cycle 3, Step 1 Template is available on BeachBoard and from the Pearson web site once you register for Cycle 3.

This assignment is credit/no credit and 10 points each will be earned for Part I and Part II of the template for a complete, on-time submission. Dr. Biolchino will provide limited feedback on this assignment, as permitted by CalAPA policy.

Students should have a copy available for peer review during class on 2/23.

Assignment #3 CalAPA Cycle 3, Step 2 Template Draft (Part B) (10 points)

Due 3/15

A completed draft of the Cycle 3, Step 2 Template will be submitted to Dropbox on BeachBoard by 11:59pm on 3/15. The Cycle 3, Step 2 Template is available on BeachBoard and from the Pearson web site once you register for Cycle 3.

This assignment is credit/no credit and 10 points will be earned for a complete, on-time submission. Dr. Biolchino will provide limited feedback on this assignment, as permitted by CalAPA policy.

Students should have a copy available for peer review during class on 3/16.

Assignment #4 CalAPA Cycle 3, Step 4 Template Draft (Part H) (15 points)

Due 4/12

A completed draft of the Cycle 3, Step 4 Template will be submitted to Dropbox on BeachBoard by 11:59pm on 4/12. The Cycle 3, Step 2 Template is available on BeachBoard and from the Pearson web site once you register for Cycle 3.

This assignment is credit/no credit and 15 points will be earned for a complete, on-time submission. Dr. Biolchino will provide limited feedback on this assignment, as permitted by CalAPA policy.

Students should have a copy available for peer review during class on 4/13.

**Note: Submission of a complete version of CalAPA Cycle 3 is not part of your grade in this course; however, the expectation of the EDAD program is that you submit Cycle 3 of the CalAPA to Pearson no later than April 15, 2021. This means you will receive your score on May 6, 2021. Failure to complete Cycle 3 of the CalAPA by this April 15 deadline may result in a delay in completing the program and most likely will result in utilizing the Executive Order to postpone Cycle 3 of the CalAPA to your clear induction program.*

Assignment #5 Sample Classroom Observation (5 points)

Due 2/22

Students will view a sample lesson video on BeachBoard and will take observation notes (using a template of their choice). These notes will be uploaded to Discussion Board on BeachBoard by 11:59pm on 2/22. Please also review your classmates' notes to get other ideas for classroom observation. We will discuss the various note taking styles/templates during class on 2/23, so please have your notes available during class.

Assignment #6 Classroom Observation Protocol (20 points)

Due 5/3

Students will select a focus area and design a classroom observation protocol/tool. Students may select any focus area for the protocol, but the aim of the protocol should be use in informal classroom observations/walkthroughs/instructional rounds by either administrators or other teachers. Ideally, this will be a tool that is useful for your school site or district and is focused on an equity issue that your school/district is experiencing. Samples will be provided on BeachBoard as part of the 4/20 online module. The protocol can take any form such as a Word or PDF document or a Google form or other online format. Students should be prepared to share this protocol/tool with peers during class on 5/4.

Assignment #7 Peer Feedback Groups (20 points total, 5 points per synchronous online class)

Students are on time, present, and actively engaged in the course work/activities/discussions during each synchronous online class session. Five points will be earned per each synchronous online class session where students participate in peer feedback groups (2/23, 3/16, 3/23, 4/13). If a student misses one of these synchronous class sessions, these points cannot be made up except in rare circumstances and at the discretion of the instructor.

SELECTED BIBLIOGRAPHY

Archer, J., Cantrell, S., Holtzman, S., Noe, J.N., Tocci, C.M., & Wood, J. (2016). *Better feedback for better teaching: A practical guide to improving classroom observations*. San Francisco, CA: Jossey-Bass.

Bloom, G., Castagna, C., Moir, E., and Warren, B. (2005). *Blended coaching: Skills and strategies to support principal development*. Corwin Press.

Costa, A.L., and Garmston, R.J. (2016). *Cognitive coaching: Developing self-directed leaders and learners* (3d ed). Rowman & Littlefield.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed). Alexandria, VA: ASCD.

Danielson, C. (2013). The framework for teaching evaluation instrument. The Danielson Group. Retrieved from <http://www.loccsd.ca/~div15/wp-content/uploads/2015/09/2013-framework-for-teaching-evaluation-instrument.pdf>

Danielson, C. (2016). *Talk about teaching!: Leading professional conversations*. Thousand Oaks, CA: Corwin Press.

Drago-Severson, E. (2009). *Leading adult learning: Supporting adult development in our schools*. Corwin Press.

Echevarria, J., Vogt, M., Short, D.J. (2016). *Making content comprehensible for English learners: The SIOP Model* (5th ed.). Boston, MA: Pearson.

Echevarria, J., Vogt, M., Short, D.J. (2017). *The SIOP Model for administrators* (2nd ed.). Boston, MA: Pearson.

Eisenberg, E.B., Eisenberg, B.P., Medrich, E.A., Charner, I. (2017). *Instructional coaching in action: An integrated approach that transforms thinking, practice, and schools*. Alexandria, VA: ASCD.

Frontier, T., and Mielke, P. (2015). *Making teachers better, not bitter: Balancing evaluation, supervision, and reflection for professional growth*. Alexandria, VA: ASCD.

Fullan, M. (2008). *What's worth fighting for in the principalship* (2nd ed.) New York: Teachers College Press.

Fullan, M. (2014) *The Principal: Three keys to maximizing impact*. San Francisco, CA: Jossey-Bass.

Fullan, M., and Quinn, J. (2015). *Coherence: The right drivers in action for schools, districts, and systems*. Thousand Oaks, CA: Corwin.

Fullan, M. (2017). *Indelible leadership: Always leave them learning*. Thousand Oaks, CA: Corwin.

Glanz, J., and Zepeda, S.J. (2016). *Supervision: New perspectives for theory and*

practice. Lanham, MD: Rowman & Littlefield.

Grenny, G., Patterson, K., Maxfield, D., McMillan, R., and Switzler, A. (2012) *Crucial conversations: Tools for talking when stakes are high*. New York, NY

Grenny, G., Patterson, K., Maxfield, D., McMillan, R., and Switzler, A. (2013) *Influencer: The new science of leading change*. New York, NY

Heifetz, R., Grashow, A., and Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Review Press.

Marshall, K. (2013). *Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap* (2nd ed.). San Francisco, CA: John Wiley & Sons.

Marzano, R.J., and Toth, M.D. (2013). *Teacher evaluation that makes a difference: A new model for teacher growth and student achievement*. Alexandria, VA: ASCD.

Moss, C., & Brookhart, S.M. (2015). *Formative classroom walkthroughs: How principals and teachers collaborate to raise student achievement*. Alexandria, VA: ASCD.

Muhammad, A., and Hollie, S. (2011). *The will to lead, the skill to teach: Transforming schools at every level*. Bloomington, IN: Solution Tree Press.

O'Leary, M. (2014). *Classroom observation: A guide to effective observation of teaching and learning*. New York: Routledge.

Office of Teacher Education (2015). Supervisor handbook. Teachers College, Columbia University. Retrieved from <https://www.tc.columbia.edu/office-of-teacher-education/office-of-teacher-education/student-teaching-and-edtpa/supervisors/SupervisorHandbook20152016.pdf>
(see especially Appendix A)

Reeves, D. (2009) *Leading change in your school: How to conquer myths, build commitment, and get results*. Alexandria, VA

Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas*. Routledge.

Smith, J.R., and Smith, R.L. (2018). *Impact coaching: Scaling instructional leadership*. Thousand Oaks, CA: Corwin Press.

Sullivan, S., and Glanz, J. (2013). *Supervision that improves teaching and learning: Strategies and techniques* (4th ed.). Corwin Press.

Tomlinson, C.A., and Murphy, M. (2015). *Leading for differentiation: Growing teachers who grow kids*. Alexandria, VA: ASCD.

Wagner, T. & Kegan, R. (2006). *Change leadership: A practical guide to transforming our schools*. New York: Jossey-Bass.

Whitaker, T. (2012) *What Great Principals Do Differently: Things that Matter Most*. Larchmont, NY.

COURSE CALENDAR – TOPICS

This course calendar may be changed to support student learning and at the discretion of the instructor.

Class	Date	Topic(s)	Reading Due
1	1/19 Synchronous Class Session 6-8pm	Introduction to coaching, supervision, and evaluation of teachers What templates/documents does my organization use for teacher observation and evaluation?	Aguilar Ch 2 Bloom et al. Ch 1 (supplemental reading on BeachBoard)
2	2/2 Synchronous Class Session 6-8pm	Types of Coaching CalAPA Cycle 3	Aguilar (2018) Supplemental Reading on BeachBoard Cox (2015) Supplemental Reading on BeachBoard CSTP CalAPA Cycle 3 Materials on BeachBoard
3	2/9	Sample Classroom Observation (Work on Assignment 5)	CSTP

	Asynchronous online module	Work on Step 1 (and Assignment 2)	Sample Lesson Video on BeachBoard Aguilar Ch 8-12 Marzano Ch 1-2 CalAPA Cycle 3 Materials on BeachBoard
4	2/23 Synchronous Class Session 6-8pm	Peer Feedback Groups Step 1	CalAPA Cycle 3 Materials on BeachBoard
5	3/2 Asynchronous Online Module	Work on CalAPA Cycle 3	CalAPA Cycle 3 Materials on BeachBoard
6	3/16 Synchronous Class Session 6-8pm	Peer Feedback Groups Step 2	CalAPA Cycle 3 Materials on BeachBoard
7	3/23 Synchronous Class Session 6-8pm	Peer Feedback Groups Step 3	CalAPA Cycle 3 Materials on BeachBoard
8	4/13 Synchronous Class Session 6-8pm	Peer Feedback Group Step 4	CalAPA Cycle 3 Materials on BeachBoard
9	4/20 Asynchronous Online Module	Designing your own observation protocol/tool	Marzano Ch 5 & Appendices A-C

			Supplemental readings on BeachBoard
10	5/4 Synchronous Class Session 6-8pm	Sharing the Observation Protocols Next Steps	