**CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO**

**EADM 736 Instructional Leadership and Learning Strategies**

Professor: Dr. Sam Crowell Term: Fall, 2014COE 378 951-659-4560 sam@greencafe.com**The College of Education of California State University, San Bernardino is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles and possesses rich subject matter knowledge; uses sound pedagogical judgment; has practical knowledge of context and culture; acknowledges the relativism associated with variations in the values and priorities of both their peers and their students; and is comfortable with the uncertainty of the outcomes of instructional decisions.Catalogue Description** Covers standards, curriculum, instructional strategies, supervision, trends, and innovations.

**Course Overview** This course will be a multi-faceted exploration of the nature, qualities, and foundations of leadership and how to cultivate its qualities in our lives, organizations, and curriculum. The course will look at “leading” from an open systems perspective and how to bring a critical consciousness to this context. It will highlight new instructional possibilities suggested from the latest research in cognitive and neuro-science, and critically examine foundational assumptions of learning. This will be applied to higher education, k-12 schools, our fields of study, and the communities we serve. Finally, the course will explore how education can be an instrument to address the local and global challenges facing this generation.

**Course Description**

Francisco Varela, an important cognitive neuro-biologist exclaimed “Wanderer the road is your footsteps, nothing else; you lay down a path in walking.” In other words, the path is your footsteps. Imagine walking across an open meadow in the snow or an empty beach with the tide just going out. The only path is the mark of your own footsteps. You may stop along the way and look back at the path you have made, but the way ahead is full of open possibility. This course is about this kind of journey – looking back a bit and reflecting on where you are, but more importantly looking ahead with a sense of agency, inward yearning, hope, and possibility. It is about affirming your desire to make a difference and finding your voice – that unique and singular gift of vision and purpose. This is an essential characteristic of any truly effective leader, especially a leader who opens the way for new directions and new understandings essential for the future.

This course is not about small visions but large ones. It is not about raising test scores but exploring the significant redirections needed in education today. It is not about winding down, but gearing up. It is about assuming your role as a new breed of educational leader with an unwavering sense of purpose and commitment to make a difference in the world and in the lives of those you encounter.

We will not ignore the cynicism and hopelessness that sometimes wells up within us, but we will place a phenomenological bracket on them so they do not subvert the process of transformational learning.

This course will paradoxically address a sense of place as it is perceived within a local context as well as a sense of place situated within a global community. The issues of sustainability and social justice will find both broad and narrow articulations as grist for creative exploration and positive leadership.

The learning environment will be interactive. Everyone is faculty; everyone is student. Accountability is to oneself and to one another. Excellence is the expectation in terms of scholarship, writing, presentation, or cooperative engagement. The outcome expectations are no less than transformative understandings, insights, and applications that are created, explored, shared, and carried forward.

**Goals**(1) develop an advanced knowledge of: (a) Systems thinking and Leadership;   (b) Instructional implications of neurobiology and cognitive science; (2) identify explicit and implicit values and ideologies and show their influence on educational policies and practices; be able to relate this to theories and perspectives previously encountered in the doctoral program. (3) express a personal position regarding the role of education in contemporary American society and formulate your own arguments for or against positions related to current issues and practices. Students will be expected to demonstrate (1) their command of the vocabulary and concepts of inquiry as found in the course materials and the analysis of those materials; (2) their ability to develop, organize and present thoughts effectively. The latter includes the abilities to attend to and to show respect for another person's thoughts, to assume new intellectual positions, and to indicate assent or dissent in acceptable terms. (3) that they can create innovative and practical applications that are informed by the content and processes of the course.**Texts**

Klimak, K. J., Ritzenhein, E., and Sullivan, K. D. (2008).*Generative leadership: Shaping new futures for today’s schools.* Thousand Oaks, Ca.: Corwin Press.

Cozolino, L. (2014). *Attachment-based teaching: Creating a tribal classroom.* New York: W. W. Norton and Company.

Supplemental Reading:

Crowell, S. and Reid-Marr, D. (2013), *Emergent teaching: A path of creativity, significance, and transformation.* New York: Rowman and Littlefield Education.

Hart, T. (2014). *The integrative mind: Transformative education for a world on fire.* New York: Rowman and Littlefield Education.

Zull, J. (2002). *The art of changing the brain: Enriching the practice of teaching by exploring the biology of learning.* Sterling, Virginia: Stylus.

**Requirements**Participation - It is important that each student participate actively in class discussions and activities. Participation is not competitive, however, and I encourage an open and supportive atmosphere where ideas can be shared safely and challenged constructively. Unless prearranged, you are expected to attend each class. (10%)

Quizzes - Several quizzes will be given on readings and class presentations. This is to help you consolidate important factual information from the course and readings. (20%)

On-line Assignments – A 2 – 3 page consolidation of your “take-aways” from the Drucker Forum and Innovations in Learning and Leading. (20%)

Book Review - This is a 3 - 4 page summative analysis of the books in the supplemental reading section. A book review format will be introduced. (30%) Reflective Essay - This is a 2 - 3 page paper in which you consolidate your learning from the activities and content of the class. (20%)

**Course Policies** Policies of the course are consistent with those of the University. Absences, tardies, and early departures should be pre-approved.  **Students with disabilities or special needs should discuss these needs with me. I will assist you in accommodating your needs and/or directing you to available University services.** **Commitment to Diversity I am committed to the idea and practice of creating an inclusive society - one that honors and respects others in all their diversity. I commit myself to this vision and ask that our interactions with each other reflect an awareness of the unities and diversities of the human experience, and that you endeavor with me to be a part of a vibrant, respectful, and inclusive classroom community.**

**Reading Schedule**

Oct. 25 Generative Leadership

Nov. 1 Attachment-based Teaching

Nov. 8 The Art of Changing the Brain (discussion)

Nov. 15 Emergent Teaching (discussion)

Nov. 29 The Integrative Mind

**Working Discussion Schedule**Sept. 27 Course Overview

Fundamentals of Leadership Overview

Fundamentals of Learning Overview

Oct. 4 Systems Thinking, Purpose and Leadership, and Embodied Learning Oct 11 No Class / On-line Assignment (The Drucker Forum) Oct. 18 No Class / On-line Assignment (Innovations in Learning and Leading) Oct. 25 Leading for Change / Critical Issues in Education Nov. 1 Attachment-based Teaching Applied to Institutional ContextsNov. 8 Implications of Neurobiology for Instructional LeadershipNov. 15 Holistic and Critical Pedagogies Nov. 22 Global and Ethical Considerations for Leadership

Nov. 29 Trans-Modernist Models of Education and Learning

Dec. 6 Consolidation Essays