<div align="center">

California State University Channel Islands
NEW COURSE PROPOSAL
Courses must be submitted by October 15, 2011, and finalized by the end of the fall semester for the next catalog production.
Use YELLOWED areas to enter data.

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DATE (*Change if modified and redate file with current date)*)	10/04/2011; REV 10.20.11
PROGRAM AREA(S)	SCHOOL OF EDUCATION – MA IN EDUCATION

1. Course Information. *[Follow accepted catalog format.]*

Prefix(es) (Add additional prefixes if cross-listed) **and Course No. EDUC 650**

Title: CRITICAL FRIENDS GROUP AS PROFESSIONAL LEARNING COMMUNITY   Units: 3

Prerequisites:

Corequisites

x Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): Developing theoretical and practical knowledge and skills for creating a student-centered culture of evidence in classrooms and schools, cultivating leadership skills, and preparing to lead PK-12 colleagues in creating and implementing professional learning communities in schools.

Grading Scheme:	**Repeatability:**	**Course Level Information:**
A-F Grades	Repeatable for a maximum of [ ] units	Undergraduate
x Credit/No Credit	Total Completions Allowed 1	PostBaccalaureate/Credential
Optional (Student Choice)	Multiple Enrollment in Same Semester	x Graduate

Mode of Instruction/Components (*Hours per Unit are defaulted*).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
L cture		1			
Seminar	3	1	20	x	
Laboratory		3			
Activity		2			
Field					
S udies					
Indep Study					
Other Blank					

Leave the following hours per week areas blank. The hours per week will be filled out for you.

3 hours seminar per week

      hours blank per week   Is this course delivered online?   Yes_____   No__x__

2. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: http://summit.csuci.edu/geapproval. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

A-1 Oral Communication
A-2 English Writing
A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

B-1 Physical Sciences
B-2 Life Sciences – Biology
B-3 Mathematics – Mathematics and Applications

██ B-4 Computers and Information Technology
C (Fine Arts, Literature, Languages & Cultures)
██ C-1 Art
C-2 Literature Courses
C-3a Language
C-3b Multicultural
D (Social Perspectives)
E (Human Psychological and Physiological Perspectives)
UDIGE/INTD Interdisciplinary
Meets University Writing Requirement
██ **Meets University Language Requirement**

██ **American Institutions, Title V Section 40404**: ██ Government ██ US Constitution ██ US History
Refer to website, Exec Order 405, for more information: http://senate.csuci.edu/comm/curriculum/resources.htm
██ **Service Learning Course** (Approval from the Center for Community Engagement must be received before you can request this course attribute).

3. **Justification and Requirements for the Course.** (Make a brief statement to justify the need for the course)
A. Justification: The central goal of CI's School of Education Conceptual Framework is to graduate educators who are responsive leaders. This is a challenging goal to achieve in the context of a PreK-12 accountability system that emphasizes the standardization of teaching and learning (i.e., all students are to achieve the same standards at the same age in the same ways). This course, tightly aligned with the CI School of Education's promotion of a student-centered focus rather than a standardized approach to accountability and school leadership, is specifically designed to attract practicing PreK-12 educators to graduate studies. What this course does is offer opportunity for educators to develop theoretical and practical knowledge and skills for creating a student-centered culture of evidence in their classrooms and schools, to cultivate dispositional elements of leadership, and to be prepared to lead their PreK-12 colleagues in creating and implementing professional learning communities in their schools. What the Critical Friends Group (CFG) model of a professional learning community does is put students at the center of accountability and school leadership efforts, placing authorial responsibility for professional development and the definition of educational accountability in the hands of professional educators.

B. Degree Requirement: ██ Requirement for the Major/Minor   **Note: Submit Program Modification if**
x Elective for the Major/Minor   **this course changes your program**.
██ Free Elective

4. **Student Learning Outcomes.** (*List in numerical order. You may wish to use the following resource in utilizing measurable verbs: http://senate.csuci.edu/comm/curriculum/resources.htm*)
Upon completion of the course, the student will be able to:
1. explain the significance of professional learning communities in improving student learning
2. identify connections among the issues of equity, diversity and student achievement and explain how these relate to professional learning communities
3. select appropriate strategies for engaging in reflective discourse based on ideas contained in different kinds of texts
4. use protocols designed to promote learning through critical, collaborative examination of student and adult work
5. give and receive critical, productive feedback on professional practice
6. describe the role of a CFG coach in creating and sustaining a professional learning community
7. create a clear, practical plan for creating and coaching a CFG

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*
A. Current research
    1. Critical analysis of achievement gap and accountability movement in education
    2. High impact strategies for facilitating student success
    3. Assessing and evaluating student work
    4. High impact strategies for facilitating educator professional development
    5. Assessing and evaluating professional practice
B. Professional learning communities
    1. Development of the PLC movement in education
    2. Identification and analysis of PLC models
    3. PLC purpose, form and function in various contexts
        a. PreK-12 schools
        b. Higher education

C. Critical Friends Group (CFG) model
   1. History and influences
   2. Theoretical framework
   3. Purpose and structure
D. CFG protocols and practice
   1. Building community
   2. Looking at Student Work
   3. Looking at Professional Practice
   4. Looking at Text

Does this course content overlap with a course offered in your academic program? **Yes** ☐   **No** x
If YES, what course(s) and provide a justification of the overlap. ☐

Does this course content overlap a course offered in another academic area? **Yes** ☐   **No** x
If YES, what course(s) and provide a justification of the overlap. ☐

Overlapping courses require Chairs' signatures.

6. **Cross-listed Courses** (*Please note each prefix in item No. 1)*
   A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).
      List each cross-listed prefix for the course: ☐

   B. Program responsible for staffing: School of Education

7. **References.** *[Provide 3 - 5 references]*

Allen, D. and Blythe, T. (2004). *The facilitator's book of questions: Tools for looking together at student and teacher work.* New York: Teachers College Press.

Blythe, T., Allen, D. and Schieffelin Powell, B. (2008). *Looking together at student work* (2nd ed.). New York: Teachers College Press.

Dunne, F., Nave, B. and Lewis, A. (2000, Dec). Critical Friends Groups: Teachers helping teachers to improve student learning. *Phi Delta Kappa Center for Evaluation, Development, and Research*, No. 28. Retrieved from http://www.pdkintl.org/research/rbulletins/resbul28.htm on July 14, 2008.

Schmoker, M. (2005). Here and now: Improving teaching and learning. In R. Barth, R. DuFour and R. DuFour (Eds.), *On common ground: The power of professional learning communities* (pp. xi-xiv). Bloomington, IN: National Education Service.

School Reform Initiative. (n.d.). *Resource and protocol book*. School Reform Initiative, Inc. http://schoolreforminitiative.org/

8. **Tenure Track Faculty Qualified to Teach This Course.**

   Kaia Tollefson
   Manuel Correia

9. **Requested Effective Date:**
   First semester offered: Summer 2012

10. **New Resources Requested. Yes** ☐   **No** x
    If YES, list the resources needed.

    A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)
    ☐

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs
Classroom space

D. Lab Fee Requested (please refer to Dean's Office for additional processing) **Yes**   　　　**No**

E. Other

11. Will this new course alter any degree, credential, certificate, or minor in your program? Yes   　　　**No** x

If, YES attach a program update or program modification form for all programs affected.
<u>Priority deadline</u> for New Minors and Programs: October 1, 2011 of preceding year.
<u>Priority deadline</u> for Course Proposals and Modifications: October 15, 2011, of preceding year.
Last day to submit forms to be considered during the current academic year: April 15th.

Kaia Tollefson　　　　　　　　　　　　　　　　　　　　　　　　　10/04/2011
_____
Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)　　　Date

Approval Sheet

Program/Course: EDUC 650 Critical Friends Group as Professional Learning Community
If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

General Education Chair		
	Signature	Date

Center for International Affairs Director		
	Signature	Date

Center for Integrative Studies Director		
	Signature	Date

Center for Multicultural Engagement Director		
	Signature	Date

Center for Civic Engagement Director		
	Signature	Date

Curriculum Chair		
	Signature	Date

AVP		
	Signature	Date