



EAD 262 COURSE SYLLABUS

Educational Leadership: Strategic Planning

INTRODUCTION TO COURSE AND INSTRUCTOR

SYLLABUS FOR <i>Educational Leadership: Strategic Planning (EAD 262)</i> <i>Semester: Spring 2020</i>	
Course Information: Educational Leadership: Strategic Planning	Instructor Name: Dr. Jessica Hannigan <i>Educational Leadership and Administration Program</i> <i>Department of Educational Leadership California State University, Fresno</i>
Units: 3	Office Number: Office Location/Hours: Kremen Building Room 389
Time: Mondays, 4:30 p.m. Class Meeting Dates: 3/9, 3/16, 3/23, 3/30, 4/13, 4/20, 4/27	E-Mail: jhannigan@csufresno.edu
Location: Clovis Professional Development Center	Telephone: 559-273-7747
Website: NA	Office Hours: Mondays 12-4 or via appointment

Course Catalogue Description

Initial course in education leadership; Development of knowledge and skills essential to organizational leadership.

Course Description

The course encompasses the development of knowledge and skills essential to education organizational leadership, and specifically to develop educational leaders who can create school cultures that are conducive to student learning for all students. The course will provide a series of opportunities to think more deeply and systematically about leadership and to increase your personal capacities as a leader. A substantial portion of class requires group and inter-group interactions. As such, it provides a social “laboratory” for exploring the dynamics of power, leadership, authority, change, adaptive work, groups and teams in ways that are often not discussable in organizations to which they belong.

Prerequisites

The prerequisite for this course is successful completion of semester one and two of the EAD program. This is one of two courses completed in semester three of the three-semester program.

Program course progression: EAD 261, EAD 272, EAD 280T, EAD 263, EAD 274, EAD 262, EAD 269.

REQUIRED COURSE MATERIALS

Required (No new books)

1. *Leadership Cycle 1: Analyzing Data to Inform School Improvement* Access on Canvas and/or provided by faculty. Access on Canvas

Supplemental: Note: *These are all books that were required from earlier courses in the program*

1. Conzemius, Anne & O’Neill, Jan. (2014). *The Handbook for SMART School Teams* (2nd ed). Solution Tree.
2. Fullan, Michael. (2014). *The Principal: Three Keys to Maximizing Impact*. Jossey-Bass.

Any other **supplemental academic materials** will be provided in **Blackboard, Canvas, or Google Classroom**.

COURSE SPECIFICS

Summary/outline of the course: California Administrator Performance Expectations (CAPEs) applied to ensure effective educational leaders strive for equity of educational opportunity and culturally responsive practices that promote student academic success and well-being.

1. Development and Implementation of a Shared Vision

CAPE 1A: Developing a Student-Centered Vision of Teaching and Learning

CAPE 1B: Developing a Shared Vision and Community Commitment

CAPE 1C: Implementing a Vision

3. Management and Learning Environment

CAPE 3A: Operations and Resource Management

CAPE 3B: Managing Organizational Systems and Human Resources

CAPE 3C: Managing the School Budget

4. Family and Community Engagement

CAPE 4A: Parent and Family Engagement

CAPE 4B: Community Involvement

5. Ethics and Integrity

CAPE 5B: Ethical Decision-Making

CAPE 5C: Ethical Action

6. External Context and Policy

CAPE 6A: Understanding and Communication Policy

CAPE 6B: Representing and Promoting the School

Student Learning Outcomes: Learning outcomes for the course are derived from the CAPEs per the CTC.

1. Understand the role of Principal, as leader of a complex education system
2. Apply protocols, such as Root Cause Analysis and 5 Whys, to determine cause-effect relationships and possible courses of actions
3. Identify potential barriers to accomplishing a vision and articulate effective ways to work with others to address and overcome barriers
4. Identify and articulate important federal, state and local laws, regulations and guidelines related to public schools and the educational process and equity in education.
5. Recognize and apply effective public speaking, presentation skills, diplomacy skills, writing skills and advocacy skills to diverse audiences and contexts to promote school vision, accomplishments and needs.
6. Understand how to apply systems thinking to determine needs, set priorities and manage organizational complexity
7. Apply expository, persuasive and narrative writing skills necessary to advocate for the school, its accomplishments and its needs.
8. Learn and apply effective meeting management and facilitation skills to encourage stakeholder involvement in problem solving and decision making
9. Understand factors and apply skills and processes to build trust among and between stakeholders, including use of distributive leadership, team building protocols, consensus building, problem solving and strategies that promote shared responsibility in decision making
10. Interpret and apply leadership perspectives, actions, beliefs to school-based challenges associated with 21st C leading and learning
11. Make and communicate decisions based upon relevant data, research and leadership and management best practices to improve school programs, encourage stakeholder involvement and increase school equity.
12. Learn and apply 7 criteria for effective planning to address an identified school need.
13. Utilize effective planning practices, to identify need, determine a course of action, and develop a strategic improvement growth action plan
14. Understand, learn and apply strategies to develop shared commitment by stakeholders
15. Involve parent, family and community stakeholders in decision making using collaborative processes and a PDSA cycle of continuous improvement to assess and diagnose school needs, define goals, problem solve, and collaboratively design a school growth plan aligned with the school's vision and goals.

CAPE Matrix by COURSE (12.18) (I=Introduce; P=Practice; A=Assessed)

California Administrator Performance Expectations (CAPEs)	EAD 261	EAD 272	EAD 280T	EAD 274	EAD 262	EAD 263	EAD 269
<i>CAPE 1A: Develop Student-Centered Vision of Teach & Learn</i>	<i>I, P, A</i>	<i>P, A</i>	<i>P, A</i>		<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 1B: Develop Shared Vision</i>	<i>I, P</i>					<i>P, A</i>	<i>P, A</i>
<i>CAPE 1C: Implementing a Vision</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 2A: Personal and Professional Learning</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>			<i>P, A</i>
<i>CAPE 2B: Promoting Effective Curriculum, Instruction and Assess</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>			<i>P, A</i>
<i>CAPE 2C: Supporting Teachers to Improve Instruction</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>			<i>P, A</i>
<i>CAPE 2D: Feedback on Instruction</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>			<i>P, A</i>
<i>CAPE 3A: Operations and Resource Management</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>		<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 3B: Managing Organizational Systems and Human Resources</i>	<i>I, P</i>		<i>P, A</i>	<i>P, A</i>		<i>P, A</i>	<i>P, A</i>
<i>CAPE 3C: School Climate</i>	<i>I, P</i>		<i>P, A</i>				
<i>CAPE 3D: Managing the School Budget</i>	<i>I, P</i>					<i>P, A</i>	<i>P, A</i>
<i>CAPE 4A: Parent and Family Engagement</i>	<i>I, P</i>					<i>P</i>	<i>P, A</i>
<i>CAPE 4B: Community Involvement</i>	<i>I, P</i>					<i>P</i>	<i>P, A</i>
<i>CAPE 5A: Reflective Practice</i>	<i>I, P</i>	<i>P, A</i>		<i>P, A</i>			<i>P, A</i>
<i>CAPE 5B: Ethical Decision-Making</i>	<i>I, P</i>	<i>P, A</i>		<i>P, A</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 5C: Ethical Action</i>	<i>I, P</i>			<i>P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 6A: Understanding and Com Policy</i>	<i>I, P</i>				<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 6B: Representing and Promoting the School</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>		<i>P, A</i>	<i>P, A</i>	<i>P, A</i>

Course Requirements/Assignments: This course section is presented as a 7-week Seminar. To participate fully in the seminar and to appropriately prepare for all assignments, it is critical that all Advanced Preparation assignments and activities be completed and completed on time. It is also anticipated in-class group activities will require planning and collaboration outside designated class time.

Grading policy: Each major assignment/learning project will receive a grade. Grading criteria and scoring rubrics are available for all major assignments. It is recommended that students review grading criteria and rubrics prior to completing and submitting assignments. The candidate must earn 80% on every signature, exam and major assignment/learning project to earn a grade of “B” (Graduate quality; meets expectations) in the course.

The candidate will be required to correct/re-do and resubmit any assignments or exam receiving less than 80 % of total points possible. Should a candidate choose not to redo and resubmit a major assignment/learning project and or an exam to earn 80%, the candidate will earn a final grade of “C” or below. An average score below 70% will earn a grade of “F” (Does not meet program requirements). Grades are assigned as follows:

- A = 90-100% Outstanding achievement; exceeds expectations
- B = 80-89% Graduate quality; meets expectations
- C = 70-79% Below expectations
- F = Below 70% Does not meet program requirements

Assignment and examination schedule with points possible: Refer to the course calendar for due dates below. You may also reference dates in Canvas.

EAD 262 Major Assignments (Tasks)	Possible Points	Met	Not Met
Competency Task 1: School-Wide Response Plan (C1 Parts 1a, 1b, 1c)	60	54	48 Below 48
Competency Task 2: Facilitating Team Building	30	27	24 Below 24
Competency Task 3: High-Leverage Leadership Actions	15	13	12 Below 12
Exam	15	13	12 Below 12
Participation *	20	18	16 Below 16
Total Points Possible	150	135	120 Below 120

* *Participation includes attendance, discussions, presentations, collaborations, activities, and in-class reflections as noted in Blackboard by session. See **Attendance and Make up work policy** below for details if class must be missed for extenuating circumstances.*

Program Policy: For all candidates in the *Educational Leadership and Administration Program in P-12 Courses* – Earning a "C" grade in a master's course in the Educational Leadership and Administration program is not considered to be a satisfactory grade. The first "C" obtained places a student on probation and the second "C" acquired will mean dismissal for the student. If a grade below a "C" is earned, the

course must be retaken without replacement (meaning the original grade received remains on the transcript and is included in GPA calculations).

Instructions for significant assignments: If your course has a project, a paper or other significant assignments, please give detailed requirements and instructions how to complete them, such as length, fonts and/or number of references that must be used for the project/paper.

COURSE POLICIES & SAFETY ISSUES

Attendance and make-up work policy: Class sessions are learning laboratories – interactive learning sessions. Many of the activities and much of the work conducted in face-to-face class meetings depend on the interaction of students and the faculty leader; therefore, attendance is required at all class meetings. Candidates are expected to actively participate in class dialogue and discussions and demonstrate leadership during activities, exercises and discussions. Emergencies and unusual situations that could cause an absence should be *discussed in advance, if possible*, with the instructor.

Make-up for any absence should be contracted with the instructor. If excessive absence, a final course grade of “B” is the highest grade attainable. *If class is missed a 2-page Lit Review per hour missed will be expected to make up for missed learning/seat time. Topic to be designed around topic missed. At least two peer-reviewed sources required per hour missed as well.*

Late work policy: The goal for the course is *mastery learning* for success in a career for future school, district, and county administrators; thus, all work in the course must be completed to obtain a grade for credit in the course. Students with any missing assignments or activities at the week before the end of the semester will receive an Incomplete “IC” and will be required to set up a completion plan in order to receive credit for the course prior to graduation. If the graduation date occurs prior to completion of the missing work, students will need to re-enroll in the course and will not be able to graduate with their cohort group. Furthermore, students may not be assigned full point value for assignments initially turned in late. After one week, the highest score a student can receive for late work is a “B.”

Work may be redone throughout the course for demonstration of increased mastery and a new score, but communication to the instructor regarding assignment resubmission is to be initiated by the student with a plan for resubmission. The instructor has the final decision on whether or not the assignment may be re-submitted for a new grade.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at:

<http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

Tolerance and Respect: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in

which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Blackboard, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports **WILL be available for your viewing.**

UNIVERSITY POLICIES AND SERVICES

For information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations). Follow the link below to the online required syllabus policy statement page: http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: “Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and

plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page <http://www.fresnostate.edu/home/about/copyright.html>

Blackboard course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center (<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed The Graduate Net (<http://fresnostate.edu/academics/graduatenet/index.html>) to connect graduate students with specific campus resources promoting academic success. Students may be referred to it if you believe they

need the services provided by GraduateNet to succeed in your course. Students are encouraged to explore the portal at their own pace and learn about the different resources Fresno State has to offer for graduate student success!

Graduate Writing Studio at Fresno State: Located in Henry Madden Library, 2119 on the 2nd floor, the Graduate Writing Studio offers workshops on documentation style (APA, MLA), literature reviews, academic writing, developing your scholarly voice, note-taking, EndNote, and more. These are all intended to help you be successful in your graduate journey! You will need your ID card to enter the room via a card reader. Visit their webpage for current workshops, hours, and contact information:

<http://fresnostate.edu/academics/gradstudies/graduatewritingstudio.html>

Graduate Statistics Studio at Fresno State: Also located in Henry Madden Library, 2119 on the 2nd floor, the Graduate Statistics Studio provides research and statistical consulting to all graduate students. They are able to meet with students on campus or online (via ZOOM). Visit their webpage for current workshops, hours, and contact information:

<http://fresnostate.edu/academics/graduatenet/students/statspage.html>

Subject to Change Statement: This syllabus and schedule are subject to change in the event of extenuating circumstances.

Student Handbook

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:

<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

Graduate Handbook

Information on graduate student information, deadlines, responsibilities, enrollment etc., can be found on the Division of Research and Graduate Studies web page. The web page is located at:

<http://fresnostate.edu/academics/gradstudies/requirements/>

TENTATIVE COURSE SCHEDULE

This course section is presented as a 7-week seminar. To participate fully in the seminar and to appropriately prepare for all assignments, it is critical that all Advanced Preparation assignments and activities be completed and completed on time. It is also anticipated in-class group activities will require planning and collaboration outside designated class time. *Advanced preparation* may include, for example, outside readings, completion of field experiences, research, online resource collection/review and completion of written assignments.

Note: This syllabus and Course Assignment Schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

COURSE CALENDAR & ASSIGNMENTS

Course Assessments: As part of the ongoing assessment of the effectiveness of this course, there is an expectation that students will access the activities, processes and assignments used to support learning outcomes. The instructor will distribute this assessment protocol, and your honest feedback will assist in continuing to make this course relevant for future students.

EAD 262 includes three (3) major assignments which will be considered as content exams to demonstrate understanding of concepts and topics covered in the course, including criteria for planning, PDSA, theory of action, targets, and goals. Details for each assignment and the rubrics for assessment will be provided in Canvas and/or by the instructor in class:

- *Competency Task 1(1a, 1b, 1c): School-Wide Response Plan*
- *Competency Task 2: Facilitating Team-Building and Decision-Making*
- *Competency Task 3: Leadership Actions*

Additional Assignments: Course assignments are not limited to the aforementioned tasks may include presentations, scenarios, snapshots, role-playing and other assignments designed to provide practice of leadership skills, such as data analysis, reflection, planning, problem solving and decision making.

TENTATIVE COURSE SCHEDULE

Spring 2019

Date	Content Focus
Session 1	Competency Task 1: School-Wide Response Plan (1a) <i>Written Improvement Growth Plan</i>
Session 2	Competency Task 1: School-Wide Response Plan (1b) <i>Summit Presentation and Feedback</i>
Session 3	Competency Task 1: School-Wide Response Plan (1b) <i>Summit Presentation and Feedback</i>
Session 4	Competency Task 1: School-Wide Response Plan (1c) <i>Communication Plan</i>
Session 5	Competency Task 2: Facilitating Team-Building and Decision Making
Session 6	Competency Task 3: Leadership Actions
Session 7	Content Exam

EAD 262: Educational Leadership
Competency Task 1: School-Wide Response Plan
Divided into three tasks (1a, 1b, 1c)

Task Overview

Candidate will review an actual school profile, identify an equity gap and develop an improvement action growth plan to support increased student learning, academic performance and/or wellbeing. Based on your equity gap analysis, determine potential causal factors (institutional and/or structural) influencing the equity gaps you have identified. Based on your analysis, develop a problem statement that culminates from your data collection and equity gap analysis. Develop potential evidenced-based strategies cited from relevant research for an equitable cycle of school improvement (i.e., PDSA, Improvement Science, Gibbs' Cycle). Solicit feedback from key stakeholder(s). Explain how you adapt your proposed strategies based on that feedback.

Candidate will present improvement action growth plan and receive feedback. Presentation will include important components of the plan, processes used to develop the plan, relevant research and state/federal and/or local policies that influenced planning and could, ultimately, impact executing, assessing and monitoring of the action plan.

Candidate will analyze peer feedback data and complete a self-assessment based on peer feedback and self-reflection. Candidate will complete a written summary of findings, including an evaluation of the plan and planning process and any changes or additions to the growth plan as a result of the reflection process.

Candidate will write a communication plan to inform and involve key stakeholders in school improvement efforts. Communication plan will include a description of identified problem of practice as based on the equity audit and include a written summary of the site level plan/district LCAP goals as related key stakeholder involvement.

Describe and justify selection of communication methods that would be employed to inform parents and gather feedback about the improvement growth plan. Explain how planned communication actions align with and support the school's mission, vision and improvement goals.

EAD 262: Educational Leadership
Competency Task 1: School-Wide Response Plan

<i>Competency Task 1: School-Wide Response Plan Overview (Divided into three tasks (1a, 1b, 1c))</i>		
<i>Section</i>	<i>Outcome</i>	<i>Grouping</i>
<i>Competency Task 1a</i>	<i>Written Improvement Growth Plan</i>	<i>Individual Field Work</i>
<i>Competency Task 1b</i>	<i>Summit Presentation and Feedback</i>	<i>Small Group preparation</i>
<i>Competence Task 1c</i>	<i>Communication Plan</i>	<i>Independent, Individual</i>

Task 1a: Written Improvement Growth Plan

Written Improvement Growth Plan Instructions:

- Review an actual school profile, identify an equity gap and develop a written improvement growth plan to support increased student learning, academic performance and/or wellbeing.
- Determine potential causal factors (institutional and/or structural) influencing the equity gaps you have identified.
- Develop a problem statement that culminates from your data collection and equity gap analysis.
- Develop potential evidenced-based strategies cited from relevant research for an equitable cycle of school improvement (i.e., PDSA, Improvement Science, Gibbs' Cycle).

Task 1b: Summit Presentation and Feedback

Summit Presentation and Feedback Instructions:

Note: Each candidate will present their developed written improvement growth plan during class to a small group audience.

Presentation

- Candidate will present their written improvement growth plan (all components) and receive feedback (*presentation will include important components of the plan, processes used to develop the plan, relevant research and state/federal and/or local policies that influenced planning and could, ultimately, impact executing, assessing and monitoring of the action plan*).
- Candidate will present identified potential evidenced-based strategies cited from relevant research for an equitable cycle of school improvement (i.e., PDSA, Improvement Science, Gibbs' Cycle).

Feedback

- Candidate will analyze peer feedback data and complete a self-assessment based on peer feedback and self-reflection.
- Candidate will complete a written summary of findings, including an evaluation of the plan and planning process and any changes or additions to the growth plan as a result of the reflection process.

Task 1c: Communication Plan

Communication Plan Instructions:

- Write a communication plan to inform and involve key stakeholders in school improvement efforts (*Communication plan will include a description of identified problem of practice as based on the equity audit and include a written summary of the site level plan/district LCAP goals as related key stakeholder involvement*).
- Describe and justify selection of communication methods that would be employed to inform parents and gather feedback about the improvement growth plan (*Explain how planned communication actions align with and support the school's mission, vision and improvement goals*).

EAD 262: Educational Leadership

Competency Task 2: Facilitating Team-Building and Decision Making (Field Experience)

Task Overview

Based on the problem statement and identified area of educational need, candidate will develop potential strategies for equitable school improvement. Candidate will identify a high-leverage opportunity to solicit feedback from key stakeholder(s) and increase or strengthen stakeholder(s) involvement on a school campus. Candidate will explain how to adapt proposed strategies for equitable school improvement based on that feedback.

Candidate will plan and facilitate application of two (2) tools, or protocols, to build effective teams, encourage collaborative problem-solving and/or decision-making of identified parent, family or community stakeholder group(s). Candidate will apply meeting management best practices, gather feedback from participants and use the information to help assess effectiveness of facilitation and processes and the impact of actions on meeting success. Candidate will share experience with Cohort peers, discussion of applied processes and protocols and rationale for selection of applied tools and processes. Candidate will complete a written evaluation of the experience and Candidate's level of competency based on outcome results, feedback, and self-assessment. Candidate will discuss behavior strengths, areas of growth and leadership/facilitator action steps to support effective team building and involvement of stakeholders in problem-solving and decision-making. Candidate will include meeting agenda and multi-media artifacts as evidence to demonstrate authentic application of processes and protocols, actual outcomes and self-assessment of findings.

Instructions:

1. Coordinate with stakeholder group to identify a meaningful team building and/or consensus building opportunity with a school community stakeholder group designed to solicit feedback from key stakeholder(s).
2. Schedule the meeting date and inform instructor of the meeting date, stakeholder group, intended outcome and planned protocols. (*Instructor may select to use Discussion Board, Skype, and/or other communication venue to approve plan and follow progress*).
3. Plan and facilitate adapting, problem solving, consensus building and/or decision making with select group based on that feedback:
 - a) Determine outcomes.
 - b) Plan use of two (2) tools, or protocols, designed to build effective teams, encourage collaborative problem-solving and/or decision-making using quality meeting management tools processes/protocols, such as brainstorming, consensus building, decision-making, etc.
 - c) Create agenda using meeting management best practices. Identify timekeeper, note taker and process observer.
 - d) Facilitate meeting using planned protocols and processes. Record meeting proceedings using multi-media. Gather feedback from participants at close of meeting about meeting effectiveness using survey or other feedback technique.
 - e) Collect meeting documents and other evidence, including agenda, meeting notes, resource materials and multi-media information.
4. Share experience with peers during a class structured discussion.
5. Complete a **written response** based on the facilitation experience (3-4 pages)

EAD 262: Educational Leadership
Competency Task 3: Leadership Actions
(Discussion Forum)

Task Overview

Candidate will engage in weekly collaborative discussion and reflection forums and opportunities to examine elements of high-leverage leadership actions, leadership capacity to identify potential causal factors and strategies to address equity gaps, equity driven leadership, development of stakeholder support, and the ability to reflect on leadership strengths and areas to develop further as a leader. Candidate will complete weekly in- person or on-line written and oral to selected topics and add value to peer responses using examples from the field, references to known leadership best practices, relevant research and current leadership challenges to share ideas, challenge assumptions and deepen and enrich dialogue.

Instructions:

1. Collaborate and reflect weekly online or in-person in written or in-person discussion forums to examine elements of high-leverage leadership actions. Include examples from the field, make references to known leadership best practices, discuss research and describe relevant current leadership challenges to share ideas, question assumptions, and deepen and enrich dialogue.
2. Respond to two (2) peer original online or in-person discussions each week. Format of discussions and reflection opportunities will be determined by the professor (i.e., online written and/or in-person discussion and reflection). Reference research and known best practices to support ideas, offer recommendations and state opinions.

Content Exam. Candidates will complete a written exam to demonstrate understanding and application of concepts and topics covered in the course, including criteria for planning, PDSA, theory of action, targets, and goals.

Additional Assignments may include presentations, scenarios, snapshots, role-playing and other assignments designed to provide practice of leadership skills, such as data analysis, reflection, planning, problem solving and decision making.

Course Assessment

As part of the ongoing assessment of the effectiveness of this course, there is an expectation that students will access the activities, processes and assignments used to support learning outcomes. The instructor will distribute this assessment protocol, and your honest feedback will assist in continuing to make this course relevant for future students.