

COURSE SYLLABUS
EAD 269: Site-Based Leadership

INTRODUCTION TO COURSE AND INSTRUCTION

SYLLABUS FOR SITE-BASED LEADERSHIP (EAD 269)	
Semester: Fall 2019	P-12 Administration Pathway/Dept. of Educational Leadership California State University, Fresno
Site-Based Leadership	Instructor Name: Dr. Virginia Boris
Units: 4	Office Location: Room 499 Kremen SOEHD
Dates: October 10, 17, 24 November 7, 14, 21 December 5 Time: 5:00 p.m. to 10:00 p.m. + Alternative hours for fieldwork experience	E-Mail: vboris@mail.fresnostate.edu
Location: Sanger USD Board Room	Telephone: (559) 905-9497
Website: Canvas Platform	Office Hours: Dr. Boris will arrange to meet with students upon request

Course description: This course is designed to equip candidates with the knowledge and skill to create systemic and systematic responses to address the diverse levels of student need and use evidence of student learning to create and deeply embed a culture of equity and continuous improvement. It is usually expected that students spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a four unit class, you should expect to study an average of 8 hours outside of class each week.

Prerequisite for this course: Admittance to the Educational Leadership and Administration Program. Follow program course sequence: EAD 261, EAD 272, EAD 280T, EAD 274, EAD 262, EAD 263, EAD 269.

Required course materials:

No additional text required. Prior textbooks used in this program may be used.

Additional materials will be available on Blackboard and are listed in syllabus in the *Course Assignment and Activity Schedule*.

COURSE SPECIFCS

Summary of the course: The course is designed to be reflective and interactive. While there will be direct instruction, participants are expected to be energetic participants in the class discussions. The discussions assist in forming a vision for educational equity, building effective learning communities, and cultivation of strong relationships with the people who work and learn in and outside of school buildings.

Dispositions: The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: Candidates will increasingly reflect these dispositions in their work with students, families and communities.

- 1. Reflection** - Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.
- 2. Critical Thinking** - Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.
- 3. Professional Ethics** - Candidates learn to make well-reasoned ethical judgments We foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.
- 4. Valuing Diversity** - Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity.
- 5. Collaboration** - Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.
- 6. Life-long Learning** - Candidates demonstrate a commitment to life-long learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.

Course goals: School site administrators must be prepared to meet challenges and recognize opportunities as managers and leaders in ever-changing, unique school environments. This course will provide students with practical learning opportunities related to employee evaluation, student discipline, organization development. Students will participate in entry-level interviews as a program exit assessment of learning.

Student Learning Outcomes:

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.

Learning outcomes for the course derived from the CAPEs per the CTC:

- Students will develop knowledge of and skills related to employee progressive discipline policies and evidence-based best practices
- Students will gain an understanding of laws, district and board policies related to student discipline
- Students will investigate and analyze the aspects of management and leadership
- Students will develop a leadership philosophy to guide future leadership decisions and priorities
- Students will understand the role education policy and law plays in school leadership decisions

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

2. Instructional leadership

CAPE 2A: Personal and Professional Learning

CAPE 2B: Promoting Effective Curriculum, Instruction and Assessment

CAPE 2C: Supporting Teachers to Improve Instruction

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 5A: Reflective Practice

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

Candidate Learning Outcomes	CAPEs	Evidence/Direct Measures
<ul style="list-style-type: none"> • Synthesize Candidate professional education, training and work-related experiences to evidence knowledge, skills and experiences required for entry-level leadership positions • Describe assumptions and beliefs and practices of effective leaders who encourage and sustain positive change and who espouse promotion of an equitable learning environment for all students. 	4A 4B 5A 5C	<ul style="list-style-type: none"> • Written Resume for Entry-Level Leadership Position • Written Statement of Leadership Philosophy
<ul style="list-style-type: none"> • Analyze real-world data-driven scenario to determine student academic gaps and possible root causes and to identify potential solutions aligned with evidence-based best practices, school-district policies and goals 	1A 1C 2B 2C 3A 4A 6B	<ul style="list-style-type: none"> • Written Analysis- Student Profile
<ul style="list-style-type: none"> • Analyze findings and synthesize information obtained through Candidate-conducted interviews, documents and resources to determine school, district and state policies, regulations and practices related to student suspension and expulsion 	2B 3B 5B 5C 6A	<ul style="list-style-type: none"> • Written Student Discipline Administrator Interview Notes • Written Narrative- Student Discipline Policies and Practices
<ul style="list-style-type: none"> • Synthesize acquired skills and knowledge related to site-based leadership, including development and implementation of a shared vision, instructional leadership, management and learning environment, family and community engagement, ethics and integrity and policies 	1A 1B 1C 2B 3A 3B 3C 4A 4B 5B 5C 6A 6B	<ul style="list-style-type: none"> • Leadership Resource Toolkit (CAPEs-Aligned), including resource links and examples of applied protocols
<ul style="list-style-type: none"> • Analyze findings and synthesize information obtained through Candidate-conducted interviews, documents and resources to determine school, district and state policies, labor union agreements, regulations and best practices related to employee progressive discipline 	2A 2B 2C 2D 3B 5A 5C	<ul style="list-style-type: none"> • Written Employee Progressive Discipline Administrator Interview Notes • Written Analysis and Narrative
<ul style="list-style-type: none"> • Analyze attended Board meeting to determine purpose, dynamics and processes used for 	1B 3A	<ul style="list-style-type: none"> • Written Description, Analysis and Reflection on Attended School

discussion and decision-making, as well as understand how decision made by the Board impacts, influences and has implications for work as a site leader.	4A 5C 6A 6B	Board Meeting
<ul style="list-style-type: none"> Verbally explain, describe and discuss given aspects of leadership including leadership traits, data-driven decision making, student interventions, equity/access, curriculum/instruction, shared leadership problem solving and stakeholder support. 	1A 1B 2A 2B 2C 2D 5A 5B 6A 6B	<ul style="list-style-type: none"> Oral Interview: Entry-Level Administrative Position Oral Debrief with Educational Leaders

CAPE Matrix by COURSE

(I=Introduce; P=Practice; A=Assessed)

Cal. Administrator Performance Expectations (CAPEs)	EAD 261	EAD 272	EAD 276	EAD 274	EAD 262	EAD 263	EAD 269
<i>CAPE 1A: Develop Student-Centered Vision of Teach & Learn</i>	I, P, A	<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, P					<i>P, A</i>	<i>P, A</i>
<i>CAPE 1C: Implementing a Vision</i>	I, P	<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, P	<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, P	<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, P	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>			<i>P, A</i>
<i>CAPE 2D: Feedback on Instruction</i>	I, P	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>			<i>P, A</i>
<i>CAPE 3A: Operations and Resource Mgt</i>	I, P	<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, P		<i>P, A</i>	<i>P, A</i>		<i>P, A</i>	<i>P, A</i>
<i>CAPE 3C: School Climate</i>	I, P		<i>P, A</i>				
<i>CAPE 3D: Managing the School Budget</i>	I, P					<i>P, A</i>	<i>P, A</i>
<i>CAPE 4A: Parent and Family Engagement</i>	I, P					<i>P</i>	<i>P, A</i>
<i>CAPE 4B: Community Involvement</i>	I, P					<i>P</i>	<i>P, A</i>

CAPE 5A: Reflective Practice	I, P	P, A		P, A			P, A
CAPE 5B: Ethical Decision-Making	I, P	P, A		P, A	P, A	P, A	P, A
CAPE 5C: Ethical Action	I, P			P	P, A	P, A	P, A
CAPE 6A: Understanding and Com Policy	I, P				P, A	P, A	P, A
CAPE 6B: Representing and Promoting School	I, P	P, A	P, A		P, A	P, A	P, A

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. Student performance is assessed through competency tasks.

Class Meeting Structure and Attendance: 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.

Instruction for significant assignments: Further detail found after the Tentative Course Schedule

Competency Task Assignments

Competency Task 1 (CT 1): School Board Meeting (Field Experience)

Evidence/Direct Measures

Written Description, Analysis and Reflection on Attended School Board Meeting

Competency Task 2 (CT 2): Resume and Leadership Philosophy

Evidence/Direct Measures:

- Written Resume for Entry-Level Leadership Position
- Written Statement of Leadership Philosophy

Competency Task 3 (CT 3): Student Discipline (Field Experience)

Evidence/Direct Measures:

- Written Student Discipline Administrator Interview Notes
- Written Narrative- Student Discipline Policies and Practices

Competency Task 4 (CT 4): Capstone- Leading Change: A Leadership Toolkit (Field Experience)

Evidence/Direct Measures

- Leadership Resource Toolkit (CAPEs-Aligned)

Competency Task 5 (CT 5): Employee Progressive Discipline

Evidence/Direct Measures

- Written Employee Progressive Discipline Administrator Interview Notes
- Written narrative

Competency Task 7 (CT 6): Candidate Interviews and Debrief (Field Experience)

Evidence/Direct Measures

- Oral Interview: Entry-Level Administrative Position
- Oral Debrief with Instructor

Additional assignments: Course assignments are not limited to the aforementioned tasks (also referred to as *Competency 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.

Grading policy: This course is built on a competency/performance-based learning and assessment system. Students are reassessed and resubmit assessment products/competency tasks until they meet the indicator(s) for competent. Instructors provide effective feedback, as well as design and deliver additional learning experiences to support each student in achieving competence. For competency task due dates, students should refer to the Competency Tasks, syllabus Course Schedule and online calendar available in individual Canvas EAD 269 course sections.

Grading will be as follows:

A (100 - 90%) = Outstanding achievement; exceeds expectations

B (89 - 80%) = Graduate quality; meets expectations

C (79 - 70%) = Below expectations

F (69 - 0%) = Does not meet program requirements

Grading criteria and scoring rubrics are available for all Competency Tasks. It is recommended that Candidates review grading criteria and rubrics prior to completing and submitting assignments.

- The Candidate must earn 80% on every competency task, exam and major assignments/projects to earn a grade of “B” (Graduate quality, meets expectation) in the course.
- The candidate will be required to correct/re-do and resubmit any assignment or earn receiving less than 80% of total points possible.
- Should a candidate choose not to redo and resubmit a required competency task, the candidate will earn a final grade of “C” or below. A candidate will not be recommended for a Preliminary Administrative Services Credential until the candidate has achieved at a competent level on each required competency task.

Late work and make-up work policy. 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. Excessive absences are defined as more than one absence during the 7-Session course. On demand examination may be completed online.

Make Up Policy: If you miss work due to a student absence, you must complete the work within two weeks after your absence. You must notify the instructor regarding your absence on or before the day of class.

Late Work Policy: If you anticipate you will not meet assignment deadlines, you must contact the instructor prior to the due date. The instructor will work with individual students to establish an agreed upon deadline and if a grade reduction will be warranted. If you fail to alert the instructor in advance regarding your failure to complete work on time, late work will be penalized by 10%.

ASSIGNMENT AND EXAMINATION SCHEDULE

Major Assignments (Tasks)	Possible Points	Met	Met	Not Met
Competency Task 1: School Board Meeting	10	9	8	Below 8
Competency Task 2: Resume/Leadership Philosophy	10	9	8	Below 8
Competency Task 3: Student Discipline				
Competency Task 4: Capstone Leadership Toolkit	30	27	24	Below 24
Competency Task 5: Employee Prog. Discipline	10	9	8	Below 8
Competency Task 6: Interview and Debrief	10	9	8	Below 8
Participation *	10	9	8	Below 8
Total Points Possible	100	90	80	Below 80

Participation includes attendance, in-class discussions, in-class presentations, in-class 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*

COURSE/PROGRAM POLICIES & SAFETY ISSUES

Grades: 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).

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 Canvas, 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):
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>

Canvas 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/>

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.

Course Assignment and Activity Schedule

Course Schedule: Fall 2019

Date	Content Focus	Advanced Preparation Assignment Deadline(s)
Session 1 October 10	<p><i>Theme: Leadership Philosophy & Beliefs</i></p> <ul style="list-style-type: none"> • Syllabus Review • Course Overview • Assignment Timeline • Complete interviewer nomination and email address • Leadership: A Systems Model • District Governance & Board Policy • Guest Speaker: Principal • Elements of a Quality Resume • Written Statement of Leadership Philosophy • Leadership Toolkit Group Assignment 	<p>No assignments due on this date</p> <p>Begin work on your resume and statement of philosophy</p> <p>Communicate to individual you nominated for course interviews</p> <p>Begin to research tools related to your Toolkit assignment</p> <p>Plan to attend Governing Board meeting</p>

Session 2 October 17	<p>Theme: Positive and Safe Schools</p> <ul style="list-style-type: none"> • Guest Speaker: Dr. Ann-Maura Cervantes • Systems for Safe School Environments: Above and Below the Green Line • Proactive Systems for Positive Student Behavior • Student Discipline • State Law, Board Policy & Student Discipline • Discipline Interview Questions • Philosophy Statements About Positive and Safe Schools • Review quality criteria for Competency Task 3 • Quality criteria for Competency Task 1, attend a board meeting 	<p>No assignments due on this date</p> <p>Make an appointment for your principal interview after October 17</p> <p>Continue work on your resume and statement of philosophy</p> <p>Continue to research tools related to your Toolkit assignment</p>
Session 3 October 24	<p>Theme: Employee Progressive Discipline</p> <ul style="list-style-type: none"> • Guest Speaker: Personnel • Systems for Employee Supervision: Above and Below the Green Line • State Law and Board Policy for Employee Supervision • Progressive Discipline and Due Process • Philosophy Statements About Employees: People not programs, Trust & Voice, Building Capacity, Professional Learning etc. • Review quality criteria for Competency Task 5 • Discussion of Key Questions 	<p><u>Advanced Preparation</u> Locate and review your district's policies and procedures related to employee progressive discipline.</p> <p><u>Assignment Due</u> Competency Task 5 Employee Progressive Discipline</p>
Session 4 November 7	<p>Theme: Leading Change- Building Our Leadership Toolkit</p> <ul style="list-style-type: none"> • Guest Speaker: Leading Change • Leading Change with a Systems Lens • Quality Criteria for Competency Task 3 • Group Work on Toolkits 	<p><u>Assignment Due</u> Competency Task 6 Governing Board Meeting Attendance and Response</p>
Session 5 November 14	<p>Theme: Leadership in Action</p> <ul style="list-style-type: none"> • Debrief data from principal interviews • Group reports on sections of the Leadership Toolkit • Debrief Governing Board meetings • Discuss Quality Criteria for Competency Task 2 • Review Student Profiles for Simulation 	<p><u>Assignment Due</u> Competency Task 3: Leader Interview and Analysis of Student Discipline Policy</p> <p><u>Assignment Due</u> Competency Task 4: Capstone -Leading Change: A Leadership Toolkit</p>

Session 6 November 21	Fieldwork: Governing Board Visitation	<u>Advanced Planning</u> Prepare for on-demand practicum. <u>Assignment Due</u> Competency Task 2
Session 7 December 5	Interviews Pot Luck Dinner Course Reflections	<u>Assignment Due</u> Competency Task 1 Statement of Leadership Philosophy and Professional Resume <u>Assignment Due</u> Competency Task 6 Simulated Interview and Debrief

The course schedule is subject to change in the event of extenuating circumstances or based on assessment of learning. Any modification of required work for students will be announced in advance on Canvas.

Competency Task Assignments

EAD 269: Site-Based Leadership

Competency Task 1: Governing Board Meeting Attendance and Response. (Field Experience)

(CAPEs 1B; 3A; 4A; 4B; 5C; 6A; 6B)

Candidate will attend, observe and take notes on the content, process, and group dynamics of one Board of Education Meeting Response will include summary of meeting agenda and observed interactions between Board, Superintendent, presenters and public. Candidate will discuss how the work of the Board impacts, influences and has implications for work as a site leader. Response will include a reflection on key leadership learnings, insights, questions generated as a result of the experience and next steps to develop capacity in this leadership area. Include Board meeting agenda.

EAD 269: Site-Based Leadership

Competency Task 2 (CT 2): Statement of Leadership Philosophy and Professional Resume. (CAPEs 4A; 4B; 5A; 5C)

Candidate will write a Statement of Leadership Philosophy and Resume to demonstrate understanding and knowledge about the roles and responsibilities of site-based leaders, effective leadership traits and behaviors that encourage and sustain positive change, and actions that promote an equitable learning environment for all students.

1a. Resume. Candidate will review job descriptions of entry-level leadership positions and write a professional resume that includes post-secondary education, professional training, job-related experiences and awards/accommodations.

1b. Statement of Philosophy. Candidate will synthesize knowledge gained in the EAD program to construct Candidate's philosophy on leadership. The statement should include a

statement about the Candidate's assumptions and beliefs about leadership, indicate how the Candidate intends to practice the leadership beliefs espoused, integrate theories, concepts, relevant readings and artfully apply examples and/or metaphors to frame and communicate the philosophy.

EAD 269: Site-Based Leadership

Competency Task 3 (CT 3): Leader Interview and Analysis of Student Discipline Policies. (Field Experience)

(CAPEs 2B; 3B; 5B; 5C; 6A)

Candidate will complete a face-to-face interview with a site leader(s) and complete a written, or multi-media, response. Response will include student suspension and expulsion processes, discussion on due process (including important special education /504 considerations), major Ed. Code relates to suspension/expulsion, references to Board policies on suspension/expulsion, available administrator resources/references, and key points/administrator guidance. Candidate will include copies of Board policies referenced in the paper and write a reflection on key leadership learnings, insights, questions generated from the experience and next steps to develop leadership capacity.

EAD 269: Site-Based Leadership

Competency Task 4 (CT 4): Capstone - Leading Change: A Leadership Toolkit

(CAPEs 1A; 1B; 1C; 2B; 3A; 3B; 3C; 4A; 4B; 5B; 5C; 6A; 6B)

Candidate will team to research best practices and create an electronic toolkit to support new site-based administrators. Toolkit will align with a given domain of the California Administrative Performance Expectations (CAPEs) and include, but not be limited to, CAPE-related aim and vision, identification of major challenges associated with the CAPE, research-based best practices, a planning/decision-making process/ protocol, example of an applied action, references/electronic resources, support materials, visuals, and a glossary of terms. Individually, Candidate will present the toolkit to peer groups (two), gather feedback and complete a written reflection. Reflection will include analysis of the toolkit development process and ideas for improvement of the toolkit. Written response will also emphasize key leadership learnings, developed knowledge and skills and applied research. Candidate will identify professional areas for growth and next step actions to develop leadership capacity related to CAPEs.

EAD 269: Site-Based Leadership

Competency Task 5: Employee Progressive Discipline

(CAPEs 2A; 2B; 2C; 2D; 3B; 5A; 5C)

Candidates will locate and review district policies and procedures related to employee progressive discipline. Following class discussion, Candidate will complete an in-class 2-page written reflection about the process. Essential questions to guide the discussion and written reflection include:

- What is the purpose of employee progressive discipline?
- Whom do you consult when considering progressive discipline?
- At what point in the process do you consult district leaders ?
- What district resources are available to assist in completion of written documentation and other steps in the process?
- What are the important elements and steps of the employee progressive discipline?

- What is the 45-day notice and why is it important to know?
- How does the district's progression discipline policy correlate to the FRISK model?

EAD 269: Site-Based Leadership
Competency Task 6: Simulated Interview and Debrief
(Field Experience)
(CAPEs 1A; 1B; 2A; 2B; 2C; 2D; 5A; 5B; 6A; 6B)

Candidates are required to participate in a performance-based culminating Simulated Interview for an Administrative Position. Interviews will be conducted by Central Valley administrators, represented by Superintendents, Human Resource Administrators, Principals and/or Learning Directors/ Vice-Principals. The simulated interview will include a presentation of information contained in an electronic portfolio, created and maintained by the Candidate: Statement of Philosophy, Resume and choice program assignment. Candidate will participate in a follow-up debrief with the instructor.