

EAD 272 LEADERSHIP SEMINAR & FIELDWORK 2

Semester FALL 2021	<i>Master's in Educational Leadership & Administration and PASC Program</i> Department of Educational Leadership California State University, Fresno
Leadership Seminar & Fieldwork 2	Instructor Name
2 Unit	Office Hours
Time:	Office Location
Location: Online	E-Mail
Canvas: https://fresnostate.instructure.com/courses/40279	Telephone
<p>Contact Information for Department Chair: If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.</p> <p style="text-align: center;">Dr. Susana Hernandez, Department of Educational Leadership, suhernandez@mail.fresnostate.edu, Office Phone (559) 278-0320</p>	

Health Screening: Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days; you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information:
www.fresnostate.edu/coronavirus

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Course description: This course seminar is designed to develop and support capacity of future P12 school leaders to apply foundational leadership concepts and performance expectations. Moving from theory to practice, candidates will receive media/video technical assistance, coaching and supervision for administrative credentialing requirements of fieldwork and the performance assessment. Graduate Writing Competency to be assessed during this course for candidates completing the Master's along with the PASC.

Prerequisites for the course: EAD 261 and 271 with concurrent enrollment Preliminary Administrative Services Credential (PASC) Program EAD 262 or Coordinator approval for remedial purposes.

○ **REQUIRED COURSE MATERIALS (FROM EAD 262 CONCURRENT ENROLLMENT)**

1. [Bens, I. \(2018\). *Facilitating with ease! Core skills for facilitators, team leaders and members, managers, consultants, and trainers.* \(4th ed.\). John Wiley & Sons. ISBN: 9781119434252](#)
2. [Downey, C. J., Steffy, B. E., Poston, Jr. W. K., & English, F. W. \(2009\). *Fifty ways to close the achievement gap.* \(3rd ed.\). Corwin Press. ISBN: 9781452208466](#)
3. [DuFour, R., DuFour, R., Eaker, R., Many T.W., & Mattos, M. \(2016\). *Learning by doing. A handbook for professional learning communities at work* \(3rd ed.\). Solution Tree Press. ISBN: 9781943874378](#)
4. [Hattie, J. A. C. \(2009\). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* Routledge. ISBN: 9780415476188](#)
5. [Marzano, R. J. \(2017\). *The new art and science of teaching.* Solution Tree. ISBN: 9781943874965](#)
6. [McNulty, B. A. & Besser, L. \(2011\). *Leaders Make It Happen! An Administrator's Guide to Data Teams.* Leadership in Learning Center. ISBN: 9781935588009](#)

7. [Publication Manual of the American Psychological Association, 7th edition \(2020\). ISBN: 9781433832161](#)
8. [REGISTER FOR CalAPA Leadership Cycle 2 : *Facilitating Professional Learning*. Access to assessment guidebook and templates with registration on Canvas or through the Pearson/CTC site.](#)

○ **TECHNICAL REQUIREMENTS**

- **Canvas** and its hosting infrastructure are designed for maximum compatibility and minimal requirements. Please read over [What are the browser and computer requirements for Canvas.](#)
- **Zoom** will also be utilized for synchronous opportunities. You can access the Zoom platform by using your Fresno State username and password at fresnostate.zoom.us.
- [Note other tech needed by the instructor] will also be used throughout the course as one mode for student-to-student interaction. Please read and view [link to getting started with tech here].

NOTE: If you need any **assistance with Zoom or Canvas** contact the [Academic Technology Resource Center](#).

○ **COURSE SPECIFICS**

Course goals: Candidates will continue to develop capacity as future P12 school leaders to apply foundational leadership concepts and performance expectations in Semester 2 of the PASC program. Discussion topics to include: schools in democratic society, theory of action, student-centered learning and well-being, equity-driven leadership, culture and context (culturally responsive leadership), data-driven decision-making, collaborative leadership, communities of practice, reflective practitioners (Gibbs’ reflective cycle), bias and deficit thinking (asset-based framework), Multi-Tiered Systems of Supports (MTSS), Adult Learning Theory (Andragogy), and standards for graduate writing (APA). This seminar will also include technical assistance needed to complete the video portions of the CalAPA performance assessment not required first Semester. Graduate Writing Competency is incorporated in this course.

This is a online course format uses Canvas and Zoom for opportunities to connect with the instructor in group seminar discussion sessions or one-on-one virtual office hours as arranged. All access to coursework will be through Canvas. You will also have ongoing fieldwork assignments to be completed with support from your site mentor as arranged.

Student Learning Outcomes



xplore and apply the foundational leadership concepts and performance expectations.

E

- ✓ P
participate in, monitor, and reflect on supervised field experiences aligned with the CAPEs and administrative credentialing requirements.
- ✓ Demon
strate completion and submission of CalAPA 2 (with addition of video evidence) in alignment with core Semester 2 coursework, program expectations, and state requirements.
- ✓ Demon
strate Graduate Writing Competency prior to advancement to candidacy and MDRP capstone experience (for those PASC candidates also working towards a Master's).

Course requirements/assignments: Competency Tasks and Participation

- 1. CT 1 - FIELDWORK LOG AND CAPES SELF-ASSESSMENT 2** **40%**
CAPE Standards: 1-6
Evidence/Direct Measure:
 - Evidence Log/Checklist & Field Mentor Signatures
 - Self-Assessment and Reflection/Rubric

- 2. CT2 - CALAPA LEADERSHIP CYCLE 2 PROGRESS** **40%**
 - **CAPE STANDARDS: 5A, 5B, 5C, 6A***Evidence/Direct Measure:*
 - Evidence Log/Checklist
 - Sem 1 Concurrent Course Instructor Signature

- 3. SEMINAR DISCUSSIONS** **20%**
Evidence/Direct Measure:
 - Seminar Discussion/Observation

- 4. GRADUATE WRITING COMPETENCY** **C/NC**
Evidence/Direct Measure:
 - Selected Writing Sample from ERE 244/GWC Rubric

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

Assignment and Examination Schedule: Further detail found within the Tentative Course Schedule

CAPE Matrix by COURSE

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

<u>California Administrator Performance Expectations (CAPEs)</u>	<i>EAD</i> 261	<i>EAD</i> 271	<i>EAD</i> 262	<i>EAD</i> 272	<i>EAD</i> 263	<i>EAD</i> 273
--	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------

Development & Implementation of a Shared Vision	<i>1A: Develop Student-Centered Vision of Teaching & Learning</i>	I, P, A	I, A		P, A	P, A	P, A
	<i>1B: Develop Shared Vision and Community Commitment</i>	I, P, A	I, A	P, A	P, A	P, A	P, A
	<i>1C: Implementing the Vision</i>	I, P, A	I, A	P, A	P, A	P, A	P, A
Instructional Leadership	<i>2A: Personal and Professional Learning</i>	I, P, A	I, A	I, P, A	P, A	P, A	P, A
	<i>2B: Promoting Effective Curriculum, Instruction and Assessment</i>		I, A	I, P, A	P, A	P, A	A
	<i>2C: Supporting Teachers to Improve Practice</i>		I, A	I, P, A	P, A	P, A	A
	<i>2D: Feedback on Instruction</i>		I, A	I, P, A	P, A	P, A	A
Management & Learning Environment	<i>3A: Operations and Resource Management</i>	I	I, A		P, A	P, A	P, A
	<i>3B: Managing Organizational Systems and Human Resources</i>	I, P, A	I, A		P, A	P, A	P, A
	<i>3C: School Climate</i>	I, P, A	I, A	P, A	P, A	P, A	P, A
	<i>3D: Managing the School Budget and Personnel</i>		I, A		P, A	I	I, P, A
Family & Community Engagement	<i>4A: Parent and Family Engagement</i>		I, A		P, A		P, A
	<i>4B: Community Involvement</i>		I, A		P, A		P, A
Ethics & Integrity	<i>5A: Reflective Practice</i>	I, P, A	I, A	P, A	P, A	P, A	P, A
	<i>5B: Ethical Decision-Making</i>	I, P, A	I, A	I, P, A	P, A	P, A	P, A
	<i>5C: Ethical Action</i>	I, P, A	I, A	P, A	P, A	P, A	P, A

External Context & Policy	<i>6A: Understanding and Communicating Policy</i>	I, P, A	I, A		P, A	P, A	P, A
	<i>6B: Represent/Promoting the School</i>	I, P, A	I, A		P, A	P, A	P, A

Grading Policy:

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 checklists/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.

Graduate Writing Competency: The Graduate Writing Competency must be PASSED for course completion; Students will maintain an Incomplete until remediation and resubmission with passing result is completed. This only applies to PASC students also enrolled in the Master’s degree program.

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.

○ **ONLINE PARTICIPATION REQUIREMENTS:**

Students are expected to actively and thoughtfully participate regularly in the online learning experience through the semester course. Consistent high-level interaction and input are MANDATORY and also includes ongoing interaction with the Canvas course content. Student participation is automatically calculated in Canvas based on the amount of time spent within the modules as well as log-ins per week. A low rate of Canvas interaction (less than 2 log-ins per week) may be cause for one full grade reduction at the end of the course. The instructor will notify

students who are not meeting expectations and will develop a plan with students for end of semester success.

○ **ONLINE LEARNING ACTIVITY REQUIREMENTS**

- In each Canvas module you will be provided with reading materials and/or videos to view.
- To encourage active learning and thoughtful processing of new information and learning experiences, you will participate in discussions and fieldwork throughout this course.
- To encourage active learning and apply what you are learning you will complete individual assignments that will help you develop your educational leadership and school administration understanding and skills.

○ **COURSE POLICIES & SAFETY ISSUES**

As a learner in this online course, you are part of a diverse online learning community, whether this is your first online course, or you are a seasoned online learner. As we build a supportive virtual learning community, please keep the following guidelines in mind.

○ **COMMUNICATION AND NETIQUETTE EXPECTATIONS**

Identify yourself by your preferred name.

Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses in discussion forums. All online communication should be transmitted with the intent to inform, inspire, etc. - not to offend or breach personal privacy. Never use private information about other individuals and be sensitive to the information you share about yourself.

Use humor, joking, or sarcasm with caution.

We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm, but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.

What you write is public - respect your audience and be mindful of proper netiquette.

Netiquette, also known as 'net etiquette', includes using language free of profanity, proper tone and mechanics (including full sentences) as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as 'disruptive behavior'.

Be professional, clear, and respectful.

Clear and effective writing translates to clear and effective communication. Writing the way you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. Use proper grammar, spelling, and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all of your communications will factor into the big picture.

Read and formulate communications clearly.

Take the time to think about the information contained in all of your online communications. This will allow you to thoughtfully consider all points, reduces confusion and prepares you for a valid response. You can in return, research your facts and provide citations for information stated in

your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and/or ‘all capital letter’ statements and keep communications meaningful and to the point.

Be tolerant and cooperative.

Keep in mind that every student is participating to learn, and anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise, and communications get strained try to help rather than hinder. True cooperation means working together to the same end - everyone wants to be successful in any given course.

Remember this course is online.

Your instructor and fellow learners may be located in various places or have very different schedules than you do. You may not always receive an immediate response. Make sure you plan for this and don’t put things off until the last moment.

Use proper headings and subject lines.

Emails and Discussions should have subject lines that reflect the content of your message. “My Week 1 Reflections” is better than “submission” and “Week 3 Reading is Missing” is better than “Help!”. Provide context for your responses. If you are sending a reply to a message or a posting be sure you summarize the original at the top of the message or include just enough text of the original to give a context. This will make sure readers understand when they start to read your response. Giving context helps everyone.

Provide enough details in your messages.

When asking for help, either from your instructor or from technical support, be sure to provide as much information as possible in order to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of error messages and your browser information (if a technical issue), a screenshot displaying the problem, and any other relevant information. It may take a little more time up-front to compose your question, but it can help to eliminate some of the back-and-forth communication.

○

○ **INSTRUCTOR COMMUNICATION EXPECTATIONS**

Participation and completion of all course modules and activities are expected for this course.

General course questions can be asked during appropriate synchronous opportunities or in the Virtual Asynchronous Office in Canvas.

Please communicate with the instructor in advance if individual challenges or needs arise. Using the Canvas Inbox is the best to reach your facilitator, but regular email will also be checked. Correspondence may take up to 24 to 48 hours (the latter if over the weekend) although every effort will be made to respond as soon as possible. One-on-one virtual appointments using the link provided on the first page can also be made for more support as needed.

Feedback is an essential component of the course in order to grow in conflict management and negotiation knowledge and capacity. Feedback will be provided for each assignment within #-# days of submission, if not sooner depending on submission. Feedback will be found in the comments section for respective assignments.

Student Expectations

Students are expected to be actively engaged in the learning experience through the timeline of the online course on a monthly basis, averaging 3 hours per week. Students are expected to be actively engaged in the learning fieldwork and virtual discussion experiences; Therefore, consistent participation is CRUCIAL. As a member of this on-line learning community, your cohort depends on your full engagement.

- Regularly check-in to the course material in Canvas.
- Participate in ongoing assignments and monthly virtual seminar discussions following activity guidelines to be posted in Canvas.
- Communication with the instructor is key. Since this is an online course model, all modules must be completed, and late work will not be accepted except in extreme cases. Keep the lines of communication open using the inbox feature in Canvas and the comment section on respective assignments.
- Students are expected to have completed assigned readings and activities before entering into discussion and will be given engagement points based on the observed critical nature of responses in relation to readings, webinars, or videos. APA citations are expected in written assignments and references to text should be noted as appropriate citing the page numbers for peer referencing.
- Diverse opinions and thoughts are encouraged for course discussions. Disagreement is a normal practitioner-scholar phenomenon - please use respectful and diplomatic dialogue to challenge new ways of understanding. In addition, listen to understand, not to respond, and be open to learning new perspectives. As leaders in education discussing “hot topic” issues, this is essential!

INTELLECTUAL PROPERTY

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing

the instruction. *Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.*

Diversity Statement: The CSU Fresno student body is one of the most diverse in the nation and proudly reflects the population of the Central Valley of California. The university serves a region with over ninety separate and identifiable ethnic and racial groups. Our students come with a variety of backgrounds, expectations, and levels of preparation. Many are first-generation college students. Many students work either full or part-time in addition to attending the university. Some students have learned English as a second language, and a cluster are international students. The University draws most of its students from the metropolitan area and the surrounding communities in Fresno, Madera, Mariposa, Kings and Tulare counties. In order to serve the needs of this large region, classes are held on the main campus, at off-campus locations. To accommodate student needs and serve the rural locations classes are also taught either partially or fully online.

The California State University does not discriminate on the basis of race, color, national origin, sex, age, veteran status, marital status, religion, sexual orientation, or disability. The university supports an academic and work environment that protects dignity and promotes the mutual respect of faculty, staff, and students. In the P12 Educational Leadership department diversity is a celebrated component of our program, and is respected, shared and celebrated in our work with each other and is reflected in our work products.

Expectations for understanding Diversity, Equity, and Inclusion (DEI): The definitions listed below can be credited to UC Berkeley Center for Equity, Inclusion, and Diversity and the University of Houston's Center for Diversity and Inclusion. These definitions are by no means exhaustive. Rather, they are meant to provide a foundational knowledge in the areas of diversity, equity, and inclusion. It is also easier to embrace something when we understand it.

- **Diversity:** Includes but is not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles.
- **Equity:** The guarantee of fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically under-served and under-represented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.
- **Inclusion:** Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and ensures equal access to opportunities and resources. Diversity advocate Verna Myers coined the phrase "Diversity is being invited to the party. Inclusion is being asked to dance."

Expectations for student attendance: Per [APM 232](#), a student's first responsibility is to attend class and learn. Hence, the University expects students to attend all classes for which they are

enrolled. Accommodations for expected absences due to University-sponsored activities will be made on a case-by-case basis with written communication provided to the instructor at least a week prior to the event including documentation of formal University involvement or representation in the event. Other types of class attendance conflicts due to full-time employment with the partnership district in contractual events (i.e, formal IEPs and 504 meetings, expulsion hearings, Back-to-School Night) will be considered per the partnership MOU in the same way as a University-sponsored activity. This does not include extra-curricular participation such as, but not limited to, sports coaching or club contracts, which may not be excused.

In the case of an short-term, unexpected absence due to a serious and compelling reasons (i.e., illness, bereavement, sudden lack of transportation or situation at full-time employment), contact the instructor as soon as possible and provide appropriate documentation to support the reason for the unintended absence.

When a student is absent for an extended time period (over a week of classes), other actions such as considerations for an Incomplete Contract, dropping the class or withdrawing from the University for serious and compelling reasons may be appropriate. Students should consult the program coordinator and department chair before making drastic decisions like these.

Late work and make-up work policy: Late work is considered unacceptable in general as concepts and skills build upon one another through the sequence of the course. It is also understood, however, that life and work circumstances unexpectedly arise which can impede timelines to complete assignments. Please communicate with the instructor as soon as situations occur regarding timely completion of course assignments as arrangements may be made depending on the nature of the assignment. Late assignments, however, may receive a deduction of one letter grade for each week beyond the due date it is received. Makeup work in the form of revisions to assignments resubmitted for higher grades may be accommodated on a case-by-case basis per instructor request or student written appeal with reasonable justification for learning and program progress as previously noted in grading policies.

In cases of instructor approved expected, planned absences, arrangements will be made on an individual basis to submit work prior to or immediately following the absence, as appropriate per the missed class time.

In cases of unexpected, short-term absences communicated to the instructor with appropriate documentation, the instructor will make every reasonable effort to accommodate the student via suitable make up work or another mutually agreed upon arrangement as appropriate per the missed class time. Understand that make-up work for over a week of missed classes may not be feasible and the late work policy will be enforced.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. 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 Originality Reports WILL be available for your viewing.**

○ **UNIVERSITY POLICIES**

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).

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

UNIVERSITY SERVICES

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)
- [Graduate Writing Studio](#)
- [Graduate Statistics Studio](#)
- [Division of Research and Graduate Studies Handbook](#)

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

○

○

○ **TENTATIVE COURSE SCHEDULE**

(TBD)

Module	Date to open	Topic	Assignments/Fieldwork
Module 1	Date in Aug	<p>Introductions and Course Overview/Expectations:</p> <ul style="list-style-type: none"> • Syllabus and Text • Mentor Requirements & Selection • Fieldwork Expectations & Monitoring Log • Intro to CalAPA Leadership Cycle 2 w/ preview of APA style guide • Foundations in Leadership - <i>professional learning</i> 	<p>Obtain textbooks</p> <p>For CT #1 – Update Mentor w/ signed form DUE 8/30 @ 11:59p</p> <p>For CT #2 - Register for CalAPA 2 DUE 8/30 @ 11:59p</p>
Module 2	Date in Aug	<p>Foundations in Leadership - equity-driven and culturally proficient leadership; data-driven decision making, and:</p> <ul style="list-style-type: none"> • Fieldwork Check-in • Intro Leadership Cycle 2 -Step 1 • APA 7 style and tips 	<p>For CT #1 - Complete Fieldwork (log w/ mentor signature) DUE 9/15 @ 11:59p</p> <p>For CT #2 - Begin Leadership Cycle 2 -Step 1 (draft) DUE 9/30 @ 4:30P</p>
Module 3	Date in Sept	<p>Foundations in Leadership –MTSS and the whole child framework, and:</p> <ul style="list-style-type: none"> • Fieldwork Check-in • Check in on Cycle 2 – Step 1 progress • Revisit Step 1 rubrics • APA 7 style and tips 	<p>For CT #1 - Complete Fieldwork (log w/ mentor signature) DUE 9/30 @ 11:59p</p> <p>For CT #2 - Complete Leadership Cycle 2 -Step 1 (draft) DUE 9/30 @ 4:30p</p>
Module 4	Date in Sept	<p>Technical Assistance – best practices for video evidence and CalAPA 2 recording guidelines, and:</p> <ul style="list-style-type: none"> • Fieldwork Check-in • Peer review of Cycle 2 - Step 1 narrative w/ analytic rubric and for APA style/formatting • Intro Leadership Cycle 2 -Step 2 	<p>For CT #1 - Complete Fieldwork (log w/ mentor signature) DUE 10/15 @ 11:59p</p> <p>For CT #2 - Revise Leadership Cycle 2 -Step 1 (FINAL) DUE 10/15 @ 11:59p</p> <p>For CT #2 - Begin Leadership Cycle 2 -Step 2 (draft) DUE 10/30 @ 11:59p</p>

Module 5	Date in Oct	<p>Foundations in Leadership – <i>communities of practice; theory of action</i> and:</p> <ul style="list-style-type: none"> • Fieldwork Check-in • Check in on Cycle 2 - Step 2 progress • Revisit Step 2 Rubrics • Outline Graduate Writing Competency Requirements and Rubric 	<p>For CT #1 - Complete Fieldwork (log w/ mentor signature) DUE 10/30 @ 11:59p</p> <p>For CT #2 - Complete Leadership Cycle 2 -Step 2 (draft) DUE 10/30 @ 4:30p</p> <p>For CT #3 - Select and Finalize writing sample from ERE 244 in APA DUE 11/15 @ 11:59p</p>
Module 6	Date in Oct	<p>Technical Assistance – <i>CalAPA 2 annotation guidelines</i> and:</p> <ul style="list-style-type: none"> • Fieldwork Check-in • Peer review of Cycle 2 - Step 2 narrative w/ analytic rubric and for APA style/formatting • Intro CalAPA Cycle 2 - Step 3 	<p>For CT #1 - Complete Fieldwork (log w/ mentor signature) DUE 11/15 @ 11:59p</p> <p>For CT #2 - Revise Leadership Cycle 2 -Step 2 (FINAL) DUE 10/30 @ 11:59p</p> <p>For CT #2 - Begin Leadership Cycle 2 -Step 3 (draft) DUE 11/30 @ 11:59p</p>
Module 7	Date in Nov	<p>Foundations in Leadership – <i>Democratic society; collaborative leadership</i> and:</p> <ul style="list-style-type: none"> • Fieldwork Check-in • CalAPA Step 2 progress check in • Revisit Step 3 Rubrics and acceptable support 	<p>For CT #1 - Complete Fieldwork (log w/ mentor signature) DUE 11/30 @ 11:59p</p> <p>For CT# 3 - SUBMIT Graduate Writing Competency Paper for Review DUE 11/15 @ 11:59pm</p> <p>For CT #2 - Complete Leadership Cycle 2 -Step 3 (draft) DUE 11/30 @ 11:59p</p>
Module 8	Date in Nov.	<p>Foundations in Leadership – <i>Asset-Based Approaches</i> and:</p> <ul style="list-style-type: none"> • Fieldwork Check-in • Peer review of Cycle 2 - Step 3 videos/annotations/narrative w/ analytic rubric and APA style/formatting • Check in on GWC results • Intro and begin Leadership Cycle 2 – Step 4 	<p>For CT #1 - Catch up on fieldwork and upload all evidence DUE 12/17 @ 11:59 pm</p> <p>For CT #2 - Revise Leadership Cycle 2 -Step 3 (FINAL) DUE 12/5 @ 11:59p</p> <p>For CT #2 - Complete Leadership Cycle 2 - Step 4 (draft) DUE 12/10 @ 4:30p</p> <p>For CT #3 - Complete GWC revisions w/ support as assigned DUE 12/13 @ 11:59p</p>

Module 9	Date in Dec.	Technical Assistance – Open Topic , and: <ul style="list-style-type: none"> Fieldwork Check-in Peer review of Cycle 2 – Step 4 narrative w/ analytic rubric and for APA style/formatting Open leadership topics 	For CT #1 - Catch up on fieldwork and upload all evidence DUE 12/17 @ 11:59 pm For CT #2 - Revise Leadership Cycle 2 - Step 4 (FINAL) DUE 12/17 @ 11:59p For CT #3 - Complete GWC revisions w/ support as assigned DUE 12/13 @ 11:59p
<i>End of Semester</i>	Wed., Dec. 8	<i>Last Day of Instruction</i>	
Module 10	During week of Mon., Dec. 13 <i>Finals week</i>	Final <ul style="list-style-type: none"> CAPEs self-assessment 2 based on fieldwork experiences Fieldwork Wrap up GWC wrap up and final submissions 	For CT #1 - Completed Fieldwork logs w/ evidence DUE 12/17 @ 11:59 pm For CT #2 - Evidence of CalAPA Submission DUE 12/17 @ 11:59 pm

COMPETENCY TASK #1 (FIELDWORK)
Fieldwork Log and CAPEs Self-Assessment 2
DUE: End of Semester
CAPE Matrix: Introduce/Practice/Assess
[\(CAPE Standards 1-6\)](#)

Protocol for Required Fieldwork Activities

Fieldwork is the place where theory meets practice. Gaining a wide range of experiences is an essential part of your preparation to be a school leader. Fieldwork **must reflect** the typical responsibilities of a full-time administrator which include but are not limited to: curriculum leadership across disciplines (beyond your own subject area and/or job description), working with families and the broader community, discipline, special needs, English Learners, staff development and supervision, education law, budget, school improvement, advocacy, district exposure, feeder school articulation, college-career pathways, acting administrator duties and data-driven decision making.

Over the three semester program, you need experience in a variety of school levels and school settings, at least one of which must involve a site with a diverse school population. For these experiences, you will also need to go beyond your department into the total school, to feeder schools, and to the district level. Semesters 1 and 2, our program requires fieldwork be supervised through respective Leadership Seminars. These activities give you the broader perspective necessary for an administrator. In your final Semester 3, fieldwork will be intentionally embedded

into your core course assignments at a more sophisticated level for candidate preparation and program completion.

Evidence/Direct Measure:

Evidence/Direct Measure:

- Evidence Log/Checklist & Field Mentor Signatures
 - CAPEs Self-Assessment 2 and Reflection/Rubric
-

COMPETENCY TASK #2
CalAPA Leadership Cycle 2 Progress

DUE:

CAPE Matrix: Practice/Assess
[CAPE Standards 5A, 5B, 5C, 6A](#)

Protocol

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold others to the same standard. In this way, new administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. Finally, new administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

Competency Task #2 will focus on supporting candidates to uphold program standards and requirements as developing administrators. By maintaining progress of the credentialing requirements, candidates will practice and demonstrate ethical decision-making and action along with reflective practice and awareness of the important role educational policy plays in shaping learning experiences.

CT 2 will require candidates cultivate high levels of personal and professional integrity, reflective practice goal-setting for work-life balance, self-advocacy, resilience, and sense of urgency, among other socio-emotional and self-management skills.

Evidence/Direct Measure:

- Evidence Log/Checklist (See Canvas)
 - Sem 2 Core Course Instructor Signature (See Canvas)
-

GRADUATE WRITING COMPETENCY REQUIREMENT

(**Master's candidates ONLY**)

During the second semester of the program, Master's candidates will produce a **competent written assigned scholarly topic from ERE 244 submitted to the instructor in EAD 272**. This graduate writing task will determine the candidate's ability to **write knowledgeably about a topic and present ideas clearly, logically and analytically, to support a sound thesis**. The written task will be used to demonstrate competence in graduate level writing and used as a prerequisite for advancement to candidacy. *The assignment is mandatory for all MASTER'S candidates and must be passed prior to advancement to candidacy and enrollment in MDRP.*

Master's candidates must receive a competent score on the writing competency assessment. The instructor of the course (EAD 272) will be the primary evaluator of each candidate's writing. The instructor will assign and notify all candidates of the results of the initial writing competency review.

- IF the candidate HAS earned a competent score (passing), the candidate will be considered to have successfully met the graduate writing competency.
- IF the instructor scores the candidate's writing NOT COMPETENT, the written sample will be **referred to the Department Review Committee** for evaluation. The Department Review Committee will consist of **at least two graduate full-time PASC program faculty in addition to the instructor**. IF the committee determines the written sample is COMPETENT, the candidate will be considered to have successfully met the graduate writing competency and no further action is required.
- IF the Department Review Committee determines that the candidate HAS NOT demonstrated competence, the instructor will inform the candidate of the non-pass through written and verbal communication methods. The instructor will **advise the candidate of appropriate methods of remediation** that may include, but not limited to, assistance from the Writing Center, tutoring, additional coursework, or other support prior to resubmission.
 - **The candidate will have two additional opportunities to meet the writing competency requirement prior to the Advancement to Candidacy process.**
 - The candidate **must seek assistance to improve his/her writing in targeted areas based on feedback** and must evidence that self-help was initiated, and intervention was attempted before the graduate writing competency assessment will be administered for a second or third time.
 - **The candidate will complete and submit an Assistance Validation Form to verify that writing support was obtained prior to retaking the assessment.**
- **Department Review Committee will formally evaluate second and third attempts of the graduate writing competency as needed. The committee will report the decision (pass/competent or non-pass/not competent) to the Program Coordinator.**
 - The Program Coordinator will inform the candidate of the results of the graduate writing competency assessment through written communication.
 - If the Committee determines that the candidate earns a competent score, the candidate will be considered to have successfully met the graduate writing competency.
 - If a candidate does not earn a competent score on the graduate writing competency on the third attempt, the candidate will not be eligible to advance to candidacy.

Note: A candidate could pass the graduate writing assessment and still have some relative weaknesses in a targeted area or areas. In these situations, faculty may advise the candidate to seek intervention support to strengthen relative areas of weaknesses that may impact success on future scholarly writing assignments.



Master's in educational leadership and Administration Program
Graduate Writing Competency Assistance Validation Form

Student's Name: _____

Date: _____

The graduate writing competency requirement determines the graduate student's ability to write knowledgeably about a topic and to present ideas clearly, logically and analytically, so as to establish a sound scholarly argument. Students who fail to pass the writing assessment may retake the exam every eight weeks for a total of three times. Students must show evidence that remediation was initiated and attempted by the student before a graduate writing competency assessment can be retaken.

The **Assistance Validation Form** serves as evidence that the student initiated, secured and attempted remediation. Complete and submit this form to the current instructor prior to scheduling a graduate writing competency assessment. This form must be completed following a non-passing score (0-2) on the graduate writing competency assessment and before the assessment will be administered.

List identified areas of writing needs:

Complete the table below. Provide date(s) and actions taken to correct deficiencies and to improve graduate-level writing skills. Obtain signature of the individual(s) who provided support.

Date	Action Taken/Goal Met	Support Provider Signature

Student Signature: _____ Date: _____