

## EAD 273 SITE BASED LEADERSHIP AND FIELDWORK 3

<b>Semester FALL 2021</b>	<i>Master's in Educational Leadership &amp; Administration and PASC Program</i> <b>Department of Educational Leadership California State University, Fresno</b>
<b>Site Based Leadership &amp; Fieldwork 3</b>	<b>Instructor Name</b>
<b>4 Units</b>	<b>Office Hours</b>
<b>Time: BLENDED MODEL</b> F-2-F Monday 7:30p - 9:50p + Asynchronous online modules Arranged + Fieldwork	<b>Office Location</b>
<b>Location:</b> Partnership District Office and Online	<b>E-Mail</b>
<b>Canvas:</b> <a href="https://fresnostate.instructure.com/courses/40280">https://fresnostate.instructure.com/courses/40280</a>	<b>Telephone</b>
<p><b>Contact Information for Department Chair:</b> 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;"><b>Dr. Susana Hernandez, Department of Educational Leadership, suhernandez@mail.fresnostate.edu, Office Phone (559) 278-0320</b></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](http://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:** Development of a site-based leader in a student-centered approach through the examination of essential practices and processes in: school law, finance, community relations, personnel, parent and family engagement, and support services.

**Prerequisites for the course:** Admission into the Preliminary Administrative Services Credential (PASC) Program, and EAD 261, EAD 271, EAD 262, EAD 272. Concurrent enrollment in EAD 263.

## REQUIRED COURSE MATERIALS

1. [Fullan, M. \(2014\). \*The Principal: Three Keys to Maximizing Impact\*. Jossey-Bass. ISBN: 978-1118575239](#)

### Supplemental Materials (from previous program courses):

1. [Downey, C. J., Steffy, B. E., Poston, Jr. W. K., & English, F. W. \(2009\). \*Fifty ways to close the achievement gap\*. \(3<sup>rd</sup> ed.\). Corwin Press. ISBN: 9781452208466](#)
2. [Hattie, J. A. C. \(2009\). \*Visible learning: A synthesis of over 800 meta-analyses relating to achievement\*. Routledge. ISBN: 9780415476188](#)
3. [McNulty, B. A. & Besser, L. \(2011\). \*Leaders Make It Happen! An Administrator's Guide to Data Teams\*. Leadership in Learning Center. ISBN: 9781935588009](#)

## 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 sessions. 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:** Understand and gain knowledge of the relationship between complex problems and effective solutions while considering the political context and its implications. Environmental contexts include organizational culture, intra-organizational systems, and their influence on human behavior and educational outcomes.

This is a blended/hybrid course format with approximately 50% face-to-face class sessions and 50% asynchronous online modules. 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

Based on fieldwork and professional course opportunities:

- ✓ A  
Apply collaborative processes to engage others in the development and implementation of a shared vision with integrity, fairness, and justice to ensure that all members are treated equitably with dignity and respect.
- ✓ C  
Critique the internal and external influences, relationships, resources, and opportunities that can engender and support the vision and mission of the school and district based.
- ✓ C  
Connect concepts in professional growth as essential to continuous school improvement for student social, emotional, academic, safety, and well-being.
- ✓ A  
Apply concepts of supporting a comprehensive and equitable learning environment for students framed by state-adopted standards, frameworks, and state expectations.
- ✓ D  
Draw conclusions from multiple measures of data resources to inform and create systems of practice.
- ✓ R  
Effect on decision making and progress toward school goals involving stakeholders (teachers, staff, students, family, community) using appropriate data.

### Course Requirements and Competency Tasks (CT):

1. **CT 1 – RESPONSIBILITY OF SCHOOLS IN A DEMOCRATIC SOCIETY 10%**

**CAPE Standards: 5B, 6A, 6B**

*Evidence/Direct Measure:*

- Written Narrative/Rubric
2. **CT 2 – SCHOOL BOARD MEETING (FIELDWORK)** **15%**  
**CAPE Standards: 4B, 6A, 6B**  
*Evidence/Direct Measure:*
    - Written Narrative/Rubric
  
  3. **CT 3 – STUDENT DISCIPLINE INTERVIEW (FIELDWORK)** **15%**  
**CAPE Standards: 3A, 3B, 3C, 4A, 5C, 6A**  
*Evidence/Direct Measure:*
    - Written Narrative/Rubric
  
  4. **CT 4 – DEVELOPMENT OF A LEADERSHIP PHILOSOPHY, RESUME AND MOCK INTERVIEW PROCESS** **20%**  
**CAPE Standards: 1A, 2A, 3B, 4B, 5A, 6B**  
*Evidence/Direct Measure:*
    - Interview artifacts/Rubric
    - Interview experience/Rubric
  
  5. **CT 5 – HUMAN RESOURCES OVERVIEW: FROM HIRING THROUGH NEGOTIATIONS** **15%**  
**CAPE Standards: 1A, 2A, 3B, 4B, 5A, 6B**  
*Evidence/Direct Measure:*
    - Written Narrative/Rubric
  
  6. **CT 6 – BUDGET FOR BEGINNERS** **15%**  
**CAPE Standards: 3A, 3D, 4A, 4B, 5A, 5B, 5C, 6A, 6B**  
*Evidence/Direct Measure:*
    - Written Narrative/Rubric
  
  7. **CT 7 – FINAL FIELDWORK REFLECTION AND CAPE SELF-ASSESSMENT 3 (FINAL)** **5%**  
**CAPE Standards: 1-6**  
*Evidence/Direct Measure:*
    - Written Narrative/Rubric
    - Self-Assessment Tool
  
  8. **COURSE ENGAGEMENT (BEFORE/DURING/AFTER CLASS)** **5%**  
*Evidence/Direct Measure:*
    - Reading, Interaction, Reflection, Discussion/Observation of Performance

**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>		<b>EAD 261</b>	<b>EAD 271</b>	<b>EAD 262</b>	<b>EAD 272</b>	<b>EAD 263</b>	<b>EAD 273</b>
<b>Development &amp; Implementation of a Shared Vision</b>	<i>1A: Develop Student-Centered Vision of Teaching &amp; 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
<b>Instructional Leadership</b>	<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
<b>Management &amp; Learning Environment</b>	<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
<b>Family &amp; Community Engagement</b>	<i>4A: Parent and Family Engagement</i>		I, A		P, A		P, A
	<i>4B: Community Involvement</i>		I, A		P, A		P, A

<b>Ethics &amp; Integrity</b>	<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
<b>External Context &amp; Policy</b>	<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 rubrics are available for 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 along with meeting participation, active engagement, readings, and class activities 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.

**Instructions for significant assignments:** Performance assessments will be used with reading, modules, videos, narrative and reflection. All details will be provided in Canvas.

**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.

### **ASYNCHRONOUS ONLINE PARTICIPATION REQUIREMENTS:**

Students are expected to actively and thoughtfully participate in assigned weekly or bi-weekly asynchronous online learning experiences throughout 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 blended/hybrid course, you are part of a diverse online learning community, whether this is your first online course experience, 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 face-to-face sessions and module activities are expected for this course.

General course questions can be asked in [instructor to explain here].

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. Instructor feedback will be provided for each major assignment within 7-14 days of submission, if not sooner depending on the nature of assignment. Feedback will be found in the comments section for respective assignments.

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### **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**

**Fall 2021**

(TBD)

Session	Dates	Topic	Reading and Other Assignments
<b>1</b> <b>Face-to-Face</b>	Mon., Aug. 23 7:30 – 9:50p	<b>Face-to-Face</b> Introduction, California Administrator Performance Expectations, Syllabus and Course Expectations	Obtain textbook CAPES CA Teaching Standards Canvas Articles
2 Asynchronous Module	Open Mon., Aug. 30 <b>TWO WEEKS</b>	<b>Online Asynchronous Module:</b> Responsibilities of Schools in a Democratic Society	Canvas Articles <b>CT #1 - Complete Responsibilities of Schools in a Democratic Society</b> <b>DUE 9/19 @ 11:59p</b>
<b>NO CLASS</b>	<b>Mon., Sept. 6</b>	<b>HOLIDAY – Labor Day</b>	
3 Asynchronous Module	Open Mon., Sept. 20 <b>TWO WEEKS</b>	<b>Online Asynchronous Module:</b> Roles and Responsibility of Educators On and Off Campus (School Board, Parent/Family Engagement, Community Involvement)	Canvas Articles <b>CT #2 - Attend School Board Meeting Fieldwork</b> <b>DUE 9/27 @ 4:50p</b>
<b>4</b> <b>Face-to-Face</b>	Mon., Sept. 27 4:50 – 9:50p	<b>Face-to-Face</b> Equitable Practices and the Law (Education Code, State/Federal Mandates) The Interview Process	Canvas Articles/Resources <b>CT #3 - Attend Student Discipline Meeting</b> <b>DUE 10/3 @ 11:59p</b>
5 Asynchronous Module	Open Mon., Oct. 4 <b>TWO WEEKS</b>	<b>Online Asynchronous Module:</b> Selling Yourself, Fit, and Communicating Your Beliefs Human Resources: The Shift to Administration, Hiring, Evaluation, Negotiations	Canvas Articles/Resources <b>For CT #4 - Prepare and Complete Educational Philosophy and Resume'</b> <b>DUE 10/18 @ 4:40p</b>
<b>6</b> <b>Face-to-Face</b>	Mon., Oct. 18 4:50 – 9:50p	<b>Face-to-Face</b> Human Resources: Collective Bargaining Agreements-From A to Z	Canvas Articles/Resources <b>CT #5 - Begin Human Resources Overview Fieldwork</b> <b>DUE 11/14 @ 11:59p</b>
7 Asynchronous Module	Open Mon., Oct. 25 <b>TWO WEEKS</b>	<b>Online Asynchronous Module:</b> Human Resources: The FRISK Process & Leading for Change	Canvas Articles/Resources <b>CT #5 - Complete Human Resources Overview Fieldwork</b> <b>DUE 11/14 @ 11:59p</b>
8 Asynchronous Module	Mon., Nov. 15	<b>Online Asynchronous Module:</b> Stakeholders, Community & Other Constituents Evidence Based Engagement Strategies	Canvas Articles/Resources <b>CT #6 - Complete Budget for Beginners</b> <b>DUE 11/30 @ 11:59p</b>
9 Asynchronous Module	Open Mon., Nov. 22- <b>TWO WEEKS</b>	<b>Online Asynchronous Module:</b> Evidence Based Engagement Strategies & Presentations Preparing to Lead	Canvas Articles/Resources <b>CT #4 - Prep for Mock Interview; Bring copies of educational philosophy and resume</b> <b>DUE 12/6 @ 4:50p</b>
<b>10</b> <b>Face-to-Face</b>	Mon., Dec. 6 4:50 – 9:50p	<b>Face-to-Face</b> Interview Simulations	Canvas Articles/Resources <b>CT #4 - Mock Interviews</b> <b>TONIGHT</b>

			<b>CT #7 - Final Fieldwork &amp; CAPES Self-Reflection DUE 12/17 @ 11:59p</b>
	Wed., Dec. 8	Last Day of Instruction	
	Mon., Dec. 13	Final Semester Examinations	

**COMPETENCY TASK #1**

**Responsibilities of Schools in a Democratic Society**

**CAPE Standards 5B, 6A, 6B**

**Protocol**

Effective leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices. Leaders have the moral imperative to provide all students with the best possible education.

Effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student’s academic success and well-being. McLaughlin & Talbert posit that building a shared vision and language about practice is essential to teacher’s professional learning (2006).

Competency Task #1 will focus on the examination of the principles of democratic education and the responsibilities of citizenship. Candidate will explore the variety of ideas and forces that contribute to a democratic society and learn how historical, and philosophical influences, state and federal policy decisions, are established to impact schooling.

***Evidence/Direct Measure:***

- Written Narrative/Rubric

**COMPETENCY TASK #2 (FIELDWORK)**

**School Board Meeting**

**CAPE Standards 4B, 6A, 6B**

**Protocol**

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Competency Task #2 will focus on the observation of a local governance system, a school board meeting. The candidate will review the agenda and other artifacts presented to the greater school community through this meeting. Finally, a reflection will be submitted which outlines items of

note as the candidate considers the principles of democratic education and the responsibilities of citizenship.

***Evidence/Direct Measure:***

- Written Narrative/Rubric
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**COMPETENCY TASK #3 (FIELDWORK)**

**Student Discipline Meeting**

**CAPE Standards 3A, 3B, 3C, 4A, 5C, 6A**

**Protocol**

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Competency Task #3 will focus on the alignment of discipline policy at the state, district and school site level. The Candidate will interview a school site leader regarding how discipline policies are developed, implemented, monitored, communicated, and continuously reviewed. A reflection on how this new information has altered future leadership experiences will be included.

***Evidence/Direct Measure:***

- Written Narrative/Rubric
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**COMPETENCY TASK #4**

**Educational Philosophy, Resume’ & Mock Interview**

**CAPE Standards 1A, 2A, 3B, 4B, 5A, 6B**

**Protocol**

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Competency Task #4 will focus on the development of a personal statement on leadership philosophy as well as other documents to support the next steps in a career as a school administrator. At the end of the course the preparation for administration interview will conclude with a simulated interview experience with local school administrators in the area to provide an opportunity to showcase new knowledge and educational experience.

***Evidence/Direct Measure:***

- Written Narrative/Rubric
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**COMPETENCY TASK #5 (FIELDWORK)**

**Human Resources Overview**

**CAPE Standards 1A, 2A, 3B, 4B, 5A, 6B**

**Protocol**

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Competency Task #5 will focus on the shift from your current position in education to the role of school administrator. The candidate will learn about the many facets of the human resource lens. Learning will focus on the shift in collegial relationships that take place, to the analysis and understanding of a collective bargaining agreement, and finally what to expect during the progressive discipline cycle.

***Evidence/Direct Measure:***

- Written Narrative/Rubric
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**COMPETENCY TASK #6 (FIELDWORK)**

**Budget for Beginners**

**CAPE Standards 3A, 3D, 4A, 4B, 5A, 5B, 5C, 6A, 6B**



**Protocol**

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Competency Task #6 will focus on learning about the funding and budgetary process that is engaged in by school site leaders. Candidates will work in small groups to research, strategize, and develop a communication plan to explain site funding mechanisms and how a school site budget is developed and deployed.

***Evidence/Direct Measure:***

- Written Narrative/Rubric

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**COMPETENCY TASK #7****Final Fieldwork Reflection and CAPE Self-Assessment 3****CAPE Standards 1-6****(Preliminary Administrative Services Credential Program Standards-3, 6, 7, 9)****Protocol**

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Competency Task #7 will allow students to review and reflect on the learning activities that promote leadership and interpersonal skills through the fieldwork and field mentor experiences. Candidates will outline how these experiences have affected the candidates' leadership perspective.

***Evidence/Direct Measure:***

- Written Narrative/Rubric