



California State University, Fresno
 Educational Leadership and Administration Program
 Option: Educational Leadership and Administration

Leadership for Diverse Communities
*Our mission is to prepare credible and relevant
 leaders in education.*

Introduction and Course Description

SYLLABUS FOR <i>Educational Leadership (EAD 262)</i> <i>Semester: Fall 2016</i>	
Spring 2015	California State University, Fresno
Course Information	Instructor Name
Units 3	Office Number
Time	E-Mail
Location	Telephone
Website	Office Hours

Course Catalogue Description

This course encompasses the development of knowledge and skills to educational organizational leadership and, specifically, to develop educational leaders who can create a culture that is conducive to learning for all students.

Course Description

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

Prerequisites

The prerequisite for this course is successful completion of semester one and two of the EAD program. This is one of two courses completed in semester three of the three-semester program. Program course progression: EAD 261, EAD 272, EAD 280T, EAD 263, EAD 274, EAD 262, EAD 269.

Required and Recommended Textbooks and Materials

Required Text:

No required additional textbook.

Supplemental Text:

Publication Manual of the American Psychological Association. (6th Ed).

Ainsworth, Larry & Viegut, Donald. *Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment* (2009). Corwin Press

Conzemius, Anne & O'Neill, Jan. (2014). *The Handbook for SMART School Teams* (2nd ed).

Solution Tree

Downey, C., Steffy, B., Poston, W., & English, F. (2009). *Fifty Ways to Close the Achievement Gap* (3rd ed.). Corwin Press.

Fullan, Michael. (2014). *The Principal: Three Keys to Maximizing Impact*. Jossey-Bass

Hattie, John. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge

McNulty, Brian A & Besser, Laura. *Leaders Make It Happen! An Administrator's Guide to Data Teams* (2011). Leadership in Learning Center.

Marzano, Robert (2006). *What Works in Schools: Translating Research into Action*. ASCD

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

Primary Learning Objectives

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

1. Development and Implementation of a Shared Vision

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

CAPE 1B: Developing a Shared Vision and Community Commitment

CAPE 1C: Implementing a Vision

3. Management and Learning Environment

CAPE 3A: Operations and Resource Management

CAPE 3B: Managing Organizational Systems and Human Resources

CAPE 3C: Managing the School Budget

4. Family and Community Engagement

CAPE 4A: Parent and Family Engagement

CAPE 4B: Community Involvement

5. Ethics and Integrity

CAPE 5B: Ethical Decision-Making

CAPE 5C: Ethical Action

6. External Context and Policy

CAPE 6A: Understanding and Communication Policy

CAPE 6B: Representing and Promoting the School

Specific learning outcomes for the course are derived from the CAPEs :

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

Program Course Matrix *(I= Introduce; P= Practice; A= Assessment)*

California Administrator Performance Expectations (CAPEs)	EAD 261	EAD 272	EAD 280T	EAD 263	EAD 274	EAD 262	EAD 269
CAPE 1A: Developing Student-Centered Vision	I, P, A	P, A	P, A		P, A	P, A	P, A
CAPE 1B: Developing a Shared Vision and Community Commitment	I, P					P, A	P, A
CAPE 1C: Implementing a Vision	I, P	P, A	P, A	P, A	P, A	P, A	P, A
Cape 2A: Personal and Professional Learning	I, P	P, A	P, A	P, A			
CAPE 2B: Promoting Curriculum, Instruction, Assessment	I, P	P, A	P, A	P, A			
CAPE 2C: Supporting Teachers to Improve Instruction	I, P	P, A	P, A	P, A			
CAPE 2D: Feedback on Instruction	I, P	P, A	P, A	P, A			
CAPE 3A: Operations and Resource Management	I, P	P, A	P, A		P, A	P, A	P, A
CAPE 3B: Managing Organ. Systems and Human Resources	I, P		P, A	P, A		P, A	
CAPE 3C: Managing the School Budget	I, P					P, A	P, A
CAPE 4A: Parent and Family Engagement	I, P					P	P, A
CAPE 4B: Community Involvement	I, P					P	P, A
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 Communication Policy	I, P				P, A	P, A	P, A
CAPE 6B: Representing and Promoting the School	I, P	P, A	P, A		P, A	P, A	P, A

Assignment and Examination Schedule

Each major assignment/learning project will receive a grade. Grading will be as follows:

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

Grading criteria and scoring rubrics are available for all major tasks (assignments). It is recommended that Candidates review grading criteria and rubrics prior to completing and submitting assignments.

- The candidate must earn 80% on every signature, exam and major assignment/learning project to earn a grade of “B” (Graduate quality; meets expectations) in the course.
- *The candidate will be required to correct/re-do and resubmit any assignments or exam receiving less than 80 % of total points possible.*
- Should a candidate choose not to redo and resubmit a major assignment/learning project and or an exam to earn 80%, the candidate will earn a final grade of “C” or below. An average score below 70% will earn a grade of “F” (Does not meet program requirements).

Program Policy: *Educational Leadership and Administration Courses: P-12 and HEAL 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).

EAD 262 Major Assignments (Tasks)

	Points Possible	Competency		
		Met 90%	Met 80%	Not Met Below 80%
Competency Task 1: School-Wide Response Plan	60	54	48	Below 48
Competency Task 2: Facilitating Team Building	30	27	24	Below 24
Competency Task 3: High-Leverage Leadership Actions	15	13	12	Below 12
Exam	15	13	12	Below 12
Participation *	20	18	16	Below 16
E-Portfolio	Pass/Fail	Pass	Pass	Fail
Total Points Possible	150	135	120	Below 120

* *Participation includes attendance, discussion, presentations, collaboration and activities*

For free tutoring on campus, contact the [Learning Center](http://www.fresnostate.edu/studentaffairs/lrc/) (<http://www.fresnostate.edu/studentaffairs/lrc/>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 278-3052. Our campus has developed [SupportNet](http://www.fresnostate.edu/studentaffairs/supportnet/) (<http://www.fresnostate.edu/studentaffairs/supportnet/>) to connect students with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if you need the services provided by SupportNet to succeed in this course."

Subject to Change Statement

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.

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

Course Policies & Safety Issues

Course Requirements:

Blackboard and E-Mail.

It is expected that students have access to University e-mail and Blackboard. It is a course requirement that candidates check their designated email at least once a week, preferably several days before the class and frequently during the entire semester. Students will be required to utilize electronic tools routinely to access, upload, download, view media and share documents and materials. *All assignments must be uploaded on Blackboard to receive credit.* Course communication will be conducted through Blackboard. **It is, therefore, a course requirement that candidates access the course on Blackboard at least twice a week** throughout the course. A Blackboard tutorial is available. Contact TILT (Blackboard) or the e-mail help desk, immediately, to resolve access problems.

Seminar Expectations

Attendance required. Much of the work and activities of the 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 possibly cause an absence should be **discussed in advance** with the instructor. Make-up for any absence should be contracted with the instruction.

Program Policies

E-Mail and Blackboard

Students are expected to use a Fresno State e-mail account and Blackboard. Students should check their Fresno State email a couple times a week, preferably several days before the class and frequently during the entire semester. Most course communications will be conducted through Blackboard; therefore, students should access the course of focus on Blackboard at least twice a week throughout the 18-month program. Students will be required to utilize electronic tools routinely to access, upload, download, view media, and share documents and materials. All competency tasks must be uploaded on Blackboard to receive credit. Students are expected to read Blackboard 9.1 accessed at <http://www.fresnostate.edu/academics/blackboard/students>. For help with any one Blackboard task, students should access On Demand Video Tutorials at <http://www.fresnostate.edu/academics/blackboard/students/student-tutorials.html>. To resolve access problems, contact the Technology Services Help Center at <https://help.fresnostate.edu/content/email.php>. For Blackboard support, refer to the Blackboard webpage at <http://www.fresnostate.edu/academics/blackboard/students/>.

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. Make-up for any absence should be contracted with the instructor. A final course grade of “B” is the highest grade attainable if absences exceed 6 hours.

Grading

Candidates must earn a grade of “A” (Competent and of Quality) or “B” (Competent) on each Competency Task in a program course, therefore, candidates must redo and resubmit any task not assessed as Competent/Quality. If a candidate wishes to redo and resubmit a task to move from a grade of “B” (*Competent*) to a grade of “A” (*Competent and of Quality*), a candidate may do so if the instructor of the course deems that there is a reasonable amount of time for resubmission and grading prior to the date for final grade reports.

Should a candidate choose not to redo and resubmit a competency task assessed as “Below Competent/Quality,” the candidate will earn a final course grade of “C” (Below expectations). However, if the average score for all course competency tasks equates to a grade below 70%, the candidate will earn a final course grade of “F” (Does not meet program expectations).

Earning a "C" grade in a master's or program 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).

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).

Honor Code:

Members of the CSU Fresno 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.

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. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the [University Bookstore](http://www.kennelbookstore.com) (<http://www.kennelbookstore.com>). 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 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.

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://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

Technology Innovations for Learning & Teaching (TILT) 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.

Tentative Course Schedule

Course Assignment and Activity Schedule

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

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

Advanced preparation may include, for example, outside readings, completion of field experiences, research, on-line resource collection/review and completion of written assignments.

Course Assignment and Activity Schedule

Date	Content Focus	Assignment Due	Advanced Preparation
Session 1			
Session 2			
Session 3			
Session 4			
Session 5			

Session 6			
Session 7			

Course Major Assignments

EAD 262 Course Assessments:

EAD 262 includes three (3) major assignments: Competency Task 1: School-Wide Response Plan; Competency Task 2: Facilitating Team-Building and Decision-Making; Competency Task 3: Leadership Actions

EAD 262: Educational Leadership
Competency Task 1: School-Wide Response Plan
(CAPEs 5B; 5C; 6A; 6B)

Task Overview

Candidate will review a actual school profile, identify a math or literacy need, and develop an improvement action growth plan to raise EL or SED student achievement. Apply planning best practices and processes, including, but not limited to, the 7 Criteria for Systems Excellence, to focus efforts, identify gaps, determine cause/result, brainstorm ideas, build consensus, set goals and make planning decisions. Consider and include components of effective improvement growth plans: background information, a vision statement, theory of action, goals and detailed actions/strategies (action steps, resources, measures, timelines and owners). Employ a PDSA cycle to ensure progress toward goal completion.

Candidate will participate in a Summit to present improvement action growth plan and receive feedback. Presentation will include important components of the plan, processes used to develop the plan, relevant research and state/federal and/or local policies that influenced planning and could, ultimately, impact executing, assessing and monitoring of the action plan. Candidate will analyze peer feedback data and complete a self-assessment. Collaborate will complete a written summary of findings, including an evaluation of the plan and planning process and any changes or additions to the growth plan as a result of the process. Candidate will write a communication plan to inform and involve parents in school improvement efforts. Communication plan will include a description of parent demographics and include a written summary of the district's LCAP goals related to Parent Involvement. Describe and justify selection of communication methods that would be employed to inform parents and gather feedback about the improvement growth plan. Explain how planned communication actions align with and support the school's mission, vision and improvement goals.

Outcomes and Instructions

Outcomes:

Candidates will:

- Understand the role of Principal, as leader of a complex education system (CE VL-1; CE CL-6)
- Apply protocols, such as Root Cause Analysis and 5 Whys, to determine cause and effect relationships and possible course(s) of actions (CE SIL 4; CE PLGL 2; CE SIL-5; CE CL-5*)
- Identify and articulate important federal, state and local laws, regulations and guidelines related to public schools and the educational process and equity in education.(CE VL-8*; CE OSL-1)
- Recognize and apply effective public speaking, presentation, skills, diplomacy skills, writing skills and advocacy skills to diverse audiences and contexts that promote school vision, accomplishments and needs. (CE CL-9*; CE CL- 4; CE CL- 6).
- Understand how to apply systems thinking to set priorities and manage organizational complexity (CE SIL-2; CE SII-4; CE OSL-10*; CE OCL-11; CE CL-4*)
- Understand factors and apply skills and processes to build trust among and between stakeholders, including use of distributive leadership, team building protocols, consensus building, problem solving and strategies that promote shared responsibility in decision making (CE CL-4*: CE CL-6*)
- Apply expository, persuasive and narrative writing skills necessary to advocate for the school, its accomplishments and its needs (CE CL-2; CE CL- 4; CE CL- 6).
- Make and communicate decisions based upon relevant data and research about effective leadership and management practices and equity in education (CE VL-13; CE VL-9*; CE IL-29; CE CL- 4*).
- Learn and apply 7 criteria for effective planning to address an identified need. (CE SIL-1)
- Utilize a PDSA cycle of continuous improvement to assess and diagnose needs, define student, staff, and community goals for continuous improvement, problem solve, and collaboratively design a school growth plan consistent with the school's vision and goals (CE SIL-2*; CE SIL-4*; CE SIL-6; CE SIL5*: CE SIL-8; CE SIL-9*; CE SI 4; □CE PLGL 2*; CE CL-1; CE CL-4*; CE CL- 5; CE OCL-10*).
- Utilize effective collaborative planning practices, to identify need, determine a course of action, and develop a strategic improvement action plan (CE SIL-1; CE SIL-2; CE SIL-4*; CE CL-1; CE CL- 5; CE OCL-10).
- Understand how to apply systems thinking to set priorities and manage organizational complexity (OSL-11*; CE CL- 5; CE OCL-10).

Competency Task 1 consists of three (3) Sections (1a, 1b, 1c)

<i>Section</i>	<i>Outcome</i>	<i>Grouping</i>
Competency Task 1a	Written Improvement Action Plan	Individual Field Work
Competency Task 1b	Summit Presentation and Feedback	Small Group preparation
Competence Task 1c	Communication Plan	Independent, Individual

**EAD 262: Educational Leadership
Competency Task 1a: School-Wide Response Plan
Written Improvement Growth Plan**

Written Plan Instructions

Pre-Planning:

2. Review a school profile, including math or literacy data related to students of poverty (SED) and second language learners (EL)
3. Use a cause and effect protocol(s) to analyze possible antecedents (causes) of identified gaps
4. Research challenges and best practices that support students of poverty and EL learners, including, for example, instructional strategies, stakeholder involvement, interventions, professional learning, behavior supports, student engagement, and other etc.)
5. Discuss best practices in place at Cohort schools related to school and student success.
6. Use a decision-making protocol to select a high-leverage improvement action that will support students of poverty and/or second language learners. (*High-leverage actions are timely, aligned with school vision/initiatives, research-based, data-driven, urgent/critical, etc*)
7. Determine the intended outcome. *What do you want to achieve?(Review cause –effect findings)*
8. Research, discuss and determine 4-5 high-leverage actions/strategies to support intended outcome(s).
9. Identify district, state and national policies, including LCAP that influence and impact planning decisions, implementation, assessing and reporting of plan and plan actions.

Planning:

1. Complete the *7 Criteria for Effective Planning* template. Research and review best practices, as needed, to assist with completion of the template.
2. Meet with small group to verbally walk through the plan outline (beginning with the aim) to ensure all important information has been entered, all team members have a common understanding about planning elements and clear connections are made between elements. Assess information with a critical eye. Did you consider collaboration/stakeholder involvement, shared decision-making, professional development, communication, monitoring systems, data collection and PDSA (a cycle of continuous improvement) to help ensure change stays made?

Written Document:

1. Using school profile data, information gained from research and the *7 Critical for Effective Planning*, complete page 1 of the action plan (purpose of the action, background, current reality, vision, theory of action.)
2. Determine goal(s) based on vision and theory of action.

3. Using information gained from research and the *7 Criteria for Effective Planning*, complete remainder sections of the action plan (action/strategies (4 +), targets, measures, and tasks (timeline, owner, resources- people, time, technology, materials, equipment) for each action/strategy
4. Include protocols you will use to complete tasks.
5. Apply a PDSA cycle to monitor progress toward goal completion.

Written Improvement Action Plan Components:

Purpose:

What is the opportunity you have identified? What is the purpose for the change?

Background/Current Reality

What data helps defend the need for change? What is the change or improvement you are attempting to implement? What research data supports the effectiveness of the planned change or improvement?

Vision and Theory of Action

State your vision. Based on research, best practices, and your group's best thinking, where do you want to be in five years? (Use "we" statements.)

Write a Theory of Action statement. A theory of Action statement describes a purposeful approach that guides our daily actions toward our goals and is often stated as a single If ____, then ____ statement

Goal

A goal is a purpose toward which your strategies and tasks are directed. What is your intention? Goals are broad actions that begin with action verbs. Goals should be Measureable, Achievable, Relevant and Timely)

Measurement: *Measurement is evidence that action is taken toward intended results or outcome. What evidence will you collect to measure successful attainment of your goal(s)? Each action/strategy should have at least one measure*

Action/ Strategy

A strategy is an action intended to accomplish a specific goal. How will you execute your plan to ensure success? Multiple strategies are planned to accomplish each goal. Action strategies begin with action verbs.

Task

A task is a small piece of clearly defined work required to complete an action/strategy and is assigned or performed to reach the overarching goal(s). Multiple tasks are required to complete each strategy. What are the tasks, timelines, resources and owners? Tasks begin with action verbs.

EAD 262: Educational Leadership
Competency Task 1a: School-Wide Response
Written Improvement Growth Plan
(Template)

[Title]

Background

Purpose: *(2-3 sentences)*

Background: *(1-2 paragraphs)* (Include *research findings to support actions*. This answer the why of the change.)

Current reality: *(1-2 paragraphs)*. This shows the need for change. Include data.

Vision/Theory of Action: What do you hope to achieve? If we do _____, then _____ will happen.

Goal (s): *(List below)* Goals begin with action verbs (ie, Increase student fluency rates . . . Decrease)

Goal 1:

Goal 2:

Etc.

Measures *(at least one measure per action strategy) (ie, written observation feedback, student work samples, parent survey results, etc)*

A.

B.

C.

D.

Etc.

**EAD 262: Educational Leadership
Competency Task 1a: School-Wide Response Plan
Written Improvement Action Plan**

Template

Note: Add Goals, Action Strategies, Measures, and Targets as needed

Goal 1:

Action Strategy 1:

Measure:

Task	Resources	Owner	Timeline

Action Strategy 2:

Measure:

Task	Resources	Owner	Timeline

Action Strategy 3:

Measure:

Task	Resources	Owner	Timeline

Goal 2:

Action Strategy 1:

Measure:

Task	Resources	Owner	Timeline

Action Strategy 2:

Measure:

Task	Resources	Owner	Timeline

Action Strategy 3:

Measure:

Task	Resources	Owner	Timeline

**EAD 262: Educational Leadership
Competency Task 1a: School-Wide Response Plan
Written Improvement Action Growth Plan**

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent
Criteria	Descriptors	Competency Level 1-3
Content: Overall	Plan demonstrates ability to use data to identify a need, make data-driven decisions and plan change. Selected focus for action is clearly defined, obtainable, significant and timely.	
Content: Background Data-Driven Decision Making	A strong case is made for the selection of the strategic action. Data and other important, related information is used to assess and diagnose school needs, and may include district/ school non-negotiables (beliefs), policies, researched historical education trends, successful improvement/ reform actions, etc.	
Content: Aim, Vision, Theory of Action	Purpose of the action plan clearly targets the needs of the SED and/or EL learner population. Vision describes a future that encourages broad-based participation. Theory of action is research-based and presented as a succinct <i>If-Then</i> statement that defines the approach to be taken.	
Content: Goals and Measures	Goals are clearly linked to the aim and vision. Measures tightly align with actions/strategies. Plan includes purposeful, frequent, collection of data and other information to determine progress, inform the system and make decisions.	
Content: Action Strategies and Tasks	Action strategies are clearly defined, align with goals and describe the how of the plan. Strategies progress, logically, toward goal attainment, specific to the strategic plan, defined and achievable. Tasks include clear, discrete actions. Timelines, owner(s) and resources (people, time, money, expertise, technology, materials, facilities, technology), are strategic, realistic and appropriate.	
Content: Empowerment, Capacity Bdlg, Communication	Plan includes opportunities for meaningful collaboration with stakeholders and teacher active involvement in problem solving and decision-making. Attention is given to professional development and stakeholder training to build capacity.	
Content: Systems Planning	PSDA cycle of continuous improvement is applied strategically. Evidence supports use of the 7-Criteria, and other best practice planning, problem solving and decision-making protocols.	

Structure, Grammar and Organization	Written response applies appropriate grammar, punctuation and APA guidelines, including citations, References, Appendix and data tables/charts.	
-------------------------------------	---	--

**EAD 262: Educational Leadership
Competency Task 1b: School-Wide Response Plan
Summit Presentation and Feedback**

Presentation Instructions

Note: *Each Candidate will present the developed growth plan during class to a small group audience.*

1. Create a 15-minute powerpoint presentation (consider visuals, adult audience and time).
Presentation should include:
 - Presentation outcomes
 - School profile and background information, including data
 - Selected improvement/growth action
 - Rationale for selected action. Show alignment of plan to research, best practices and important policies
 - Aim and theory of action
 - Goals, measures and action strategies.
 - Provide greater detail for 1-2 critical actions/strategies.
 - Include examples of applied planning protocols used for problem solving, decision making and consensus building, including rationale for selection
 - Summary- brief overview of plan to show how the plan employs a PDSA cycle for continuous improvement
2. Present the improvement plan to a small group. Respond to questions. Collect peer feedback.
3. Gather feedback and complete a self-assessment. Compose a written summary of findings. Include analysis of data and identified changes and/or additions to the written plan, as needed.
4. Upload copy of written plan and summary of findings to Blackboard
5. Upload copy of powerpoint presentation to e-Portfolio.

**EAD 262: Educational Leadership
Competency Task 1b: Strategic Improvement Actions
Improvement Action Plan Presentation**

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent
--------------------------	------------------------------	---------------------

Criteria	Descriptors	Competency Level 1-3
Content: Background	A convincing argument is made supporting identified need and selection of opportunity for action. It is evident that research, data, and known best practices were used to develop the course of action. References are made to research, policies, readings and other resources.	
Content: Action Plan Components	The what, why and how of the plan are clearly articulated, tied to PDSA cycle of improvement and include: <ul style="list-style-type: none"> • School profile and background information • Selected target for improvement or growth opportunity • Rationale for selected strategic action • Completed 7 Criteria for Effective Planning • Processes and protocols used to arrive at selected action • Research and important policies supporting decisions • Aim, Vision and Theory of Action alignment • Goals, measures and strategies alignment • Examples of and rationale for embedded protocols • Examples of resource allocations, stakeholder involvement, communication strategies, monitoring systems, training 	
Content: Assessment, Findings	Written summary of findings demonstrate use of peer feedback and self-assessment to evaluate planning processes and written plan.	
Presentation Format and Design	Presentation clearly demonstrates thoughtful preparation. Information is succinct, strategic, and highlights major components of the plan. Information is presented in a logical, sequential order. Visuals explain, highlight and reinforce critical components of the strategic plan. Powerpoint slides are appealing and created with the audience in mind.	
*Presentation Skills	Presentation appeals to the audience. Spoken word, voice inflection, gestures and word choice are used intentionally and strategically to sustain interest and help the audience understand and make connections.	

EAD 262: Educational Leadership
Competency Task 1c:
Action Planning Analysis and Reflection

Action Planning Analysis and Reflection Instructions

Complete an individual written response:

1. Collaborative Improvement Plan Process:

- Complete an individual self-assessment on the collaborative experience. Include in Appendix.
- Use the information collected through assessments, notes, video, and conversations to reflect on process, content and learning.
- Analyze and evaluate the collaborative experience and action planning process. Use multi-media as evidence to support conclusions. What worked? What changes or improvements would you make? Why?

2. Written Improvement Action Plan

- Explain how the plan was developed and tools/ protocols used to arrive at decisions.
- Discuss and provide evidence to show how the plan links to (a) research and known best practices, (b) historical trends and current realities and, (c) student success and equity in education. (*Cited research often*).
- Provide examples of planned strategies designed to encourage stakeholder involvement in problem solving and decision-making.
- Briefly discuss two (2) potential challenges associated with allocation and prioritization of planned resources (time, people, money, facilities, expertise, materials, technology).
- Compare and contrast the developed plan to current actions at your school site.
- Describe and include at least two (2) relevant national, state and district policies that help inform and make decisions related to the improvement plan.(Include in Appendix)

3. Leadership Skills and Knowledge:

- Review CAPEs. Discuss current leadership knowledge and skills you possess related to improvement planning and equity in education. Identify and discuss areas for growth. Use multi-media and other evidence to support conclusions.
- Outline actions you intend to take to strengthen and develop skills and knowledge exhibited by highly effective educational leaders as they relate to problem solving, decision making, stakeholder involvement, communication and data-driven/policy-driven decision-making.

- Upload in your e-Portfolio your segment of presentation, written improvement plan and 2 or more related policies discussed in written reflection.

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

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent
--------------------------	------------------------------	---------------------

Criteria	Descriptors	Competency Level 1-3
Content: Collaboration and Action Planning Process	Written communication plan based on district and state policies, including LCAP. Parent demographics describe and provide context for communication decisions.	
Content: Written Plan	Communications methods vary to inform and gather feedback about the improvement growth plan. Detailed explanation is given to justify purpose of communications and selection of communication methods. Clear links are drawn between communication methods, research and known best practices.	
Content: Leadership Skills and Knowledge	Content and messaging of communication demonstrate knowledge and skills to methods	
Structure, Grammar and Organization	Writing applies appropriate grammar, punctuation and APA guidelines. Appendix and e-Portfolio include important artifacts and resources.	

EAD 262: Educational Leadership
Competency Task 2 (Field Experience): Facilitating Team-Building and Decision Making
(CAPEs 1A; 1B; 1C; 3A; 3B; 3C; 4A; 4B)

Outcomes and Instructions

Outcomes

Candidate will:

- Recognize and apply effective public speaking, presentation, skills, diplomacy skills, writing skills and advocacy skills to diverse audiences and contexts that promote school vision, accomplishments and needs. (CE CL-9*; CE CL- 4; CE CL- 6; CE VL-16*).
- Understand how to apply systems thinking to set priorities and manage organizational complexity (CE SIL-2; CE SIL-4; CE OCL-10; CE OSL-11*; CE CL-4)
- Know and apply effective meeting management and facilitation skills to encourage stakeholder involvement in problem solving and decision making (CE SIL-2; CE PLGL-2*; CE VL-16; CE SIL-5; CE CL-6*)
- Understand how to apply systems thinking to set priorities and manage organizational complexity (OSL-11*; CE VL-11; CE CL- 5; CE OCL-10; CE IL-29*).
- Know and apply skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility (CE CL- 4; CE CL-5*; CE CL- 6*; CE SIL-2*).
- Understand, learn and apply strategies to develop shared commitment by all stakeholders (CE CL-1; CE CL-4)
- Practice expository, persuasive, and narrative writing skills necessary to advocate for the school, its accomplishments and its needs (CE CL-10*)

Task Overview

Candidate will identify a high-leverage opportunity to increase or strengthen stakeholder involvement on a school campus. Candidate will plan and facilitate application of two (2) tools, or protocols, to build effective teams, encourage collaborative problem-solving and/or decision-making of identified parent, family or community stakeholder group(s). Candidate will apply meeting management best practices, gather feedback from participants and use the information to help assess effectiveness of facilitation and processes and the impact of actions on meeting success. Candidate will share experience with Cohort peers, discussion of applied processes and protocols

and rationale for selection of applied tools and processes. Candidate will complete a written evaluation of the experience and Candidate's level of competency based on outcome results, feedback, and self-assessment. Candidate will discuss behavior strengths, areas of growth and leadership/facilitator action steps to support effective team building and involvement of stakeholders in problem-solving and decision-making. Candidate will include meeting agenda and multi-media artifacts as evidence to demonstrate authentic application of processes and protocols, actual outcomes and self-assessment of findings.

Instructions:

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

Competency Task 2: Written Response Components:

Background. Explain the purpose of the field experience. Discuss the importance of problem solving and shared decision making in building cohesion, motivating for change and achieving results. Reference and cite research.

Facilitation Experience. Describe the selected stakeholder group (faculty, staff, students, parents or community) and explain why the group was chosen. Describe the meeting participants and meeting setting (date, time, physical environment). Explain planning decisions and briefly discuss data, research articles and/or other documents used to build context and background knowledge about the focus of the meeting. Describe the protocols and processes used to problem solve, build consensus and/or make decisions.

Analysis of Process. Use participation feedback, self-assessment and artifacts as data to reflect and self-assess your level of competency in facilitation, problem solving and consensus building. Discuss strengths and areas for improvement associated with each applied protocol,

individually. Include behavior examples, quotes, multi-media, etc. as evidence to support findings.

Continuous Improvement Action Steps. Based on findings, describe 2-3 action steps you plan to take to build greater capacity in facilitation, application of protocols, processes and/or use of documents to problem solve/build consensus and/or make decisions with a select stakeholder group. Relate findings to research, class discussions, readings, etc.

Evidence (Appendix). Submit agenda and multi-media artifacts as evidence to demonstrate authentic application of processes and protocols and to support self-assessment findings.

EAD 262: Educational Leadership
Competency Task 2 (Field Experience): Facilitating Team-Building and Decision Making
(CAPEs 1A; 1B; 1C; 3A; 3B; 3C; 4A; 4B)

Grading Rubric

	1 – Not Competent	2- Somewhat Competent	3- Competent
Criteria	Descriptors		Competency Level 1-3
Content Background and Purpose	Purpose of the experience clear and includes a discussion of the importance problem solving and shared decision making play in building cohesion, motivating for change and achieving results. Frequent references made to research and identified best practices.		
Content: Facilitation Preparation (Field Experience)	Description of and rational for selection of the stakeholder group is clearly established. Explanation is given for planning decisions and materials used to build background and create context. Best practices and research are cited to support decisions. Detailed explanation given for selection of two (2) or more protocols and processes to problem solve, build consensus and/or make decisions.		
Content: Facilitation Analysis of Process (Field Experience)	Rich reflection and detailed analysis of completed facilitation experience includes discussion of outcomes and effectiveness of each applied protocol, individually. Opportunities for growth reflect deep understanding of the role careful planning and strategic selection and use of protocols play in facilitation effectiveness and success of collaborative problem solving, consensus building and decision-making. A rich variety of thoughtfully-selected evidence is analyzed, including, for example, participant feedback, self-assessment, multi-media artifacts, behavior examples and quotes.		
Content: Leadership Knowledge and Skills	Reflection includes discussion on overall level of competency in facilitation, leadership and management best practices. Next step actions (2-3) are relevant, realistic, and measureable and designed to build leadership capacity in meeting management.		

Structure, Grammar and Organization	Writing applies appropriate grammar, punctuation and APA guidelines. Appendix and e-Portfolio include important artifacts and resources.	
-------------------------------------	--	--

EAD 262: Educational Leadership
Competency 3: Leadership Actions (Discussion Forum)
(CAPEs 1A; 1B; 1C; 3A; 5B; 5C; 6A; 6B)

Task Overview

Candidate will engage in weekly collaborative discussion forums and examine elements of high-leverage leadership actions. Candidate will complete weekly on-line written responses to selected topics and add value to peer responses using examples from the field, references to known leadership best practices, relevant research and current leadership challenges to share ideas, challenge assumptions and deepen and enrich dialogue.

Outcomes

Candidate will:

1. Understand the role of Principal, as leader of a complex education system (VL-1; IL-29;
2. Identify potential barriers to accomplishing a vision and articulate effective ways to work with others to address and overcome barriers (VL-9; VL-10; CL-7; IL-32;)
3. Identify and articulate important federal, state and local laws, regulations and guidelines related to public schools and the educational process and equity in education. (VL-7; VL-8;
4. Understand how to apply systems thinking to determine needs, set priorities and manage organizational complexity (VI-10; OSL-10; OSL-11; CIL-1; SIL-5)
5. Apply expository, persuasive and narrative writing skills necessary to advocate for the school, its accomplishments and its needs.(CL-10)
6. Interpret and apply leadership perspectives, actions, beliefs to school-based challenges associated with 21st C leading and learning (IL-1; VL-10; OSL-10)
7. Understand, learn and apply strategies to develop shared commitment by stakeholders (CL-6; IL-15; CL-4; CL-6)

Instructions:

1. Collaborate weekly in on-line written discussion forums to examine elements of high-leverage leadership actions. Original postings should be a minimum of 250-350 words in length. Include examples from the field, make references to known leadership best

practices, discuss research and describe relevant current leadership challenges to share ideas, question assumptions and deepen and enrich dialogue.

2. Respond to two (2) peer original discussions each week. Responses should be a minimum of 100-150 words in length and add value to original entries. Reference research and known best practices to support ideas, offer recommendations and state opinions.

EAD 262: Educational Leadership
Competency 3: Leadership Actions (Discussion Forum)
(CAPEs 1A; 1B; 1C; 3A; 5B; 5C; 6A; 6B)

Grading Rubric

1 – Not Competent 2- Somewhat Competent 3- Competent

Criteria	Descriptors	Competency Level (1-3)
Content: Reasoning	Arguments or positions are reasonable and supported with evidence from the readings and/or research. Extends the learning, recognizing implications and significance of the presented information. Provides analysis of complex ideas that help deepen the inquiry and encourages further conversation.	
Content: Reading	Written responses demonstrate critical reading and in-depth understanding of the material as evidenced by contributions; familiarity with main ideas, supporting evidence and secondary points.	
Content: Contributions and Feedback	Responses are targeted and focused as evidenced by regularly building on, clarifying, or responding to peer comments. References to experiences and related resources/research are pertinent and noteworthy.	
Structure, Grammar and Organization	Written response applies appropriate grammar, punctuation and APA guidelines, including citations.	

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

e-Portfolios. Candidates will maintain an e-Portfolio to showcase assignments and serve as a depository for research, best practice examples, protocols and processes. The research section will include a listing of annotated references. Protocols and processes will include examples and/or products.

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

Course Assessment

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