



**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>EAD 269: Site-Based Leadership</i> <i>Semester: Fall 2016</i>	
Fall 2016	California State University, Fresno
Course Information	Instructor Name .
Units 4	Office Number
Dates and Time:	E-Mail:
Location:	Telephone
Website: Blackboard	Office Hours:

Note: Instruction will be delivered face-to-face, on-line and through independent activities. Consult syllabus Assignment and Activity table for information.

Course Catalogue Description

This course is designed to equip candidates with the knowledge and skill to create systemic and systematic responses to address the diverse levels of student need and use evidence of student learning to create and deeply embed a culture of equity and continuous improvement

Course Description

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

Prerequisites

The prerequisite for this course is successful completion of two semesters of EAD courses. 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.

Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration and Life-long Learning*. Candidates will increasingly reflect these dispositions in their work with students, families and communities.

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

Required and Recommended Textbooks and Materials

Required Texts

No additional Text Required.

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

Supplemental Text:

- Ainsworth, Larry & Viegut, Donald. *Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment* (2006 or 2009). Corwin Press
- Buffman, A., Mattos, M. & Webber, C. (2009). *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*. Solution Tree Press.

- Chappuis, Steve & Stiggins, Rick. (2010). *Assessment Balance and Quality: An Action Guide for School Leaders* (3rd ed.). Pearson
- 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
- Hannigan, J. & Hauser, L. (2015) *The PBIS Tier One Handbook: A Practical Approach to Implementing the Champion Model*. Corwin
- Hattie, John. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*.
- McNulty, Brian A & Besser, Laura. *Leaders Make It Happen! An Administrator's Guide to Data Teams* (2011). Leadership in Learning Center.
- Skrla, L., McKenzie, K.B., & Scheurich, J. (2009). *Using Equity Audits to Create Equitable and Excellent Schools*. Corwin Press

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

2. Instructional leadership

CAPE 2A: Personal and Professional Learning

CAPE 2B: Promoting Effective Curriculum, Instruction and Assessment

CAPE 2C: Supporting Teachers to Improve Instruction

3. Management and Learning Environment

CAPE 3A: Operations and Resource Management

CAPE 3B: Managing Organizational Systems and Human Resources

CAPE 3C: Managing the School Budget

4. Family and Community Engagement

CAPE 4A: Parent and Family Engagement

CAPE 4B: Community Involvement

5. Ethics and Integrity

CAPE 5A: Reflective Practice

CAPE 5B: Ethical Decision-Making

CAPE 5C: Ethical Action

6. External Context and Policy

CAPE 6A: Understanding and Communication Policy

CAPE 6B: Representing and Promoting the School

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			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	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

Assignments and Examination Schedule

Grading

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). Candidates should 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).

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 instructor.

Participation: Seminars are designed to increase Candidate capacity, deepen knowledge and practice leadership skills in preparation for site-based leadership positions. To prepare, Candidates are expected to take an active role in their own learning through self-directed and collaborative activities and tasks designed to generate ideas, share experiences, problem solve situations, evaluate actions and plan for change. Active participation will require advance preparation, completion of tasks and review of information prior to Seminar sessions.

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.

Study Expectations.

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a three-unit class, you should expect to study an average of 10 hours outside of class each week. Some students may need more outside study time and some less.

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 I believe you need the services provided by SupportNet to succeed in this course.

Grading

Each major assignment/learning project and exam will receive a grade.

Assignment grading will be as follows:

Major Assignments (Tasks)	Possible Points	Met	Not Met
Competency Task 1: Resume/Leader Philosophy	10	9	8
Competency Task 2: On-Demand Practicum	30	27	24
Competency Task 3: Interview- Student Discipline	10	9	8
Competency Task 4: Capstone	10	9	8
Competency Task 5: Employee Prog. Discipline	10	9	8
Competency Task 6: Board Meeting	10	9	8
Competency Task 7: Interview and Debrief	10	9	8
Participation *	10	9	8
Total Points Possible	100		Below 180

* *Participation includes attendance, discussions, presentations, collaborations and activities*

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/>.

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 that 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.

Course Assignment and Activity Schedule

This course section is presented as a 7-week Seminar. To participate fully in the seminar and to prepare appropriately 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.

Blackboard. It is expected that you have access to Blackboard and that you access Blackboard at
Note: This syllabus is subject to change. Any modification of required work for students will be announced in advance.

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 Examinations and Major Assignments

This course includes seven (7) Competency Tasks: Statement of Philosophy and Professional Resume (CT 1), On-Demand Practicum (CT 2), Leader Interview and Analysis of Student Discipline Policies (CT 3), a capstone paper, Current State and Desired Future (CT 4), Employee Progressive Discipline (CT 5) Governing Board Meeting Attendance and Response (CT 6) and Simulation Interview and Debrief (CT 7)

EAD 269: Site-Based Leadership

Competency Task 1 (CT 1): Statement of Philosophy and Professional Resume.

(CAPEs 4A; 4B; 5A; 5C)

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

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

1b. Statement of Philosophy. Candidate will synthesize knowledge gained in the EAD program to construct a philosophy of leadership. The statement should include a statement about the Candidate's assumptions and beliefs about leadership, indicate how the Candidate intends to practice the leadership beliefs espoused, integrate theories, concepts, relevant readings and artfully apply examples and/or metaphors to frame and communicate the philosophy.

EAD 269: Site-Based Leadership

Competency Task 2 (CT 2): On-Demand Practicum

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

Candidate will complete a timed, written response to an assigned real-world simulated problem similar to those encountered by a site leader on a school campus. The written response will briefly describe the problem, discuss important aspects of the problem, including points to be considered in an attempt to solve the problem. Recommendations for resolution should include references to policies and/or best practices that support the resolution.

EAD 269: Site-Based Leadership

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

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

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

learnings, insights, questions generated from the experience and next steps to develop leadership capacity.

EAD 269: Site-Based Leadership
Competency Task 4 (CT 4): Capstone Paper- Current State and Desired Future.
(CAPEs 1A; 1B; 1C; 2B; 3A; 3B; 3C; 4A; 4B; 5B; 5C; 6A; 6B)

Candidate will meet with a site administrator to review the school Single Plan for Student Achievement, LCAP, current resource allocations, student academic performance targets and subgroup data used to make decisions, including subgroup access to quality programs and student academic achievement. Written response will include discussion on current resource allocations and future resource reallocations (money, time, technology, materials, facilities, people, capacity) to address gaps in student achievement goals and to align plans to meet district student performance targets. Relate findings and discussion to research, acquired knowledge and skills and EAD field experiences to explain the rationale for decisions involving shifts in resource allocations, and describe the anticipated results as a result of changes, including teacher capacity, student academic performance and student access to an equitable, quality education program. Include current district vision, goals and Board policies that support the desired future. Include a reflection on areas of professional growth identified as a result of this assignment and next steps to develop capacity in leadership related to prioritization of resources, cultural competency and stakeholder involvement in decision making, including parent/community involvement.

ASSIGNMENT GUIDELINES

Format: APA Format, 12-15 pages, , double-spaced, title page, references and appendix

Final Paper

I. Purpose of Visioning

II. Introduction (*Justification needed to motivate for presented change*)

- Describe real world changes that impact and effect education, including school demographics, work/work related skills, stakeholder involvement and availability of resources (people, time, technology, money, materials and people capacity)
- Present research that supports need for planned change presented in paper
- Include theory of action, vision and goals

II. Current Reality (*Describes where you are*)

- Describe school's student performance targets
- Disaggregate assessment and achievement data by subgroups and gender relative to the improvement/growth plan. Discuss strengths and weaknesses of significant subgroups.
- Describe allocation of resources related to the planned change (time, people, money, technology, materials, people capacity/professional development)
- Describe stakeholder involvement in decision-making, including student, teacher and and parent/community involvement
- Discuss how vision, plans and goals are currently communicated to stakeholders
- Explain intended and actual relationship between SSP/SPSA and the district LCAP goals

III. Desired Future- In 2020. . . (*Describes where you intend to go*)

- Describe opportunities the change presents
- Include student achievement goals and performance targets you would expect to see if the plan is successful.
- Describe what you would be able to observe in classrooms and in interactions with stakeholders
- Discuss decisions made to address student achievement goals and student performance targets. Use research and program learning to support ideas.
 - How have fiscal resources been reallocated?
 - How has the use of time been rethought?
 - How have stakeholder roles and responsibilities shifted, including administration, teacher, support staff and parents?
 - How are instructional materials accessed and utilized?
 - What technology is available and how is it used?
 - What has been done to build people capacity?
 - How are vision, plans and goals communicated to stakeholders (students, staff, parents and community) ?
 - Address any challenges and/or barriers the change might present and explain how you would work to overcome or lessen potential negative impact

IV. Analysis

- Provide rationale, including research and learnings, to explain the need for a shift from current reality to desired future.
 - Incorporate reflections from previous assignments and courses
 - Describe barriers and how they were addressed
 - Acknowledge successes

V. Professional Growth

- Reflect on **your** learning as it applies to leadership and this assignment
 - Identify areas for your professional growth related to effective prioritization and utilization of resources, equity in education and stakeholder involvement in decisions including parent/community involvement in problem solving and decision making
 - Explain **your** next steps to develop leadership capacity as it relates to resource allocation, equity and stakeholder involvement in decision making

VI. References Page (Required) Should include at least 6-8 references

VII. Appendix (Charts, tables, archival data, etc)

EAD 269: Site-Based Leadership
Competency Task 4 (CT4): Capstone-Current Reality and Desired Future
Grading Criteria

1 – Not Competent 2- Somewhat Competent 3- Competent

Criteria	Descriptors	Competency 1-3
Content: Purpose of Visioning	Purpose for the change builds context and demonstrates need	
Content: Background, vision and goals	Background and rationale for change based on research, and includes: <ul style="list-style-type: none"> • Explanation of the shift from current reality to desired future. • Description of real world expected changes that will affect education (school demographics, work/work-related skills, stakeholder involvement and availability of resources). Supported by research • Presents theory of action, vision and broad goals 	
Content: Current state	Current Reality. Detailed background information profiles and connects the stakeholders, school and community and includes: <ul style="list-style-type: none"> • Description of school’s current student performance targets • Disaggregate assessment and achievement data by subgroups and gender, including strengths/weaknesses of significant subgroups. • Allocation of resources (time, people, money, technology, materials, people capacity/professional development) • Stakeholder involvement in decision-making, including staff, student, parent and community members • Connections between SPSA and district LCAP goals and plan 	
Content: Plan for improvement	Desired Future. Description and explanation of research-based decisions related to 21st C. student learning, resource allocations and workforce-readiness, and includes: <ul style="list-style-type: none"> • Student achievement goals and performance targets. • Access, reallocation and prioritization of resources (money, people, materials, technology, time, capacity building/ professional development) • Shifts in roles and responsibilities of stakeholders • Professional development and stakeholder training required • Communication of plan to stakeholders • Acknowledges potential challenges and barriers associated with the change • Describes opportunities as a result of the change 	
Content: Candidate Reflection on learning	Candidate Professional Growth. Reflection on learning as it relates to planning for change and school improvement, and includes: <ul style="list-style-type: none"> • Areas of professional growth relate to prioritization and effective utilization of resources, equity in education and stakeholder involvement in decisions related to the allocation of resources, including parent/community involvement. • Next steps designed to develop leadership capacity as it relates to resource allocation, equity and stakeholder involvement in decision making 	
Structure, Grammar and Organization	Structure, Grammar and Organization <ul style="list-style-type: none"> • Writing applies appropriate grammar, punctuation and APA guidelines. References page includes research, readings and data sources. • Multiple forms of data and evidence are referenced/cited in paper and 	

Comments

EAD 269: Site-Based Leadership
Competency Task 5: Employee Progressive Discipline
(CAPEs 2A; 2B; 2C; 2D; 3B; 5A; 5C)

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

- What is the purpose of employee progressive discipline?
- Whom do you consult when considering progressive discipline?
- At what point in the process do you consult district leaders ?
- What district resources are available to assist in completion of written documentation and other steps in the process?
- What are the important elements and steps of the employee progressive discipline?
- What is the 45-day notice and why is it important to know?
- How does the district's progression discipline policy correlate to the FRISK model?

EAD 269: Site-Based Leadership
Competency Task 6: Governing Board Meeting Attendance and Response.
(CAPEs 1B; 3A; 4A; 4B; 5C; 6A; 6B)

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

EAD 269: Site-Based Leadership
Competency Task 7: Simulated Interview and Debrief
(CAPEs 1A; 1B; 2A; 2B; 2C; 2D; 5A; 5B; 6A; 6B)

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

