Appendix B

Syllabi

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

EDUC 605: EDUCATION IN A DIVERSE SOCIETY
MASTER OF ARTS IN EDUCATIONAL LEADERSHIP
Fall 2008

Professor & Office:	**Francisco D. García, Bell Tower East 2782**
Office Hours:	**Monday: 7:00 – 8:30 AM & by appt.**
	Thursday: 2:30 – 4:00 PM & by appt.
Telephone:	**Cell: (805) 415-1701, Office: (805) 437-3129**
Email:	**francisco.garcia@csuci.edu**
Meeting Times/Location:	**4:30 – 7:20 PM, Camarillo High School, Room A-11**
	4660 Mission Oaks Blvd.
	Camarillo, CA 93012
Meeting Dates:	**8/28, 9/4, 9/11, 9/18, 9/25, 10/2, 10/09, 10/16, 10/23, 10/30, 11/6, 11/13, 11/20, 12/4, 12/11.**

COURSE DESCRIPTION: This course focuses on effective leadership in working with diverse communities of teachers, students, and families and strategies for effectively involving families of diverse cultures in support of their child's educational achievement. Issues of culture, race, ethnicity, language, gender, sexual orientation, exceptionality, religion, and socioeconomic status are addressed in the context of promoting equity and excellence in learning opportunities and social interaction.

OBJECTIVES: **_Students completing EDUC 605 will be able to demonstrate_:**

- Understanding of the meaning (including causes and effects) of racism, sexism, and other forms of bias;

- Knowledge of individual and personal response to these forms of bias;

- analyze, implement and reflect on the relationships between theory and practice concerning leadership in the context of contemporary California school issues, including analysis of curriculum, instructional strategies and assessments, e.g., standards based accountability and state adopted academic content standards;

- Understanding of multiple models of multicultural education and their resulting implications for curriculum, instruction, educational policy and leadership;

- Understanding of the intersection of multilingual and multicultural education including sociolinguistics, and intercultural communication as well as their implications for practice; and connection to appropriate learning contexts;

- Systematic examination of stated and implied personal attitudes and expectations related to gender and the development of school policy and curriculum that creates and supports a gender-fair environment with in the school community;

- Knowledge, skills and dispositions required to transform educational systems and practices from mono-cultural to multicultural/multilingual education and the legal implications of serving students with special needs;

- Knowledge of the relationship between federal, state and local policy and practice with respect to the role that government policy has in ensuring democratic education for all students including linguistic diverse and special needs students;

- Understanding of the historical experience of the major racial, religious and ethnic groups in American schools and schooling in California;

- Development of leadership and understanding in curricular, instructional and teaching environments, with respect to insuring equity, diversity, and access to all children;

- Understanding of the historical experience of various ethnic groups in American schools and schooling;

- Incorporate information about family and community expectations into school decision making and activities;

- Recognize the goals and aspirations of diverse family and community groups;

- Discuss school-level strategies targeted toward more just and equitable education;

- Ability to report, interpret, analyze and synthesize complex information;

- Strategies for articulating and demonstrating strategies for implementing a shared vision for the entire school community that incorporates all students and incorporates equity and diversity;

- Knowledge of complex school issues, including addressing the needs of students with disabilities, providing appropriate services in different settings to English learners, and special needs students;

- University-level competence in information literacy, use of technology and oral and written communication.

1.   REQUIRED TEXTS:

Lindsey, Randall B., Roberts, Laraine M. and Franklin Campbell Jones. (2005) *The Culturally Proficient School: An Implementation Guide for School Leaders.* Thousand Oaks, CA, Corwin Press.

Singleton, Glenn.*Courageous conversations about race: A field guide for achieving equity in Schools.* (2006). Thousand Oaks, CA, Corwin Press.

Howard, Gary R., (second edition), <u>We Can't Teach What We Don't Know</u>. Teachers College Press

University Mission Statement
Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

(University Catalogue, 2007 – 2008))

ALIGNMENTOF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC). In particular, this course aligns with the Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential adopted by the California Commission on Teacher Credentialing (CCTC).

The following CCTC Educational Leadership Preparation Program Standards are covered in this course:
Standard 3: Development of Professional Perspectives: 3b, 3c
Standard 4: Equity, Diversity, and Access: 4a, 4c, 4d, 4e, 4f,
Standard 5: Role of Schooling in a Democratic Society: 5b, 5g
Standard 6: Opportunities to Learn Instructional Leadership: 6a1, 6a2, 6a3, 6a5; 6b2, 6b4;
6d1, 6d2, 6d3, 6d4, 6d5, 6d6; 6e2; 6f3, 6f4, 6f5
Standard 10: Vision of Learning: 10a, 10b, 10d, 10f
Standard 11: Student Learning and Professional Growth: 11a, 11c, 11d, 11e, 11f
Standard 13: Working with Diverse Families and Communities: 13a, 13b, 13c, 13d, 13e, 13f, 13g
Standard 14: Personal Ethics and Leadership Capacity: 14c, 14d, 14e, 14h, 14k,
Standard 15: Political, Social, Economic, Legal, and Cultural Understanding: 15c, 15

COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN
The Teacher Education Program faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from theStandards of Quality and Effectiveness for Educational Leadership Preparation Programs.

ATTENDANCE POLICY& PARTICIPATION

Due to the dynamic and interactive nature of courses in the Graduate Education Program, all students are expected to attend all classes
This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. *Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups*. The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, missing more than 1 class meeting will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be negotiated on a case-by-case basis. Students are expected to establish appropriate personal, academic and career-ladder priorities. These measures should not be considered punitive. Rather, they should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

Your class participation will be scored according to the following rubric.

HOLISTIC SCORING RUBRIC FOR ATTENDANCE PARTICIPATION: 2 POINTS PER WEEK

Score	Characteristics
2	Attends the class and online sessions and makes critical and reflective connections in the following areas: Reflects on the readings during small group and whole class discussions, either using quotes or paraphrases with citations from texts; Builds on background knowledge, tying readings into prior knowledge, experiences; Engages in the research process through discussions of the readings and inquiries into her/his own practice; and Describes pedagogical implications by making connections between research, theory, and instructional practices are considered.
1.5	Attends class and online sessions and makes critical and reflective connections among two to three of the above four areas, one of them from the text.
1	Attends class and online sessions and makes critical and reflective connections to the readings, either in writing or orally.
.5	Attends class or participates online, listens and participates in activities but does not make individual contribution of ideas and/or questions from the readings to discussions.
3.	**Completion of Course Assignments** (130 points–see detailed explanation below).

*Course Assignments: **All assignments are due on the due date specified on the syllabus. No late assignments will be accepted without** prior **approval of the instructor. All***

assignments must be typed and double spaced with the exception of student samples.
Please submit a hard copy of all assignments and upload a copy to BB Drop-Box.

Blackboard

You will regularly engage in Blackboard discussions and other types of activities. Please check your BB regularly to check for announcements. If you do not regularly check your dolphin email account, please go into BB and forward all of your email to the account that you regularly check.   Your comments need to connect to and react to class readings, discussions and other related/relevant issues. Your posting needs to be well thought out and critical in presentation. Blackboard discussions will occur at regular intervals and on two occasions, the class will meet on BB. Additionally, all papers will be submitted to the BB course page under the Digital Drop-box.

Submission Schedule: Because of the concentrated nature of this session, all assignments must be submitted on their due date. Work submitted one session after the due date will be reduced by one letter grade (the point equivalent). Work submitted beyond one session late will receive no credit, at the discretion of the instructor. Late work must be accompanied by an explanation for its lateness, and an indication of how you intend to rectify the problem in the future.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, directly addressing the issues, etc.), and 20% on mechanics (grammar, syntax, format, uniformity of citation, etc.). All citations will use the APA format (see handout for examples).

STUDENTS WITH SPECIAL NEEDS:

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, are requested to inform the professor and the campus Disability Accommodation Office in writing. Adaptation of methods, materials, testing, or practicum may be made as requested and required to provide for equitable participation in the course. For information about the University's Disability Accommodation Office, call (805) 437-8528.

- Attendance & Participation   30 points
- Field Trip – Museum of Tolerance   15 points
-     OR
- Alternative Assignment (to be determined)
- Cultural History/Introspection   20 points
- Group Commentary Discussion   15 points
- Group Panel/Issue Presentation   20 points
- 1 research paper/presentation   30 points
-     OR
- 1 critical curriculum analysis/presentation   30 points

Grading
Scoring

Assignment	Possible Points		Grading Scale		
- Attendance & Participation	30	130-125	=	A
		124-120	=	A-
	15	119-114	=	B+
- Fieldtrip OR	20	113 - 109	=	B
		108-105	=	B-
- Alternative Assignment	15	104- 101	=	C+
		100-98	=	C
	20			
- Cultural Introspection	30	97 - 95	=	C-
- Reading Discussion				
- Group Panel/Issue Presentation				
- Research paper OR				
- Curriculum analysis				

2.   ASSIGNMENTS

Cultural History/Introspection (20 points). This cultural history includes 3 major areas that contribute to your personal cultural experience/context. (1) Describe your **social and cultural** "location." Discuss where you were born, what language(s) were spoken in your home, where you grew up (describe your neighborhood), ethnic/racial heritage, role of religion in your upbringing, family makeup, family traditions, family values, how family members relate to one another, how love is expressed, and how culture is expressed in the family. Then describe your **personal** "location." (2) Discuss what you consider your cultural heritage to be, how it influences how you understand and interact with others, what you value and believe, how these values/beliefs influence how you interact with others. How you feel about the role of culture and schooling, how and why students succeed or fail, victimization of underrepresented populations in schooling, affirmative responses to inequity, and issues of segregation, integration and re-segregation, on a professional as well as personal level. <u>You are encouraged to amplify your discussion and analysis with personal examples of dealing with the "isms" of diversity</u>. (3) Describe and analyze implications of what you believe/feel and what you've learned for school contexts and your future role of administering a given program or school. Delineate how your values impact the way you interact with students, parents, teachers and the greater community & how you regard authority, what expectations you have about students as they interact with adults, how you expect students to communicate

(verbally and nonverbally) with each other and with adults, what approach to multicultural education is right for you, how this does (or does not) show itself in the "spaces" where you find yourself, etc. This introspection is due **on September 27, 2007. <u>Bring a hard copy to class and place a copy in the BB Electronic Drop-Box.</u>** (CCTC ELPP Standards: 4c, 4d, 4e, 4f; 5g; 6a1, 6b3, 6c4, 6d1, 6d6, 6e1; 10d, 11e, 13b, 13f, 14h).

1. **Lead Reading Discussion/Presentation (15 points):** Students will work in groups to present a group commentary/discussion. One group commentary is required of students. As a group, you are expected to select one of the course readings. The group is required to bring the text to <u>life</u>! A group commentary **should last twenty minutes (and no longer)** and has four parts and should use technology somewhere in the presentation *(students will sign up on week 2). (I will provide the sign-up sheet and various readings to select).* Each part is as follows:
   a. Introduction: A brief presentation outlining the big ideas of the chapter is required from the group. This is the opportunity for the group to act out, dramatize or display in any way and through any medium the main concept(s) of the chapter (approximately 3-4 minutes).
   b. Small group discussion: The presenting group will present critical discussion questions for small groups to work on. Groups will be asked to give examples from their own classrooms to support concepts they are discussing (approximately 6-7 minutes).
   c. Sharing between groups. The presenting group will direct sharing ideas between groups (whole class discussion). This discussion should focus on changing your own classroom/school (approximately 5 - 6 minutes).
   d. Summary/closure: The group will need to bring the class discussion to closure by presenting a summary of the chapter. <u>It cannot be a summary or description of the chapter, but rather a synthesis of the big ideas presented in the chapter</u>. In other words, the group will take the role of the instructor in tying the discussion to the chapter and other class reading and activities and into their own practice, where possible. The group should also have a 1-2 page handout for the rest of the class that delineates the big ideas from the chapter (approximately 5 minutes).
   Be sure to use technology to make your presentation. Groups will select chapters for commentary during the second class session. <u>Presentations will begin the fourth week of class and continue throughout the quarter.</u>

Group Panel/Issue Presentation (20 points). You will be part of panel presentation: dialogue on issues of **diversity**. *<u>Expert panel presentations will be evaluated on the criteria/rubric listed on the final page of this course outline</u>*. Students will work in groups of 3 – 4 to present a group commentary/panel group discussion. One group commentary is required of students. <u>As a group, you are expected to select one topic that is salient to the issues addressed in this class.</u>

. You will identify the BIG IDEAS, which are important to know, as you work with students and their families who represent a diverse community, e.g., language, ethnicity, socioeconomic status, sexual orientation, special needs, etc. The group is required to bring the issue to life. A group commentary **will last 30 minutes** and has four parts and should use technology somewhere in the presentation. Each part is as follows:
   a. Introduction: A 10 - 12 minute presentation that provides an overview of the salient ideas of the issue is required from the group. This is the opportunity for

the group to act out, dramatize or display in any way and through any medium the main concept(s) of the issue; as appropriate, the group will take a "stand" on an issue. Additionally, if the topic/issue warrants it, the group may present 2 perspectives, e.g., pro/con.

b. Small group discussion: The presenting group will present critical discussion questions for small groups to work on. Groups will be asked to give examples from their own classrooms and larger school context to support concepts they are discussing for the given chapter (approximately 5-6 minutes).

c. Sharing between groups. The presenting group will direct sharing ideas between groups (whole class discussion). This discussion should focus on making connections to your school context) in terms of teaching, learning & leadership (10 minutes).

d. Summary/closure: the group will need to bring the class discussion to closure by presenting a summary of the topic/issue. The group will tie the discussion to the chapter and other class reading and activities and into their own practice, and future professional roles. Provide a 1-2 page handout for the class; it should delineate the big ideas from the topic/issue. (Approximately 5 minutes).

Be sure to use technology to make your presentation including PowerPoint, video, audio, etc. Please see the attached rubric for the grading of the group commentaries. Groups will select topics/issues for commentary during the second-class session.

 A sign up sheet will be available at the second class session. Group panel presentations will occur during the last 3 weeks of class.
(CCTC ELPP Standards: 3c; 4a, 4c, 4e, 4f; 5a, 5b, 5g; 6a1, 6a4, 6a5, 6b2, 6d2, 6d3, 6d5, 6f3, 6f4, 6f5, 10a, 10b, 11d, 11e, 11f, 13b, 13c, 13e,14h, 15c, 15e)

Critical Research Paper or Critical Curriculum Analysis (30 points).
We will brainstorm research topics – burning questions during the second class meeting and on Blackboard! Specific information and guidelines will be handed out at the second class meeting. **Due date: Presentation/Sharing in-class at the final class meeting, December 11, 2007.**
(CCTC ELPP Standards: 3b; 5a, 5b, 5b, 5g; 6a1, 6a2, 6a3, 6a4, 6a5, 6b2, 6b3, 6b4, 6d1, 6d3, 6d4, 6e2, 6f5, 10a, 10b, 10d, 10f, 11c, 11d, 11e, 11f, 13a, 13c, 13d, 13e, 13f, 13g, 14c, 14d, 14e,14h, 14k, 15c)

> ### *Reading/writing workshop component.* All students will be assigned to a reading/writing workshop group. You will meet in this group to discuss weekly readings and your research paper.

TENTATIVE COURSE OUTLINE: Readings are expected to be done prior to class meeting. Instructor reserves the right to make adjustments to the syllabus.

<u>DATE</u>	TOPIC	REQUIRED READINGS AND ASSIGNMENTS
8/28	Introduction/overview of social cultural context of education and schooling in a multicultural society; Context; Where are you going in your career, cultural proficiency.	Course Overview& Discussion Groups
9/04	Why is culturally proficient leadership important? *- Group panel topic selection* *- Group reading discussion selection* *- Research paper/Critical curriculum review guidelines* **Brainstorm topics for research; burning questions!**	Read: Martin Luther King, "Letter from Birmingham Jail," (**Posted on BB – bring your copy.**) *Understanding Inequality in Schools: The Contribution of Interpretive Studies,* Hugh Mehan (**Posted on BB – bring your copy**). <u>Text</u> – *Introduction & Why is culturally proficient leadership important?* pp. 3 – 14.
9/11	A Talk to Teachers, Personal Transformation Committment	Read: James Baldwin, "Talk to Teachers." (**Handout by Instructor, posted on BB**); <u>Text</u>*We Can't Teach What We Don't Know, pgs. ix – 27;* <u>Text</u> – *What does cultural proficiency look like in practice?* pp. 17 – 50.
9/18	Passion, Courageous Conversations, White Dominance and the Weight of the West, Becoming Culturally Proficient Setting & Sample; <u>Group Commentary Planning.</u> *Group Commentary/Panel Presentation Planning.* Method; ***Introspection Updates.***	<u>Text</u> Courageous Conversations, pgs. ix-51, <u>Text</u>*We Can't Teach What We Don't Know, pgs. 29-52;* <u>Text</u> The Cultural Proficiency Continuum, pgs. 51-78
9/25	Five essential elements, Agreeing to talk about race, Dominance Paradigm <u>Group Commentary Planning.</u>	<u>Text</u> Courageous Conversations, pgs. 53-68, <u>Text</u>*We Can't Teach What We Don't Know, pgs. 53-86;* <u>Text</u> Standards for Leadership Behavior, pgs. 79-102 ***Introspection/Cultural History due (BB & bring a hard copy to class.***
10/02	Barriers to Moral Leadership, The River of Change, Getting Personal Right Here & Right Now. <u>Group Commentary Planning.</u>	<u>Text</u> Courageous Conversations, pgs. 69-105 <u>Text</u>*We Can't Teach What We Don't Know, pgs. 53-86;* <u>Text</u> – The cultural proficiency continuum, pp. 103-124.

10/09	The Art & Science of Conversation, Mapping Your Journey, Engaging Multiple Racial Perspectives	<u>Text</u> Courageous Conversations, pgs. 105-155
		<u>Text</u>*We Can't Teach What We Don't Know, pgs. 87-99;*
		<u>Text</u> – The cultural proficiency continuum, pp. 127-140.
10/16	What do we mean by Race? Where are you on the matrix on page 104? Transformative Change.	<u>Text</u> Courageous Conversations, pgs. 157-179
		<u>Text</u>*We Can't Teach What We Don't Know, pgs. 101-116;*
		<u>Text</u> – The cultural proficiency continuum, pp. 141-151.
10/23	Transformationist Pedagogy, Let's Talk About Whiteness.	<u>Text</u> Courageous Conversations, pgs. 181-210
		<u>Text</u>*We Can't Teach What We Don't Know, pgs. 117-136*
10/30	Our unfinished work. Anti-Racist Leadership.	<u>Text</u> Courageous Conversations, pgs. 211-238
		<u>Text</u>*We Can't Teach What We Don't Know, pgs. 137-144*
11/06	Education & Change.	Read: Oakes, *Teaching to Change the World*. (Class Handout). Discussion Thread & Activity.
11/13	Gay, Lesbian & Transgender Youth	Read: Gordon, *What do we say when we hear faggot?* (Class Handout);*What is the 'just the facts coalition' and how did this document come about?* (**Posted on BB**); *Hate Crime: The violence of intolerance.* (**Posted on BB**).
11/20	Achieve Equity in Schools, Moral Leadership *Group Panel Presentations*	<u>Text</u> Courageous Conversations, pgs. 239-270
11/27	***THANKSGIVING HOLIDAY!!!***	**No Class Session**

| 2/4 | Transformative Change | Culmination Activity |

Group Panel Presentations   OUTCOME ASSESSMENT - DUE

Final Research/ Critical Curriculum Analysis
Presentations
Course RECAP

12/11
FINALS WEEK

Scoring Rubric for Research Project (35 points)

An "A" represents a high level of performance shown by the depth and complex thinking involved in planning and implementation of the research process, analysis, and writing. (32—35)
        The work submitted should meet the standards for above average achievement and:
- presents a critical question related to issues of diversity in education;
- shows originality and reflects the interest of the learner;
- shows creative, analytic, and/or critical thought;
- demonstrates many connections between course readings and classroom practice;
- contains specific details of the inquiry/research;
- shows the result of inquiry, in-depth study, and/or sustained effort;
- examines the literature related to the topic in a critical and analytical manner; and
- is well organized, clearly and accurately presented, and follow the format required for a research paper.

A "B" represents average achievement shown by an adequate thinking involved in planning and implementation of the research process, analysis, and writing. (29.5 -31.5)
- presents a critical question related to reading instruction;
- demonstrates some connections between course readings and classroom practice;
- contains a few specific details of the inquiry;
- refers to classroom data that was collected during the study;
- literature review and general write-up is well organized, clearly and accurately presented, and follow the format required for a research paper.

A "C" represents average achievement by the minimal evidence of the thinking involved in planning and implementation of the research process, analysis, and writing. (27 - 29)
- presents a question related to issues of diversity in education;
- demonstrates limited connections between the readings and classroom practice;
- contains a vague description of the inquiry, including very basic information about the study;
- communicates the information clearly and legibly; the literature review is presented in a basic but understandable manner.

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
SCHOOL OF EDUCATION
MASTER OF ARTS IN EDUCATION PROGRAM
FALL 2008
Educ 615: Principles of Educational Research

Professor & Office: Lillian Vega Castaneda
Office: **Bell Tower West#2205**
Office Phone: **(805) 437-8872**
Office Hours: **Tuesday's, 7:00 p.m. – 8:00 p.m. & Thursday's,**
                                3:00 p.m. - 4:00 p.m.
Email: **Lillian.Castaneda@csuci.edu**
Class Meeting Times: Thursday's 4:30 PM – 7:20 PM
Location: **Bell Tower 2572**
Meeting Dates: **9/28, 9/4, 9/11, 9/18, 9/25, 10/2, 10/9, 10/16, 10/23, 10/30, 11/6,**
                                11/13, 11/20, 12/4, 12/11

Course Description: This course provides foundational knowledge about the principles of educational research in order to prepare students to conduct independent, disciplined inquiry and applied research in education.

Course Objectives: *Upon successful completion of this course, students will be able to:*
1. Demonstrate knowledge of the rationale, problems, and ethical considerations of disciplined inquiry and applied research in education.
2. Read, analyze, and synthesize educational research literature from a variety of sources, i.e., quantitative, qualitative, mixed methods.
3. Demonstrate knowledge of the specific methodologies used in educational research.
4. Demonstrate skills in designing an independent, applied research project.

Mission Statement
Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.
"Opportunity-Collaboration-Integration-Community"

REQUIRED TEXTS:
Creswell, John W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches.* Second Edition. Sage Publications, Thousand Oaks, CA.

Janesick, Valerie J. *Stretching Exercises for Qualitative Researchers.* (2004). (Second Edition). Sage Publications, Thousand Oaks, CA.

RECOMMENDED TEXT:

Dana, Nancy F. & Diane Yendol-Silva. *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn through Practitioner Inquiry.* (2003). Corwin Press Publisher. Thousand Oaks, CA.

Rubin, Herbert J. & Irene S. Rubin. *Qualitatiave Interviewing: The Art of Hearing Data.* (2005). Sage Publications, Thousand Oaks, CA.

Janesick, Valerie J. (2004). *"Stretching Exercises for Qualitative Researchers."* Second Edition. Sage Publications, Thousand Oaks, CA.

APA Format Guide: http://www.apastyle.org

Selected readings provided by instructor and on internet.

COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN

The Teacher Education Program faculty is committed to infusing language, culture, special educational/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality Effectiveness for Educational Leadership Preparation Programs.

STANDARDS FOR SUCCESSFUL PARTICIPATION

All participants are expected to attend every session unless otherwise arranged. Participants are expected to be prepared for each session and to actively participate. We will be engaging in discussions and activities in class that cannot be "made-up" outside of class. If you cannot be in class you must send an email to the instructor prior to the class. If you miss more than one meeting it will impact your grade. All assessment/assignments must be handed in on the due date. Assignments must be typed and double-spaced and adhere to APA format. You are strongly urged to use the grammar and spell check options.

ATTENDANCE POLICY AND PARTICIPATION

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Students are expected to have read assigned materials by the date indicated on the syllabus, and should be prepared to discuss individually or in variously structured groups. The degree of engagement in these processes forms the basis for points assigned. Due to the fast paced and interactive nature of the class, regular attendance and full participation are expected: *teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process*. Students are expected to establish appropriate personal, academic, and professional priorities. These measures should be viewed as taking appropriate individual responsibility for one's learning in a democratic, collaborative and reciprocal learning environment.

__Attendance. (30 Points)__ Students are expected to arrive on time and attend all class sessions. Due to the interactive nature of this course, any student who misses more than

two class sessions will be unable to receive an A for this course. Any student who misses more than three class sessions will be unable to receive either an A or a B for this course, and any student who misses more than three class sessions will be unable to receive a passing grade for this course. Arriving late and/or leaving early will be figured into your attendance. Illness and emergency circumstances will be negotiated on a case-by-case basis.

Participation. (30 Points) *You are expected to read the assigned readings prior to each class and to actively participate on a weekly basis. There are two parts to the participation in this course. First, you will be asked to participate in a variety of group activities, all of which will have direct applicability to your teaching in the classroom or other field. Please plan on being an active group participant. Active participation means that you have read the weekly assigned readings and have written some notes on the readings, including critical questions to share and discuss in class. Your participation will be evaluated according to the rubric at the end of this section.*

Peer Editor – *Each student will be assigned a peer editor. The peer editor team will read one another's academic work and submit feedback using a checklist of various items related to the content and grammar of the paper. Each peer editor will "sign-off" on their partner's final paper.*

Your class participation will be scored according to the following rubric.
HOLISTIC SCORING RUBRIC FOR ATTENDANCE PARTICIPATION: 2 POINTS PER WEEK

Score	Characteristics
2	*Attends the class and online sessions and makes critical and reflective connections in the following areas:* *Reflects on the readings during small group and whole class discussions, either using quotes or paraphrases with citations from texts;* *Builds on background knowledge, tying readings into prior knowledge, experiences;* *Engages in the research process through discussions of the readings and inquiries into her/his own practice; and* *Describes pedagogical implications by making connections between research, theory, and instructional practices are considered.*
1.5	*Attends class and online sessions and makes critical and reflective connections among two to three of the above four areas, one of them from the text.*
1	*Attends class and online sessions and makes critical and reflective connections to the readings, either in writing or orally.*
.5	*Attends class or participates online, listens and participates in activities but does not make individual contribution of ideas and/or questions from the readings to discussions.*

GRADING POLICY
(See the CSUCI General Catalogue for University Grading Policies)

Grading Scale: A=95-100, A-=90-94, B=80-89, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 or lower. (Plus or minus grades at the discretion of the instructor).

Submission Schedule: All assignments must be submitted on their due date. Work submitted one session after the due date will be reduced by one letter grade (the point equivalent). Work submitted beyond one session will receive a further grade (point) reduction, at the discretion of the instructor. Late work must be accompanied by an explanation of the lateness, and an indication of how you intend to rectify the problem in the future.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, directly addressing the issues, etc.) and 20% on mechanics (grammar, syntax, format, uniformity of citation, etc). All citations will use APA format. Each assignment will be submitted with a cover sheet and a peer edit checklist.

Academic Honesty Statement

All work that students submit as their own work must, in fact, be their work. For example, if a paper presents language taken from other sources – books, journals, web sites, people, etc. – must be cited. In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course. Individual course assignments with plagiarized ideas or language will be graded "F". Students are encouraged to consult with the professor on when and how to document sources.

STUDENTS WITH SPECIAL NEEDS:

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, are requested to inform the professor and the campus Disability Accommodation Office in writing. Adaptation of methods, materials, testing, or practicum may be made as requested and required to provide for equitable participation in the course. For information about the University's Disability Accommodation Office, please call 437-8528.

Completion of Course Assignments (140 points–see detailed explanation below).

Course Requirements

- Attendance & participation (Including BB & peer editing)   60 points
- 1 Hanging Around Exercise   15 point
- Interview, coding & analysis   15 points
- Janesick room description   10 points
- 1 Article Analysis   10 points
- Research proposal, Human Subjects Form & In-class Presentation 30 points

Hanging around Exercis (15 points): This assignment is designed to prepare you as a qualitative researcher. An ethnographer uses a variety of data collection of methods and forms of inquiry in order to "make sense" of a given setting, event, or set of occurrences. A good ethnographer asks this initial question to guide his/her inquiry: what is going on here? This is followed by: what is going on here that may be of some sort of significance? Each of these are important questions, in that, the ethnographer seeks to gain meaning and understanding from events that are often "common" to his/her set of experiences; the challenge is to address these common occurrences in ways that make the events, settings, etc., "strange" or "uncommon." It is a challenge to the educational ethnographer to gain meaning and make sense out of events, situations, settings, (e.g., playtime, reading time, sharing time, the school community, a game of jump rope) that are in fact, "commonplace." As ethnographers we are asked to look at common events as "exotic" and/or "new."

An underlying notion of the ethnographic method is to begin to make meaning, by describing events, settings, interactions, etc., in ways that are value-free and unbiased. This is our challenge for this assignment – to describe in a value-free context. Good luck!

Where
You will visit a store that sells groceries. It is up to you to select the type of store, e.g., grocery store like Vons, Ralph's, Whole Foods, mini-mart, corner grocery, farmers market, etc. You will spend at least 45 minutes in the setting.

What
(a). You will spend the first 5-6 minutes "casing/checking-out" the setting. As you walk around the setting, make note of the following:
1. physical lay-out of the store;
2. construct a spatial map and attach to y our write-up; participants, food, sections, etc.;
3. take notes regarding the setting; and
4. include a one paragraph statement that tells the location, time & date.

(b) Next, you will observe customers as they shop. Take notes on one particular customer. Record how this customer shops, e.g., what section of the store does s/he begin to shop in? What observable behaviors do you note as your shopper selects her/his purchases? Write a minimum one page <u>description</u> that objectively <u>describes</u> your shopper's behavior.
(c)<u>Classification Scheme</u>: How are store items organized in this setting? (e.g., foods, beverages, dry goods) (1-2 paragraphs)
(d) <u>Social Organization</u>:
- who goes to the supermarket?
- what social rules are used in the setting? (1-2 paragraphs)

(e) <u>Reflective Notes</u>: (separate page) Note your impressions and reflections regarding this experience. Reflections will be stated accordingly:

R-1 "I was very tired and had never shopped at this supermarket. I wondered how everything would turn out."

(f) <u>Questions</u>: Please note any questions, issues of concern that you might raise if you want to continue as a researcher in this setting.

(g) <u>Synopsis</u>: What did you observe? (1 page)

This assignment is due September 18, 2008. Please place in the BB drop-box and bring a hard copy to the following class. We will also discuss this on BB.

Interview/Coding Analysis (15 points). You will conduct a face-to-face interview to gain knowledge on a topic of importance for your specific work in education. This interview may or may not be connected to the research proposal. The interview will consist of the following items: (1) a research question; (2) the design of an interview protocol; (3) a self-evaluation rubric; (4) conduct of the interview; (5) interview coding and (6) write-up & analysis. The specific pieces of the interview will be discussed and practiced in-class. I will monitor your work ongoing and we will discuss the status of the work.

Janesick Room Description (10 points). This assignment will be explained in-class. You will also practice (in-class) before beginning work on your specific assignment. The assignment is connected to "Stretching Exercises for Qualitative Researchers." The assignment will include a self-reflective analysis on the process. **This assignment is due on October 30, 2008.**

Article analysis. (10 points) Students will be given an article to analyze as a means of evaluating ongoing progress in terms of the understanding and application of research concepts presented in class. Students will be given the opportunity to choose from 3 articles and will be given a set of specific questions to answer one week prior to the actual analysis. **The analysis will be posted on BB, along with the article during the 3'rd week of class. I will provide discussion questions (for all of you on the discussion thread) to guide you in the analysis. This assignment will be shared in class on November 6, 2008.**

Research Proposal, IRB Form & In-class Presentation (30 points)
Students are asked to think about a problem, issue, question, or concern that you would like to examine in relation to the education of the students in our schools. This assignment is intended to be open-ended, in order to allow you the flexibility to explore issues of personal interest, and that will help to build your final thesis in the Master of Arts program at CSUCI. Students are encouraged to dialogue with classmates and the instructor about possible research questions.

We will be learning about a variety of ways of collecting data to answer your questions. You will be responsible for choosing the appropriate methodology to answer your question, data collection, data analysis and writing up your findings and conclusions.

You will be given a specific format for your paper. Due dates for the individual sections are presented in the course outline. We will discuss the nature of these sections in class. Additionally, each student will complete a Human Subjects Proposal for your proposed research project and/or Master's thesis following the guidelines from the California State University Channel Islands' Office of Institutional Research.

I will give you specific dates where we will share each aspect of the paper, e.g., research question, rationale, significance, design/method, instrumentation, anticipated findings, IRB form. Drafts will be reviewed and peer-edited in-class on the following days: November 16 and November 20. <u>The final paper is due on December 11, 2008</u>. These will be shared in class & you will engage in peer editing and read-alouds throughout the course.

EDUC 616 Masters Research Thesis/Project (1)
California State University Channel Islands

One Unit may be repeated.
Continuing registration required until project completed

This course is independent research on topic of choice with advisor approval.

EDPL 610   Foundation of Curriculum, Instruction, and Assessment

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Professor	Dr. Valerie Chrisman
Telephone	437-1330
Office	(cell) 207-7087
Email	vchrisman@vcoe.org
Fax	(805) 389-6478
Office Hours	By Appointment

Class Meeting Time: 4:30-7:20 PM
Location: Camarillo High School
This course leads to a Master's Degree in Educational Leadership.

COURSE DESCRIPTION: Theories for design of curriculum, instruction and assessment in an inclusive school environment will be addressed. Topics include standards based curriculum, differentiated instruction, using assessment data to design on-going instruction at the classroom level, dynamics of the curriculum change process. Course results in the development of a deep and internalized understanding of effective teaching, learning and assessment for all students including English Language Learners and students with special needs.

STUDENTS COMPLETING COURSE WILL BE ABLE TO:
1. Identify "best practices" in standards-based curriculum, instruction, and assessment and research supporting these "best practices".
2. Identify and integrate essential functions, structures, and leadership for effective curriculum development, implementation and evaluation.
3. Articulate the multiple sides of complex curricular issues (i.e. multiculturalism, technology integration, multiple intelligences, etc.).
4. Analyze the interactions between all aspects of a core curriculum and the support programs such as Special Education, Title One, English Language Development, and intervention and enrichment programs.
5. Examine the use of technology to develop, manage, and evaluate programs and student achievement data.
6. Apply data driven decision-making models to curriculum and professional development decisions that increase student achievement.

REQUIRED TEXTS:

Gregory, Gayle H. (2004). Data Driven Differentiation in the Standards-Based Classroom. Thousand Oaks, CA. Corwin Press (0-7619-3158-9)

Marzano, Robert J. (2003). What Works in Schools- Translating Research into Action. Alexandria, VA. Association for Supervision and Curriculum Development (0-87120-717-6)

Reeves, Douglas B (2001) 101 Questions and Answers about standards, Assessment and Accountability. Denver, Colo. Advanced Learning Press (ISBN 0-9644955-0)

Schmoker, Mike. (2006). Results Now, Association for Supervision and Curriculum Development (ISBN-10: 1-14166-0358-1)

And one of the following:

Barth, Roland. Improving Schools From Within
Corwin, Miles And Still We Rise
Kozol, The Shame of a Nation
Monroe, Nothing is Impossible
Darling-Hammond, The Right to Learn
Delpit, Other People's Children: Culture Conflict in the Classroom

SUPPLEMENTAL READING:
California Frameworks and Content Standards, California Department of Education
Articles and/or chapters submitted by professor

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies, and learned societies. In particular, this course aligns with the Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential adopted by the California Commission on Teacher Credentialing (CCTC.)

The following CCTC Program Standards are covered in this course:

Program Standards

Standard 3: Development of Professional Perspectives
By design, the program facilitates each candidate's development of a professional perspective by providing extensive opportunities to analyze, implement, and reflect on the relationships between theory and practice concerning leadership, teaching, and learning in the context of contemporary school issues in California. The program offers exposure to the essential themes, concepts and skills related to the performance of administrative services, including but not limited to: relationship building; communication skills; the ability to articulate, apply and evaluate theories of leadership; an understanding of and ability to apply, model, and evaluate theories of leadership; an understanding of and an understanding of standards-based accountability systems; and the ability to use data to make decisions regarding program improvement. The program develops each candidate's understanding of how successful resource management affects successful instructional leadership.

3(a)   By design, the program builds on and enhances each candidate's understanding of the state-adopted academic content standards for students. Candidates develop an understanding of the nature of instructional leadership and the responsibilities of an administrator with respect to monitoring student performance, including those students with special needs, using a range of indicators; evaluating and supervising instructional faculty and staff; and evaluating, planning for and implementing short- and long-term professional development strategies to improve the overall performance of all students.

3(b)   In the program, the structured design of coursework and fieldwork includes coherent recurring review, discussion and analysis of a broad range of foundational issues and theories and their relationships to professional practices in schools and classrooms.

3(c)   As candidates begin professional development, the program encourages them to examine their own leadership practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching, learning and instructional leadership.

Standard 4: Equity, Diversity and Access

4(b)   The program prepares candidates to supervise the application of appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

4(c)   The program design includes the study and discussion of the historical and cultural traditions of the major racial, religious and ethnic groups in California society and an examination of effective ways to include cultural traditions and community values in the school curriculum and school activities.

4(d)   The program design is explicit in developing each candidate's ability to recognize historical and philosophical forces that have given rise to institutional practices, such as systemic forms of racism and sexism, that serve to limit students; access to academic and social success and to create a safe and equitable school setting that establishes and contributes to the physical, social, emotional and intellectual safety of the diverse constituencies of the extended school community.

4(e)   The program provides ongoing opportunities for each candidate to systematically examine their stated and implied personal attitudes and expectations about race, ethnicity, culture, sexual orientation, religion and socio-economic status to foster a school environment that creates access to the curriculum and programs of the schools and maintains high expectations for the academic achievement of all participants in all contexts.

4(f)   The program provides ongoing opportunities for each candidate to systematically examine their stated and implied personal attitudes and expectations related to gender and to develop school policy and curriculum that creates and supports a gender-fair environment within the school community.

4(g)   The program develops each candidate's capacity to recognize students' specific learning needs; develop policy and practices at the school site to ascertain student needs and place students in appropriate learning contexts; collaborate with teachers in developing instructional practices that guarantee full access to the curriculum; and identify and provide resources for all students to have full access to the curriculum and opportunities to engage in extracurricular and co-curricular activities.

Standard 5: Role of Schooling in a Democratic Society

The professional leadership preparation program provides each candidate with an opportunity to examine the principles of democratic education from a historical and policy perspective. The program prepares each candidate to understand the role of the school in preparing students as

future citizens and to identify and analyze the variety of ideas and forces in society that contribute to a democratic society. The program prepares administrators who understand their responsibility in developing and nurturing public support, family participation, community engagement, labor relations and preparing students for the challenges of the future. The program includes the study of how historical and philosophical forces, as well as policy decisions and prevailing practices, have an impact on schooling.

5(a)   The program prepares candidates to discuss, debate and articulate the purposes of schooling in a democratic society.

5(b)   The program includes opportunities to understand the values and concerns of the diverse communities that constitute a democracy and the importance of involving the greater community in the life of schools.

5(d)   The program provides each candidate with an opportunity to understand the relationship between federal, state and local policy and practice with respect to the role that government policy has in ensuring democratic education for all students.

5(e)   The program provides each candidate with an opportunity to (1) learn about federal, state and local laws, policies and practices that ensure appropriate accommodations for students with various learning styles and students with disabilities, and (2) understand the role of the site administrator in monitoring and implementing these provisions of law.

5(g)   The program provides each candidate with an opportunity to understand the role of families and their diverse structures and cultural beliefs as they impact the role of schooling in a democratic society.

Standard 6:   Opportunities to Learn Instructional Leadership

6(b)   Culture of Teaching and Learning
The program provides an opportunity for the candidate to learn how to advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and staff professional growth. Coursework and field work focus on the implementation of state adopted academic content standards, frameworks and instructional materials as well as assessment and accountability systems.

> 6(b)(1) The program provides an opportunity for the candidate to apply learning, curricular, and instructional theory to the design, implementation and evaluation of standards-based instruction and assessment programs and lead in the improvement of those programs.
>
> 6(b)(2) The program provides an opportunity for the candidate to become a critical consumer of educational research and to use research and site based data to design, implement, support, evaluate, and improve instructional programs and to drive the professional development of staff.
>
> 6(b)(3) The program provides an opportunity for the candidate to study and apply their knowledge of diverse learning styles and differentiated instruction strategies that address the needs of all learners and staff.

6(b)(4) The program provides an opportunity for the candidate to use data, including the use of technological applications, and to develop, manage, and evaluate strategies to improve student achievement.

6(d)   Working with Diverse Families and Communities

6(d)(5)   The program provides an opportunity for the candidate to learn about appropriate resources and strategies for addressing language diversity in schools, with particular emphasis on the responsibility to communicate to families whose primary home language is a language other than English.

Candidate Standards

Standard 10: Vision of Learning

Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

10(a)   Each candidate is able to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.

Standard 11: Student Learning and Professional Growth

Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

11(a)   Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards.

11(b)   Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.

11(c)   Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing proves of inquiry focused on improving the learning of all students and all subgroups of students.

11(e)   Each candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.

11(h)   Each candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.

11(i)   Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.

COMMITMENT TO THE INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN

The Education Program faculty is committed to infusing race, language, culture, gender, special education/exceptionality, across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential.

COMMITMENT THE INTEGRATION OF TECHNOLOGY COMPETENCIES

The Education Program faculty is committed to integrating technology competencies in all courses across the curriculum. These competencies are drawn from the Technology Standards for School Administrators developed by the Technology Standards for School Administrators Collaborative.

University Mission Statement

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

COURSE POLICIES

1. PROFESSIONALISM

Attendance and participation requirements: The acceptance of responsibility and the development of professional behavior is a significant factor in the success of the work of an administrator. Candidates are expected to assume responsibility in carrying out in a professional manner all of the requirements of the course. Therefore, you will be expected to attend class sessions--arriving on time and staying until the class is dismissed. Any combination of two tardies or early departures will count as an absence. If you know you will not be attending class, for whatever reason, call ahead of time and I will prepare a packet of information for you.

You will also be expected to participate in discussions and activities. **This will be part of your grade.**

2. ACADEMIC HONESTY AND INTEGRITY:

Candidates are expected to maintain the highest professional standards of academic honesty and integrity. Academic dishonesty (cheating, fabrications, plagiarism, forgery, etc.) will result in a grade of "F" for the assignment, project, or test. In cases where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course and may be dropped from the Principals Leadership Program.

3. LATE WORK

All assignments should be submitted in class on the specified due date. All work turned in on the date due electronically by either email or fax will also receive consideration for full credit. Any assignment turned in past the due date must be dated, timed, and initialed by any Faculty Support personnel. Late work will receive consideration for partial credit—a reduction of 10% of the grade.

4. GRADING POLICY

All assignments must be typed (10 point or 12 point font), double-spaced when appropriate, and have 1" margins to receive consideration for full credit. All referenced works must be cited using an accepted professional format (either APA or MLA). Content and mechanics will be considered

when grading written assignments. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

Grade Points

A = 95 - 100	C = 73 - 76
A- = 90 - 94	C- = 70 - 72
B+ = 87 - 89	D+ = 67 - 69
B = 83 - 86	D = 63 - 66
B- = 80 - 82	D- = 60 - 62
C+ = 77 - 79	F = 59 or lower

5. STUDENTS WITH SPECIAL NEEDS

Individuals who have any disability, either permanent for temporary, that might affect their ability to perform in this class or in the field are encouraged to inform the instructor at the start of the semester with a written note. Adaptation of methods, materials, testing, or practicum may be made as required to provide for equitable participation.

6. CLASS ASSUMPTIONS

- The process of learning is an on-going process for all involved in this class and requires constant critique, reflection and action.

- Learning is seen to be a collective process, where participants share and analyze experiences together in order to address concerns, and relying on each others' strengths and resources rather than either addressing problems individually or relying totally on outside experts to solve them.

- Content in this process is emergent. Students have to be involved not only in determining content but in explicitly reflecting on what counts as knowledge, how learning takes place, and their own roles in the process. The "bank" from which content is drawn is the social reality of students' lives and experiences in conjunction with expert opinion, research and practice. It may range from the very immediate context of the classroom itself, of family and community context, and/or to broader political issues.

- Progress is seen to be cumulative and cyclical rather than occurring in discrete, linear steps.

COURSE ASSIGNMENTS:

Assignment	Due Date	Percent of Final Grade
Attendance and Class Participation (includes journal entries, and in-class activities). Three missed class sessions or three tardies of more than five minutes each may result in a lowered class grade.	On-going	25
Professional development responses	Week 7	15
Group Book Presentation	Week	25
Final- Targeted Instructional Plan	Week	35
Total		100

ASSIGNMENT DESCRIPTIONS

Attendance and Class Participation:
Attendance and class participation are vital to your role as a learner and a potential school leader. In-class activities can not be replicated in other ways. Always come prepared to incorporate reflections on the reading, personal experiences, opinions, and questions. The wealth of knowledge and reactive ideas you contribute are invaluable. Regular class attendance is important in order to successfully complete your individual and group responsibilities. Journal entries and case studies are included in this category. The assignment of journal entries is designed to give your practice in reflective thinking. The assignment of case studies is to give you practice in the application of new knowledge. Both the journal entries and case studies will provide opportunities for you to analyze, synthesize and evaluate information presented in class as it relates to your future work as a principal.

Professional Development Plan:
You will read an article by Thomas Guskey on evaluating professional development. Afterwards you will write essay responses to reflective questions. This assignment is designed to give you practice in selecting a professional development plan or focus based upon the students' data, planning for the implementation of the plan and planning for how you will monitor the effectiveness of your professional development plan.

Group Book Report:
You will select one of the books recommended and create a group presentation for the class that illustrates the most significant points made by the author(s). This assignment is designed to give you practice in group dynamics, use of presentation software, and a working knowledge of all of the recommended books.

Targeted Instructional Plan:
You will select a sub-group from your school site that is not performing as well as other sub-groups. You will analyze data from that group and create an instructional plan that directly addresses the subgroup's unique learning needs. In addition, you will select two students from that sub-group to conduct a longitudinal study of their academic growth and create individual intervention plans for each of those students. A template and rubric will be provided for this assignment. This assignment is designed to apply data analysis skills learned in the course and understanding of learning theory and research. A rubric and detailed information will be provided.

TENTATIVE COURSE SCHEDULE

Week	Topic	Reading	Assignment:
1 Aug. 26	Research methods- Qualitative, Quantitative and Mixed Methods Analysis of research and its application- "How Schools Sustain Success"	Reading due before class: None In class read: Educational Leadership article	In class: Reflection #1 due Distributed: Discussion topics for reading
2 Sept. 2	Public Schools Accountability Act of 1999 and No Child Left Behind (AYP vs. API) Create reading groups for Chapters 5,	Reading due before class: Gregory, Pages 1-96. Come prepared with discussion topics for reading.	Distributed: Book report rubric and group work expectations

	6, and 7 of Gregory		Synopsis of books for book report
3 Sept. 9	Reading groups present Chapters 5, 6, and 7 of Gregory Leadership Capacity survey	Reading due before class: Gregory, select one chapter: 5, 6, or 7	In class: Reflection #2 due
4 Sept. 16	Standards, Assessment, and Accountability Effective Instructional Practices Rigor and relevancy- Blooms' Taxonomy	Reading due before class: Reeves, Chapters 1, 2, 7, and 8	Distributed: Guskey article and assignment for Professional Development paper
5 Sept. 23	Class will meet with either Paco or Tim Rummel		
6 Sept. 30	Creating school reform through instructional decisions Calibrating student work to California Standards Classroom Observation Protocols Walk-Through Protocols Reliability and Validity- appropriate use of observation protocol data	Reading due before class: Marzano, Pages 1-11 and Pages 71-120 Work on Professional Development paper	Bring to class: samples of student work In class: Reflection #3 due
7 Oct. 7	School Level Factors Aligning budgets to Single School Plan	Reading due before class: Marzano, Pages 15-67	**Professional Development paper due** Bring to class: copy of Single Plan for Student Achievement
8 Oct. 14	Data teams Professional Learning Communities Teacher collaborative teams- how to create and sustain teacher data teams	Reeves Chapters 3, 4, 5, and 6	In class read: DuFour article Go over Final Project
9 Oct. 21	Using Student Assessment Data to Improve Programs	Reading due before class: Schmoker, Pages 1-48	
10 Oct. 28	Group book reports	Reading due before class: None	**Oral presentations**
11 Nov. 4	Using Student Assessment Data to Evaluate Program Effectiveness	Reading due before class: Schmoker, Pages 49-107	In class: Reflection #4

12 Nov. 25	RtI Data-driven Decision- Making for School Reform	Reading due before class: http://depts.washington.edu/ctpmail/PDFs/LforLSummary-02-03.pdf	In class read: RtI handout
13 Dec. 2	Targeted Instructional Plan Discussions, Course Evaluation	Reading due before class: None	**Targeted Instructional Plan Due**

EDPL 620
Instructional Leadership of the Collaborative/Inclusive School

PRINCIPAL'S LEADERSHIP PROGRAM
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Instructor	Michael Babb, Ed.D.
Work Phone	805-437-1334
Mobile	805-914-4898
Email	mibabb@vcoe.org
Office Hours	Tuesday, 7:20-8:20PM and by appointment

Class Meeting Time: 4:30 p.m. – 7:20p.m.

Location: Camarillo High School, Room A11

Course Description: This course teaches students leadership skills they will need to implement and evaluate instructional programs that meet the needs of all learners. Assignments and activities focus on skills needed to involve teachers in reform and renewal of educational practice, shared instructional decision-making and systematic improvement processes. Topics include building skills for effective instructional supervision at the program and individual level, developing instructional staff, mentoring, coaching, and supervising instruction integrated with the personnel decision-making process involving hiring, renewal of contracts and granting of tenure.

Upon completing this course, students will be able to:

1. Understand the nature of instructional leadership through the analysis, implementation, and reflection on leadership practices, theories of leadership, and the relationships between theory and practice. **Standard 3.**

2. Utilize effective and positive nurturing practices in establishing student behavior management systems. **Standard 3.**

3. Develop and refine a personal vision of education and instruction. **Standard 6**

4. Examine, practice, and model a personal code of ethics. **Standard 6**

5. Practice professional leadership capacity, including shared decision making, problem solving, and conflict management; foster those skills in others. **Standard 6**

6. Develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance professional and personal responsibilities. **Standard 6**

7. Apply principles of effective communication, systems management, organization, problem solving, and collaborative decision-making skills to real world issues. **Standard 6**

8. Know how to use influence of a position of leadership to enhance the educational program, rather than for personal gain. **Standard 14**

9. Develop a plan to leverage and marshal sufficient resources to implement and attain an academic vision for all students and subgroups of students. **Standard 10**

10. Examine site and district responsibilities with regard to students with special needs. **Standard 6**

11. Learn how to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity, and access. **Standard 6**

12. Understand the values and concerns of diverse communities that constitute a democracy and the importance of involving the greater community in the life of schools. **Standard 5**

13. Develop a plan to support the equitable success of all students and subgroups of students through the mobilization and leveraging of community support services. **Standard 13**

14. Engage in discussions and successfully address authentic, complex school issues, including: meeting the needs of students and staff with disabilities, evaluating employees, providing appropriate services in different settings to English learners, ensuring school safety, administering student behavior programs, and addressing harassment. **Standard 6**

15. Understand and create an accountability system of teaching and learning based on student learning standards. **Standard 11**

16. Welcome and facilitate constructive conversations about how to improve student learning and achievement. **Standard 15**

Required Text:
<u>The Jossey-Bass Reader on Educational Leadership</u> (2007)—Second Edition. San Francisco; Jossey-Bass, ISBN-13: 978-0-7879-8400-7

ALIGNMENT OF STANDARDS FOR EDUCATIONAL LEADERSHIP PROGRAMS TO FOSTER STUDENT LEARNING

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with the Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential adopted by the California Commission on Teacher Credentialing (CCTC),

The following CCTC Educational Leadership Preparation Program Standards are covered in this course.

Standard 3: Development of Professional Perspectives:
3a, 3b, 3c
Standard 5: Role of Schooling in a Democratic Society:
5a, 5b
Standard 6: Opportunities to Learn Instructional Leadership:
6a, 6a1, 6a2, 6a3, 6a4, 6a5, 6b, 6b1, 6b2, 6b3, 6b4, 6b5, 6b6, 6c3, 6c4, 6c5, 6d5, 6e, 6e1, 6e2, 6e3, 6f3
Standard 10: Vision of Learning:
10a, 10b, 10c, 10d, 10e, 10f
Standard 11: Student Learning and Professional Growth:
11a, 11b, 11c, 11d, 11e, 11h, 11i, 11j
Standard 12: Organizational Management for Student Learning:
12i, 12j
Standard 13: Working with Diverse Families and Communities:
13d, 13f
Standard 14: Personal Ethics and Leadership Capacity:
14a, 14b, 14c, 14f, 14h, 14i, 14j, 14k
Standard 15: Political, Social, Economic, Legal, and Cultural Understanding:
15a, 15d, 15f

COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN

The CSUCI Education Program faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum.

UNIVERSITY MISSION STATEMENT
Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

COURSE POLICIES

Professionalism - Attendance and participation requirements:
As an educator who understands the importance of class attendance and participation as a component of academic success, you will be expected to attend all class sessions--arriving on time and staying until the class is dismissed. If you know in advance for whatever reason that you will not be attending class, call or email ahead of time. You are expected to contribute to classroom discussions and participate in activities.

Academic Honesty and Integrity:
Students are expected to maintain the highest professional standards of academic honesty and integrity. Academic dishonesty (cheating, fabrications, plagiarism, forgery, etc.) will result in a grade of "F" for the assignment. In cases where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course. Therefore, submit your own work and cite your sources when referencing the work of others.

Late Work
All assignments should be submitted in class on the specified due date. All work turned in via email on the due date will also receive consideration for full credit. Avoid falling behind scheduled deadlines. Keeping to timelines keeps you on track and helps your instructor give you prompt and relevant feedback.

Grading Policy
For each assignment, the instructor will use rubrics to detail expectations and to give students feedback. If you are dissatisfied with your grade you may revise the assignment to mastery. Content and mechanics will be considered when grading written assignments.

Formatting your work
All assignments should reflect graduate level composition and exposition. Use of electronic spelling and grammar check is encouraged. Type assignments, except reflections, in 12 point Times New Roman font, double-spaced. Use 1" margins. All referenced works must be cited using APA format.

Students with Special Needs
Individuals who have any disability, either permanent or temporary, that might affect their ability to perform in this class or in the field are encouraged to inform the instructor at the start of the semester with a written note. Adaptation of methods, materials, testing, or practicum will be made as required to provide for equitable participation.

***The process of learning is an on-going process for all involved in this class and requires constant critique, reflection and action.

***Learning is seen to be a collective process, where participants share and analyze experiences together in order to address concerns, and relying on each others' strengths and resources rather than either addressing problems individually or relying totally on

outside experts to solve them.

Assignment	Due Date/s	Weight
Class Participation	Ongoing	25%
Reflective Journal	Weeks 2, 5, 6, 8, 11, 13	10%
Oral Presentation – A Leader	Week 3	10%
Shadow Project	Week 7	10%
Leadership Story	Week 9	20%
Final Group Presentation: Implementing Standards-based Practice	Week 15	25%
Total		100%

*** Content in this process is emergent. Students have to be involved not only in determining content but also in explicitly reflecting on what counts as knowledge, how leading the learning process takes place, and their own roles in the process. The "bank" from which content is drawn is the social reality of students' lives and experiences in conjunction, teaching and curricular practices, and expert opinion, research and practice. It may range from the very immediate context of the classroom and school itself, to the family and community context, and/or to broader political issues.

***Progress is seen to be cumulative and cyclical rather than occurring in discrete, linear steps.

COURSE ASSIGNMENTS

DESCRIPTION OF ASSIGNMENTS
Reflective Journal - Purpose of K-12 Education: Maintain a reflective journal with selections reflecting application of materials discussed in class.

Journaling in this course helps students deepen the quality of learning in the form of critical thinking and developing a questioning attitude. The journal is a place for you to work out your questions about the theory you are learning as well as questions you may have about your daily practice as an educator.

The ultimate aim of a journal is to provide a place where you can demonstrate that you have made your own meaning of the experiences in this course, both from what you have read, observed, and experienced inside and outside the classroom. However, it is important to note that students can use the journal to focus on uncertainty, perplexing events and unanswered questions. Since learning is a journey and this journal captures just part of it, there is no expectation that the assessment will look for fully formed theories. As learners, we are "works in the making."

Your journal reflections will be assessed on the following dimensions:

10	9	8	7	6	5	4	3	2	1
High		Satisfactory			Limited				
The student integrates the text into an appropriate relationship involving a high level of conceptualization. There is evidence of a deep understanding of what the text is saying and how it applies to new meaning with the student. The student's analysis conveys extensive evidence of a personal response to issues raised and demonstrates personal growth and awareness of political, moral, and ethical considerations. The student indicates that s/he is listening, reflecting, and reconstructing what is said in class and outside class. This reconstructing is evidenced in being able to relate new knowledge to many contexts. The student reflects well on own experience by demonstrating a range of meta-cognitive practices and provides many examples. There is also evidence of planning to further own learning based on these reflections. The student has an excellent command of the English language and writes with originality.		The student identifies with the text with some awareness of the context surrounding the text and how this influences the meaning mode. The student's analysis conveys evidence of a personal response to the issues raised in the text and the course and is able to demonstrate that he or she is beginning to develop new ways of reflecting on their world. The student indicates that s/he is listening and reflecting on what is raised in class and outside the classroom. The student reflects on own work and provides examples consistently that s/he is making connections across theory and practice. The student demonstrates few errors in punctuation, spelling, or grammar.			The student describes, retells, or reports on text with minimum comment and no added observations or insights. The student's analysis conveys limited evidence of a personal response to the issues/concepts raised in the text. The student makes minimal reference to what is heard in class and outside the classroom. The student reflects on own work on occasion but does not provide many examples. The student demonstrates little evidence of correct punctuation, grammar, or spelling.				

CCTC Educational Leadership Preparation Program Standards imbedded in the EDPL 620 Purpose of K-12 Education Assignment: 5(a), 5(b), 6(a), 6(a)(3), 6(b)(2), 6(b)(5), 10(d), 11(d), 15(d)

Oral Presentation – A Leader: Please prepare for classmates a three- to five-minute oral presentation on a leader whose influence or practice is significant to your desire to lead in an educational setting. This oral report should include: 1) A brief background; 2) Important Leadership Traits and Characteristics; 3) The significance of this leader to your practice as an Educational Leader.

<u>CCTC Educational Leadership Preparation Program Standards imbedded in the EDPL</u>
<u>620 Oral Presentation – A Leader Assignment:</u> 3(c), 10(f), 14(j)

Shadow Project: Select a leader whose role interests you and to whom you have access. Shadow her/his activities, decisions and leadership style for at least ½ day. Chronicle her/his activities, movements, decisions and leadership style. Include a brief interview with the subject.

<u>CCTC Educational Leadership Preparation Program Standards imbedded in the EDPL</u>
<u>620 Teacher Interviews Assignment:</u> 3(b), 6(d)(5), 11(e), 14(k), 15(f)

Standards-based Classroom Observations: Using the California Standards for the Teaching Profession (CSTP) as a guide line, observe two different classrooms for a minimum of one hour. Produce a one page summary for each observation to include: 3.   California Content Standard Addressed; 2) Daily Student Objective; 3) What the teacher was doing; 4) What the students were doing; 5) Observed Assessments of the Daily Student Objective; 6) An area of strength based on CSTP; 7) An area for growth based on CSTP, written as a reflective prompt.

<u>CCTC Educational Leadership Preparation Program Standards imbedded in the EDPL 620</u>
<u>Standards Based Classroom Observations Assignment:</u> 6(b), 6(b)(3), 6(c)(3), 11(a), 11(h), 11(i), 12(i), 14(c), 14(i)

Leadership Story: Write a Leadership Story that describes events and activities in your life that you consider significant to your desire to contribute as an Educational Leader. Please use a minimum of three references within leadership-related literature to assist in clarifying your experiences for the reader.

<u>CCTC Educational Leadership Preparation Program Standards imbedded in the EDPL</u>
<u>620 Leadership Story Assignment:</u> 3(a), 6(a), 6(a)(1), 14(b), 14(h), 15(a)

Group Presentation – Implementing Standards Based Instruction: Groups of no more than four students will create an initial plan for implementing standards-based instruction in either elementary school, middle school, or high school. After reading and outlining the tenets of the California Department of Education Planning Guides, *It's Elementary*, *Taking Center Stage II*, and/or *Aiming High*, students will create a three- to five-page implementation plan and associated 15 – 20 minute presentation for classmates.

<u>CCTC Educational Leadership Preparation Program Standards imbedded in the EDPL</u>
<u>620 Group Presentation – Implementing Standards Based Instruction Assignment:</u>
6(a), 6(a)(2), 6(a)(4), 6(a)(5), 6(b)(1), 6(b)(2), 6(b)(4), 6(b)(6), 6(c)(4), 6(c)(5), 6(e), 6(e)(1), 6(e)(2), 6(e)(3), 6(f)(3), 10(a), 10(b), 10(c), 10(e), 11(b), 11(c), 11(j), 12(j), 13(d), 13(f), 14(a), 14(f)

Week/Date	Theme	Reading Due	Assignment Due:
1 January 20	**The Nature of Instructional Leadership** • Review plan for semester • What do School Leaders Do? • Why Lead Schools? • Types of Leaders/Leadership • Communication	**None**	
2 January 27	**Personal Vision of Leadership** • Ethical Leadership • Moral Purpose • Motivation/Commitment/Health	*Ed. Leadership*, Gardner, p.17 Sergiovanni, p.75 Leithwood, p.183	Reflection #1
3 February 3	**Oral Presentations – A Leader**	*Ed. Leadership*, Standards for School Leaders, p.249	Oral Presentations: A Leader
4 February 10	**Learning Leaders—"Soft" Issues I** • Facilitating Teaching/Learning • Responsibility for Learning • Responsibility for Leading • Fostering Collaboration • Consensus • Building trust	*Ed. Leadership*, Tschannen-Moran, p.99. Bolman, Deal, p.115 Evans, p. 135	
5 February 17	**Change** • Purpose of K-12 Education • Historical Perspective • Current System • Impacts of Change to Leadership	*Ed. Leadership*, Fullan, p. 169 Global gap article	Reflection #2
6 February 24	**Closing the gap I** • California – PSAA of 1999 • Federal – No Child Left Behind • Impacts on School Leaders • Innovations	*Ed. Leadership*, Lambert, p 421 TIMMS link	Reflection #3
7 March 3	**Closing the gap II** • Equity and poverty, race, language • Students with special needs • Diverse communities • Working with families • In groups—discuss shadow projects • Innovations	Posted articles Education Trust presentation	Shadow Project
8 March 10	**Culture—"soft" issues II** • School culture and work culture • Trust, Excellence, Inclusion • Leadership development • Personal balance	*Ed. Leadership*, Barth, p. 159 Lieberman, Saxl and Miles, p. 403	Reflection #4
9 March 17	**The leader as supervisor I** • Effective Teacher Behaviors • Evaluation and Supervision • What Teachers Need • Motivation	*Ed. Leadership*, Shakeshaft, et al, p. 339 Article, Wagner Self-determination theory article	Leadership Story
10 March 24 (University Break)	**The leader as supervisor II** • Ineffective Teacher Behaviors • Using CSTP for PD/Evaluation • Designing Support Plans	*Ed. Leadership*, Barth, p. 211 Documents TBA	
11 March 31	**Implementing Standards** • Using Student Data	*Ed. Leadership*, Reeves, p. 239,	Reflection #5

	• Examining Student Work • Determining Proficiency • Student behavior management systems	Kouzas, Posner, p. 63 Schlechty, p. 221 Documents TBA	
12 April 7 (No Class April 14)	**Principal's Leadership Program Review** Tim Rummel	**None**	
13 April 21	**Standards-based Instruction** • Standards Based Syllabi • Pacing Calendars • Common Assessments • Decision making	*Ed. Leadership*, Collins, p. 27	Reflection #6
14 April 28	**Standards-based Instruction II** • Aligning Classroom Activity • Instructional Time • Special Student Populations	Documents TBA	
15 May 5	**ISBI – Group Presentations** **Class Evaluations**		Group Presentations

APPENDIX TO COURSE SYLLABUS

Specific CCTC Educational Leadership Preparation Program Standards related to student objectives in EDPL 620:

Implementation and Evaluation of Instructional Programs
Leadership Development

3(a)   Understanding the nature of Instructional Leadership;
          Analyze implement and reflect on the relationships between theory and practice:
          Leadership/Teaching/Learning

3(c)   Leadership practices; informed decision making about teaching, learning, and
          instructional leadership; ability to articulate, apply, and evaluate theories of leadership

6(a)   Provide an opportunity for the candidate to learn to facilitate the development, articulation,
          implementation and stewardship of a vision of teaching and learning that is shared and
          supported by the school community.

6(a)(1) Develop and refine a personal vision of education and instruction; Engage in reflection;
          Develop ways to engage self and others in reflective activities;

6(a)(2) Develop and implement a shared vision and goals that place student and adult learning at
          the center of instructional leadership.

6(a)(3) Provide an opportunity for the candidate to learn how to establish, support, and
          maintain high expectations and standards for the academic and social development of
          all students, the performance of staff and the contributions of all adults in the service of
          the shared vision of the school community.

6(c)(4) Apply principles of effective communication, systems management, organization, problem
          solving, and collaborative decision making skills.

6(e)   Examine, practice, and model a personal code of ethics, including protecting the rights and confidentiality of students, staff, and families; Practice professional leadership capacity, including shared decision making, problem solving, conflict management, and foster those skills in others; Examine site and district responsibilities with regard to students with special needs. Effectively act as a spokesperson for the school to the extended school community. Model personal and professional ethics, integrity, justice, and fairness and receive feedback from the program and peers; Reflect on personal leadership beliefs and practices and recognize their impact and influence on the performance of others; Develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance professional and personal responsibilities.

6(e)(2)   Learn how to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity, and access.

6(e)(3)   Encourage and inspire others to higher levels of performance, commitment, and motivation, and to communicate knowledge effectively about the curriculum and its articulation across programs and grade levels to multiple audiences in the school and community.

11(d)   Shape a culture where high expectations for all students and subgroups of students is the core purpose.

13(d)   Supports the equitable success of all students and subgroups of students through the mobilization and leveraging of community support services.

14(b)   Models personal and professional ethics, integrity, justice, and fairness; Expects the same behavior from others.

14(f)   Ability to encourage and inspire others to higher levels of performance, commitment, and motivation.

14(h)   Engages in professional and personal development.

14(j)   Knows how to use influence of a position of leadership to enhance the educational program, rather than for personal gain.

14(k)   Protects the rights and confidentiality of students and staff.

Shared Decision Making and Systematic Improvement Processes
3(b)   Professional practice in schools and classrooms:
          Relationship building & Communication skills

5(a)   Prepare to discuss, debate, and articulate the purposes of schooling in a democratic society

5(b)   Understand the values and concerns of diverse communities that constitute a democracy and the importance of involving the greater community in the life of schools.

6(a)(4)   Engage in multiple and systematic opportunities to practice various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.

6(a)(5)   Apply strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school community to develop, articulate, implement, and steward a shared vision of teaching and learning.

6(b)(6)   Develop and use skills in shared leadership and decision making to engage all members of the school community in the service of student learning.

6(c)(5)   Set short and long-term goals, particularly with respect to cooperatively developing a site based plan that is effectively aligned with state and district requirements and systematically links resources to site goals and objectives.

6(f)(3)   Engage in discussions and successfully address authentic, complex school issues, including: meeting the needs of students and staff with disabilities, evaluating employees, providing appropriate services in different settings to English learners, ensuring school safety, administering student behavior programs, and addressing harassment.

13(f)   Effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.

14(c)   Makes and communicates decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.

15(a)   Understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.

15(d)   Knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

15(f)   Able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

Implementation of Standards Based Instruction

6(b)   Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth. Focus on the implementation of state adopted academic content standards, frameworks, and instructional materials as well as assessment and accountability systems.

6(b)(2)   Become a critical consumer of educational research; Use research and site based data to design, implement, support, evaluate, and improve instructional programs and to drive the development of staff.

6(b)(4)   Use data, including the use of technology, to develop, manage, and evaluate strategies to improve student achievement.

10(a)   Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant quantitative indicators.

10(b)   Articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards based educational system.

11(a)   Understand and create an accountability system of teaching and learning based on student learning standards.

11(i)   Coordinate the design, implementation, and evaluation of instructional programs that serve the diverse learning styles and needs of all students; Lead in the continual development and improvement of those programs

11(j)   Use technology to manage and evaluate instructional programs; Promote and support the use of technology in instruction and learning.

14(i)   Demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.

Knowledge of Standards – Teachers/Students/Parents
6(b)(1)   Apply learning, curricular, and instructional theory to the design, implementation, and evaluation of standards based instruction and assessment programs and lead in the improvement of those programs

6(b)(3)   Study and apply knowledge of diverse learning styles and differentiated instructional strategies that address the needs of all learners and staff.

6(d)(5)   Use appropriate resources and strategies for addressing language diversity in schools, with particular emphasis on the responsibility to communicate to families whose primary home language is other than English.

Alignment of Daily Classroom Activity to Standards
10(c)   Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.

10(d)   Identify and address barriers to accomplishing the vision

10(f)   Use the influence of diversity to improve teaching and learning

Daily Use of Standards
11(h)   Support the use of state adopted learning materials and a wide array of learning strategies.

Pacing Calendars/Common Assessments/Grading Policy /Diligence
10(e)   Shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.

Effective Instructional Supervision at the program and individual level
6(c)(3)   Evaluate the effectiveness of an instructional program through the use of data and accountability systems.

6(e)(1)   Engage in decision-making, problem solving, change management, planning, conflict management, and evaluation. Reflect upon the learning from these opportunities for practice in course and fieldwork.

12(i)   Effectively evaluate and use a wide range of technologies, including assistive technologies to support instruction and effective school administration

12(j)   Effectively use technology to manage multiple types of databases within a school and to use data to improve instruction.

15(f)   Able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

Direct Instructional Supervision integrated with the personnel process:
Hiring/Application Screening/Interviewing
10(f)   Use the influence of diversity to improve teaching and learning

Mentoring/Coaching
14(b)   Models personal and professional ethics, integrity, justice, and fairness; Expects the same behavior from others.

14(f)   Ability to encourage and inspire others to higher levels of performance, commitment, and motivation.

Renewal of Contracts/Granting of Tenure
10(b)   Articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards based educational system.

11(a)   Understand and create an accountability system of teaching and learning based on student learning standards.

Professional Assistance for Tenured Staff/Peer Assistance and Review
15(f)   Able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

Development of Instructional Staff (staff development)
6(b)(2)   Become a critical consumer of educational research; Use research and site based data to design, implement, support, evaluate, and improve instructional programs and to drive the development of staff.

6(b)(3)   Study and apply knowledge of diverse learning styles and differentiated instructional strategies that address the needs of all learners and staff.

6(b)(4)   Use data, including the use of technology, to develop, manage, and evaluate strategies to improve student achievement.

6(b)(5)   Develop cooperatively and guide the ongoing and long term professional development of all staff – consistent with the ongoing effort to improve the learning of all students

11(b)   Use research and site-based data to design, implement, support, evaluate, and improve instructional programs and to drive professional development of staff.

11(c)   Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry, focused on improving the learning of all students and subgroups of students.

11(e)   Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state adopted content standards for students.

Reform and Renewal of Educational Practice

6(b)(2)   Become a critical consumer of educational research; Use research and site based data to design, implement, support, evaluate, and improve instructional programs and to drive the development of staff.

6(b)(4)   Use data, including the use of technology, to develop, manage, and evaluate strategies to improve student achievement.

6(e)(1)   Engage in decision-making, problem solving, change management, planning, conflict management, and evaluation. Reflect upon the learning from these opportunities for practice in course and fieldwork.

14(a)   Demonstrate skills in shared decision-making, problem solving, change management, planning, conflict management, and evaluation; Develops these skills in others.

EDLP 621: Law and School Management

CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS

Instructor Information:

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Work: (805) 485 1411
Office Hours: By appointment – call work phone above

Class Meeting Days and Time: Tuesdays, 5:00 to 7:50 p.m. 8.26.08 to 12.9.08

Location: Frank Middle School (Portable 4)
Units: 3 Semester Units

This course leads to a Master's Degree in Educational Leadership.

COURSE DESCRIPTION:

Application of federal, state and local law to school government and management. Topics include legal principles of statutes and case law related to conduct of students, contracts, liabilities, torts, and individual rights; legal framework for the governance of public education; the role of the legislative process in the governance of schools; legal requirements of "due process" as it relates to students, parents, and school personnel; and special education law and procedures.

Students completing this course will:

1. Gain knowledge and understanding of the governance and legal processes related to schools

2. Acquire a working knowledge of legal principles, statutes, and case law with special emphasis on those related to the conduct of youth, contracts, liabilities, torts and individual rights

3. Acquire knowledge of the legal framework and organizational patterns of public education: U.S. Department of Education, California Department of Education, county office of education and local school districts

4. Become familiar with aspects of the legal roles and responsibilities for education and the relationships among the federal government, state government, and local school districts

5. Develop an understanding of the legislative process

6. Demonstrate knowledge of due process as relates to students and teachers

7. Gain an overview of current federal and state legislation and court decisions affecting public education

8. Become familiar with the California Education Code and Title V of the State Board of Education

9. Understand the legal powers of local governing boards, public meeting laws, and board policies

10. Be able to identify the influence of major "Landmark" court decisions on practices in public schools

11. Gain a working knowledge of laws related to personnel, i.e., employment, certification, tenure, dismissal, employee contracts, etc.

12. Be familiar with the legal aspects of collective bargaining

13. Gain a working knowledge of laws related to instructional programs, students, personnel, parents, community, and business services

14. Demonstrate a knowledge of laws related to desegregation and their impact on public schools

15. Be familiar with the legal aspects of Special Education Law, its history and modern day application

16. Demonstrate the ability to locate sources to answer legal questions and stay current with developing legislation and case law

17. Demonstrate a working knowledge of basic legal terms as relates to school Administration

18. Develop critical thinking by writing several succinct thought papers around a specific legal concept

19. Learn to abstract specific case law to its key points through a written analysis and class oral presentation

REQUIRED TEXT:

- Aquila, F.D. (2008), <u>School Law for K-12 Educators: Concepts and Cases, Sage Publications, Los Angeles</u>

SUPPLEMENTARY READING:

- Legal Brief and Articles as assigned by the Professor

- Review of California Education Code and Title V of the State Board of Education

- Samples of School Board Policy

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING:

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns

with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC). The following CCTC Program Standards are covered in this course. Please refer to the Student Teaching Handbook for a full listing of the elements.

Standard 3:   Development of Professional Perspectives, 3(b), 3(c)

Standard 4:   Equity, Diversity and Access, 4(d), 4(e), 4(f), 4(h)

Standard 5:   Role of Schooling in a Democratic Society,
5(b), 5(c), 5(d), 5(e), 5(f)

Standard 6:   Opportunities to Learn Instructional Leadership,
6(c)(6), 6(c)(8), 6(f)(l), 6(f)(2), 6(f)(3), 6(f)(4)

Standard 10:   Vision of Learning, 10(c), 10(d)

Standard 12:   Organizational Management for Student Learning, 12(c), 12(d)

Standard 14:   Personal Ethics and Leadership Capacity, 14(b), 14(j), 14(k)

Standard 15:   Political, Social, Economic, Legal and Cultural Understanding,
15(a), 15(b), 15(c)

Commitment to infusion of competencies to address the needs of all children
The Teacher Education Program faculty are committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are attached to the syllabus and the competencies covered in this course are highlighted.

University Mission Statement
Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

COURSE POLICIES:

1. **PROFESSIONALISM**

   Attendance and participation requirements:
   It is recognized that most graduate students taking this course are already engaged as professionals in some phase of education. It is anticipated, therefore, that you will adhere to the same basic standards of courtesy, attendance and classroom participation that you set for your students. You are expected to attend classes regularly and on time. Should the need arise to be absent owing to a professional conflict or a family emergency, please communicate same to the professor by e-mail at the earliest opportunity. If you are absent, it is your responsibility to get notes or handouts from classmates so that you will not fall behind. Absent extraordinary circumstances, quizzes or exams, missed owing to legitimate and

unavoidable reasons, can only be made up *before the following class,* and with *advance notice* to the professor.

2. **ACADEMIC HONESTY AND INTEGRITY:**
   Students are expected to maintain the highest professional standards of academic honesty and integrity. Academic dishonesty (cheating, fabrications, plagiarism, forgery, etc.) will result in a grade of "F' for the assignment, project, or test. In cases where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course. Therefore, submit your own work and cite your sources when referencing the work of others. Please see me if you have questions or concerns.

3. **LATE WORK:**
   All assignments should be submitted in class on the specified due date. All work turned in on the date due electronically by either email or fax will also receive consideration for full credit. Any assignment turned in past the due date will receive consideration for partial credit - a reduction of 10% of the grade.

4. **GRADING POLICY:**
   Evaluation of Student Performance shall be as follows:

   • Attendance

   • Student presentations

   • Student participation in discussion, group work, and other learning activities

   • Quizzes and Examinations

   The percentage applied to each activity shall approximate the following scale:

Course Requirement	Percentage of Final Grade
Class attendance and participation	10%
Papers, and written reports	21%
Quizzes and Exams	69%
Total	**100%**

The Grading Scale shall be as follows:

A = 95-100	C = 73-76
A- = 90-94	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
C+ = 77-79	F = 59 or lower

All assignments must be typed (12 point font), double-spaced when appropriate, and have 1" margins to receive consideration for full credit. All referenced works must be cited using an accepted professional format (either APA or MLA). Content and mechanics will be considered when grading written assignments. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

STUDENTS WITH SPECIAL NEEDS:

Individuals who have any disability, either permanent or temporary, that might affect their ability to perform in this class or in the field are encouraged to inform the instructor at the start of the semester with a written note. Adaptation of methods, materials, testing, or practicum may be made as required to provide for equitable participation.

Date	Content	Activities	Assignments Due
8.26.08	Introductions, Legal System, School Desegregation.	Current Event Dialogue **Pre-class law inventory**	None
9.2.08	Text Part I: Policy Issues Chapters 1,2,3	Current Event Dialogue	None
9.9.08	Text Part II: Student Rights Chapters 4,5,6	Current Event Dialogue **Quiz: Chapters 1-3**	**Case paper**
9.16.08	**Field Experience**	Attend Board Meeting or City Council Session	None
9.23.08	Text Part II: Student Rights Chapters 7,8	Current Event Dialogue	**Brd or C.C.mtg report**
9.30.08	Text Part II: Student Rights Chapter 8	Current Event Dialogue **Quiz: Chapters 4-8**	None
10.7.08	Text Part III: Teacher Rights Chapters: 9,10	Current Event Dialogue	**Case paper**
10.14.08	Chapters 1-10	Current Event Dialogue **Mid term** Chapters 1-10	None
10.21.08	**Field Experience**	Administrator Interview	None
10.28.08	Text Part III: Teacher Rights Chapters: 11,12	Current Event Dialogue	**Admin. Interview paper**
11.4.08	Text Part IV: Legal Aspects of	Current Event	None

	School Chapters: 13,14	Dialogue **Quiz: Chapters 11,12**	
11.18.08	TBD	TBD	None
11.25.08	Text Part IV: Legal Aspects of School Chapters: 15,16	Current Event Dialogue	**Case Paper**
12.2.08	Course Review	Current Event Dialogue Final Design	None
12.9.08		**Final: Chapters 1-16**	

Assignment Descriptions and Values:

Quiz:	Open book format, multiple choice, T/F, Short Answer, Essay	9 %
Mid-term:	Open book format, multiple choice, T/F, Short Answer, Essay	30%
Final:	Open book format, multiple choice, T/F, Short Answer, Essay	30%
Case Paper:	1-2 page summary and opinion 3 x 5%	15%
Admin. Interview paper	1-2 page summary and opinion	3%
Board or City Council Meeting 1-2 page summary and opinion		3%
Class participation/attendance		10%

Case Papers should include: General Rule of Law, Procedure Summary, Facts, Issue, Holding and Decision and Your Comments. Cases should be chosen from domains already covered in class but not summarized in text. (Be prepared to present to class orally in 2-5 minutes)

Administrator Interview Paper should summarize the results of an interview with a school administrator regarding a school law and management topic of your choice.

Board or City Council Meeting should summarize your observations of the meeting as it relates to a school law or management topic of your choice.

EDPL 622: School Finance and Principles of Applied Leadership

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Professor	Jeffrey L. Baarstad, Ph.D.
Telephone	(805) 766-7012
Office	(805) 497-9511 x205
Email	jbaarstad@conejo.k12.ca.us
Fax	(805)
Office Hours	By appointment

Class Meeting Time: Thursdays, 4:30 to 7:00 pm
Location: Frank Middle School, Oxnard California

This course leads to a Master's Degree in Educational Leadership.

COURSE DESCRIPTION: **Application of the principles of leadership and management as found in the research literature to school site and school district finance, management and business issues. Topics include public school finance at the federal and state level, effective management of fiscal resources and business services at the school site and school district level, budget development and implementation at the site level to support instructional program priorities and the needs of instructional staff in meeting the needs of all students. Leadership skills including communication, human relations, decision-making, managing conflict, and facilitating change are developed within the context of school site fiscal and resource allocation issues.**

Students completing this course will be able to:
1) Articulate the differences between leadership and management
2) Recognize and appreciate their own unique leadership style
3) Apply principles of leadership in real life scenarios as they relate to school site resource allocation issues
4) Understand the relationship between national, state and local politics and resulting educational policy, with focus on funding issues in public education
5) Review the history of national and state public school finance to gain an understanding of the present system of funding public school education
6) Understand regulations and timelines for state and school district budget development, monitoring and reporting
7) Identify local, state and federal revenue sources for school district and school site budgets
8) Gain an understanding of typical school district and school site expenditures including personnel expense, books, supplies and equipment, and contracts and services, the cost and proportion of these expenses in typical budgets, and their role in both supporting and impeding instruction

9) Define the role and functions of school district business operations and the Chief Business Official (CBO)
10) Gain familiarity in a range of school district and school site support programs including food services, student body funds, risk management, maintenance and operations, and school facilities
11) Become knowledgeable about basic budget and accounting procedures including balance sheets, expenditure classifications, object codes, procedures to allocate funds and monitor budgeted expenses, focusing on school site level budgets
12) Gain a detailed understanding of the annual school site budget development, monitoring and reporting cycle, including analyzing past years budgets, projecting future income and expense, involving constituents in the budget development process, monitoring and reporting budgets to the school district and school site constituents, and evaluating the contribution of budgeted programs and expense to the improvement of instruction and student achievement
13) Become familiar with nuances of monitoring and interpreting school site budgets, including differences between one-time and recurring income and expense, discretionary vs. fixed expenses, and data delay in the receipt of budget reports
14) Develop strategies for involving school site constituents in collaborative budget development decisions, and gain an understanding of the principal's role in providing big-picture budget information on school site, district, state and national education issues to school site constituents

REQUIRED TEXT:
*   Townley, A., Schmieder-Ramirez, J. & Townley, A., and Wehmeyer, L (2008) *School Finance: A California Perspective* (Eighth Edition). Dubuque, Iowa: Kendall/Hunt Publisher.

SUPPLEMENTARY READING:
*   Selected articles from the journals of the California Association of School Business Officials (CASBO) and the Association of California School Administrators (ACSA)
*   Selected articles from Ed Source, West Ed, and School Services of California

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

The following CCTC Educational Leadership Program Standards and Competencies are covered in this course.

Standard 1: Promote Success of All Students that is Shared by the School Community.
1a, 1b, 1c, and 1e

Standard 2: Student Learning and Professional Growth. 2b and 2g
Standard 3: Organizational management for Student Learning. 3b, 3d, 3e, and 3f
Standard 4: Working with Diverse Families. 4a and 4c
Standard 5: Personal Ethics and Leadership Capacity. 5a, 5e, 5g and 5j.
Standard 6: Political, Social, Economic, Legal and Cultural Understanding. 6a, 6b, 6c, and 6e

*COMMITMENT TO INFUSION OF COMPETENCIES
TO ADDRESS THE NEEDS OF ALL CHILDREN*

The Teacher Education Program faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs.

University Mission Statement

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

COURSE POLICIES
2. PROFESSIONALISM
Attendance and participation requirements:

It is recognized that most graduate students taking this course are already engaged as professionals in some phase of education. It is anticipated, therefore, that you will adhere to the same basic standards of courtesy, attendance and classroom participation that you set for your students and/or staff. You are expected to attend classes regularly and on time. Should the need arise to be absent owing to a professional conflict or a family emergency, please communicate with the professor by e-mail at the earliest opportunity. If you are absent, it is your responsibility to get notes or handouts from classmates so that you will not fall behind.

2. ACADEMIC HONESTY AND INTEGRITY:

Students are expected to maintain the highest professional standards of academic honesty and integrity. Academic dishonesty (cheating, fabrications, plagiarism, forgery, etc.) will result in a grade of "F" for the assignment, project, or test. In cases where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course.

3. LATE WORK

All assignments should be submitted in class on the specified due date. All work turned in on the date due by email will receive consideration for full credit. Baring exceptional circumstances, any assignment turned in past the due date will receive partial credit—generally a reduction of 5-10% of the grade.

4. GRADING POLICY:

Evaluation of Student Performance shall be as follows:
- Attendance
- Student participation in discussion, group work, and other learning activities
- Written reports
- Mid-term examinations
- Student presentation

The percentage applied to each activity shall approximate the following scale…

Course Requirement	Percentage of Final Grade
Class attendance and participation	10%
Written reports	15%
Two mid-term exams	50%
Student presentation	25%
Total	100%

The Grading Scale shall be as follows:

A = 93 – 100	C = 73 – 76
A- = 90 – 92	C- = 70 – 72
B+ = 87 – 89	D+ = 67 – 69
B = 83 – 86	D = 63 – 66
B- = 80 – 82	D- = 60 – 62
C+ = 77 – 79	F = 59 or lower

All assignments must be typed (11 point or 12 point font), one and one-half spaced and have 1" margins. All referenced works must be cited using an accepted professional format (either APA or MLA). Content and mechanics will be considered when grading written assignments. It is expected that all assignments will reflect university-level composition, exposition and critical thinking. Use of electronic spelling and grammar checking is encouraged.

STUDENTS WITH SPECIAL NEEDS
Individuals who have any disability, either permanent or temporary, that might affect their ability to perform in this class or in the field are encouraged to inform the instructor at the start of the semester with a written note. Adaptation of methods, materials, testing, or practicum may be made as required to provide for equitable participation.

School Finance and Principles of Applied Leadership

TENTATIVE COURSE SCHEDULE

WEEK/DAY	TOPIC	ASSIGNMENT
1	Introduction to Educational Finance. Focus: Instructor and class member introductions, class themes, assignments, activities, evaluations and grading. Introduction to school district budget structure.	Chapter 2 – History of California School Finance ACSA article on time-management for principals. Develop problem solving scenarios
2	History of California Educational Finance Part 1 –1848 to 1985 Focus: The evolution of State involvement in local school districts, Serrano vs. Priest and the State's response. Problem solving scenario	Chapter 3 – California Education: Challenges and Opportunities. Assign California. Ed. Finance article reports
3	History of California Education Finance Part 2 – Prop. 98 to the Present. Focus: Prop. 98 tests, and the impact of Prop. 98 on California public school funding. Monitoring the annual California budget development cycle. Share example of Cal. Ed. finance article report. Problem solving scenario	Chapter 4 – Role of the Chief Business Official
4	Role of the Chief Business Official. Focus: The CBO as supporter and facilitator of instructional improvement. Introduction to individual school site budget reports and presentation assignment. Problem solving scenario	Chapter 9 – School Site Budgeting
5	School Site Budget Basics – Part 1. Focus: Basics of accounting, school site budget mechanics, common income and expenses. Additional information and examples of site budget report/presentation. Problem solving scenario.	CASBO article on pitfalls in school site budgeting
6	School Site Budget Basics – Part 2. Focus: Nuances of school site budgeting, common pitfalls, supporting	Chapter 1 – Financing Education in an

	instructional goals with resources. School site budget exercises. Problem solving scenario.	Atmosphere of Change
7	The Federal Government and Educational Finance. Focus: Increases in Federal dollars, control and accountability, major Federal education legislation. Review Federal education programs and expenditures. Present Mid-Term Exam #1. Take home essay examination, three questions, compare and contrast evolution of Federal and California school finance issues.	Take home mid-term essay exam (two weeks)
8	Managing the Budget. Focus: State and school district budget calendars and accountability requirements, common pitfalls of school district budgets. Maintenance and Operations. Focus: Primary operations, funding, school principal perspectives. Site budgeting reports and problem solving scenarios. Introduction, distribution and collection of Mid-Term Instructor Evaluation.	Take home mid-term. Chapter 5 – Managing the Budget. Chapter 13 – Maintenance and Operations Chapter 11 – Student Body Organizations
9	Mid-term exams collected. Present and dialogue results of Mid-Term Instructor Evaluation. Introduction to Standardized Account Code Structure (SACS). Focus: An introduction to California's 32 digit SACS codes and how they are used in school district and school site budgeting. SACS code group exercises. Student Body Organizations. Focus: Purposes and compliance issues of student body organizations and school principal perspectives. Site budgeting reports.	4. Chapter 6 – School District Revenue Chapter 12 - Transportation
10	Return mid-term exams and dialogue themes in the answers. School District Revenue. Focus: Tax structures, revenue estimates, enrollment projections, revenue limit calculations, special education and categorical income sources and regulations. Transportation. Focus: Costs, compliance, safety, and school principal perspectives. Site budgeting reports and problem-solving	Chapter 7 – Program Budgeting and Expenditure Accounting. Chapter 10 – The Annual Audit

	scenarios.	
11	Program Budgeting and Expenditure Accounting. Focus: Common approaches to school district budgeting, critical school district expenses including position control, salary, benefits and collective bargaining, connecting instructional goals to budgeted expenditures. The Annual Audit. Focus: Purposes and requirements of independent audits and school principal perspectives. Site budgeting reports and problem-solving scenarios.	Chapter 8 – School District Funds
12	School District Funds. Focus: The organization of school district funds, and basic fund accounting. Group exercise, researching your school district's income and expenditure characteristics. Site budgeting reports and problem-solving scenarios.	Read ACSA article on leadership and the culture of schools.
13	A Framework for Approaching School Site Budgeting. Focus: A comprehensive, 18-month guide and checklist for the development, monitoring, reporting and evaluation of the school site discretionary budget. Special emphasis on the involvement of constituent groups, and focusing funds and other resources on instructional improvement initiatives. Group exercises on school site budgeting. Site budgeting reports.	Take home mid-term exam (two weeks) Chapter 14 – School Food Service Program Chapter 15 – Facilities, A California Challenge
14	School Food Service Program. Focus: Costs, compliance, nutrition and school principal perspectives. Facilities. Focus: New construction, modernization, funding, compliance and school principal perspectives. Risk Management. Focus: Property, liability, worker's compensation and health insurance programs. School safety and the principal. Site budgeting reports and problem-solving scenarios	Selected articles from Ed Source, "Getting Down to Facts" studies
15	Mid-term exams collected. Ed Source – "Getting Down to Facts". Focus: Presentation and discussion of key	None

	research projects and findings of the Ed Source, "Getting Down to Facts" studies on the adequacy of educational funding in California. Group exercises on school site budgeting. Site budgeting reports.	
16	Return mid-term exams and dialogue themes in answers. What Budget Type are You? Focus: A humorous look at various school principal budget approaches. Concluding comments.	

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Educational Leadership Program

EDPL 623:
Organizing and Influencing Organizations in Diverse Communities

Spring 2007

Instructor Information
Professor:	Dr. Tiina Itkonen
Office:	Bell Tower West 2105
Office Hours:	Wednesdays 2 – 4 pm; or by appointment
Office Phone:	805-437-3294
Email:	tiina.itkonen@csuci.edu

Course Information
Meeting Days/Times:	Thursdays 5 – 8:30
Location:	UPS
Units:	3 units

Course Description: This Masters level course provides students with the opportunity to understand and analyze schools as formal organizations. Participants will be able to examine and reflect on the potential of a school leader to direct and influence educational change.
Topics include:

- theories, characteristics, and functions of human organizations
- organizational culture, change and development
- the nature of human behavior within contemporary school organizations
- issues related to power and motivation in diverse school communities
- the management of group dynamics and human relations in diverse settings
- the application of organizational theories to issues central to K-12 education.

COURSE OBJECTIVES

Students fully participating in and successfully completing EDPL 623 will:
1. Apply multiple theories of organization to describe and explain influences, structures, behaviors and practices within the context of contemporary California schools;
2. Use a conceptual models to systematically examine school leadership and institutional influences in a diverse educational community;
3. Analyze how principals lead, manage and shape the culture of a school, its vision and instructional effectiveness;
4. Describe implicit and explicit personal and professional beliefs, expectations, dispositions, ethics and biases that create and support the diverse culture and climate of a school environment;

5. Identify and research an issue or concern specific to a school, and collect data from a variety of constituents;
6. Create an organizational development plan to address the identified issue or concern;
7. Show graduate level competence in oral and written communications, the use of technology and information literacy.

Alignment Standards for Educator Development to Foster Student Learning: This course aligns with the Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential adopted by the California Commission on Teacher Credentialing (CCTC),

The following CCTC Educational Leadership Preparation Program Standards are covered in this course.

Standard 10a: Facilitate the development of a shared vision for the achievement of all students;

Standard 10b: Articulate and demonstrate strategies for implementing the shared vision that the entire school community understand and acts on the mission of the school;

Standard 10c: Know how to leverage and marshal sufficient resources to implement and attain the vision for all students;

Standard 10d: Identify and address barriers to accomplishing the vision;

Standard 11b: Use research and site-base data to design, implement, support, evaluate, and improve instructional programs and drive professional development of staff;

Standard 11d: Shape a culture where high expectations for all students is the core purpose;

Standard 11e: Guide and support professional development of all staff consistent with the on-going effort to improve the learning of all students;

Standard 12f: Utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively;

Standard 13d: Support the equitable success of all students through mobilization and leveraging of community support groups;

Standard 14a: Demonstrate skills in shared decision making, problem solving, change management, planning, conflict management and evaluation. Foster and develop those skills in others.

Standard 15a: Understand your roles as a leader of a team and be able to clarify the roles and relationships of individuals within the school.

Commitment to the Infusion of Competencies to Address The Needs of All Children
The Educational Leadership Program faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. The competencies are drawn from the Standards of Quality and Effectiveness for Educational Leadership Preparation Programs.

MISSION STATEMENT

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

COURSE POLICIES

1. **Attendance**
   It is acknowledged that participants in this course are professionals with work and family commitments. Due to the intensity and highly interactive nature of the course, all students are expected to *attend each class session*. Missing one class, arriving late or leaving early on more than two occasions will result in the reduction of grade. Illness and emergency circumstances will be reviewed on an individual basis. It is the student's responsibility to contact the instructor prior to an extenuating circumstance.

2. **Participation requirements**
   For successful participation, students <u>must</u> read assigned materials by the date indicated in the syllabus, and be prepared to discuss and analyze readings individually or in structured groups. Participation includes in-class discussions, structured interactions, group work, oral presentations, and guided discussion of readings. The degree of your engagement in these processes forms the basis for points assigned.

3. **Late Work**
   Because of the concentrated nature of this course, all assignments must be submitted on their due date. The grade for assignments submitted one session after the due date will be reduced by one letter grade (or the point equivalent). Work submitted beyond one session late will receive no credit.

4. **Academic Honesty and Integrity**
   Students are expected to maintain the highest professional standards of academic honesty and integrity. Academic dishonesty (cheating, fabrications, plagiarism, forgery, etc.) will result in a grade of "F" for the assignment, project, or test. In cases where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course. Therefore, submit your own work and cite your sources when referencing the work of others, using APA style.

5. **Grading Policy**

<u>% Grading Scale</u>:

	A = 100-95	A- = 94-90
B+ = 89-87	B = 86-83	B - = 82-80
C+ = 79-77	C = 76-73	C - = 72-70
D+ = 69-67	D = 66-63	D - = 62-60
	F = 59 or lower	

<u>Grading Emphasis</u>: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, directly addressing the issues, etc.), and 20% on mechanics (grammar, syntax, format, uniformity of citation, etc.).
All assignments must be typed in 12 point font and double-spaced. All citations will use the APA format. For information on how to cite electronic resources in accordance with APA guidelines see *APAstyle.org* web site at: http://www.apastyle.org/elecref.html. For general information on writing research papers using APA style on The American Psychological Association's website: *A Guide for Writing Research Papers, based on Styles* http://Webster.Commnet.Edu/Apa/Apa_Index.Htm

6. Learners with Disabilities

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, are requested to inform the professor and the campus Disability Accommodation Office in writing. Adaptation of methods, materials, testing, or practicum may be made as requested and required to provide for equitable participation in the course. For information about the University's Disability Accommodation Office, contact Dr. Terri Goldstein at 437-8528.

COURSE ASSIGNMENTS

Assignment	Points	Percentage of Final Grade
In-class participation	10	10
Small group presentation of reading	10	10
Interview summaries (4)	4 each	16
School issue paper: problem identification, supporting data, link to theory, stake holders	30	30
Action plan and implementation	24	24
Presentation to peers	10	10
Total	100	100

5.

In-class participation (10): For successful participation, students <u>must</u> read assigned materials by the date indicated on the syllabus, and be prepared to discuss and analyze readings individually or in structured groups. Participation includes in-class discussions, structured interactions, group work, oral presentations, guided discussion of readings, an original case study write up and presentation. The degree of your engagement in these processes forms the basis for points assigned. *Note: Since the readings are cumulatively integrated in every assignment, it is essential to complete them on due dates indicated, to receive a passing grade on assignment and to maximize your time management.*

Small group presentations (10): During each class session following Week 2, individuals or a small group of students will lead a discussion on an assigned reading. Main ideas of the reading will be summarized, some critical questions posed to the class, and then a class discussion will be led. All students must be prepared for the presentations and discussions. Groups may enhance presentations with visual aides and/or provide a written outline of the reading. Each presentation should last approximately 20 minutes.

Interviews (16): Interviews will be conducted with 4 representatives from the school, district office, and local community. The interviewees are to include a grade level chair/department head, a site administrator, a district office or county administrator, and a community member (e.g., parent, other agency representative, school board member). The goal is to better understand how different and diverse individuals and groups perceive and influence schooling and school issues such as leadership, resource management, communication, power bases, alliances, decision making, conflicts, culture and climate, change and resistance. From data gathered from each audience you will be asked to write and share a reflective summary and analysis of the main issues that emerge, their possible sources and potential impacts and consequences.

School issue analysis paper ("big picture") (30): Identify a problem/issue at your school site and frame it using information from class readings and discussions. Provide and analyze baseline data on this issue. Identify key systemic issues and elements (people, policies, structures, routines etc.) that affect the issue. Link the issue to theory. Describe key stake holders and how you would involve them in the buy-in process of recognizing the issue as a "problem," and in the long term action plan as a facilitative leader committed to shared decision making. Write up as a graduate level academic paper. Rubric will be provided in class.

Examples of possible topics: parent involvement, increasing assessment scores of all or subpopulations, attendance rate, school drop out rate, office referrals, school-wide discipline issues, supporting beginning teachers, aligning teaching to standards, across grade level/department articulation, special and general education collaboration, "morale," culture, etc.

Action plan implementation paper ("short term plan") (24): Develop a short term and a long term action plan that addresses the systemic issues and elements underlying the issue, and includes all stake holders. Implement the short term plan on your identified issue, or guide the implementation of that done by others. Collect some data. Write up as a report, the intended audience being your site administrator or school board. You are not graded on whether the issue gets resolved or whether data indicate improvement, but rather on the *processes* of acting as an instructional leader, making data based decisions, facilitating shared decision making, and reflecting on the activity and your learning. Rubric will be provided in class.

Presentation to peers (10): In <u>no more</u> than 10-15 minutes (the time awarded in most faculty meetings), present the highlights of your school issue and/or action plan and implementation to your peers. Prepare this presentation as you would for a faculty or school board meeting, using visual aids, hand-outs and other means to engage your audience.

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**Required Readings (selected chapters as indicated),
available on eReserves on Blackboard:**

<u>Understanding Organizations</u>

Bowditch, J. & Buono, A. (1994). *A primer on organizational behavior.*   New York: John Wiley, Chapter 7.

Euske & Roberts. Evolving Perspectives in Organizational Theory. In *Handbook of Organizational Communication: an Interdisciplinary Perspective.*

March, J. G. & Olsen, J. P. (1989). *Rediscovering institutions: The organizational basis of politics.* New York, NY: The Free Press.

Meier, K. & Polinard, R. (2000). Bureaucracy and Organizational Performance: Causality Arguments about Public Schools. American Journal of Political Science, 44(3), 590-602.

Razik, T. & Swanson, A. (1995). *Fundamental concepts of educational leadership and management.* Columbus, OH: Merrill, Chapter 2.

Scott, R. (2003). *Organizations: Rational, natural, and open systems*. Upper Saddle River, NJ: prentice Hall, pp. 3-30.

Wilson, J. (1989). Bureaucracy: What government organizations do and why they do it. Basic Books, pp. 32-48.

<u>Studying organizations</u>

Bowditch, J. & Buono, A. (1994). *A primer on organizational behavior.*   New York: John Wiley, Chapter 2.

<u>Organizational Change</u>

Bowditch, J. & Buono, A. (1994). *A primer on organizational behavior.*   New York: John Wiley, Chapter 3 (Motivation) and Chapter 5 (Communication).

Fullan, M. (1991). *The new meaning of educational change*. Columbia: Teachers College Press, 30-46.

Hall, G. & Hord, S. (1987). Change in schools: Facilitating the process. New York: State University of New York Press, Chapter 2 and Chapter 3.

Lashway, L. (1995). Facilitative Leadership. *Clearinghouse on Educational Policy Management*. ERIC Digest 96, retrieved from http://eric.uoregon.edu on 12/19/2006.

Weatherly, R. & Lipsky, M. (1977). Street-level bureaucrats and institutional innovation: Implementing special education reform. *Harvard Educational Review, 47*(2), 171-197.

Wilson, J. (1989). Bureaucracy: What government organizations do and why they do it. Basic Books, pp. 90-110.

Course Outline

Week	Date	Topic	Reading	Assignments Due
1	1/11	Course Overview, Introductions *Introduction:* Organizations in diverse communities and in political environments		
		UNDERSTANDING ORGANIZATIONS		
2	1/18	Conceptual frameworks in organizational theory: - Overview of rational, natural, open systems - Organizations as natural systems	-Scott, R. (2003). Pp. 3-30	
3	1/25	Frameworks cont.: - Tasks versus goals - Organizations as open systems	-Wilson, J. (1989). pp. 32-48 - Euske & Roberts.	Interview 1
4	2/1	Frameworks cont.: - Institutional theory	- March & Olsen - Meier, K. & Polinard, R. (2000) -Weatherly & Lipsky (1977)	Interview 2
5	2/8	Leadership models and theories	Bowditch, J. & Buono, A. (2001). Chapter 7 Razik, T. & Swanson, A. (1995). Chapter 2.	Interview 3
		STUDYING ORGANIZATIONS		
6	2/15	Methods of studying organizations	Bowditch, J. & Buono, A. (2001). Chapter 2	Bring an idea for topic and discuss systemic issues, data sources, stake holders
		ORGANIZATIONAL CHANGE		
7	2/22	Meaning of change and Stages of concern during change	Hall, G. & Hord, S. (1987). Chapter 2. Fullan, M. (1991). Pp. 30-46.	Interview 4
8	3/1	Motivation	Bowditch, J. & Buono, A. (2001). Chapter 3	
9	3/8	Culture	Wilson, J. (1989). Pp. 90-110	Bring a draft action plan
10	3/15	Facilitative and transformational leadership	Lashway, L. (1995).	

			Bowditch, J. & Buono, A. (2001). Chapter 5	
11	3/22	Externally imposed changes: Policy and politics; Community influences, preferences, needs	Reading provided in class	Bring a clear working plan on what you will need to do to finish issue paper and implementation report; be prepared to share
12	3/29	Professional Development/Fieldwork (Tim Rummel)	Bring required materials regarding professional development and fieldwork	
13	4/5	Course synthesis: Understanding and influencing organizations		Presentations
14	4/12	*NO CLASS –EDPL SPRING BREAK*		
15	4/19	Presentations		Presentations

	5/14	*School issue analysis paper due*		School issue paper
	5/17	*Action plan implementation report due*		Action plan implementation report

EDPL 624: Human Resources Management in Education Settings
FALL 2006

PRINCIPALS' LEADERSHIP PROGRAM
Department of Extended Education
California State University, Channel Islands

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Fax	(805) 383-6973
Office Hours	By appointment

Class Meeting Time: Tuesdays 5:00PM – 9:00PM
Location: Newbury Park High School, Classroom D26

6.   **COURSE DESCRIPTION**: Through this course students will acquire the leadership knowledge and skills necessary to:

- **Understand the history of Human Resources Management and the role of the Human Resources Administrator;**
- **Recruit, select, develop, evaluate and retain highly competent personnel;**
- **Supervise certificated and classified personnel; manage contracts and make hiring decisions;**
- **Understand assignment monitoring, credential and licensing programs;**
- **Understand Collective Bargaining in the context of organized labor agreements;**
- **Understand Organizational Culture and Climate;**
- **Identify and interpret social and political issues having impact on Human Resources administration; and**
- **Interpret necessary legal aspects of Human Resources administration.**

COURSE OBJECTIVES**: Students fully participating in and successfully completing this course will demonstrate proficiency in:**

1. **Describing the historical development of all aspects of Human Resources administration.**
2. **Defining the role and function of the Human Resources Administrator in today's public schools.**
3. **Developing plans for recruitment, selection and appropriate placement of personnel in public school assignments.**
4. **Developing, providing training for and monitoring substantive evaluation for certificated and classified employees.**
5. **Understanding, developing and implementing constructive employee discipline plans.**
6. **Understanding appropriate credentialing and other licensing requirements affecting certificated and classified personnel.**

7. **Understanding the purposes and characteristics of a job classification.**
8. **Designing and implementing an effective staff development program.**
9. **Defining and analyzing the components of organizational culture and climate.**
10. **Understanding all aspects of collective bargaining as applied to contract management.**
11. **Understanding and analyzing legal aspects of Human Resources administration, including precedent setting case law, board policies and state and federal legislation.**
12. **Analyzing and managing appropriate use of technology in the Human Resources environment.**
13. **Identifying social and political trends and issues that affect Human Resources management.**

REQUIRED TEXTS:
Townley, Arthur J., Schmeider-Ramirez, June H., and Wehmeyer, Lillian B., *School Personnel Administration,* Fifth Edition, Kendall/Hunt Publishing Company, Dubuque.

SUPPLEMENTARY READINGS**:**
- **Case Law Briefs as assigned by the Professor;**
- **Articles as assigned by the Professor**
- **Selected publications from the California Commission on Teacher Credentialing; and**
- **Samples of selected bargaining unit agreements.**

ALIGNMENT OF STANDARDS TO THIS COURSE SYLLABUS
This course syllabus will incorporate the alignment of the *Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential* as approved and adopted by the California Commission on Teacher Credentialing (CCTC).

The following CCTC Program Standards are covered in this course.

Standard 3: Development of Professional Perspectives, 3b, 3c,
Standard 4: Equity, Diversity and Access, 4b, 4c, 4d, 4g, 4h
Standard 5: Role of Schooling in a Democratic Society, 5b, 5d, 5e, 5f, 5g
Standard 6: Opportunities to Learn Instructional Leadership, 6b, 6c, 6d, 6e, 6f,
Standard 10: Vision of Learning, 10c
Standard 12: Organizational Management for Student Learning, 12a, 12b, 12c, 12d, 12e, 12f, 12g, 12h
Standard 14: Personal Ethics and Leadership Capacity, 14a, 14b, 14c, 14e, 14f, 14k
Standard 15: Political, Social, Economic, Legal and Cultural Understanding, 15a, 15b, 15d

COMMITMENT TO INFUSION OF COMPETENCIES
TO ADDRESS THE NEEDS OF ALL CHILDREN

The Educational Leadership Development Program faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs*.

UNIVERSITY MISSION STATEMENT

7.   Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across the disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

COURSE POLICIES

4. PROFESSIONALISM
Attendance and participation requirements:

It is recognized that most graduate students taking this course are already engaged as professionals in some sector of Education. It is anticipated, therefore, that you will adhere to the same basic standards of courtesy, attendance and classroom participation that you set for your own students. You are expected to <u>actively</u> participate in classroom discussions and activities. You are also expected to attend class sessions regularly and on time, remaining until the class is dismissed. Arriving late or leaving early on more than two occasions will result in a reduction in your grade. **Please communicate any family emergency or professional conflict to the professor by email or telephone as soon as possible.** If you are absent, it is your responsibility to get notes and handouts from classmates so you will not fall behind. *You may drop one quiz.* Given a legitimate excuse, quizzes may be made up by special arrangement with the professor prior to the next class session.

2. ACADEMIC HONESTY AND INTEGRITY

Students are expected to maintain the highest professional standards of academic honesty and integrity. Academic dishonesty (cheating, fabrications, plagiarism, forgery, etc.) will result in a grade of "F" for the assignment, project, or test. In cases where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course. Therefore, submit your own work and cite your sources when referencing the work of others. Please see me if you have questions or concerns.

• LATE WORK

All assignments should be submitted in class on the specified due date. All work turned in on the date due electronically by either email or fax will also receive consideration for full credit. Late work will receive consideration for partial credit—a reduction of one full letter grade.

• GRADING POLICY

Evaluation of Student Performance shall be as follows:
- Attendance;
- Student presentations;
- Written assignments;
- Student participation in discussions, group work and other activities; and
- Quizzes and examinations.

The percentage applied to each activity shall approximate the following scale:

Class attendance and participation   30%
Oral presentations and written assignments   30%
Quizzes and examinations   40%

The Grading Scale shall be as follows:

A = 95 - 100	C = 73 - 76
A- = 90 - 94	C- = 70 - 72
B+ = 87 - 89	D+ = 67 - 69
B = 83 - 86	D = 63 - 66
B- = 80 - 82	D- = 60 - 62
C+ = 77 - 79	F = 59 or lower

All assignments must be typed (10 point or 12 point font), double-spaced when appropriate, and have 1" margins to receive consideration for full credit. All referenced works must be cited using an accepted professional format (either APA or MLA). **Content and mechanics will be considered when grading written assignments**. It is expected that all assignments reflect university-level composition and exposition. Careful proofreading and use of electronic spelling and grammar checking is encouraged and expected.

STUDENTS WITH SPECIAL NEEDS

Individuals who have any disability, either permanent or temporary, that might affect their ability to perform in this class or in the field are encouraged to inform the instructor at the start of the semester with a written note. Adaptation of methods, materials, testing, or practicum may be made as required to provide for equitable participation.

- **COURSE ASSIGNMENTS**

Readings and Assignments
Readings and assignments are given weekly and are related to the topic(s) of the following week's class session. Most readings are from course books; some others will be given out in class. All students are required to read the assigned works and actively participate in the class discussions in a way to show the readings have been completed.

In -basket Activities

You will be intermittently asked to complete "In Basket" activities comprising 1-3 pages of written content. Given the "hands-on" nature of Human Resources management, these assignments will be comprised of real life situations where you will be asked to use your judgment to solve everyday dilemmas. Some "In Basket" activities will be completed in class, but most will be completed out of class and submitted the following class session.

Legal Analyses

Students will be expected to discuss and analyze legal briefs as to their relationship to educational issues. You will be provided with the case content accompanied by a set of questions to complete by the following class session.

Brief Papers

You will be assigned 1-3 page papers to complete on relevant topics. These papers will require some research and your educated opinion of possible solutions to Human Resources related issues.

Quick Writes

Periodically you will be asked to write a brief paragraph in class on a previously discussed topic. If you keep up with assigned readings and take notes in class, you will do well. This exercise is also designed to make you a fast, focused and facile writer. Yes, spelling and mechanics **do** count.

WEEK/DATE	TOPIC	Reading	Assignment
EDPL 624 Human Resources Management in Education Settings TENTATIVE COURSE SCHEDULE			
1 09-12-06	• Class Member Introductions and Group Activity • Pre-test • Writing Mechanics • Quick Write (the only announced QW)	SPA, Ch.1, 2	Read!
2 09-19-06	• SPA, Ch.1,2 Lecture/Review; • Issue of the Day – Employee Motivation • Functions of HR Dept.	SPA, Ch.3, 4	Look over In-Basket #1
3 09-26-06	• In-basket #1 (teams) • Syllabus • SPA Ch. 2 Review- Cont. Conflict Management • SPA Ch.3 Lecture • Recruitment **NO CLASS ON TUESDAY, 10/3**	SPA, Ch. 3, 4 Review	Interview Questions Ex. due week 4
4 **THURSDAY** **10-05-06**	• SPA Ch.4 Lecture/review • Interview Ques. Ex. • Employee Selection	SPA, Ch. 5	Bring classified and certificated eval docs; Prepare Critiques

Week/Date	Topics	Reading	Assignments
5 10-10-06 5:00-7:00 HR Dr. Rummel: 7:00-9:00	• SPA Ch. 5 lecture/Review; • Eval doc critiques discussion; • Clinical Supervision activity; • Language of Evaluation	SPA, Ch. 6	Cert. Eval due week 6
6 10-17-06	• SPA Ch. 6 Lecture/Review; • Credentials exercise; • Assmt manuals; • Certificated Personnel • Midterm Review	Review SPA Chapters 1-6	Prepare for Midterm 1-6 Classroom Observation due week 10
7 10-24-06	**Midterm Exam (Chap.1-6) ½ objective, ½ theoretical situation** SPA Ch.7 Lecture/Review; • Classified Personnel • Classified Eval Critique **NO CLASS TUESDAY 10/31**	SPA, Ch. 8,9	Bring BUA week 9; BUA Critique due week 9; Adult Learning Assmt due wk 8
8 **THURSDAY** **11-02-06** 5:00-7:00 HR 7:00-9:00 Dr. Rummel	**Midterm Exam** feedback; SPA Ch. 8 Lecture/Review • Staff Development; • Adult Learng Articles • SPA Ch. 8 Lecture Review **Professional Development and Fieldwork w/Dr. Rummel, 7:00-9:00 PM**	SPA, Ch. 10, 11, 12	Classroom Observation due Week 10; Bring BUA week 9; BUA Critique Due week 9

Week/Date	Topics	Reading	Assignments
9 11-7-06	• Culture Ex. • SPA Chaps.10, 11, 12 and BUA Critique	SPA, Ch.13	Resume and Letter of Intro due week 13
10 11-14-06	• Classroom Observations • BUA Group Activity; • SPA Ch.13 Lecture/Review; • Significant case law critique • Legal analysis procedure. **NO CLASS ON NOV. 21 IN HONOR OF THANKSGIVING**	SPA, Ch. 14	Legal Analysis due week 11;
11 11-28-06	• Legal Analysis • SPA, Ch.14 Lecture/Review; and Progressive Discipline.	SPA, Ch.15,16 due week 13	Progressive Discipline Assmt Due week 12
12 12-05-06	Catch-up Session Review for Exam;	Review SPA Ch.1-14 for Final Exam Good Luck!	Resume Letter of Introduction due week 13
13 12-12-06	• Final Examination • SPA Ch. 15, 16 Lecture/Review		Get the perfect job!

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

PRINCIPALS' LEADERSHIP PROGRAM

COURSE SYLLABUS
EDPL 625

BUILDING   COLLABORATIVE/INCLUSIVE LEARNING COMMUNITIES

Professors: Dr. Trudy Arriaga
Mary E. Samples

Telephone: 805 766-3377
                    805 482-0852

Office: 501 Marin Street Suite 230
                  Thousand Oaks

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                   msamples@vcoe.org

Fax: 805 653-7855
                   805 482-2409

Office Hours: By Appointment

COURSE OUTLINE

BUILDING COLLABORATIVE/ INCLUSIVE LEARNING COMMUNITIES

EDPL 625

UNIVERSITY MISSION STATEMENT

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspective.

Class Meeting Time: Thursdays   5-9 pm.
                              January 11-April 19th, 2007

Location: Marin Corporate Center-Suite 230
                        Thousand Oaks

COURSE DESCRIPTION

Understanding and applying the skills needed to build an inclusive learning community. Topics include: roles and relationships among students, staff, adults and families, professional development, shared decision making, teacher leadership, supporting special populations within the school, designing and implementing strategic plans focused on improved student achievement for all learners.

STUDENTS COMPLETING THIS COURSE WILL BE ABLE TO:

1. Examine the interconnections between schools and political, societal, economic, legal and cultural influences. (Standard 6)

2. Examine and reflect on personal attitudes and actions toward persons of different races, socio-economic status, cultures, religions, and ethnic backgrounds, as well as attitudes toward sexual orientation and individuals with disabilities and how these attitudes may support or diminish the goal to ensure that all students receive equitable access to education. (Standard 6)

3. Address historical and philosophical forces that give rise to institutional racism and sexism, serve to limit access to academic and social success, and fail to create a safe and equitable school setting. (Standard 4)

4. Develop a plan to sustain a safe, efficient, clean, well maintained and productive school environment that nurtures student learning, and supports the professional growth of teachers and support staff. (Standard 12)

5. Supervise the application of appropriate pedagogical practices that provide access to the core curriculum and high achievement for all students. (Standard 4)

6. Examine mandates that ensure that schools operate consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements. (Standard 15)

7. Identify community partnerships that will benefit the students, teachers, families, and school community. (Standard 6)

8. Facilitate parent involvement and parent education activities that support student success. (Standard 13)

9. Learn how to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity and access. (Standard 6)

10. Know the role of the site administrator in monitoring and implementing federal, state and local laws and policies/practices that ensure appropriate accommodations for students with varied learning styles, disabilities, socio-economic challenges, and language backgrounds. (Standard 5)

11. Demonstrate and develop in others: skills in shared decision making, problem solving, change management, and evaluation.   (Standard 14)

REQUIRED TEXTS

1. McCook, John E. (2006) The RTI Guide—Developing and Implementing a Model in Your Schools, LRP Publications, Horsham, Pennsylvania

2. Payne, Ruby K. (2001) A Framework for Understanding Poverty, Aha! Process,

SUPPLEMENTARY READINGS

• Articles as assigned by the Professors

OTHER RESOURCES

1. DuFour, Richard and Rebecca (2006) Learning by Doing, Solution Tree, Bloomington, IN.

2. DuFour, Richard and Rebecca, (2004) Whatever It Takes, Solution Tree, Bloomington, IN.
3. Villa, Thousand and Nevin   (2005)   A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning

STANDARDS ALIGNMENT

The following CCTC Educational Leadership Preparation Program Standards are covered in this course.

Standard 3: Development of Professional Perspectives
3a, 3b, 3c

Standard 4: Equity,Diversity and Access
4b, 4c, 4d, 4g

Standard 5: Role of Schooling in a Democratic Society
5a, 5b, 5c, 5d, 5e, 5f, 5g

Standard 6: Opportunities to Learn Instructional Leadership

6a, 6a1-5, 6b, 6b1-6, 6c, 6c4,5,and9, 6d, 6d1-6, 6e, 6e1-4, 6f, 6f1-5

Standard 10: Vision of Learning
10a, 10b, 10d, 10e, 10f

Standard 11: Student Learning and Professional Growth
11a, 11b, 11c, 11d, 11e, 11f, 11g, 11h, 11j

Standard 12: Organizational Management for Student Learning
12d, 12e, 12f, 12g

Standard 13: Working with Diverse Families and Communities
13a, 13b, 13c, 13d, 13e, 13f, 13g

Standard 14: Personal Ethics and Leadership Capacity
14a, 14b, 14e, 14f, 14g, 14j

Standard 15: Political, Social, Economical, Legal and Cultural Understanding
15a, 15b, 15c, 15d, 15e, 15f

COURSE REQUIREMENTS

ATTENDANCE AND ACTIVE CLASS PARTICIPATION

Students are expected to attend all class sessions---arriving on time and staying until class is dismissed.   If you know in advance that you will not be attending class, for whatever reason, call or e-mail the instructor ahead of time.   You are expected to participate in all classroom discussions or activities.   Students are expected to do all required reading outside class, prior to class discussions.   Attendance and participation will constitute a portion of the student's final grade.

ACADEMIC HONESTY AND INTEGRITY
Students are expected to maintain the highest professional standards of academic honesty and integrity. Academic dishonesty (cheating, fabrications, plagiarism, forgery, etc.) will result in a grade of "F" for the assignment, project, or test. In cases where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course. Therefore, submit your own work and cite your sources when referencing the work of others.

LATE WORK
All assignments should be submitted in class on the specified due date. All work turned in on the date due in class or electronically by either email or fax will also be accepted for full credit. Any assignment turned in past the due date will receive consideration for partial credit – a reduction of 1 grade. Any assignment turned in more than 1 week late, will receive no credit.

GRADING POLICY
Evaluation of Student Performance shall be as follows:

- Attendance/Participation
- Student presentations
- Written Assignments
- Student participation in discussions, group work and other activities
- Examinations

The percentage applied to each activity shall approximate the following scale:

Class attendance and participation   20%
Oral presentation and written assignments   20%/20%= (40%)
Class Journal   20%
 Final Exam   20%

The Grading Scale shall be as follows:

A	95-100	C	73-76
A-	90-94	C-	70-72
B+	87-89		
B	83-86		
B-	80-82	D = 60-69	
C+	77-79	F = 59 or below	

COURSE ASSIGNMENTS

READINGS
Readings and assignments are given weekly and are related to the topic(s) of the following week's class session. Most readings are from course texts; articles given out in class or articles selected by students.   All students are required to read the assigned works and actively participate in class discussions in a way to show the readings have been completed.

CLASS JOURNAL
Students will be assigned a journal topic each week covering various topics relating to this class. Journal entries are to be completed weekly. Journals should be brought to every class session and will be collected by the instructors on a periodic basis.

CLASS PRESENTATION
Groups of two to three (depending upon the number of students in the class) will plan and deliver a professional development presentation from a selected group of topics. The session should last between 15 and 20 minutes. Each group should provide appropriate handouts for the class.

BOOK REPORT

Each student will be responsible to select a book that addresses diversity. Students will be required to give a book report with a one page handout and overview of the book. Presentations to the class should not exceed 10 minutes.

SPECIAL EDUCATION ARTICLE REVIEW
Each students will select 5 articles related to Special Education (examples-- Inclusion, Early Intervention, Innovative Programs, Co-Teaching, Professional Learning Communities, Response to Intervention, Serving Students with Autism, Assessment Procedures, Achieving Standards). Students will submit a 1-2 page typewritten summary/reaction to each article. Students will attach a copy of the article to their paper. These articles will be due, one each, during five different class sessions. Each student will be asked to orally discuss, (10 minutes), one of their five articles during the course.

FINAL EXAM

Final Course Schedule

Week/Date	Theme	Reading Due	Assignment Due:
1 1/11 Samples & Arriaga	Class Introductions Class Activity Review of Course / Expectations		Journal Entry #1
2 1/18 Samples	History / Philosophy of Special Ed Administrator's Role IEP Process / Procedures		Journal Entry #2 Article #1
3 1/25 Samples	Offer of Free and Appropriate Education Most Common Out of Compliance Issues		Journal Entry #3 Article #2
4 2/1 Rummel	Professional Development and Fieldwork		Bring fieldwork materials and info on the final eval and portfolio
5 2/8 Samples	Top "10" list of "Don'ts Supervising Special Education Educational Benefit	RTI Guide Pages Intro-54	Journal Entry #4
6 2/15 Samples	Discipline Positive Behavior Support	RTI Guide Pages 55-72	Article #3 Group 1, 2 and 3 Reports Journal Entry #5
7 2/22 Arriaga	Definitions and Resources Role of Language and Story	Payne Ch. 1 and 2	Journal Entry #6

8 3/1 Arriaga	Hidden Rules Among Classes Generational Poverty	Payne Ch. 3 and 4	Journal Entry #7 Book Report Assignment #1 due
9 3/8 Samples	Inclusive Strategies Co Teaching – Learning Centers Inclusion -	RTI Guide Pages 73-92	Article #4 Journal Entry #8 Groups 4, 5, and 6 Reports
10 3/15 Arriaga	Role Models and Emotional Resources	Payne Ch. 5	Journal Entry #9 Book Reports
11 3/22 Arriaga	Support Systems Discipline	Payne Ch. 6 and 7	Journal Entry #10 Book Reports Assignment #2 due
12 3/29 Arriaga	Improving Achievement Creating Relationships	Payne Ch. 8 and 9	Journal Entry #11 Book Reports
13 4/5	Spring Break		
14 4/12 Samples	At Risk Students Response to Intervention		Article #5 Journal Entry #12 Group 7, and 8 Reports
15 4/19 Arriaga & Samples	Culminating Activity		Final Exam Due

Appendix to Course Syllabus

Specific CCTC Educational Leadership Preparation Program Standards related to student objectives in EDPL 620:

Implementation and Evaluation of Instructional Programs
<u>Leadership Development</u>
3(a)   Understanding the nature of Instructional Leadership;
         Analyze implement and reflect on the relationships between theory and practice:
                 Leadership/Teaching/Learning

3(c)   Leadership practices; informed decision making about teaching learning and instructional
         leadership; Ability to articulate, apply, and evaluate theories of leadership

6(a)   Provide an opportunity for the candidate to learn to facilitate the development, articulation,
         implementation and stewardship of a vision of teaching and learning that is shared and
         supported by the school community.

6(a)(1)   Develop and refine a personal vision of education and instruction; Engage in reflection;
                 Develop ways to engage self and others in reflective activities;

6(a)(2)   Develop and implement a shared vision and goals that place student and adult
                 learning at the center of instructional leadership.

6(a)(3)   Provide an opportunity for the candidate to learn how to establish, support, and
                 maintain high expectations and standards for the academic and social
                 development of all students, the performance of staff and the contributions of all
                 adults in the service of the shared vision of the school community.

6(c)(4)   Apply principles of effective communication, systems management, organization,
                 problem solving, and collaborative decision making skills.

6(e)   Examine, practice, and model a personal code of ethics, including protecting the rights and
         confidentiality of students, staff, and families; Practice professional leadership capacity,
         including shared decision making, problem solving, conflict management, and foster those
         skills in others; Examine site and district responsibilities with regard to students with special
         needs. Effectively act as a spokesperson for the school to the extended school community.
         Model personal and professional ethics, integrity, justice, and fairness and receive feedback
         from the program and peers; Reflect on personal leadership beliefs and practices and
         recognize their impact and influence on the performance of others; Develop mechanisms for
         sustaining personal motivation, commitment, energy, and health by learning to balance
         professional and personal responsibilities.

6(e)(2)   Learn how to communicate decisions based on relevant data and research about
                 effective teaching and learning, leadership, management practices, equity, and access.

6(e)(3)   Encourage and inspire others to higher levels of performance, commitment, and motivation, and to communicate knowledge effectively about the curriculum and its articulation across programs and grade levels to multiple audiences in the school and community.

11(d)   Shape a culture where high expectations for all students and subgroups of students is the core purpose.

13(d)   Supports the equitable success of all students and subgroups of students through the mobilization and leveraging of community support services.

14(b)   Models personal and professional ethics, integrity, justice, and fairness; Expects the same behavior from others.

14(f)   Ability to encourage and inspire others to higher levels of performance, commitment, and motivation.

14(h)   Engages in professional and personal development.

14(j)   Knows how to use influence of a position of leadership to enhance the educational program, rather than for personal gain.

14(k)   Protects the rights and confidentiality of students and staff.

Shared Decision Making and Systematic Improvement Processes
3(b)   Professional practice in schools and classrooms:
            Relationship building & Communication skills

5(a)   Prepare to discuss, debate, and articulate the purposes of schooling in a democratic society

5(b)   Understand the values and concerns of diverse communities that constitute a democracy and the importance of involving the greater community in the life of schools.

6(a)(4)   Engage in multiple and systematic opportunities to practice various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.

6(a)(5)   Apply strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school community to develop, articulate, implement, and steward a shared vision of teaching and learning.

6(b)(6)   Develop and use skills in shared leadership and decision making to engage all members of the school community in the service of student learning.

6(c)(5)   Set short and long-term goals, particularly with respect to cooperatively developing a site based plan that is effectively aligned with state and district requirements and systematically links resources to site goals and objectives.

6(f)(3)   Engage in discussions and successfully address authentic, complex school issues, including: meeting the needs of students and staff with disabilities, evaluating employees, providing appropriate services in different settings to English learners, ensuring school safety, administering student behavior programs, and addressing harassment.

13(f)   Effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.

14(c)   Makes and communicates decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.

15(a)   Understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.

15(d)   Knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

15(f)   Able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

Implementation of Standards Based Instruction

6(b)   Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth. Focus on the implementation of state adopted academic content standards, frameworks, and instructional materials as well as assessment and accountability systems.

6(b)(2)   Become a critical consumer of educational research; Use research and site based data to design, implement, support, evaluate, and improve instructional programs and to drive the development of staff.

6(b)(4)   Use data, including the use of technology, to develop, manage, and evaluate strategies to improve student achievement.

10(a)   Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant quantitative indicators.

10(b)   Articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards based educational system.

11(a)   Understand and create an accountability system of teaching and learning based on student learning standards.

11(i)   Coordinate the design, implementation, and evaluation of instructional programs that serve the diverse learning styles and needs of all students; Lead in the continual development and improvement of those programs

11(j)   Use technology to manage and evaluate instructional programs; Promote and support the use of technology in instruction and learning.

14(i)   Demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.

Knowledge of Standards – Teachers/Students/Parents

6(b)(1)   Apply learning, curricular, and instructional theory to the design, implementation, and evaluation of standards based instruction and assessment programs and lead in the improvement of those programs

6(b)(3)   Study and apply knowledge of diverse learning styles and differentiated instructional strategies that address the needs of all learners and staff.

6(d)(5)   Use appropriate resources and strategies for addressing language diversity in schools, with particular emphasis on the responsibility to communicate to families whose primary home language is other than English.

Alignment of Daily Classroom Activity to Standards

10(c)   Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.

10(d)   Identify and address barriers to accomplishing the vision

10(f)   Use the influence of diversity to improve teaching and learning

Daily Use of Standards

11(h)   Support the use of state adopted learning materials and a wide array of learning strategies.

Pacing Calendars/Common Assessments/Grading Policy /Diligence

10(e)   Shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.

Effective Instructional Supervision at the program and individual level

6(c)(3)   Evaluate the effectiveness of an instructional program through the use of data and accountability systems.

6(e)(1)   Engage in decision-making, problem solving, change management, planning, conflict management, and evaluation. Reflect upon the learning from these opportunities for practice in course and fieldwork.

12(i)   Effectively evaluate and use a wide range of technologies, including assistive technologies to support instruction and effective school administration

12(j)   Effectively use technology to manage multiple types of databases within a school and to use data to improve instruction.

15(f)   Able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

Direct Instructional Supervision integrated with the personnel process:
Hiring/Application Screening/Interviewing
10(f)   Use the influence of diversity to improve teaching and learning

Mentoring/Coaching
14(b)   Models personal and professional ethics, integrity, justice, and fairness; Expects the same behavior from others.

14(f)   Ability to encourage and inspire others to higher levels of performance, commitment, and motivation.

Renewal of Contracts/Granting of Tenure
10(b)   Articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards based educational system.

11(a)   Understand and create an accountability system of teaching and learning based on student learning standards.

Professional Assistance for Tenured Staff/Peer Assistance and Review
15(f)   Able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

Development of Instructional Staff (staff development)
6(b)(2)   Become a critical consumer of educational research; Use research and site based data to design, implement, support, evaluate, and improve instructional programs and to drive the development of staff.

6(b)(3)   Study and apply knowledge of diverse learning styles and differentiated instructional strategies that address the needs of all learners and staff.

6(b)(4)   Use data, including the use of technology, to develop, manage, and evaluate strategies to improve student achievement.

6(b)(5)   Develop cooperatively and guide the ongoing and long term professional development of all staff – consistent with the ongoing effort to improve the learning of all students

11(b)   Use research and site-based data to design, implement, support, evaluate, and improve instructional programs and to drive professional development of staff.

11(c)   Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry, focused on improving the learning of all students and subgroups of students.

11(e)   Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state adopted content standards for students.

Reform and Renewal of Educational Practice
6(b)(2)   Become a critical consumer of educational research; Use research and site based data to design, implement, support, evaluate, and improve instructional programs and to drive the development of staff.

6(b)(4)   Use data, including the use of technology, to develop, manage, and evaluate strategies to improve student achievement.

6(e)(1)   Engage in decision-making, problem solving, change management, planning, conflict management, and evaluation. Reflect upon the learning from these opportunities for practice in course and fieldwork.

14(a)   Demonstrate skills in shared decision-making, problem solving, change management, planning, conflict management, and evaluation; Develops these skills in others.

EDPL 631& 632 Professional Development/Field Work
EDPL 631&632 (Fall 2008 and Spring 2009 one to four credits)

EDUCATIONAL LEADERSHIP CREDENTIAL PROGRAM
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Professor	**Tim Rummel**
Telephone	**805-643-1321**
Office	**Bell Tower East 2776**
Email	**tim.rummel@csuci.edu**
Fax	
Office Hours	**By Appointment**

Class Meeting Time: As outlined in the Course Requirements
Location: To Be Announced

Students must be admitted to the Principals Leadership Program and be approved for Field Work.

COURSE DESCRIPTION: **Collaborative assessment (student, university instructor, and mentor) of each candidate's competence for meeting CCTC standards and development of professional induction plan. Integration of fieldwork and application of knowledge and skills of entry level administrative position in local school or program settings. May be repeated for a maximum of two units.**

Candidates completing EDPL 631 and 632 will
1. Conduct a personal pre program and post program assessment on each of the standards prescribed by the California Commission on Teacher Credentialing.
2. Identify past significant experiences that demonstrate competency on standards
1. Develop a professional development and field experience plan of short and long term activities, tasks, and projects following the personal assessment on each standard. Complete the plan with the direction of the supervising administrator.
2. Carry out activities as defined by the professional development/field experience plan.
3. Monitor the plan and modify as needed throughout the program experience.
4. Keep a daily journal to document tasks, activities, and projects and integrate experiences with the standards using personal reflection and dialogue with the supervisor.
5. Assemble a portfolio of administrative experiences that document competence on each of the standards. The portfolio includes evidence of actual administrative experiences related to the standards and shows growth and development from an aspiring to an entry level administrator. In at least one section, the portfolio demonstrates competency in the use of technology for presentation and communication of information.
6. Develop a dynamic professional development plan related to progress in meeting standards.

7. Conduct and document deep and sustained discussions with the supervising administrator on the challenges and responsibilities of the school principal.
8. Demonstrate personal ethics, professional attitude and behavior at all times while completing field experiences.
9. Complete the final assessment portfolio in preparation for final evaluation of program competencies.
10. Participate actively with the supervisor and university coordinator in final evaluation of the program competencies.

Specific alignment with CCTC Standards of Quality and Effectiveness for Educational Leadership Programs

Candidates completing this course will:

1. **Analyze, implement and reflect on the relationships between theory and practice concerning leadership, teaching and learning in the context of contemporary school issues in California. (3)**
2. **Examine their own leadership practices and through reflection, analysis and discussion learn to make informed decisions about teaching, learning and instructional leadership. (3c)**
3. **Examine their own personal attitudes toward race, gender, and socio-economic status; learn about ways to examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity, and access. (4)**
4. **Experience and address the major duties and responsibilities authorized by the administrative credential in a variety of realistic settings (7) with an intensive experience in at least one setting (7d)**
5. **Experience and examine the intensive day to day functions of administrators and the responsibilities involving the long term policy design and implementation. (7)**
6. **Apply the concepts and skills needed to facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (10)**
7. **Apply the concepts and skills needed to advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth. (11)**
8. **Apply the concepts and skills needed to manage the operations and resources of a school for a safe, efficient, and effective learning environment. (12)**
9. **Apply the concepts and skills needed to collaborate with the families and community members, respond to diverse community members interests and needs and mobilize community resources. (13)**
10. **Apply the concepts and skills needed to model a personal code of ethics and develop personal leadership capacity. (14)**
11. **Apply the concepts and skills needed to understand, respond to, and influence the larger political, social, economic, legal and cultural context. (15)**

REQUIRED TEXTS:
Handbook of the California State University Channel Islands Principals Leadership Program
Moving Leadership Standards into Everyday Work: Descriptions of Practice, (2003) San Francisco, CA: West Ed

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with the California Commission on Teacher Credentialing (CCTC).

The following CCTC Program Standards are covered in this course. Please refer to the Field Experience Handbook for a full listing of the elements.

Standard 3: Development of Professional Perspectives 3a, 3b, 3c,
Standard 4: Equity, Diversity and Access 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h
Standard 5: Role of Schooling in a Democratic Society 5a, 5b, 5c, 5d, 5e, 5f, 5g
Standard 6: Opportunities to Learn Instructional Leadership , 6a, 6b, 6c; 6d; 6e; 6f
Standard 7: Nature of Field Experiences 7a, 7b, 7c, 7d, 7e, 7f,
Standard 8: Guidance, Assistance, and Feedback 8a, 8b, 8c, 8d
Standard 9: Assessment of Candidate Performance
Standard 10: Vision of Learning 10a, 10b, 10c, 10d, 10e, 10d, 10e, 10f,
Standard 11: Student Learning and Professional Growth 11a, 11b, 11c,11d,11e, 11f, 11g, 11h, 11i, 11j,
Standard 12: Organizational Management for Student Learning 12a, 12b, 12c, 12d, 12e, 12f, 12g, 12h, 12i, 12j
Standard 13: Working with Diverse Families and Communities 13a, 13b, 13c,13d,13e, 13f, 13g
Standard 14: Personal Ethics and Leadership Capacity 14a, 14b, 14c, 14d, 14e, 14f, 14g, 14h, 14i, 14j, 14k
Standard 15: Political, Social, Economic, Legal and Cultural Understanding 15a, 15b, 15c, 15d, 15e, 15f

COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN
The Education Program faculty are committed to infusing race, language, culture, gender, special education/exceptionality, across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential.

COMMITMENT TO INTEGRATION OF TECHNOLOGY COMPETENCIES
The Education Program faculty are committed to integrating technology competencies in all courses across the curriculum. These competencies are drawn from the Technology Standards for School Administrators developed by the Technology Standards for School Administrators Collaborative.

UNIVERSITY MISSION
Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

Important Policies

Disability Statement

CSU Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with section 504 of the Federal Rehabilitation Act of 1973 and American with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and person potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services Office at (805) 437-8510 for personal assistance and accommodations.

Academic Dishonesty

The CSU Channel Islands Catalog defines academic dishonesty to include "such things as cheating, inventing false information, or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess." The catalog describes the process for evaluating cases of dishonesty and assignment of appropriate penalties.

Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s) instructors may take whatever action (subject to student appeal) they deem appropriate. Such actions may include an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on a particular paper, project, or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; or a failing grade in the course where the dishonesty was premeditated or planned. Instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees.

Subject to Change

Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice, as deemed appropriate by the instructor.

COURSE POLICIES

1. PROFESSIONALISM
The acceptance of responsibility and the development of professional behavior is a significant factor in the success of the work of an administrator. Candidates are expected to assume responsibility in carrying out in a professional manner all of the requirements of the field experience. While exercising self-direction, candidates are expected to follow the guidance and directives of the school district supervisor and the university coordinator.

2. ACADEMIC HONESTY AND INTEGRITY
Candidates are expected to maintain the highest professional standards of academic honesty and integrity. Academic dishonesty (cheating, fabrications, plagiarism, forgery, etc.) will result in a grade of "F" for the assignment, project, or test. In cases where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course and may be dropped from the Educational Leadership Program.

3. LATE WORK
All assignments should be submitted to the supervisor on the specified due date.

4. GRADING POLICY: Professional Development and Field Work will be graded as follows:
Formative Assessment
A grade of pass, fail or incomplete progress will be assigned at the end of each term of the cohort experience. The grade assigned by the university coordinator will be based on input from the supervising administrator, course instructors, and the candidate. Participation in cohort field experiences, progress in implementing the professional development plan evidenced by daily journal entries, conferences with the supervising administrator, and progress in developing the program portfolio will used in assigning grades.
Summative Assessment
The following grades will be assigned by the university coordinator based on input from the supervising administrator course instructors, and the candidate. Completion of the post-program Individual Program Performance Assessment, the Professional Development Plan, the Portfolio, and the Masters Project are required.

Pass meeting full expectations
Pass with specific requirements to be completed within a specific timeline.
Failure with recommendation to repeat EDPL 631-632
Failure with recommendation to withdraw from Principals Leadership Program

STUDENTS WITH SPECIAL NEEDS

Individuals who have any disability, either permanent or temporary, that might affect their ability to perform in this class or in the field are encouraged to inform the instructor at the start of the semester with a written note. Adaptation of methods, materials, testing, or practicum may be made as required to provide for equitable participation.

CLASS ASSUMPTIONS
Field experiences are only the beginning of a candidate's development as an educational leader. A key component will be how the candidate approaches the learning task of becoming a leader and the ability of the candidate to develop the relationships and personal interactions that support professional growth and credibility as a leader.
Progress in developing competencies is cumulative and growth is continuous. Candidates are moving toward entry level competency.
The ability to learn, self-assess, change behaviors and develop flexible approaches to leadership problems is essential to success as an educational leader.
Success as a school leader is a personal journey that demands risk-taking, continuous learning, and moral conviction.

COURSE ASSIGNMENTS:
Attendance at class sessions
Continued use of of pre and post program assessment of competencies
Review of ongoing progress with supervisor
Implementation of professional development plan with input and approval of supervisor
Completion of plan for each term (including journal, personal reflection, course based field experiences, and gathering of artifacts for portfolio development)
Scheduling of progress at conclusion of each term with supervisor and/or university coordinator
Revision of field experience plan based on progress during term and identified needs
Development of Portfolio
Completion of successful summative conference

Candidates must complete a minimum of 120 hours of field experience. Most candidates will complete the field experience over the course of the entire program. If this is not possible, alternative arrangements must be made with the university field experience coordinator. The clock hour requirement is a minimum guideline. Addressing the competencies identified by the supervising administrator in consultation with the university coordinator and the candidate is the final determining requirement.

ASSIGNMENT DESCRIPTIONS
Specific leadership experiences will vary from site to site and candidate to candidate based on a variety of factors including the prior experience of the candidate and the current professional opportunities available at each site. The Principal Leadership Program requires on-going documentation that demonstrates the development of the leadership competencies required by the California Commission on Teacher Credentialing.
The following assignments include a summary of the required documentation activities.

1. Attend program class sessions scheduled each term
2. If appropriate, make transition to new fieldwork supervisor
3. Review assessment with supervisor/establish overall professional development plan—Fall, 2008
4. Identify priorities in Professional Development for Fall Term
5. Document completion of leadership experiences using journal, personal reflection tools and/or gather artifacts for portfolio--Fall, 2008
6. Complete formative assessment of Professional Development Plan and identify priorities for the coming term--Fall 2008 (end of term)
7. Maintain ongoing use of the Individual Program Performance Assessment Form--Fall 2008 and Spring 2009
8. Continue revision, implementation and documentation of Professional Development Plan--Spring 2009   (Steps 3-8)
If appropriate complete intensive field experience and identify priority learning outcomes—Summer 2009 and Fall 2009. The actual need and time period for scheduling the intensive field experience will vary for each candidate.)
Complete and document intensive field experience-- as scheduled
Continue implementation of Professional Development Plan—as scheduled
Complete post-program Individual Program Performance Assessment Form Spring 2009
Complete Portfolio—as scheduled
Complete Summative Evaluation Conference with supervising administrator and university coordinator—as scheduled

EDPL 631 & 632 Professional Development/Field Work
EDPL 631 & 632 (Fall 2008 and Spring 2009 one to four credits)

EDUCATIONAL LEADERSHIP CREDENTIAL PROGRAM
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Professor	Tim Rummel
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Class Meeting Time: As outlined in the Course Requirements
Location: To Be Announced

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COURSE DESCRIPTION: **Collaborative assessment (student, university instructor, and mentor) of each candidate's competence for meeting CCTC standards and development of professional induction plan. Integration of fieldwork and application of knowledge and skills of entry level administrative position in local school or program settings. May be repeated for a maximum of two units.**

Candidates completing EDPL631 and 632 will
3. Conduct a personal pre program and post program assessment on each of the standards prescribed by the California Commission on Teacher Credentialing.
4. Identify past significant experiences that demonstrate competency on standards
11. Develop a professional development and field experience plan of short and long term activities, tasks, and projects following the personal assessment on each standard. Complete the plan with the direction of the supervising administrator.
12. Carry out activities as defined by the professional development/field experience plan.
13. Monitor the plan and modify as needed throughout the program experience.
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15. Assemble a portfolio of administrative experiences that document competence on each of the standards. The portfolio includes evidence of actual administrative experiences related to the standards and shows growth and development from an aspiring to an entry level administrator. In at least one section, the portfolio demonstrates competency in the use of technology for presentation and communication of information.
16. Develop a dynamic professional development plan related to progress in meeting standards.

17. Conduct and document deep and sustained discussions with the supervising administrator on the challenges and responsibilities of the school principal.
18. Demonstrate personal ethics, professional attitude and behavior at all times while completing field experiences.
19. Complete the final assessment portfolio in preparation for final evaluation of program competencies.
20. Participate actively with the supervisor and university coordinator in final evaluation of the program competencies.

Specific alignment with CCTC Standards of Quality and Effectiveness for Educational Leadership Programs

Candidates completing this course will:

12. Analyze, implement and reflect on the relationships between theory and practice concerning leadership, teaching and learning in the context of contemporary school issues in California. (3)
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14. Examine their own personal attitudes toward race, gender, and socio-economic status; learn about ways to examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity, and access. (4)
15. Experience and address the major duties and responsibilities authorized by the administrative credential in a variety of realistic settings (7) with an intensive experience in at least one setting (7d)
16. Experience and examine the intensive day to day functions of administrators and the responsibilities involving the long term policy design and implementation. (7)
17. Apply the concepts and skills needed to facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (10)
18. Apply the concepts and skills needed to advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth. (11)
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21. Apply the concepts and skills needed to model a personal code of ethics and develop personal leadership capacity. (14)
22. Apply the concepts and skills needed to understand, respond to, and influence the larger political, social, economic, legal and cultural context. (15)

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Standard 15: Political, Social, Economic, Legal and Cultural Understanding 15a, 15b, 15c, 15d, 15e, 15f

COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN
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Important Policies

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2. ACADEMIC HONESTY AND INTEGRITY
   Candidates are expected to maintain the highest professional standards of academic honesty and integrity. Academic dishonesty (cheating, fabrications, plagiarism, forgery, etc.) will result in a grade of "F" for the assignment, project, or test. In cases where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course and may be dropped from the Educational Leadership Program.

3. LATE WORK
   All assignments should be submitted to the supervisor on the specified due date.

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Formative Assessment
A grade of pass, fail or incomplete progress will be assigned at the end of each term of the cohort experience. The grade assigned by the university coordinator will be based on input from the supervising administrator, course instructors, and the candidate. Participation in cohort field experiences, progress in implementing the professional development plan evidenced by daily journal entries, conferences with the supervising administrator, and progress in developing the program portfolio will used in assigning grades.
Summative Assessment
The following grades will be assigned by the university coordinator based on input from the supervising administrator course instructors, and the candidate. Completion of the post-program Individual Program Performance Assessment, the Professional Development Plan, the Portfolio, and the Masters Project are required.

   Pass meeting full expectations
   Pass with specific requirements to be completed within a specific timeline.
   Failure with recommendation to repeat EDPL 631-632
   Failure with recommendation to withdraw from Principals Leadership Program

STUDENTS WITH SPECIAL NEEDS

Individuals who have any disability, either permanent or temporary, that might affect their ability to perform in this class or in the field are encouraged to inform the instructor at the start of the semester with a written note. Adaptation of methods, materials, testing, or practicum may be made as required to provide for equitable participation.

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Development of Portfolio
Completion of successful summative conference

Candidates must complete a minimum of 120 hours of field experience. Most candidates will complete the field experience over the course of the entire program. If this is not possible, alternative arrangements must be made with the university field experience coordinator. The clock hour requirement is a minimum guideline. Addressing the competencies identified by the supervising administrator in consultation with the university coordinator and the candidate is the final determining requirement.

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8. Continue revision, implementation and documentation of Professional Development Plan--Spring 2009   (Steps 3-8)
If appropriate complete intensive field experience and identify priority learning outcomes—Summer 2009 and Fall 2009. The actual need and time period for scheduling the intensive field experience will vary for each candidate.)
Complete and document intensive field experience-- as scheduled
Continue implementation of Professional Development Plan—as scheduled
Complete post-program Individual Program Performance Assessment Form Spring 2009
Complete Portfolio—as scheduled
Complete Summative Evaluation Conference with supervising administrator and university coordinator—as scheduled