

Course & Section Nos.	EDAD 612-(901)
Course Title	Development of Professional Leadership Perspectives
Class Roster No.	43638
Course Day(s)	8/26-10/18
Time	A-synchronous
Course Location	Online
Semester / Year	Fall 2019
Instructor	Van Vooren, C.
Phone	760.458.6431
E-Mail	cvanvoor@csusm.edu
Office	TBA
Office Hours	Thursdays 4-5 pm

WELCOME

This is an exciting first semester class to get a glimpse into the systems present in an organization...and particularly your school site!

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Development of a professional leadership perspective through learning activities that promotes leadership and interpersonal skills at both the macro and micro-organizational levels. Provides opportunities to apply skills of reasoned and objective inquiry to analyze complex problems and propose effective solutions considering the political, environmental, organizational, and behavioral contexts and implications. Builds leadership perspective to support the vision and mission of the school and district.

Course Prerequisites

Admission to the program.

Course Learning Outcomes

The course learning outcomes have been aligned with the Commission for Teacher Credentialing standards for a California Preliminary Administrative Services Credential. This course is designed for teachers to gain skills, knowledge, and attitudes necessary to work in schools and districts in implementing effective programs. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Candidates are required to formally match alignment in assignments and outcomes with the following California Administrators Performance Expectations (CAPE) Leadership Standards:

- Module 0 (Preparation): CAPE 3.A.4 Aspiring administrators learn how to use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school.
- Module 1 (Motivation): CAPE 1.B.3 Aspiring administrators learn how to promote a community commitment and collective sense of responsibility for enacting the school's vision, mission, and goals. Modules 2 and 3 (Change): CAPE 3.B.3 Aspiring administrators learn how to use a systems thinking perspective to set priorities and manage organizational complexity.
- Module 4 (Communication): CAPE 1.B.2 Aspiring administrators use effective strategies for communicating with all stakeholders about the shared vision and goals.
- Module 5 (Decision making): CAPE 1.B.1 Aspiring administrators learn how to engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders. CAPE 3.C.1 Aspiring administrators learn how to use principles of positive behavior interventions, conflict resolution, and restorative justice.
- Module 6 (Innovation): CAPE 3.A.4 Aspiring administrators learn how to use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. CAPE 3.C.1 Aspiring administrators learn how to use principles of positive behavior interventions, conflict resolution, and restorative justice.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

1. Chance, P. (2009). *Introduction to educational leadership and organizational behavior: Theory into practice*. Larchmont, NY: Eye on Education.
2. November, A. (2012). *Who owns the learning? Preparing students for success in the digital age*. Bloomington, IN: Solution Tree Press.

Look for the downloadable copy here: <http://www.ebooksdownloads.xyz/search/who-owns-the-learning->

Optional Text

3. American Psychological Association. (2010). *Publication Manual, 6th edition*. Washington DC: American Psychological Association.

www.Purdueowl.com is an open source for APA formatting rules and examples.

Open Sourced Materials

Online and open sources materials will be recommended where available. Links to articles, videos, and research will be embedded in the course content on Cougar Courses.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

The Master of Arts in Education Program assesses seven (7) Program Student Learning Outcomes (PSLOs). These will be measured by the California Administrative Performance Assessments (CalAPA) and the Summative Digital Portfolio.

By the end of the program, new educational leaders will:
1. Explain how school plans, programs, and activities support the school's vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student.
2. Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.
3. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.
4. Engage family and community members in accomplishing the school's vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school.
5. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identify, sexual orientation, or other sources of educational disadvantage or discrimination.
6. Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local state boards of education, and the legislature to staff and the school community.
7. Analyze current research literature and explain how findings can be applied in a practical educational setting.

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)	Due Date
Session 0 Presession	Orientation	*Read technology and assistance information *Follow instructions for using technology including CC blog, forum, folders, video, submitting assignments, reading gradebook *Take the online technology readiness questionnaire *Understand the purpose and implementation of a KWL chart	Independent preparation.
Session 1	Motivation	<i>Read:</i> * Chance, Chapter 7 <i>View:</i> *Watch the mini lecture on “How to Run a Good Meeting” *Watch a mini lecture on “How to Conduct a Literature Review and Use APA format” *Watch 2 widow on leadership: “The First Follower”, and “What Motivates Us?” <i>Do:</i> *Participate in a CC blog developed from your KWL chart *Submit comments and questions on a forum in response to the mini lecture *Participate in the video blogs *Review the folder on the Case Study assignments (1 and 2) and understand the components of the assignments	This work will take place asynchronously from 8/23-9/1. By 8/28, please participate in the CC blog from the KWL reading with a posting by 8/29 and a response by 9/1. Participate in the video blogs by 9/1.

Date	Topic	Assignment (if any)	Due Date
Session 2 Opens 8/30	Organizational change	<p><i>Read:</i> * Chance, Chapter 10</p> <p><i>View:</i> *Watch a power point on Organizational Change *Watch a TED talk on “Changing the Educational Paradigm” (For those who can’t find a meeting to observe for assignment 2 with the short time in this session, watch the PTA meeting video)</p> <p><i>Do:</i> *Participate in a CC blog developed from your KWL chart (2pt) *Submit a reply to the prompt on a Forum in response to the power point (1pt) and TED talk (1pt). *Submit your annotated bibliography on the assignment 1: “How to Run a Good Meeting”. Name your annotations by subject title to both the assignment folder and a CC blog (ex: English Learners). * Review the posted CC blog annotated bibliography to prepare to write your assignment 1 with at least three referenced citations from yours and other’s literature reviews.(15 pts)</p>	<p>This work will take place asynchronously from 8/30-9/8.</p> <p>By 9/4, please have a posting and by 9/8 a response in the KWL blog. Also, submit comments and questions to the power point by 9/8.</p> <p>Finally, turn in the annotated bibliography in Cougar Course assignment 1 and the CC blog by 9/8.</p>
Session 3	Change: continued	<p><i>Read:</i> *Watch a video by Alan November, author of our second reading book.</p> <p><i>View:</i> *Narrated Ppt on Organizational Change: “Successful Leaders Manage Change”</p> <p><i>Do:</i> *Participate in a CC blog developed from your KWL chart (2pt) *Review list of Change Principles *Join a discussion on one of the principles that resonates with you *Write and submit in CC assignment 2 with APA formatted citations on “How to Run a Good Meeting”(20 pts) *Complete a KWL chart for the November video</p>	<p>This work will take place asynchronously from 9/6-9/15</p> <p>By 9/12, please have a posting and by 9/15 one response in the KWL blog.</p> <p>Submit assignment 2 on “How to Run a Good Meeting” in CC Assignments by 9/15.</p>

Date	Topic	Assignment (if any)	Due Date
Session 4 Opens 9/13	Communication	<p><i>Read:</i> *Chance, Chapter 8 *Digital Portfolio Handbook</p> <p><i>View:</i> *Watch a mini lecture on Communication</p> <p><i>Do:</i> *Complete a KWL chart for the reading *Participate in a CC blog developed from your KWL chart. (2pt) *Participate in a CC blog in response to the mini lecture and Abilene Paradox concept. (2pt) * Submit Assignment 3: Write a clear and concise communication piece that a leader would deliver on an urgent topic currently at your site. Post in the CC Forum. (10 pts)</p>	<p>This work will take place asynchronously from 9/13-9/22</p> <p>By 9/18, please have a posting and by 9/22 a response in the KWL blog.</p> <p>Record your current communication issue paper in a video and post it to CC Assignments by 9/22.</p>
Session 5 Opens 9/20	Decision Making	<p><i>Read:</i> Chance Chapter 9</p> <p><i>View:</i> *Watch a mini lecture on Decision Making *Watch the short video on the Abilene Paradox</p> <p><i>Do:</i> *Participate in a CC blog developed from your KWL chart. (2pt) *Submit comments and questions on a forum in response to the mini lecture. (2pt) *Submit Assignment 4: Annotated bibliography with cited references on "Current Issues in Student Behavior" (15 pts)</p>	<p>This work will take place asynchronously from 9/20-9/29</p> <p>By 9/25, please have a posting and by 9/29 one response in the KWL blog.</p>

Date	Topic	Assignment (if any)	Due Date
Session 6 Opens 9/27	Leading with Innovation and Design	<p><i>Read:</i> November Chapters 1, 2</p> <p><i>View:</i> *Watch a mini lecture on Innovation and Design Read links posted in CC</p> <p><i>Do:</i> *Participate in a CC blog developed from your KWL chart. (2pt) *Submit comments and questions on a forum in response to the mini lecture. (2pt) *Write Assignment 5 with citations on "Current Issues in Student Behavior" (20 pts)</p>	<p>This work will take place asynchronously from 9/27-10/6</p> <p>By 10/2, please have a posting and by 10/6 one response in the KWL blog. Submit your assignment 4 annotated bibliography on "Current Issues in Student Behavior" to CC Assignments by 10/6</p>
Session 7 Opens 10/4	Influencing Others	<p><i>Read:</i> November Chapters 3, 4</p> <p><i>View:</i> Help Kids the Education System Ignores</p> <p><i>Do:</i> Participate in a CC blog developed from your KWL chart. (2pt)</p>	<p>This work will take place asynchronously from 10/6-10/13.</p> <p>By 10/9, please have a posting and by 10/13 two responses in the KWL blog. Post your assignment 5 on "Current Issues in Student Behavior" in CC Assignments by 10/13.</p>
Session 8 Opens 10/11	Final week wrap up	<p><i>Read:</i> November Chapters 5, 6</p> <p><i>Do:</i> * Participate in a CC blog developed from your KWL chart * Complete your EDAD 610 assignment, submit your EDAD 624A signed field study form, and any work that is late in this course.</p>	No new assignment.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

The assignments include reading each week from the Chance and November textbooks using KWL notes as prompts for online discussions; two written case studies from your site on components of a successfully run meeting and a discipline situation; participation in an annotated bibliography forum, and practicing written and verbal forms of communication.

The following factors will be considered in determining a final grade:

Assignment	Due date	Grade percentage (100%)
Orientation (<i>CAPE 3.A.4 Use of technology</i>)	Sept 25 in class	0
0Participation and engagement (<i>CAPE 1.B.3 Use community to enact the vision</i>) Students are expected to engage in class discussion and online assignments on knowledge of texts and assigned readings. This includes the KWL chart, interaction on blogs, participation in assignment postings in Forum, and asking and responding to questions.	On-going	20
1. Assignment 1: How to successfully run a meeting. (<i>CAPE 3.B.3 Systems thinking</i>) Annotated Bibliography Write 2-3 annotations of best practices in organizational leadership on how to lead an effective meeting or committee. Each annotation should be between 50 and 100 words. Use APA format for references Post on Moodle for class collaboration.	Sept 8	15
2. Assignment 2: How to successfully run a meeting. (<i>CAPE 3.B.3 Systems thinking</i>) Observation and recommendations Observe an active committee at your school site or district. Write a page describing the organization and behavioral practices of participants in the meeting. In the next page, compare data about your committee with “best practices” researched from your annotated bibliography or other annotated bibliographies posted on Cougar Courses. In the concluding paragraph, write suggestions to improve or give commendations to the best practices in the organizational effectiveness of the committee you observed. Imagine you are the leader and write a concise message that you would email to a leader at the district office, read in a staff meeting, explain to a class, or say at a school assembly over a recent issue that needs clarification, support, or praise.	Sept 15	20
3. Assignment 3: Communication message. (<i>CAPE 1.B.2 Communication strategies</i>) Imagine you are the leader and write a concise message that you would email to a leader at the district office, read in a staff meeting, explain to a class, or say at a school assembly over a recent issue that needs clarification, support, or praise.	Sept 22	10
4. Assignment 4: PBIS and Student Discipline (<i>CAPE 3.C.1 Positive behavior interventions; CAPE 1.B.1 Collaboration, consensus, decision-making</i>) Annotated Bibliography Write 2-3 annotations of best practices in creating positive discipline, social-emotional well-being, restorative practices, or other school climate issues. Each annotation should be between 50 and 100 words. Use APA format for references Post on Moodle for class collaboration.	October 6	15

5. Assignment 5: PBIS and Student Discipline (<i>CAPE 3.C.1 Positive behavior interventions</i>) Observations and recommendations Write a page or two describing student discipline policy at your school selecting one topic such as a) office referrals by teachers, b) tardies and truancies, c) bullying, or d) clear and progressive consequences. In the concluding paragraph, using the concept of positive discipline from the annotated bibliographies, make recommendations or give commendations for the best practices in school discipline at your site.	October 13	20
Total		100

Grading Standards

Candidates will be graded on class participation and engagement (20 points), two components of a case study on successfully running a meeting (annotated bibliography (15 points) and observations and recommendations (20 points), two components of a case study on a student discipline scenario (annotated bibliography (15 points) and observations and recommendations (10 points), and a written communication on an urgent site issue (20 points). The total possible grade points are 100.

The grading scale is:

Scale:

93-100% = A

90-92% = A-

87-89% = B+

83-87% = B

80-82% = B-

Below 80% = C or below

All assignments are posted by candidates and are graded with rubrics by faculty in Cougar Courses. The candidate scores and progress in the course are readily available through the gradebook in Cougar Courses.

Assignments are given based on expectations of “mastery” of the content and academic format for the assignments. Students may make improvements on assignments and may resubmit an assignment for additional grade consideration before the deadline date.

Final Exam Statement

There is no final exam.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

Policy on Late/Missed Work

Late assignments will lose one point off the graded paper score for each day the assignment is submitted late.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Learning Management Systems provide a large range of access and next generation tools with ADA compliance to support all learners.

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Universal Design for Learning (UDL)

This class supports the Universal Design for Learning. UDL is a scientifically valid framework for guiding educational practice that reduces barriers in instruction; provides appropriate accommodations; supports, challenges, and maintains high achievement expectations for all students, including those with limited English proficiency and with disabilities.

Academic and Non-Academic Support

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Candidates are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For this two unit class, that equals 30 hours of class time and 60 hours of work outside of the class for the 6 weeks of the session. This totals 15 hours a week between class and homework.

All University Writing Requirement

The All-University Writing Requirement of 1700 words for a 2-unit course, is satisfied through the two case study written assignments.

Technology Requirements

This course requires technical competencies that include the use of Moodle, Zoom, Word, and the World Wide Web. You will also need to be familiar with downloading and uploading photos, a voice file, and documents; file management and sharing; and education-specific software or hardware.

The following tools will be needed for modules 1-6: Cougar Courses. See the link in Module 1 for tutorials. Module 4 requires a voice recorded message. You can do this on your phone, saved to youtube, and the link downloaded into Cougar Courses. Alternatively, you can use Zoom, which is a CSUSM tool, to record and download the recording. See Module 4 for the tutorial link.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.