



**EDAD 624B**  
**Professional Studies Beginning**  
**CRN #20596**  
**Days: Arranged**  
**Time: Arranged**  
**On-going Projects To Be Arranged with Candidate and Supervisor(s)**  
**Spring 2015**

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*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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Professor:	Anthony J. Rosilez
Phone:	760-750-8284
E-Mail:	arosilez@csusm.edu
Office:	UH 424

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**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
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**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
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## **COURSE DESCRIPTION**

This course provides students with basic on-site experiences appropriate to an entry-level administrator. Students will work closely with an on-site administrator and University instructional supervisor in the development and implementation of a plan for field experiences including basic preliminary administrative functions. Students will develop a paper, project, or other product, collaboratively agreed upon with the supervisory team, which integrates learning from the fieldwork and which will be used by the cooperating site.

*Graded Credit/ No Credit*

### **Course Prerequisites**

Progression through the Program

### **Course Objectives**

Students will design and complete leadership projects aligned with Leadership Standards and Course Objectives in current semester. Students will engage in leadership roles that demonstrate their knowledge and skills in working with adults to achieve outcomes and make progress toward standards.

### **Unique Course Requirements**

Students will engage in a minimum of 15 hours (equivalent of 1 unit) in planning and implementing the leadership project.

### **Required Texts**

None

## **STUDENT LEARNING OUTCOMES**

The course objectives, assignments, and assessments have been aligned with the CCTC standards for a California Preliminary Administrative Services Credential. This course is designed to help teachers seek skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. 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 will be required to formally match alignment with the following Leadership Standards in this course:

- Standard 2: Teaching and Learning
- Standard 3: management and Learning Environment
- Standard 6: External Context and Policy

## **GENERAL CONSIDERATIONS**

### **Assessment of Professional Dispositions**

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

### **Students with Disabilities Requiring Reasonable Accommodations**

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable 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. Candidates 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.

### **All University Writing Requirement**

Students must prepare written Proposal and Reports about their Projects. The Reports require narrative style reflections on their learning experiences. These written proposals and reports meet the university writing requirements of at least 2500 words.

### **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 written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no 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.

### **Plagiarism:**

As an educator, it is expected that each candidate 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.

### **Use of Technology**

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

### **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.

### **COURSE REQUIREMENTS**

Students must submit a written Proposal (Form 1) that describes how the candidate will meet the following requirements for the second semester of fieldwork:

- a. In semester 2, candidates will seek opportunities to serve for up to five hours as an administrative designee. This opportunity will include engaged feedback on the experience and activities completed from the site administrator.
- b. Candidates either integrate the content of both EDAD 614 and EDAD 616A into one topic for field study, or can conduct two smaller field studies with a focus on each course. Each unit of field experience is equal to 15 hours of committed time to the activity. Suggested topic for this portion of fieldwork include:
  1. Anti-bullying research, design, or faculty/staff training
  2. Examining a process such as Student Study Team (SST), Student Attendance and Review Board (SARB), or an expulsion hearing.
  3. Examining and making recommendations for the school volunteer process.
  4. Examining the revised ELD identification and testing process.
  5. Examining and making recommendations for overnight field trip policy

Completed Field Experience Form 2s are required for student to receive Pass/No-Pass grade. Written Reports (FORM 2) must include artifacts and evidence that outcomes have been reached. Form 1s and Form 2s must have signatures of site supervisor and university supervisor. Field Experience requirements must be met for student to complete Program.

University Supervisor will give due dates for Form 1 and Form 2.