Course & Section Nos.	**EDAD 612-(01)**
Course Title	**Development of Professional Leadership Perspectives**
Class Roster No.	**42935**
Course Day(s)	**Online: Asynchronous, Face-to-face: 8/25, 9/8, 9/22, 10/13**
Time	**Face-to-face: 9-12**
Course Location	**University Hall 439**
Semester / Year	**Fall 2018**
Instructor	**Van Vooren, C.**
Phone	**760.458.6431**
E-Mail	**cvanvoor@csusm.edu**
Office	**UH 401**
Office Hours	**TBA**

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. (downloadable copy: http://www.ebooksdownloads.xyz/search/who-owns-the-learning-)
3. 3. Select one from the 3 book club choice selections
   Grenny, J., et al. (2013). *Influencer: The new science of leading change.* New York, NY: McGraw-Hill. (Kindle $2.99)

Patterson, K, et al. (2012). *Crucial conversations: Tools for talking when stakes are high (2nd ed).* New York, NY: McGraw-Hill.

Harvey, T. & Drolet, B. (2006). *Building teams, building people (2nd ed).* Lanham, MD. Rowman & Littlefield Education.

Optional Text

4. 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 six (6) Program Student Learning Outcomes (PSLOs), also known as the California Professional Standards for Educational Leaders (CPSELs). 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. Facilitate the development and implementation of a shared vision of learning and growth of all students.
2. Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
3. Manage the organization to cultivate a safe and productive learning and working environment.
4. Collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
5. Make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.
6. Influence political, social, economic, legal and cultural contexts affecting education to improve educational policies and practices.
7. Analyze current research literature and explain how findings can be applied in a practical educational setting.

Syllabus is subject to change.

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)	Due Date
Session 0	Preparation	*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	Work will take place in class 8/25.
Session 1 Opens 8/25	Motivation	*Read Chance, Chapter 7 *Complete a KWL chart for the reading *Watch the video on "Running Effective Meetings" *Review the folder on the Case Study assignments 1 and 2 and understand the components of the assignments *Watch the video on creating annotated bibliographies in APA format *Watch the two videos on leadership *Participate in the blog discussions based on our context and the videos (1 pt)	This work will take place asynchronously from 8/25-9/1. Blog comments from the leadership videos by 9/8
Session 2 Opens 9/1	Organizational change	*Read Chance, Chapter 10 *Complete a KWL chart for the reading *Watch a power point on Organizational Change *Watch a TED talk on "Changing the Educational Paradigm" *Submit a reply to the prompts in response to the power point (1 pt) and TED talk. (1 pt) *Submit your annotated bibliography on the Assignment 1: "How to Run a Good Meeting" by topic title to both the assignment folder (for faculty grading) and a CC blog (to share with peers). * Review the posted CC blog annotated bibliography to prepare to write your assignment 2 with at least three referenced citations from yours and other's literature reviews.(15 pts)	This work will take place asynchronously from 9/1-9/8. Submit online the annotated bibliography in two places: Cougar Course (CC) Assignment 1 and the CC Blog by 9/8.
Session 3 Opens 9/8	Change: Week 2	*Listen to November Learning podcast on Change Leadership *Prepare a KWL on podcast for Saturday class *Watch faculty presentation on Change, part 2 *Review list of Change Principles *Respond to the faculty presentation (1 pt) and the list of change principles in the blogs. (1 pt) *Write and submit in CC assignment 2 with APA formatted citations on "How to Run a Good Meeting"(20 pts)	This work will take place asynchronously from 9/8-9/15 Submit assignment 2 on "How to Run a Good Meeting" in CC Assignments by 9/15.

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Date	Topic	Assignment (if any)	Due Date
Session 4 Opens 9/15	Communication	*Read Chance, Chapter 8 *Complete a KWL chart for the reading to use in class discussion *Start Book Club *Watch faculty presentation on Communication *Watch a presentation on the Abilene Paradox *Participate in a CC blog in response to the mini lecture (1 pt) and Abilene Paradox concept. (1 pt) * 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. Prepare to present your communication in the next Saturday class. (10 pts) *Learn about Assignment 4: Positive Behavior Intervention System Case Study	This work will take place asynchronously from 9/15-9/22 Submit Assignment 3 9/22.
Session 5 Opens 9/22	Decision Making	*Read Chance Chapter 9, Decision Making *Complete a KWL chart for the reading to discuss on Saturday *Watch a faculty presentation on Decision Making. *Watch the Ted Talk, "Are We in Charge of Our Own Decisions?" *Participate in a discussion in response to Ariely's Ted Talk.(1 pt) * Submit an annotated bibliography on best practices in school discipline. (15 points) Post in the CC assignments for grading Post in the CC blog to share your paper with your peers *View the meeting decision-making survey tool *View the progressive discipline matrix	This work will take place asynchronously from 9/22-9/29 Submit Assignment 4 in two places 10/6

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Date	Topic	Assignment (if any)	Due Date
Session 6 Opens 9/29	Leading with Innovation and Design	*Read Chance, Chapter 10, 11 *Complete a KWL chart for the reading. *Watch a TedX Talk by Alan November, "The First Five Days" *Take a quiz in response to November's presentation. (1 pt)	This work will take place asynchronously from 9/29-10/6 Submit your assignment 4 annotated bibliography on "Current Issues in Student Behavior" as an assignment and a blog by Oct 6
Session 7 Opens 10/6	Innovation and Design	*Read November, Chapters 1-3 *Prepare KWL for class discussion *View the Cajon Valley Union School District video on innovation *View the Cajon Valley Union School District website *View the High Tech High website *Participate in a blog in response to the prompt on the two school systems. (1 pt) *Submit Assignment 5 on your setting and best practices in school discipline and post in CC assignments. (20 points)	This work will take place asynchronously from 10/6-10/13. Post your Assignment 5 on "Current Issues in Student Behavior" in CC Assignments by 10/13.
Session 8 Opens 10/13	Innovation and Design	*Read November Chapters 4-6 *KWL preparation for class discussion *Assignment 6: Book Club presentations (10 points) *Field Study submission and discussion (pass/fail) * Class reflection and next steps	Book Club presentations in class

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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%)
0. Assignment 0: Preparation: *(CAPE 3.A.4 Use of technology)*	Sept 25 in class	0
1. Assignment 1: How to successfully run a meeting. *(CAPE 3.B.3 Systems thinking)* 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. *(CAPE 3.B.3 Systems thinking)* 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. *(CAPE 1.B.2 Communication strategies)* 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 In class	10
4. Assignment 4: PBIS and Student Discipline *(CAPE 3.C.1 Positive behavior interventions, CAPE 1.B.1 Collaboration, consensus, decision-making)* Annotated Bibliography Write 2-3 annotations of best practices in creating positive discipline on a school campus. 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 *(CAPE 3.C.1 Positive behavior interventions)* 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	October 13	20

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	for the best practices in school discipline at your site.		
6.	Assignment 6: Participate in a reading book club activities and presentation: *CAPE 1.B.3 Use community to enact the vision*	October 13	10
7.	Assignment : 7 Participation and engagement: *CAPE 1.B.3 Use community to enact the vision* 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	10

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

Syllabus is subject to change.

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
Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, 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.

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 8 weeks of the session. This totals 11 hours a week between class time (face to face and virtual) and homework.

All University Writing Requirement

The All-University Writing Requirement of 1700 words (7 double spaced, typed pages) for a 2-unit course, is satisfied through the two case study written assignments.

Technology Requirements

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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.

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