



Course & Section Nos.	EDAD 626A-(01)
Course Title	Professional Studies Advanced
Class Roster No.	40299
Course Day(s)	Arranged
Time	Arranged
Course Location	Arranged
Semester / Year	Fall 2018
Instructor	C. Van Vooren
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Office	Arranged
Office Hours	Arranged

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

- 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

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 faculty 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

None

Course Objectives

Students will design and complete leadership field work aligned with the Preliminary Administrative Services Credential Standards and the California Administrative Performance Expectations in the current semester classes. Students will engage in leadership roles that demonstrate their knowledge and skills in working with students and adults in a school setting.

Unique Course Requirements

Students will engage in a minimum of 30 hours (equivalent of 2 units) in planning and implementing the two CalAPA cycles for this field study.

Required Texts

None

Cougar Courses

Online container for course materials and resources.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to reflect on the California Administrative Performance Standards and their learning growth as aligned with the EDAD 610 and EDAD 612 courses based on reading, discussions, assignments, and field experience at a school site.

Expected Dispositions for the Education Profession

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. The Master's in Educational Administration has two additional dispositions: visionary and ready to lead. 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. In Ed Admin the courses where dispositions are assessed are EDAD 610, EDAD 618A, and EDAD 620. 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.

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.

The course objectives, assignments, and assessments are also 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 Preliminary Administrative Services Credential standards in this course:

Category III: Field Experiences in the Program

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Program Standard 7: Nature of Field Experiences In the administrative services preparation program, candidates participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Each candidate is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the Performance Expectations. Field experiences include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation. Commission on Teacher Credentialing Handbook Revised Administrative Services Program Standards 19 August 2018 Candidates must complete a range of activities in educational settings.

The settings must:

- 1) support the candidate’s ability to complete the APA;
- 2) demonstrate commitment to collaborative student-centered practices and continuous program improvement;
- 3) have partnerships with appropriate other educational, social, and community entities that support teaching and learning for all students;
- 4) create a learning culture that supports all students;
- 5) understand and reflect socioeconomic and cultural diversity;
- 6) support the candidate to access data, work with other educators, and observe teaching practice; and
- 7) permit video capture, where designated, for candidate reflection and APA task completion.

Program Standard 8: Guidance, Assistance and Feedback. The administrative services preparation program sponsor has an effective system by which the candidate’s performance is guided, assisted, and evaluated in each field experience. In this system, at least one field/clinical supervisor and at least one program supervisor provide complete, accurate, and timely feedback to the candidate, including constructive suggestions for improvement. The APA is implemented according to the Commission’s requirements.

The institution identifies individual program staff responsible for:

- 1) implementing the APA, and
- 2) documenting the administration processes for all activities/cycles in accordance with the Commission’s requirements.

The program requires all faculty and staff providing instructional and/or supervisory services to candidates within the program to become knowledgeable about:

- 1) the APA cycles, rubrics, and scoring, and
- 2) how the APA is implemented within the program, so that they can appropriately prepare candidates for the assessment and also use APA data for program improvement purposes.

8A: Administration of the Administrator Performance Assessment (APA) Video

- 1) For purposes of implementing the video requirement, candidates must be able to record interactions with faculty, staff, and PK-12 students.
- 2) The program assures that each school or district where the candidate is completing fieldwork has a media release for all who are videotaped on file.
- 3) The program requires candidates to affirm that the candidate has followed all applicable video policies for the APA task requiring a video, and maintains records of this affirmation for a full Accreditation cycle.

Materials and Data

- 4) The program assures that candidates understand the appropriate use of materials submitted as part of their APA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.
- 5) The program maintains program level and candidate level APA data, including individual and aggregate results of candidate performance over time, and retains the data for one Accreditation cycle.

The program CSUSM’s School of Education’s Preliminary Administrative Services Credential (PASC) Program is designed as an integrated, comprehensive, leadership development program where students complete 5 one-unit fieldwork experience courses to demonstrate satisfactory performance on the California Administrative Performance Expectations (CAPEs) and the California Administrative Performance Assessment (CalAPA). The fieldwork experience activities are designed to facilitate the application of theoretical concepts in authentic settings. The candidate is guided, assisted, and evaluated by the CSUSM faculty and the K-12 school leader (mentor) to align specific course instruction, CAPEs, and the needs of the partner school. An intentional connection is made between course instruction, the fieldwork leadership experiences, the CalAPA cycles, and the summative Digital Portfolio.

SCHEDULE/COURSE OUTLINE

EDAD 626A: CalAPA Cycle 1

Session	1	2	3-6	7	8
Review the CalAPA handbook Cycle 1 description, rubric, and materials	X				
Select your area of data interest	X				
Evaluate data from various	X				

sources across 3 years					
Identify patterns and trends	X				
Collect data from 3 qualitative sources on same area of interest		X			
Define the equity gap		X			
Explain the causal factors		X			
Develop a problem statement		X			
Develop strategies with rationale			X		
Get feedback from your supervisor on proposed strategies			X		
Develop next steps and possible challenges for implementation			X		
Reflect on leadership learning and growth				X	
Write or record your narrative and submit to CTE site					X

EDAD 626A: CalAPA Cycle 2

Session	1	2	3-6	7	8
Describe current context	X				
Select an area of focus based on data	X				
Select a community of practice	X				
Describe the problem		X			
Select an adult learning strategy		X			
Select a best practice to discuss and implement		X			
Conduct 3 meetings with PLC to demonstrate the strategy			X		
Video the meetings			X		
Select and edit the video as described			X		
Organize and edit the materials for completion				X	
Reflect and submit to CTE site					X

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

For the EDAD 626A (CalAPA 1 and 2) the templates and videos will be submitted by the candidate to the CTC website for “enrolled users” and will be scored in this year as “inconsequential”. Students will receive a score from the CTC, but it will not have any consequences on the completion of the program or earning the PACE credential.

Grading Standards

The course is graded as a Credit/No credit. Students who successfully complete all the components of the CalAPA cycle 1 and the CalAPA cycle 2 will receive "credit for this field study course."

Final Exam Statement

There is no final exam in this course.

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).*

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 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.

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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Face to face classes include 15 hours per unit of class time and thirty hours per unit of preparation and student learning time.

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 reports, summaries, and reflections meet the university writing requirements of at least 1,700 words, or about 7 pages in total for the two unit course.

Course Format

This course is “as arranged” on a school site with faculty support as needed.

Necessary Technical Competency Required of Students

The candidate is required to be competent in Word, Excel, and video recording and editing.

Contact Information for Technical Support Assistance

Please contact the CSUSM Help Desk at 760.750.4790 or helpdesk@csusm.edu if you need assistance.

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.