



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

www.csusm.edu/soe

Table with 2 columns: Course & Section Nos. / Course Title / Class Roster No. / Course Day(s) / Time / Course Location / Semester / Year and EDAD 626A / Professional Studies / Beginning / (901) 43409 / S, M, Tu, W, Th, F, Sa / Asynchronous Online / Fall 1: August 27 - October 20. Includes instructor info: Dr. Brooke Soles, Cell: 310.801.0523, Email: bsoles@csusm.edu, Office: Online, Office Hours: By appointment via Zoom.

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

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

Enrollment in EDAD 618A and EDAD 618B

Course Objectives

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.

Unique Course Requirements

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

Required Texts

None

Cougar Courses

Online container for course materials and resources.

Administrator Performance Assessment

Beginning July 1, 2018, all California Preliminary Administrative Services Credential candidates must successfully complete a state approved Administrative Performance Assessment (CalAPA). During the 2018-2019 the results will be required, but non-consequential to earning the credential. There is no fee for the CalAPA in the non-consequential year. http://www.ctcpa.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html

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)

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 identity, 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.

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

Program Standard 12: 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.

Program Standard 13: 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. Other standards may also apply to this semester’s field experiences as are aligned with Courses EDAD 610 and 612.

SCHEDULE/COURSE OUTLINE

	Week 1	Week 2	Weeks 3-6	Week 7	Week 8
Talk to principal about a topic proposal	X				
Post Form 1 in Cougar Courses		X			
Conduct field study			X		
Collect evidence of field study			X		
Write final report				X	
Select evidence documents				X	
Submit Form 2 with signatures					X

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

The candidate will submit Form 1, the field study proposal, by week 2 of the 8-week course. The candidate will submit Form 2, the field study report and reflection, by the 8-week course.

Grading Standards

The course is graded as a Credit/No credit.

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

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

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 proposals and reports meet the university writing requirements of at least 850 words (1 unit course)

Course Format This course is online and the field experience is arranged by the candidate at a school site.

Necessary Technical Competency Required of Students

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.

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.