



Course & Section Nos.	EDAD 620-901
Course Title	Visionary Leadership
Class Roster No.	CRN# 43616
Course Day(s)	TBA
Time	A-synchronous
Course Location	Online
Semester / Year	Fall 2019
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Instructor	Van Vooren
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Office Hours	TBA

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 guides the candidate to develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision. Candidates will reflect upon and articulate their knowledge, skills, and dispositions in leading diverse school communities in the 21st century.

Course Prerequisites

None.

Course Objectives

1. Develop strategies to include the broader community and experience various school communities including families, agencies, and community organizations
2. Demonstrate the ability to network with other professionals to improve personal knowledge and skills necessary for the job of a school administrator.
3. Demonstrate the skills of communicating information through a variety of media.
4. Demonstrate a level of preparation to apply for a position in educational leadership.

Required Texts

None

Suggested Text (for writing the leadership platform and reflecting in the digital portfolio)

Whitaker, T. (2011). *What great principals do differently: Eighteen things that matter most* (2nd ed). Larchmont, NY: Eye on Education.

Note: The audio book is free as a trial. Listen to it while you are commuting to work!

Standards for the Profession

CCTC Standards, 2016. California Administrator Performance Expectations (CAPEs)

CAPE 13: Reflective Practice

CAPE 16: Understanding and Community Policy

CAPE 17: Representing and Promoting the School

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:
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| 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. |
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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.

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. The Preliminary Administration Services credential 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 as well as in field study experiences. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's 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 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. 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

This course meets the university's writing requirement of at least 2500 words. Students are expected to use academic writing style consistent with graduate level courses. Written assignments will include out of class assignments as well as in class assignments.

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

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

Assignment	Due date	Grade points
Challenge #1: Participation and engagement: There are 5, 60-minute video conference sessions to learn more about leadership through interviews with fellow faculty member Mark Reardon and a current school leader.	By session. Five points each for watching current leader video interviews.	25
Challenge #2: Professional leadership resumé: Students will design a professional resume with a lens on their leadership skills and knowledge.	Nov 3	25
Challenge #3: Leadership platform paper: A 2-3 page paper describing your philosophy on a school leader's primary mission.	Nov 17	25
Challenge #4: Electronic Portfolio: A final portfolio of student work including the resume, leadership platform, evidence of meeting the six standards, and reflections.	Dec 16	25
Total		100

Note: All assignments must be submitted electronically on Cougar Courses on or before due dates and times.

Grading Standards

Final course grades will be based on the following grading scale:

- A = 93% - 100%
- A- = 90% - 92%
- B+ = 87% - 89%
- B = 83% - 86%
- B- = 80% - 82%
- C+ = 77% - 79%

C = 73% - 76%
C- = 70% - 72%
D = 60% - 69%
F = below 60

SUGGESTED SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment
Session 1	<ul style="list-style-type: none"> ● Overview of class structure and assignments ● Review the digital portfolio platforms Google Sites/ Weebly ● Review the digital portfolio handbook ● Find a classmate or small group that is working in your same portfolio platform and create a collaborative, online group. 	<ul style="list-style-type: none"> ● Develop Google Drive docs to share with your classmates such as tips for the platform, artifact suggestions for the embedded documents, and layout.
Session 2	<ul style="list-style-type: none"> ● Leadership resumé preparation. Examine the rubric, samples, and look at your present resume ● Begin to assign/list artifacts to support the CPSEL standards for your digital portfolio ● Begin laying out the template of your digital portfolio to establish the pages you will fill with content 	<ul style="list-style-type: none"> ● You may submit your draft resumé early for feedback and revision.
Session 3	<ul style="list-style-type: none"> ● Continue refining your resume including the formatting, use of parallel structure, headings, clarity, and visual friendliness. ● Final portfolio, CPSEL standard 1 reflection document development in collaborative teams. ● Look at optional materials, such as the Whitaker book, to write your leadership platform 	<ul style="list-style-type: none"> ● Due: Leadership resumé. Nov 3rd (25 points)
Session 4	<ul style="list-style-type: none"> ● Continue refining your leadership platform ● Final portfolio, CPSEL standard 2 reflection document development in collaborative teams. 	<ul style="list-style-type: none"> ● Leadership platform draft may be submitted early for feedback and revision.
Session 5	<ul style="list-style-type: none"> ● Final portfolio, CPSEL standard 3 reflection document development in collaborative teams. 	<ul style="list-style-type: none"> ● Due: Leadership platform Nov. 17th (25 points).
Session 6	<ul style="list-style-type: none"> ● Final portfolio, CPSEL standard 4 reflection document development in collaborative teams. 	
Session 7	<ul style="list-style-type: none"> ● Final portfolio, CPSEL standard 5 	

	reflection document development in collaborative teams.	
Session 8	<ul style="list-style-type: none">Final portfolio, CPSEL standard 6 reflection document development in collaborative teams.	Due: Digital Portfolio, December 15 th .