

<b>Course &amp; Section</b>	<b>EDAD 612</b>
<b>Course Title</b>	<b>Development of Professional Leadership Perspectives</b>
<b>Class Roster No.</b>	<b>Cougar Courses</b>
<b>Course Day(s)</b>	<b>Online</b>
<b>Time</b>	<b>Asynchronous</b>
<b>Course Location</b>	<b>Online</b>
<b>Semester / Year</b>	<b>Fall 2020</b>
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<b>Office</b>	<b>Online</b>
<b>Office Hours</b>	<b>Via Zoom</b>

### **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](#):

- 1B: Development & Implementation of a Shared Vision - Teaching & Learning
- 3A: Management and Learning Environment - Operations and Resource Management
- 3C: Management and Learning Environment - Managing the School Budget
- 5C: Ethics and Integrity - Ethical Action
- 6B: External Context and Policy – Representing and Promoting the School

### **Required Texts**

*Same Text as EDAD 610:*

Lindsey, R. B., Nuri-Robins, K., Terrell, R. D., & Lindsey, D. B. (2018). *Cultural proficiency: A manual for school leaders* (4<sup>th</sup> ed). Corwin Press.

### **Open Source**

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

<https://biblio.csusm.edu/capsules/apa-general>

## 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:
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.

By the end of the program, new educational leaders will:
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 identification, 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.

### SCHEDULE & COURSE OUTLINE

Module	CAPE Standard	Read	Due Sundays by 11:55pm	Points
1	N/A	N/A	N/A	
2	1B: Implementing the Vision	Cultural Proficiency pgs. 1-27; Protocols Overview Folder; Historical Context pgs. 27-51	<b>Whole Class:</b> 30-minute Generic Consultancy Protocol on 9/14/20 4:00-5:00pm Pacific Time; synchronous	10 pts.
3	3A: Managing Organizational Systems	Leadership pgs. 51-73 & Framing pgs. 75-86	<b>Small Groups:</b> 30-minute Generic Consultancy Protocol Video Recording	10pts.
4	3A: Managing Organizational Systems	Overcoming Barriers pgs. 87-115	<b>Action Plan:</b> Part 1 (yellow section)  <b>Small Groups:</b> 30-minute Generic Consultancy Protocol Video Recording  Mid-course Anonymous Evaluation	10pts.  10pts.
5	3C: School Climate	Guiding Principles pgs. 117-129	<b>Action Plan:</b> Part 2 (green section)  <b>Small Groups:</b>	10pts.  10pts.

Module	CAPE Standard	Read	Due Sundays by 11:55pm	Points
			30-minute Generic Consultancy Protocol Video Recording	
6	3C: School Climate	Continuum pgs. 129-143 & Elements pgs. 143-159	<b>Action Plan:</b> Part 3 (blue section)  <b>Small Groups:</b> 30-minute Generic Consultancy Protocol Video Recording	10pts.  10pts.
7	5C: Ethical Action	Commit to Action pgs. 157-168 & Action Plan Template	<b>Action Plan:</b> Part 4 (pink section)  <b>Small Groups:</b> 30-minute Generic Consultancy Protocol Video Recording  Anonymous End of Course Evaluation	10 pts.  10pts.
8	N/A	N/A	N/A	

### **COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS**

**Zoom Consultancy Protocol (Whole Group, Synchronous, 10 pts.):** The purpose of this whole class activity is to facilitate a 30-minute generic consultancy protocol around a problem of practice or dilemma aligned to our text and CAPES. This whole class meeting will serve as an example of what the small group Zoom meetings shall look like. Students shall sign up for specific dates and roles to participate in small groups; this sign up is located in Cougar Courses.

**Zoom Consultancy Protocol (Small Groups, Synchronous, 50 pts.):** Each student will meet in five, separate dates and within various small groups to engage in the 30-minute generic consultancy protocol. A consultancy is a structured process for helping an individual or a team think more expansively about a particular, concrete dilemma. Outside perspective is critical to our protocol working effectively; therefore, some of the participants in the group must be people who do not share the presenter's specific dilemma at that time.

**Cultural Proficiency School Equity Action Plan (Individual, Asynchronous, 40 pts.):**

Part 1: Mission, Vision, Reality, Rationale, Outcomes (10 pts.)

Part 2: Focus Area and Goals (10 pts.)

Part 3: Action Steps including Persons, Resources, Timeline, Funding (10 pts.)

Part 4: Evaluation and Indicators of Success (10 pts.)

The purpose of this equity-based, action plan is to create specific, measurable, attainable, realistic, and tangible goals for your school for Culturally Proficient Educational Practices.

## **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*).

## **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 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](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 4200, 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 or, 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 about 7 hours a week between class and homework.

## **All University Writing Requirement**

The All-University Writing Requirement of 1700 words for a 2-unit course, is satisfied through the Action Plan Assignment.

## **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.