

Course & Section Nos.	EDAD 620
Course Title	Visionary Leadership
Class Roster No.	43481
Course Day(s)	Online
Time	Asynchronous
Course Location	Online
Semester / Year	Fall 2, 2020
Instructor	Dr. Josie Jackson Dr. Theresa Meyerott
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Office Hours	By Appointment

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

Develops an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency. Includes the ability to lead others in collaboratively developing, implementing, and evaluating the vision. Involves reflecting upon and articulating knowledge, skills, and dispositions in leading diverse school communities in the 21st Century. *May not be taken for credit by students who have received credit for EDAD 638.*

Course Prerequisites

Admission to the program and a passing grade in all recommended sequencing of prerequisite courses.

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. Visit schools to understand the variable political, social, economic, and cultural contexts of K-12 education in our communities
5. Communicate and debate the major theories and concepts in educational leadership including current educational issues.
6. Demonstrate a level of preparation to apply for a position in educational leadership.

Unique Course Requirements

You will use a digital platform to create your digital portfolio for this class.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

None.

Cougar Courses

Articles in container, as assigned.

COURSE LEARNING OUTCOMES

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

ED ADMIN PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Program Student Learning Outcomes (PSLO) Students graduating with a Master of Arts in Educational Administration will master the following outcomes:

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.
7. Analyze current research literature and explain how findings can be applied in a practical educational setting.

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (CPSELS)

The California Professional Standards for Education Leaders (CPSEL) identify what an administrator must know and be able to do in order to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning and evaluation in California. Taken together, the CPSELS describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers.

Standard 1: Development and Implementation of a Shared Vision. Educational leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

Standard 2: Instructional Leadership. Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Standard 3: Management and Learning Environment. Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Standard 4: Family and Community Engagement. Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Standard 5: Ethics and Integrity. Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Standard 6: External Context and Policy. Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS (CAPE)

[Click here for CAPES](#)

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment	Due Date
Week 1	Portfolio Requirements	Attend presentation regarding portfolio requirements. If you cannot attend, view the recorded video.	View by 11/1
Week 2	Portfolio Cover Page, Resume, and Vision Statement	Create your Portfolio Cover Page, Draft and finalize your Resume, and review your statement of personal vision, values and/or core beliefs from previous courses. Update all documents and turn in final copies.	11/8
Week 3	Leadership Platform Paper	Review your papers from past courses and select one where you write about you as a leader. Make appropriate revisions to include your leadership platform. You may include: Your statement of personal vision, values and/or core beliefs. Be sure to update your paper to include your current beliefs about leadership.	11/15
Week 4	CPSELs #1 and #2 Artifacts from previous courses (aligned with the CAPEs)	You will find 2 artifacts from past courses for CPSEL #1 and 2 artifacts from past courses for CPSEL #2 for that also align with the CAPEs and demonstrate/represent these standards. You will include these artifacts as evidence and write a reflective narrative for each artifact. The reflective writing must focus on interpreting the leadership lessons gained because of the assignment/experience.	11/22
Week 5	CPSELs #3 and #4 Artifacts from previous courses (aligned with the CAPEs)	You will find 2 artifacts from past courses for CPSEL #3 and 2 artifacts from past courses for CPSEL #4 for that also align with the CAPEs and demonstrate/represent these standards. You will include these artifacts as evidence and write a reflective narrative for each artifact. The reflective writing must focus on interpreting the leadership lessons gained because of the assignment/experience.	11/29
Week 6	CPSELs #5 and #6 Artifacts from previous courses (aligned with the CAPEs)	You will find 2 artifacts from past courses for CPSEL #5 and 2 artifacts from past courses for CPSEL #6 for that also align with the CAPEs and demonstrate/represent these standards. You will include these artifacts as evidence and write a reflective narrative for each artifact. The reflective writing must focus on interpreting the leadership lessons gained because of the assignment/experience.	12/6
Week 7	Finalize your Portfolio	Finalize your portfolio and begin to record your presentation.	12/11
Week 8	Portfolio Presentation record and post	Record a brief 5-minute presentation of your digital portfolio and upload the presentation or link to the container. Review at least 2 peers' presentations and comment about their presentation.	Try to post by Weds, 12/9 & respond by 12/12 Everything Due 12/12/20

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Portfolio

The Portfolio provides the opportunity to reflect on course work, field experience activities, and academic progress. It also meets the requirements of the Commission on Teacher Credentialing for the candidate to demonstrate proficiency in all the CPSEL standards, as the CalAPA does not cover all the standards. The Portfolio is designed for candidates to demonstrate knowledge and evidence of current leadership experiences based on the standards, and to reflect on them in a manner that represents personal and professional growth. The candidate must successfully complete the Portfolio to receive a university recommendation for the Preliminary Administrative Services Credential.

Portfolio Requirements

Cover Page: Portfolio for Educational Administration Preliminary Credential Program, CSUSM School of Education; you may also include a photo and a description of who you are as a leader, etc.

Part I - Professional Information: resumé, revised and faculty approved through the course assignment process; leadership platform paper: statement of personal vision, values and/or core beliefs, revised and approved through the course assignment process.

Part II - Constructing Your Portfolio: use the six CPSEL Standard Headings aligned with the CAPEs; write a one- to two-page reflective narrative describing the knowledge and skills in that distinct standard you acquired as a result of your field work projects and course work. Your Portfolio also includes two linked artifacts for each standard further supporting evidence of your program experiences. Suggested artifacts to support your reflective writing, where appropriate, throughout your portfolio: notes/reflections from field experiences; assignment papers; research; presentations; notes from readings; article summaries/annotated bibliographies; faculty lecture notes; photos or videos; CalAPA evidence, etc.

Portfolio Reflective Writing

The emphasis on reflective writing is to guide the candidate in making meaningful personal connections between leadership theory and practice. Reflective writing is analytical and interpretive in nature as opposed to purely descriptive writing. For example, a candidate writing a reflection related to a specific leadership standard would briefly describe their EDAD program experiences and then focus on interpreting the leadership lessons gained as a result of the experience. The interpretation component of the reflection should make connections with course readings, research, field study work, and class discussions as appropriate. For example, a candidate might briefly describe observing a lesson and conferring with a colleague. Next, the candidate would discuss the leadership learned from the experience, which might include building trust, using active listening, and modeling the way. These strategies connect with course work and activities from the program.

Portfolio Artifacts

These are the items that you collect and save throughout the program. Cougar Courses may not be accessible once the course complete. Thus, now is time to select items that are aligned with the standards and support your written reflection. Two pieces are necessary in the development of your standards section of the portfolio: the narrative and the evidence. You will select the artifacts that best represent your professional development relative to the CPSEL Standards. In the narrative you will link them to your reflection as evidence of your learning. Collecting artifacts such as assignments, field study reflections, or reading/lecture notes during the EDAD program provides you with topics for your portfolio reflective writing. Selecting the most significant and representative artifacts during your EDAD coursework and fieldwork activities is related to your professional vision, mission, and goals. This act of thinking about the symbolic nature of the artifacts informs your written reflection. In the process of selecting and reviewing these artifacts, you will be reminded of the experience and the related leadership learning.

You will Be Graded As Follows:

1. Portfolio Cover Page, Resume, and Vision Statement (20% of grade)
2. Leadership Platform Paper (20% of grade)
3. CPSELS 1-6 (and CAPES) 2 Artifacts for each and Reflective Writing for each, total of 12 artifacts and 12 Reflective writings for each artifact (40% of grade)
4. Recorded 5 minute Portfolio Presentation and Response to 2 Peers (20% of grade)

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%

Final Digital Portfolio Rubric

Content	Unsatisfactory (1)	Proficient (2)	Exemplary (3)
1. Personal Statements			
Resume, vision statement, and leadership platform Score:	The resume, vision statement, and leadership platform lack the description and capabilities required of an entry level administrator.	The resume, vision statement, and leadership platform are adequate for the vision and capabilities required of an entry level administrator.	The resume, vision statement, and leadership platform exceed the vision and capabilities required of an entry level administrator with opportunities for a variety of roles and responsibilities.
2. Reflections on meeting the CPSEL standards			
The standards Score:	Some reflections describe growth and/or include goals for continued learning. Some of the artifacts are not related to the CPSEL standard and reflection	All reflections describe growth and include goals for continued learning. All artifacts are mostly related to the CPSEL standard and reflection and indicate competency.	All reflections clearly describe growth and include goals for continued learning with tangible actions. All artifacts are clearly and directly related to the purpose of the CPSEL standard and reflection and demonstrate a high level of understanding.
CPSEL Standard 1: Vision	Does not meet	Barely meets	Completely meets
CPSEL Standard 2: Culture	Does not meet	Barely meets	Completely meets
CPSEL Standard 3: Management	Does not meet	Barely meets	Completely meets
CPSEL Standard 4: Diversity	Does not meet	Barely meets	Completely meets
CPSEL Standard 5: Ethics	Does not meet	Barely meets	Completely meets
CPSEL Standard 6: Professional quality	Does not meet	Barely meets	Completely meets
3. Technology use and professionalism Score:	The overall presentation is inconsistent, difficult to navigate, and needs significant improvement with writing and/or multimedia integration.	The overall presentation is thoughtful with good writing and document integration, attention to detail and professional language.	The website excels in professional standards, quality of language use, and appropriateness to the profession.

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. Students must contact the professor to make alternate arrangements for late work.

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

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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

It is expected that for every one hour of contact time, you will complete approximately two to three hours of work outside of class. Please plan accordingly.

All University Writing Requirement

In keeping with All-University Writing Requirement, this course will have a writing component of at least 800 words. This requirement will be met through the course assessments measures.

Course Format

The Online Instruction Policy lists the following alternatives to face-to-face, traditional (FT) instruction: face-to-face, online (FO); local, online (LO); remote, online (RO); or hybrid (HY).

Necessary Technical Competency Required of Students

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. **Contact Information for Technical Support Assistance:** <https://www.csusm.edu/iits/iitsforyou/index.html>

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.