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|  | **EDL 600:**  **Organizational and Systems Leadership**  *Revised: Summer 2017* |

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| **Dr. Christopher Oram** | Email: ctvoram@gmail.com |
| Faculty, Department of Educational Leadership | Telephone: (619) 818-0311 |
| Location: Health Science High and Middle College  3910 University Avenue San Diego, CA 92105 | Class Time 4:30-9:15 p.m.  Website: https://sunspot.sdsu.edu/e-services/ |

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| **Course At-a-Glance** |

This course is designed to have students integrate the competencies developed across the leadership program in a manner which allows them to *articulate and* *communicate their leadership development and ethical decision-making processes* around each of the CAPES and *5 Types of Thinking*.

This course covers a broad range of topics leaders must know and be able to on a daily basis. At the conclusion of this course students will understand California school finance, sources of school law, school governance, functions of school boards, and unions.



At the conclusion of this course, students will be able to demonstrate how equity-driven school leaders take personal responsibility for empowering engaged, inspired and successful learners*.*

The administrative services curriculum has been carefully aligned to cover the complete set of California Administrator Performance Expectations (CAPEs).

Please review what is included in each of the following tables:

**Table 1:** The major cluster *California Administrator Performance*

*Expectations* (CAPEs) this course will cover, the *Five Types of Leaderly Thinking* introduced and practiced in this course, and the California Administrator Performance Assessment (CalAPA) cycle for which this course will help prepare you to take.

**Table 2** A complete listing of all indicators within the *California*

*Administrator Performance Expectations* (CAPEs).

**Table 3:** A breakdown of the course schedule with the CAPEs & *Leaderly Thinking* addressed, the agenda & success criteria, and the assignments & readings due at each session.

Please reference the course outcomes and assignments section of the syllabus to review where and how each is addressed. The CAPE course outcomes, CalAPA Cycles, and *Five Types of Leaderly Thinking* this course either introduces, practices, or assesses are shaded in Table 1.

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| **CAPEs, CalAPAs &**  **5 Types of Leaderly Thinking**  **Addressed** | **Table 1**  **California Administrator Performance Expectations (CAPEs) Addressed** | | | | | | |
| **1** | | **2** | **3** | **4** | **5** | **6** |
| Development & Implementation of a Shared Vision | | Instructional Leadership | Management and Learning Environment | Family and Community Engagement | Ethics and Integrity | External Context and Policy |
| **California Administrator Performance Assessment Cycles (CalAPA) Addressed** | | | | | | |
| Cycle 1  Analyzing Data to Inform School Improvement  CAPEs: 1, 1A1-6, 1C1-5, 5, 5A-4 | | | Cycle 2  Facilitating Communities of Practice  CAPEs: 2, 2A2, 2C2, 5, 5B | | Cycle 3  Supporting Teacher Growth  CAPEs: 2, 2D1-3, 5, 5A, 5B, 5C | |
| **5 Types of Leaderly Thinking Addressed** | | | | | | |
| Systems Thinking | A *Systems* Thinkingleader must have the ability to (1) conceptualize schools as complex organizations comprised of a network of dynamic and interdependent thinking components, (2) pursue school change and improvement through *systemic* change and capacity building, and (3) create and articulate a shared vision of a school as a place where students are empowered and their voices are heard. | | | | | |
| Data and Design Thinking | A *Data and Design* Thinking leader must have the ability to (1) access, interpret, and apply diverse forms of data to iteratively design programs, products and initiatives, and (2) inform decisions that contribute to optimal learning conditions for all. | | | | | |
| Culture & Climate Thinking | A *Culture and Climate* Thinking leader must have the ability to (1) understand the current state of the school culture and climate, and (2) drive collaborative actions and relational leadership to influence optimal learning conditions for all. | | | | | |
| Learnership Thinking | A *Learnership* Thinking leader must have the ability to (1) focus on the learning lives of adults and children in the school community, and (2) utilize instructional leadership practices that are driven by the belief that students voice is both an *input* and an *outcome*. | | | | | |
| Operational Thinking | An *Operational* Thinking leader must have the ability to (1) orchestrate fair, legal, honest, ethical, and practices to promote student voice, and (2) create spaces for shared decision-making and stakeholder influence. | | | | | |

| **Table 2**  **California Administrator Performance Expectations (CAPEs)** | |
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| **CAPE 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION:** Education leaders facilitate the development & implementation of a shared vision of learning and growth of all students. | **1** |
| **Developing a Student-Centered Vision of Teaching and Learning New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.** | **1A** |
| Develop a student-centered vision of teaching and learning based on the understanding that the school’s purpose is to increase student learning and well-being. | 1A1 |
| Analyze available student and school data from multiple sources to develop a site-specific vision and mission. | 1A2 |
| Analyze and apply political, social, economic, and cultural contexts to inform the school’s vision and mission. | 1A3 |
| Analyze and align the school’s vision and mission to the district’s goals. | 1A4 |
| 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. | 1A5 |
| Communicate the school’s vision of teaching and learning clearly to staff and stakeholders. | 1A6 |
| **Developing a Shared Vision and Community Commitment New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement.** | **1B** |
| Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders. | 1B1 |
| Use effective strategies for communicating with all stakeholders about the shared vision and goals. | 1B2 |
| Promote a community commitment and collective sense of responsibility for enacting the school’s vision, mission, and goals. | 1B3 |
| **Implementing the Vision New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning.** | **1C** |
| Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals. | 1C1 |
| Use the goals in developing and implementing a plan aligned with the school’s shared vision of equitable learning opportunities for all students. | 1C2 |
| Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school’s vision. | 1C3 |
| Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision. | 1C4 |
| Facilitate & support school structures, systems, & conditions that offer equal opportunities for all students to succeed. | 1C5 |
| **CAPE 2: INSTRUCTIONAL LEADERSHIP Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.** | **2** |
| **Personal and Professional Learning New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being.** | **2A** |
| Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves. | 2A1 |
| Involve staff in identifying areas of professional strength and development that link to accomplishing the school’s vision and goals to improve instruction and student learning. | 2A2 |
| Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPEs, and CPSEL. | 2A3 |
| Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice. | 2A4 |
| **Promoting Effective Curriculum, Instruction, and Assessment New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning.** | **2B** |
| Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school’s vision and goals. | 2B1 |
| Establish and maintain high learning expectations for all students. | 2B2 |
| Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students. | 2B3 |
| 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. | 2B4 |
| Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success. | 2B5 |
| **Supporting Teachers to Improve Practice New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.** | **2C** |
| Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice. | 2C1 |
| Create and foster a culture of continuous improvement by employing strategies to encourage staff to be open to new ideas and motivated to learn and change. | 2C2 |
| Use state-adopted professional standards (e.g., CAPEs, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning. | 2C3 |
| Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students. | 2C4 |
| **Feedback on Instruction New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers.** | **2D** |
| Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments. | 2D1 |
| Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice. | 2D2 |
| Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being. | 2D3 |
| **CAPE 3: MANAGEMENT AND LEARNING ENVIRONMENT Education leaders manage the organization to cultivate a safe and productive learning and working environment.** | **3** |
| **Operations and Resource Management**  **New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being.** | **3A** |
| Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources. | 3A1 |
| Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students. | 3A2 |
| Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students. | 2A3 |
| Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles. | 2A4 |
| **Managing Organizational Systems and Human Resources New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases.** | **3B** |
| Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff. | 3B1 |
| Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level. | 3B2 |
| 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. | 3B3 |
| Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students. | 3B4 |
| **Managing the School Budget**  **New administrators know the school’s budget and how the budget supports student and site needs.** | **3C** |
| Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations. | 3C1 |
| Assess and analyze student and site needs and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school’s vision, goals, and improvement plans. | 3C2 |
| Use various technologies related to financial management and business procedures. | 3C3 |
| Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school’s budget and expenditures including financial record keeping and accounting. | 3C4 |
| **CAPE 4: FAMILY AND COMMUNITY ENGAGEMENT Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.** | **4** |
| **Parent and Family Engagement**  **New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement.** | **4A** |
| 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. | 4A1 |
| Create and promote a welcoming environment for family and community participation. | 4A2 |
| Recognize and respect family goals and aspirations for students. | 4A3 |
| Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals. | 4A4 |
| **Community Involvement**  **New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being.** | **4B** |
| Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers. | 4B1 |
| Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school’s vision, plans, and decisions. | 4B2 |
| Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school. | 4B3 |
| Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals. | 4B4 |
| **CAPE 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.** | **5** |
| **Reflective Practice New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.** | **5A** |
| Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement. | 5A1 |
| Use a professional learning plan to focus personal and professional growth in order to achieve the school’s vision and goals. | 5A2 |
| Seek opportunities for professional learning that address the range of students’ academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs. | 5A3 |
| Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others. | 5A4 |
| **Ethical Decision-Making New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.** | **5B** |
| 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. | 5B1 |
| Guide staff in examining issues that may affect accomplishment of the school’s vision, mission, and goals, including issues that may be related to race, diversity, and access. | 5B2 |
| Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success. | 5B3 |
| **Ethical Action New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.** | **5C** |
| Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff. | 5C1 |
| Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect. | 5C2 |
| Use personal and professional ethics as a foundation for communicating the rationale for their actions. | 5C3 |
| **CAPE 6: EXTERNAL CONTEXT AND POLICY Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.** | **6** |
| **Understanding and Communicating Policy**  **New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community.** | **6A** |
| Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors. | 6A1 |
| Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community. | 6A2 |
| Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being. | 6A3 |
| Operate within legal parameters at all levels of the education system. | 6A4 |
| **Representing and Promoting the School New administrators understand that they are a spokesperson for the school’s accomplishments and needs.** | **6B** |
| Improve their public speaking, writing, electronic communication, presentation, and advocacy skills. | 6B1 |
| Provide the public with a clear picture of what the school’s mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well-being. | 6B2 |
| Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful. | 6B3 |
| Involve stakeholders in helping address the school’s challenges as well as sharing in its successes. | 6B4 |

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| **Table 3**  **Course Schedule** | |
| **Session 1**  **Date: August 23, 2017** | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems, Operational, Culture & Climate | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **School Law** * Presentation on what comprises school law? * Liability for Student Injuries (chapter 1 of Principals Teaching the Law) * **School Finance** * Read article on LCFF provided on Edmodo * Presentation on History of School Finance (Chapter 3 Kemerer) * Presentation on District Budget Process * **LCFF** * What is LCFF and what are implications for districts? * What are school district revenues? * Collective Bargaining | * Read Chapter 1 and LCFF Article prior to class meeting * No Assignments Due |
| **Success Criteria:**   * Students will through active participation and discussion: * Understand California School finance? * Recognize and understand the sources of school law? * Know the various entities and individuals involved in school governance? * Know the components of the California school system? |
| **Session 2**  **Date: August 30, 2017** | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Thinking: Systems, Operational, Culture & Climate | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **School Law** * Student Freedom of Expression (Chapter 2 Principals Teaching Law) * Student Attendance * **School Law related to attendance, instruction, assessment, equity, adequacy, and finance** * Student Presentations on Foster Youth Laws * Student Presentation on LCAP * **District Budgets** * Presentation on Equity, Adequacy and School Finance (Chapter 3) * Presentation on School Site Budget Development (Frontloading for the Budget assignment) | * Read Chapters 2-3   from Kemerer and Sansom Chapters 1-3 pages 1-14   * Assignment 1   Principal Interview-Budget   * Schedule an interview with your principal to discuss the budget at your school. If you are not at a school, interview your department head or supervisor who has responsibility for the budget. (10% of grade) |
| **Success Criteria:**   * Students will through active participation and discussion: * Know the history of California school finance? * Know what is a district budget, and how is it created? * Know about California school laws related to attendance, instruction, assessment, equity, adequacy, and finance? |
| **Session 3**  **Date: September 6 *online session*** | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems & Operational | **Assignments/ Readings Due** |
| ***Students will attend a school board meeting for this session and participate online***  **Topics/Agenda:**   * **Functions of School Boards** * Attend a school board meeting and respond to the following: * How do board’s function? * What appears to be the major focus of the board meeting? * How do board members treat each other and others * **Unions** * What are unions? * What is collective bargaining? * What are school laws related to employment? * Teacher’s Contract | * Read update from Kemerer and Sansom Chapters 4-5 pages 14-19 * Read chapters 4-5 * Assignment 2   Meet with your principal or custodian and walk your campus.   * Review the maintenance and operations conditions of your school or work site using the *Facility Inspection Tools*. Check and fill out an attached Excel worksheet (10% of grade) * Online Quiz |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through online active participation, observation discussion: * Know how board’s function? * Recognize what appears to be the major focus of the board meeting? * Recognize how board members treat each other and others? * Recognize how the board agenda aligns with the district’s mission and vision? * Understand what is LCFF and what are the implications for district revenues? * Know what are unions? * Know what is collective bargaining? * Know school laws related to employment? |
| **Session 4**  **Date: September 13, 2017 *online session*** | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems, Operational, Culture & Climate | **Assignments/ Readings Due** |
| ***Students will attend a school board meeting in the SDUSD meeting for this session and participate online***  **Topics/Agenda:**   * **Functions of School Boards** * Attend a school board meeting and respond to the following: * How do board’s function? * What appears to be the major focus of the board meeting? * How do board members treat each other and others * Does the board agenda align with the districts mission/vision * **Program Budgeting** * **District Funds and categories** * **School Law Around School & Religion** | * Read Chapters 6-7 * Read update Chapters 6-7 pages 19-22 * Online Quiz |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Know how board’s function? * Recognize what appears to be the major focus of the board meeting? * Recognize how board members treat each other and others? * Recognize how the board agenda aligns with the district’s mission and vision? * Know what is program budgeting and expenditure accounting? * Know what some of the school district funds and categories? * Know the school laws around school and religion? |
| **Session 5**  **Date: September 20, 2017** | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems, Operational, Culture & Climate | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **California Law and Student Discipline** * Presentation on Discipline **(Chapter 9)** * Student Due Process and Search and Seizure **(Chapter 10 Kemerer)** * **Special Education Laws** * Presentation on Students with Disabilities and Special Education Law * Chapter 3 – 10 Legal Lessons * **Employee Termination** * Student presentations on employee termination procedures * **LCAP/LCFF** * Student presentation on LCAP and LCFF | * Read Chapters 8-9 * Read update chapters 8-9 pages 22-32 * Student Presentations on Employee Termination Procedures, Students with disabilities, and LCAP/LCFF |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Know how to manage the school site budget? * Know what is an annual school district audit? * Know what constitutes a student body organization? * Know what are the school laws governing special education? |
| **Session 6**  **Date: September 27, 2017** | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems, Operational, Culture & Climate: | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Public Access, Privacy and Student Search and Seizure** * The Brown Act * Personal Privacy rights * Maintenance & Operations * **Race and Gender Discrimination in California** * Student Presentations on LGBT * **LCAP/LCFF** * Student presentation on LCAP and LCFF | * Read Chapter 10 * Read update chapter 10 pages 32-34 * Student presentations on LCAP/LCFF and LGBT |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Know what is the history of school transportation and what does school transportation and funding entail? * Know what is maintenance, and what is operations? * Know what are the school laws regarding public access, privacy, and student search and seizure? * Know what should we know about race and gender discrimination in California? * Know what are the major components of their district’s teachers’ contract |
| **Session 7**  **Date: October 4, 2017** | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems, Operational, Culture & Climate | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Racial and Gender Discrimination under California Law** * California Law – Racial Discrimination * Gender Discrimination * Sexual Harassment and Abuse **(Chapter 5 – 10 Legal Lessons)** * **Legal Liability** * Torts * Liability under Federal Law * **Bullying/Cyber Bullying** * Student presentations on bully and cyber bullying * **Teacher Tenure Laws** * Student presentation on teacher tenure laws in transition, implications of the Vergara case. | * Read Chapter 11-12 * Read update chapters 11-12 pages 34-37 * Student Presentations on Bullying/ Cyber bulling and Teacher Tenure Laws  1. Teacher Tenure Laws in Transition, Implications of the Vergara case |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Know the extent to which school districts, board members, and employees can be held legally accountable in California state and federal courts. * Know how to avoid legal liability in peer harassment cases that occur in their schools. * Know what are the district/school’s legal liabilities? |

**Performance Assessments:** Each performance assessment is designed for students to demonstrate understanding, application, and evaluation of the *5 Types of Thinking*. Performance assessments may include simulations, written reflections, projects, interviews, and other tasks. Each performance assessment will be evaluated on a 4-point rubric aligned to the *5 Types of Thinking*. The professor will determine the performance assessments that will be graded. The performance assessments are intended to prepare students for the successful completion of their Culminating Exit Exam. The final culminating exit exam consists of:

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| **Required Texts** |

1. Kemerer, Frank and Sansom, Peter. (2013*). California school law (3rd ed.).* Stanford University Press.

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| **Grading Policy** |

Assignments are included within this syllabus.  Each assignment will be discussed during class time.  All assignments:

* should be typed;
* should use precise terminology;
* should reflect “People First” language;
* require correct grammar and spelling; and
* should be turned in on the established due date (late assignments will be marked down).

The criteria which guide grading include the following operational definitions:

**Professional Quality:** Work is presented in a form that will be acceptable to show a parent or colleague in a professional meeting.  Time and attention appears to have been given this activity (carefully prepared versus being “thrown together”).

**Functional Value:** The product in its present form would serve as a useful tool (has actual teaching application).  It would be useful to other similarly prepared professionals (it has communicative value).

**Progressive:** The assignment demonstrates growth in the instructional progress (objectives, instruction, assessment).  Relates to the set of best practices discussed in class and in the readings.

**Completed on Time:** Assignments are due on the assigned day.  Problems with the policy should be discussed and negotiated well in advance.  Late assignments will be accepted only if such arrangements are possible and are made before the due date. Late assignments that have not been discussed in advance with the instructor may result in a letter grade reduction for the assignment for each day past the due date.

Plagiarism will not be tolerated. Plagiarism is defined as “to steal and pass off (the ideas or words of another) as one's own; literary theft” (Merriam-Webster online dictionary).  All sources of reference, including quotes, major theories, and instructional materials for lesson plans or papers must be properly cited.  Plagiarism will result in a zero for the assignment and a referral to Student Affairs for possible suspension or expulsion.

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| **Assignments** |

**Note: All assignments indicate the CAPE that is either practiced or assessed.**

**1. Class attendance/participation 15%**

**2. Assignment 1 10%**

**3. Assignment 2 10%**

**4. Quizzes 10%**

**5. Board meeting attendance/report 20%**

**6. Collaborative presentation 20%**

**7. School Budget Development (TaskStream) 15%**

**Weekly Attendance:**

There are two sessions in which the class will not meet. For two of these sessions (session 3 and 4), you will attend board meetings in two different districts and participate in Edmodo. In addition, during sessions 3 and 4, you will read your collective bargaining contract and write a succinct two-page report regarding the content of the contract. In that report you should reflect about how the elements of the contract would impact your role as a site administrator.

**Collaborative Group Presentations**

Each TLC will work collaboratively to review/research a seminal topic that has implications for school leadership awareness. The review will bring greater depth of understanding to the role of the principalship and help frame current and future implications for administrative leaders, as well as the best approach(es) for leading schools.

Students will work in collaborative quads to present a 20-minute presentation. Handouts, visuals, charts, multi-media presentations, etc., may be used to provide vividness to the presentation. Each presentation will be followed by a 10-minute question and answer session. The TLC’s review/research and presentation should address the following parameters, however, groups should not feel compelled to use these focus areas as specific headings in your presentation

**Presentation Topics (20% of Grade)**

**Foster Youth Laws (Session 2)**

**CAPEs Practiced and Assessed:** 1, 1A1-1A6, 1C-1C5, 2C4, 3A1-3A2, 3C1, 4A2, 4B3, 5B1-5B3, 6A1-6A4

There has been much conversation about foster youth lately; moreover, increasing numbers of students are winding up in the system. What should administrators know about the rights of foster youth, protecting the entire student body and teachers, and ensuring that every foster child gets the best possible education

**LGBT Laws (Session 6)**

**CAPEs Practiced and Assessed:** 1A3, 1A5, 1C2, 1C5, 2B3, 2B4, 2C4, 4A2, 4B3, 5A3-4, 5B1-3, 5C1-3, 6A4

LGBT students are often left to fend for themselves in hostile school environments. What laws and groups exist to support LGBT youth and what should administrators know and be doing to ensure that LGBT students have a positive learning experience?

**Collective Bargaining (Session 3)**

**CAPEs Practiced and Assessed:** 3B1, 3B2, 3B4, 5A4, 5C1-3

Collective bargaining is a major responsibility of the superintendent, HR director/assistant superintendent, the CBO and others administrators who serve on the negotiations team. Labor relations is very time intensive, but is a must to keep the districts functioning and functioning well. What is collective bargaining? What is labor relations? Who are the parties involved and what roles do they play? What have been the major contentious issues between unions and districts in recent years? What role does the district play in collective bargaining? What role does the union play. What are some things districts and unions can do to improve labor relations? (Please begin by reviewing Chp 4 of the Kemerer and Sansom book.)

**Charter School Operations (Session TBA)**

**CAPEs Practiced and Assessed:** 6A1, 6A2, 6A4

There are ever increasing numbers of charter schools and charter school systems like KiPP, Rocketship, and High Tech High. What exactly is a charter? What are the laws governing charter schools? How are laws governing charter schools different than those of traditional publics? What are some of the major differences between charters and traditional public schools? What should one know about operating charter schools? What are the issues related with charters? Is California a charter friendly state? Why or why not? (Please begin by reviewing Chp 1 of the Kemerer and Sansom book.)

**Employee Termination Procedures (Session 5)**

**CAPEs Practiced and Assessed:** 3B1, 3B2, 5A4, 5C2, 5C3, 6A4

In the last couple of years, California legislatures have made attempts to pass laws making it easier to terminate teachers for egregious actions, but have not been successful. What does it take to terminate a teacher in California and what should school administrators and do?

**LCAP/LCFF (Session 5)**

**CAPEs Practiced and Assessed:** 1, 1A1-6, 1B1-3, 1C1-5, 3C1, 3C2, 3C4, 6A2-4, 6B1-4

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans. The plans will describe the school district’s overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals. What should school administrators know about LCAP/LCFF? What should parents and the greater community know about LCAP/LCFF?

**Bullying/Cyber bullying (Session 7)**

**CAPEs Practiced and Assessed:** 3B3, 4A1, 4B3, 5A4, 5C1-3,

Bullying is becoming more troublesome to educators and parents alike. It is also a problem that is now growing outside of school through the use of the internet. What forms does this issue take and how can leaders keep this dilemma from becoming a major detriment to our schools and communities?

# Teacher/Tenure Laws in Transition, Implications of the Vergara case (Session 7)

**CAPEs Practiced and Assessed:** 3B1, 3B2, 6A4

There is growing interest across the nation, to abolish the bedrock tradition of granting the protections of teacher tenure. What is prompting this interest? Will this improve the quality of education? Why do some state governors feel the need to eliminate or dismantle tenure? How do exceptional leaders work within current tenure laws to ensure teacher quality for their schools? What do they do? You may want to use the following video to support your work on this topic. https://vimeo.com/90273109

**Directions for Presentations:**

1. Frame the topic
   1. What are some of the driving forces behind changes>
   2. Why is the topic relevant to educational leaders?
2. Identify the implications on school administration
   1. How does the topic affect the principal’s role in relation to leadership, school climate, student achievement, staff supervision, professional development, etc...? It is anticipated that each group will interview or survey practicing administrators to gauge their views on the topic under study.
3. Forecast resulting outcomes
   1. To what extent will the topic impact change in public education in California?
   2. Will the topic elements have a favorable or unfavorable effect on student learning?
4. Summary and closure
   1. Share collegial advice and the “lessons learned” from those “ in the trenches
   2. Identify suggestions for new administrators
5. Pose closing thoughts and recommendations for aspiring administrators

**The following questions should be considered when selecting articles for the topic:**

1. Is this article meaningful to aspiring administrators?
2. Does it offer insights or lessons learned?
3. Does the article have relevance to present or future leadership challenges?
4. Does the article present a leadership/management perspective?

**Directions for Board Observation Report: (Session 3 & 4) (20% of Grade)**

**CAPEs Practiced and Assessed:** 1C5, 6A1**,** 6A2, 6A4, 6B4,

Students will be required to attend no less than two school board meetings in tow different school districts. Based on your observations, compare and contrast school board functions and roles as they relate to Board/superintendent relations:

* Board/staff relations
* Board/board relations
* Board member meeting preparation
* Significance of board agenda items relevancy to current or future issues
* Level of community interest
* Board meeting organization and flow

Focus on the leadership actions and behaviors of board members and administrators, and interpret how these actions contributed to or detracted from the meeting’s effectiveness.

For example:

* Observe how trustees interact with the superintendent and district personnel,
* Observe how trustees respond to questions
* Observe how trustees communicate with the public and others
* Observe how trustees deal with any opposition, concerns, differing ideas, etc...
* Observe how these behaviors are interpreted by the public, staff, others in attendance.

Identify any lessons you gleaned from the observed behaviors/actions that merit leadership notice. Finally, provide a brief comparison of the two board meetings: no more than a page and a half summary on each board meeting and not more than a page for the comparison of the board meetings.

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| **Grading Scale** |

At the end of the semester, the points you earn will be assigned a transcript grade according to the following criteria:

90% or above A (100-94% = A; 93-90% = A-)

80% - 89% B (89-87% = B+; 86-84% = B; 83-80% = B-)

70% - 79% C (same pattern repeated as for B)

60% - 69% D

59% or lower F

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| **Americans with Disabilities Policy** |

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student

Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

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| **Controversial Content** |

Consistent with the approved course of study for San Diego State University, this course may include controversial topics. The faculty does not endorse particular political or social agendas and will present a sensitive, balanced, and objective approach to these topics, with a goal of developing informed and responsible attitudes toward people, cultures, religions, societies, and environments in the spirit of scholarly inquiry.

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| **Religious Holidays** |

It is the responsibility of the student to notify the instructor within one week of the beginning of the course about any religious holidays that will require an excused absence. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.

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| **Field Trips** |

Should this course require students to participate in field trips, research or studies that include course work that will be performed off-campus, it is important to note that participation in such activities may result in accidents or personal injury. Students participating in the event are aware of these risks, and agree to hold harmless SDSU, the State of California, the Trustees of the California State University and Colleges, and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Students using their own vehicles to transport other students to such activities should have the current automobile insurance. Sdsu.edu/GB0203/index.html

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| **Student Appeals** |

If for any reason a student feels that he/she has need for an exception to the program or any other programmatic issue that needs to be addressed, they must adhere to the following procedures:

* 1. Talk to their professor of record or Department Coordinator (depending on the issue)
  2. If the issue is not resolved, talk with their Program Coordinator
  3. If still not resolved, talk to the EDL Chair.
  4. If the chair does not resolve the problem to the student’s satisfaction, the student can send a letter of appeal to the Department of Educational Leadership’s Error and Omissions committee.

The student also has the right to the SDSU Student appeal process delineated at the following web site: <http://www.sa.sdsu.edu/srr/index.html>