|  |  |
| --- | --- |
|  | **EDL 680:  Seminar-Evidence Based Leadership**  *Revised: Summer 2017* |

|  |  |  |
| --- | --- | --- |
| **Dr. David Lorden** | Email: dlorden@sdsu.edu |  |
| Faculty, Department of Educational Leadership | Telephone: (619) 863-3741 |  |
| Location:  Health Sciences High and Middle College 3910 University Ave. San Diego, CA 92105 | Website: |  |

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

This course serves as an orientation to the administrative services credential program and an introduction to field experience. Students will develop a comprehensive Theory of Action, accessing their own school data to make instructional and curriculum decisions for improving student achievement.



***Leadership Thinking Focus***

The administrative services curriculum is designed to produce *equity-driven school leaders* who take personal responsibility for empowering *engaged, inspired and successful learners.* The curriculum revolves around five types of thinking that leaders employ in their day-to-day work with a full range of stakeholders that includes teachers, students, and community members.

EDL 680 in particular, focuses on *Systems,* and *Learnership Types of Thinking* as indicated in the educational leadership program’s conceptual model.

The administrative services preparation program aids the candidate in selecting and using data to identify what is working, diagnosing needs, and identifying opportunities for growth and change. The program develops the candidate's knowledge about how to strategically implement appropriate and effective school improvement theories and strategies. The program increases the candidate’s capacity to communicate and lead others in continuous improvement and monitoring of these efforts based on student and school outcomes. The program provides multiple opportunities for each candidate to learn, practice, and reflect on school improvement leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*, Course Standards and Elements: Seminar-Evidence Based Leadership, and both state and national standards associated with earning an educational administrative credential. The California Professional Standards for Educational Leadership (the CPSELs) and California Administrator Professional Expectations (CAPEs) will be used to guide our EDL 680 learning. The National standards coupled with the CPSELs and CAPEs, both in content and philosophical direction, and extends concepts contained in previous ones and attempts to better articulate valued expectations in the Interstate School leadership Licensure Consortium (ISSLC) Standards, which are also referenced throughout the course.

Please review what is included in each of the tables to follow:

**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.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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)** | |
| --- | --- |
| **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 |

|  |  |
| --- | --- |
| **Table 3**  **Course Schedule** | |
| **Session 1**  **August 22** | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Culture & Climate, Systems, Operational | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **EDL 680 Course Expectations & Assignments** * Review the overall courses. * Review the assignments for the courses * **Target Group Improvement Plan (TGIP)** * Students will review all the components of the TGIP * **Five Types of Leaderly Thinking** * Review and discuss Leaderly Thinking. | * No Assignment Due |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Understand the focus of the Tier 1 Administrative Services Program requirements * Begin to develop and understanding of the principal’s role in improving school outcomes * Understand the role data plays in school improvement * Understand how a leader employs systems thinking, data and design thinking, culture & climate thinking, learnership thinking, and operational thinking when leading a school. |

|  |  |
| --- | --- |
| **Session 2**  (September 6) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Culture & Climate, Systems, Operational | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Theory of Action** * Review and discuss the article*Creating a Theory of Action for Improving Teaching & Learning*, Center for Ed. Leadership * Presentation on how a Theory of Action addresses desired outcomes for students, what teachers and principals need to do in order to reach desired student outcomes. * Presentation on identifying a problem of practice. * Draft a Theory of Action together on an initiative. | Students are expected to complete the following readings and assignments prior to Session 2:   * Creating a Theory of Action for Improving Teaching & Learning, Center for Ed. Leadership |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Begin to develop an understanding of the leader’s role in school improvement through a systems thinking approach. * Begin to understand how a Theory of Action contributes to teaching and principal practice to address changes in student learning and achievement. * Become familiar with the *5 Types of Leaderly Thinking*, and how they help administrators think like a leader. |
| **Session 3**  (September 20) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Culture & Climate, Systems, Operational | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **School Branding** * Students will work in CoPs to create an elevator speech using a protocol. | * Chapter 1-5 from The Power of Branding |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * To deepen understanding on how a *Theory of Action* contributes to teaching and principal practice to address changes in student learning and achievement. * To understand the power of Branding a school. |
| **Session 4**  (October 4) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Culture & Climate, Systems, Operational | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Working Class: Target Group Improvement Plan Peer Review** * Conduct peer review on the Draft of the Target Group Improvement Plan | * Bring a draft of your Target Group Improvement Action Plan |
| **Success Criteria***: What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Understand the importance of growth producing conversations with peers. * Understand how collaboration enhances ones’ thinking * Understand how teams support each other * Understand what contributes to an effective, comprehensive, articulate school plan that is likely to produce desired results. |

|  |  |
| --- | --- |
| **Session 5**  **(October 11)** | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Culture & Climate, Systems, Operational | **Assignments/**  **Readings Due** |
| **Topics/Agenda:**   * **Final Review of Target Improvement Plans** * Students will meet in their CoP Teams to conduct a formal peer review of each other’s Target Group Intervention Plan to assess strengths and areas for growth * Community of Practice teams will complete a NCR document reflecting their feedback. | * Bring draft of Target Group Improvement Plan to class. (One hard copy and electronic copy) |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Understand the TGIP rubric and the difference between a TGIP that is below standard, meets standard, and exceeds standard * Understand the entire process of looking at data to inform instructional improvement * Understand how working with an advisory group informs a comprehensive plan of instructional improvement |
| **Session 6**  **(October 13, and October 16-20)** | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Culture & Climate, Systems, Operational | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Optional Final Review of Target Improvement Plan with Instructor** * Students will have the opportunity to sign up for a time to meet with their instructor one-on-one to review their TGIP prior to submitting to TaskStream. * Students will select a timeslot for the conference with the instructor. | * Bring draft of Steps 1-7 Target Group Improvement Plan to conference. (One hard copy and electronic copy) |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Understand the TGIP rubric and the difference between a TGIP that is below standard, meets standard, and exceeds standard   Understand how to self-evaluate in a collaborative setting. |

|  |
| --- |
| **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

|  |
| --- |
| **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

|  |
| --- |
| **Assignments** |

The purpose of the assignments is to develop and demonstrate competencies expected of an educational leader. Assignments have been designed for you to demonstrate these competencies and to allow you to receive critical feedback regarding your ability to put knowledge into practice. The structure of the assignments of this course provides documentation to that end.

Further guidelines may be distributed in class. There are a total of 250 points for this class (in- class and out-of-class assignments).

**IN-CLASS ASSIGNMENTS**

* **Active Class Attendance and Participation (up to –20 points)**

Attendance is assumed in this course, as the face-to-face interaction is of value to you and every member of the class. In addition, I learn about you through class discussions and your work with others. While certain circumstances may warrant an “excused” absence, students are required to inform the course instructor if unable to attend any given class. Activities will be completed in class throughout the semester and will be applied to the participation grade.

* **Theory of Action** (75 total points)

CAPEs practiced and assessed: 2A, 2B

Leaderly Thinking practiced: Systems, Learnership

Students in this exercise will develop a Theory of Action that will be used in their Target

Group Improvement Plan. Practice using this cyclical process will give guidance students as they work together to develop problems of student learning and contributing problems of teaching and principal practice. Analysis and development of their own Theory of Action, as it pertains to their Target Group Improvement Plan, ensures that the teaching and leading problems of practice are grounded in a clear analysis of what is working and not working for students. The process also helps the student to use the analysis to generate a theory of action, or an evidence-based story, that explains the specific changes they intend to make to improve teaching and learning.

**OUT-OF-CLASS ASSIGNMENTS**

* **School Branding (50 total points)**

CAPEs practiced and assessed: 1A, 1A6, 1B1, 4A1, 4A2

Leaderly Thinking practiced: Culture & Climate

As noted in CAPE 6B, leaders must be able to brand their school with the public. Following your investigation of the ideas presented in *The Power of Branding* (Sinanis & Sanfelippo, 2015), you will interview two principals or the principal and one other staff member about their efforts to provide the public with a clear picture of what the school’s mission, vision, and goals are. In addition, you will make a series of recommendations for branding to your principal. The recommendations will include the theme of your recommended brand and how you propose initiating the brand within your school community. This proposal should include specific steps you would take as a leader to make the brand a reality. Your review of other’s ideas and summary of your recommendations, approximately 4-6 pages in length, should be written in a memo format to your leader. The leader should acknowledge receipt (email, signature on the memo, or otherwise).

* **Memo to Principal (20 Points)**

CAPEs practiced and assessed: 1A, 1C, 2A, 2B, 2C, 6B, 6B1, 6B3, 6B4

Leaderly Thinking practiced:

Students in this assignment will write a draft of a memo to the principal and/or director of their school/program outlining their proposal for their Target Group Improvement Plan (TGIP). The memo shall be written as a formal proposal outlining the nature of the project, and summary of the data analyzed, the target group selected, the justification for the selection, and a summary of the plan. The proposal shall be written in a professional format using appropriate letterhead.

|  |
| --- |
| **Required Texts** |

Sinanis, T., & Sanfelippo, J. (2015). *The power of branding: Telling your school’s story*. Thousand Oaks, CA: Corwin

Ward, C., Fisher, D., Frey, N., & Lapp, D. (2013). *Using data to focus instructional improvement*.

Alexandra, VA: ASCD.

|  |
| --- |
| **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.

|  |
| --- |
| **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.

|  |
| --- |
| **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

|  |
| --- |
| **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>

|  |
| --- |
| **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.