



**Commission on Teacher Credentialing  
Program Assessment Report  
Academic Year 2008-09**

**Institution:** *University of San Diego*

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**Program documented in this report:** All Credential Programs at USD

**Credential awarded:** *Administrative Services Credential*

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## **Program Assessment Report**

### **PART I PROGRAM DOCUMENT: RESPONSE TO STANDARDS**

#### **Administration Services Credential Program**

In preparing this report the faculty/administrator of the Educational Leadership Development Academy (ELDA) decided to set the groundwork for full program review by writing a different type of response to program standards for the administrative services credential programs. Because of the fact that so many people involved in the credential program have full time responsibilities outside of the University of San Diego, the full faculty meet together only twice a year. The current overall matrix and individual matrices for standards will serve as a basis for comprehensive curriculum review for the program. The steps are listed below:

1. The program leadership developed a standards matrix aligned to our course syllabi indicating in which courses each standard was addressed.
2. Individual syllabi were examined to complete matrices for individual standards, addressing these areas:
  - Course name & number
  - Suggested Key Readings or Activities related to the Standard
  - Assignments related to the Standard
  - Samples of Student Evidence related to the Standard
  - Fieldwork related to the Standard
4. Matrices were submitted, compiled and reviewed.

The overall matrix and individual standards matrices will be reviewed at the next full faculty meeting.

Part I contains the following sections for review:

#### Tier I

- Response to Program Standard 1 and 8 in narrative form;
- Matrix delineating Program Standards 2-7 and 9-15 in one-page matrix; and
- Responses to Program Standards 2-7 and 9-15 in detailed matrices

#### Tier II

- Response to Program Standard 1, 6, 7, and 8 in narrative form;
- Matrix delineating Program Standards 1, 2, 3, 4, 5, and 9 in one-page matrix;
- Responses to Program Standards 1, 2, 3, 4, 5, and 9 in detailed matrices

**ELDA Tier I**

<b>Program Standards</b>	<b>PS 1</b>	<b>PS 2</b>	<b>PS 3</b>	<b>PS 4</b>	<b>PS 5</b>	<b>PS 6</b>	<b>PS 7</b>	<b>PS 8</b>	<b>PS 9</b>	<b>PS 10</b>	<b>PS 11</b>	<b>PS 12</b>	<b>PS 13</b>	<b>PS 14</b>	<b>PS 15</b>
	<b>Rationale &amp; Design</b>	<b>Program Coordination</b>	<b>Professional Perspectives</b>	<b>Equality Diversity Access</b>	<b>Democratic Society</b>	<b>Instructional Leadership</b>	<b>Field Experiences</b>	<b>Guidance Assistance Feedback</b>	<b>Assessment of Performance</b>	<b>Vision of Learning</b>	<b>Learning and Professional Growth</b>	<b>Organizational Management</b>	<b>Diverse Families Communities</b>	<b>Ethics Leadership Capacity</b>	<b>PSEL Understanding</b>
EDLD 551 Human Relations for Leaders			X	X										X	
EDLD 552 School Law for Aspiring Leaders			X	X	X	X						X		X	X
EDLD 553/554 Instructional Leadership and Supervision			X	X		X				X	X	X		X	
EDLD 558 School Leadership and the Politics of Education			X			X						X		X	X
EDLD 560 Technology for School Administrators	X					X					X	X			
EDLD 583/584 Special Topics			X	X	X					X					
EDLD 588 Diversity and the Preparation of School Leaders				X	X	X					X		X	X	X
EDLD 597P/598P Practicum	X		X	X	X	X	X		X	X	X	X	X	X	X

## Standard 1 Field Program Rationale and Design

The professional leadership preparation program includes a purposeful, developmental, interrelated sequence of learning experiences – some that are carried out in the field and some that occur in non-field settings - that effectively prepare candidates as instructional leaders in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research aligned with (a) the principles articulated in the Candidate Competence and Performance Standards in Category III, and (b) the principles of various learning theories. The program is designed to provide extensive opportunities for candidates to learn and apply, and includes both formative and summative assessments based on the Candidate Competence and Performance Standards in Category III.

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 597/8P Practicum	Design and participate in opportunities for parents and other members of the school community that will increase their involvement in activities that focus on improving the learning environment	Create portfolio for final evaluation.	Candidates collect artifacts and write reflections related to the CAPSEL standards.  Culminating Portfolio (Evaluated by the Oral Presentation of the Culminating Portfolio/Platform rubric	During 20 days per year experience of shadowing a mentor/supervising principal, candidates collaborate with family and community by establishing at least one regular strategy for disseminating information to the school community, respond to diverse community needs, and mobilize community resources.
EDUC 560 Technology for School Administrators	Collaborative for Technology Standards for School Administrators (2001). <i>Technology standards for school administrators</i> , North Central Regional Technology in Education Consortium	Candidates learn how to use excel spreadsheets and power point presentations to inform and instruct staff on student achievement data.	Spreadsheet  Power point presentation	Candidates conduct presentations for staff.

### Program Standard 3 Development of Professional Perspectives

By design, the program facilitates each candidate's development of a professional perspective by providing extensive opportunities to analyze implement and reflect on the relationships between theory and practice concerning leadership, teaching, and learning in the context of contemporary school issues in California. The program offers exposure to the essential themes, concepts and skills related to the performance of administrative services, including but not limited to: relationship building; communication skills; the ability to articulate, apply and evaluate theories of leadership; an understanding of and ability to apply, model, and analyze curriculum, instructional strategies, and assessment; an understanding of standards-based accountability systems; and the ability to use data to make decisions regarding program improvement. The program develops each candidate's understanding of how successful resource management affects successful instructional leadership.

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 551 Human Relations for School Leaders	Gillette, J. & McCollom, M. (1995) <i>Groups in context: A new perspective on group dynamics</i> . NY: International Universities Press.  Monroe, T. (2003). <i>Key concepts that inform group relations work</i> San Diego, CA: The Leadership Institute.	Candidates examine their own practices and beliefs as they come to understand about self, each other, and various members of their school community	Final paper integrating readings, experiences of large and small group dynamics, and experience of the Institutional Event in the workshop	3-day workshop on theories of leadership and authority, dynamic forces in organizations, identification of personal assumptions and behaviors related to the exercise of leadership and authority
EDLD 552 School Law for Aspiring Leaders	Kemerer, F., Sansom, P & Kemerer, J. (2005) <i>California school law</i> , Stanford, CA: Stanford University Press	Dealing with special needs students is covered in a module about legal liability under California law and federal law.	Midterm examination  Final examination	Candidates work with the mentor/supervising principal to ensure that special needs students program meets district and state guidelines
EDLD 553/4 Instructional Leadership and Supervision	Recommended: Chenoweth, K. (2007) <i>"It's being done" Academic success in unexpected schools</i> . Boston, MA: Harvard University Press.	Candidates learn to articulate multiple approaches to instruction and assessment that promote accountability for student achievement.	Develop and present Part 2 of problem based learning (PBL) activity	Candidates work with the mentor/supervising principal to review student achievement data, observe teacher practice, and plan professional development to meet teacher needs and improve student learning.

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 558 School Leadership and the Politics of Education	Lyons, C. A., Pinnell, G., (2001) <i>Systems for change in literacy education: A guide to professional development</i> . Westport, CT: Heinnean	Candidates study leadership from an interdisciplinary approach; critically assess contemporary leadership theories; and understand and evaluate leadership in educational settings.	Candidates write a reflective paper on the importance of developing and implementing a leadership vision and belief system.  Final portfolio	
EDLD 583/4 Special Topics I and II	The materials for each of these modules are determined in conjunction with the ELDA and participating faculty/district personnel.	Students learn about supervision and evaluation of certificated and classified personnel. In addition, students participate throughout the program with the Supervising/Mentor Principal, University Supervisor, and district administrators in walk-through observations, teacher feedback sessions, and summative evaluations.	Observation notes  Feedback sessions are observed and debriefings between mentor principal and candidate follow each.	Candidates work with the mentor/supervising principal to practice observing teacher practice and providing feedback.
EDLD 597/8P Practicum	Develop awareness of the need to be an ongoing learner, teacher, problem solver and articulator of the vision. Demonstrate a fundamental understanding of decision making processes and the need to base decisions on pertinent information	Develop Culminating Portfolio	Candidates collect artifacts and write reflections that include an explanation of how the personal code of ethics impacts leadership capacity and school culture.  Final portfolio evaluated by the Oral Presentation of the Culminating Portfolio/Platform rubric	20 days per year experience shadowing a Mentor/Principal

### **Program Standard 4 Equity, Diversity, and Access**

*The professional leadership preparation program provides each candidate with an opportunity to examine and reflect upon principles of educational equity and diversity and their implementation in school sites, including access to curriculum content and school practices for all students, teachers, staff, parents or caregivers and community members. The program prepares candidates to provide all students and their parents and guardians equitable access to the school, including the curriculum and other programmatic supports in the school. Through coursework and fieldwork, candidates examine their personal attitudes toward race, gender and socio-economic status; learn about ways to examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity and access. Candidates know the protections afforded by Education Code Chapter 587, Statutes of 1999 and learn how to work to ensure educational equity for all members of the school community. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.*

<b>Course name &amp; number</b>	<b>Suggested Key Readings or Activities related to the Standard</b>	<b>Assignments related to the Standard</b>	<b>Samples of Student Evidence related to the Standard</b>	<b>Fieldwork related to the Standard</b>
EDLD 551 Human Relations for School Leaders	Hayden, C. and Molenkamp, R. (2002). <i>Tavistock Primer II</i> , Jupiter, FL: The A.K. Rice Institute.	Provides an extended weekend course in which students examine their stated and implied attitudes and expectations about race, gender, ethnicity, culture, sexual orientation, religion and socio-economic status. Candidates are introduced to the state demographics influencing school enrollment, and study strategies for increasing the participation of diverse groups in public schooling; candidates also deal with the important human relations concepts of domination, subordination, privilege, and equal opportunities	Final reflective paper	3-day course on theories of leadership and authority, dynamic forces in organizations, identification of personal assumptions and behaviors related to the exercise of leadership and authority

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 552 School Law for Aspiring Leaders	Kemerer, F., Sansom, P & Kemerer, J. (2005) <i>California school law</i> , Stanford, CA: Stanford University Press	Students learn the legal implications of serving special needs students.	Discussion of hypothetical situations about parents' rights, No Child Left Behind requirements and their impact, the Federal Equal Access Act, special education law, and schools' and employees' legal liability under both California and federal law.  Midterm examination  Final examination	During the 20-day per year apprenticeship candidates work with the Mentor Principal to ensure that state and federal programs are being implemented correctly.
EDLD 553/4 Instructional Leadership and Supervision	Video: Pearson Learning, <i>Lenses on learning: Classroom observation and teacher supervision in elementary mathematics</i>	Candidates practice supervising and evaluating a diverse school staff.	Critical analyses of instruction seen in video	
EDLD 583/4 Special Topics I and II	The materials for each of these modules are determined in conjunction with the ELDA and participating faculty/district personnel	Candidates attend two seminars on budget planning, understanding state and federal budget process, and learning methods for allocating resources to support school goals.	Budget exercises	During the 20 day per year apprenticeship with the Mentor Principal, candidates observe and discuss budget allocations
EDLD 588 Diversity and the Preparation of School Leaders	Henze, R. C., et. al., (2002) <i>Leading for diversity: How school leaders promote positive interethnic relations</i> . Thousand Oaks, CA: Corwin Press  McIntosh (1988) . <i>White privilege and male privilege: A personal account of coming to see correspondences through work in women studies</i> . Working paper, Center for Research on Women. Video "What does it Mean to be White?"	Assist with the preparation implementation and evaluation of a professional development plan for a department or grade level that will include how to use the influence of diversity to improve teaching and learning to accelerate the learning of a specific group of students	Questions for principal panel on diversity  Written reflection  Professional development plan Class presentations	Conduct research online  Make a home visit to a student/family of another culture  Interview panel of principals on diversity issues



Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 597/8P	CAPSEL standards	Develop Culminating Portfolio/Educational Platform	<p>Candidates collect artifacts and write reflections related to the CAPSEL standards.</p> <p>Final portfolio (Evaluated by the Oral Presentation of the Culminating Portfolio/Platform rubric.)</p>	<p>During 20 day per year shadowing of Mentor Principal, candidates identify particular learning needs, place students in appropriate settings, work with teachers to develop practices to guarantee full access, and secure resources to ensure that all students have access to the curriculum and to co-curricular activities.</p>

## Program Standard 5 Role of Schooling in a Democratic Society

The professional leadership preparation program provides each candidate with an opportunity to examine the principles of democratic education from a historical and policy perspective. The program prepares each candidate to understand the role of the school in preparing students as future citizens and to identify and analyze the variety of ideas and forces in society that contribute to a democratic society. The program prepares administrators who understand their responsibility in developing and nurturing public support, family participation, community engagement, labor relations and preparing students for the challenges of the future. The program includes the study of how historical and philosophical forces, as well as policy decisions and prevailing practices, have an impact on schooling.

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 552 School Law for Aspiring Leaders	Kemerer, F., Sansom, P & Kemerer, J. (2005) <i>California school law</i> , Stanford, CA: Stanford University Press	Candidates develop skills in effective documentation; personnel decision-making; linking teacher growth plans to student performance; school, district, and employee liability; special education law; privacy and confidentiality, and student discipline and due process.	Midterm examination Final examination	During the 20-day per year apprenticeship candidates work with the Mentor Principal to practice effective documentation of teachers.
EDLD 583/4 Special Topics I and II	The materials for each of these modules are determined in conjunction with the ELDA and participating faculty/district personnel	Candidates attend seminars where they learn about labor relations, collective bargaining, and contract compliance, and the administrator's responsibilities in each.	Candidates collect artifacts and write reflections related to collective bargaining and contract compliance	During 20 days per year experience of shadowing a mentor/supervising principal, candidates develop at least one regular strategy for disseminating information to the school community, respond to diverse community needs, and mobilize community resources.
EDLD 588 Diversity and the Preparation of School Leaders	Noguera, P.A. (1999). <i>Confronting the challenge of diversity in education</i> . Retrieved from <a href="http://www.inmotionmagazine.com/pndivers.html">http://www.inmotionmagazine.com/pndivers.html</a>	Provides an opportunity for candidates to understand the values and concerns of the many communities that constitute a democracy and the importance of involving these communities in the life of schools.	Reflection Paper Core Belief Statement	During 20 day apprenticeship period, students observe mentor/supervisor working to respond to community needs.

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 597/8P Practicum	Developing the Educational Platform	Students develop, write, and present a Culminating Portfolio/Educational Platform.	Oral Defense of the Culminating Portfolio/Platform. The portfolio and platform are evaluated using a rubric.	In the practicum, students apprentice to a Mentor administrator for 20 days per year. The mentor principals model for, discuss and think aloud with candidates beliefs related to the purposes of schooling in a democratic society.

## Program Standard 6 Opportunities to Learn Instructional Leadership

The professional leadership preparation program provides multiple opportunities in the program curriculum for each candidate to learn, practice and reflect on the role of instructional leaders as delineated in the standards of candidate competence and performance in Category III. The role of the instructional leader is central to the functioning of an effective school, and thus the program provides multiple, systematic opportunities for the candidate to connect theory to practice and develop the knowledge, skill and disposition to foster effective teaching in the service of student achievement. The program curriculum prepares each candidate to view all aspects of leadership through the lens of student learning. The program includes comprehensive, systematic formative and summative assessments that address the full range of competencies described in Category III.

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 552 School Law for Aspiring Leaders	Kemerer, F., Sansom, P & Kemerer, J. (2005) <i>California School Law</i> , Stanford, CA: Stanford University Press	Candidates understand and learn to manage legal and contractual agreements and records in ways that foster a professional work environment and secure the privacy and confidentiality of all students.	Discussion of real-life scenarios. Midterm examination Final examination	Students address hypothetical situations and determine appropriate response for school administrator
EDLD 553/4 Instructional Leadership and Supervision	Pearson Learning videos: <i>Lenses on learning: Classroom observation and Teacher supervision in elementary mathematics</i>  New Zealand Ministry of Education (Ed.) (1997), <i>Reading for life: The learner as a reader</i> , Auckland, New Zealand: Learning Media Limited.	Discussions and writing assignments on how to establish, support, and maintain high expectations and standards for the academic and social development of all learners.	Paper on teachable point of view about literacy and mathematics teaching and learning.	Classroom observations of literacy and mathematics instruction
EDLD 558 School Leadership and the Politics of Education	Schmoker, M. (2006). <i>Results now: How we can achieve unprecedented improvements in teaching and learning</i> . Association for Supervision and Curriculum Development.	Students learn to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning through participation in two problem based learning activities.	Reflective essays on two problem-based learning activities.	Candidates work with the Mentor/supervising principal and the university supervisor to develop a personal leadership vision

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 588 Diversity and the Preparation of School Leaders	California Newsreel video: <i>Race: The power of an illusion</i>	Students are required to visit a home where the student in the school is culturally, socio-economically, and ethnically different from them. Candidates write a report on their home visit and share with their classmates their impressions and learnings from the visit.	Completed report on Home Visit	During the 20 day per year apprenticeship with the Mentor Principal, candidates learn about the school population, and learn strategies for including and welcoming parents from diverse ethnic backgrounds to the school community
EDLD 597/8P Practicum	Educational Platform	Candidates write drafts of how to express the personal vision for leadership. Practicing how to plan for a structured process for engaging the school community in dialogue to support the vision. Learning how to use data to support the vision	Oral Defense of the Culminating Portfolio/Platform. The portfolio/platform is evaluated using a rubric.	During 20 day per year experience apprenticing to a Mentor Principal, candidates learn to describe their personal leadership vision. They must describe how the vision would be implemented, communicated, and what barriers might exist to the implementation.
EDUC 560 Technology for School Administrators	Collaborative for Technology Standards for School Administrators (2001) <i>Technology Standards for School Administrators</i> , North Central Regional Technology in Education Consortium	Candidates learn to integrate technology to support productive systems for learning and administration.	Candidates collect artifacts and write reflections related to productive use of technology for leaders	During the 20-day per year apprenticeship with the Mentor Principal, candidates discuss with the Mentor Principal how technology is used to make the role of the leader more productive and effective.

## **Program Standard 7 Nature of Field Experiences**

*In the program of administrator preparation, candidates participate in significant field experiences that are designed to facilitate the application of theoretical concepts in practical settings. Each candidate addresses the major duties and responsibilities authorized by the administrative services credential in a variety of realistic settings. Field experiences include intensive experiences both in the day-to-day functions of administrators and in longer-term policy design and implementation.*

*For an internship program: For this standard, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.*

*Field-based or practicum experiences related to administrators' responsibilities are an important part of the preparation of administrators. They offer opportunities to link theory with practice and improve the administrative practices of prospective administrators. California's population is culturally diverse. Each school administrator must be prepared effectively to work in diverse settings.*

<b>Course name &amp; number</b>	<b>Suggested Key Readings or Activities related to the Standard</b>	<b>Assignments related to the Standard</b>	<b>Samples of Student Evidence related to the Standard</b>	<b>Fieldwork related to the Standard</b>
EDLD 597/8P Practicum	Each candidate is expected to enter into an apprenticeship with a mentor principal 20 days per school year, as well as apprenticing with the supervising principal at their own site. The apprenticeship is designed to integrate theory and practice.	Candidates are expected to observe, practice and lead educational leadership activities in their apprenticeship with the supervising/mentor principal  Develop and present culminating portfolio/platform	Oral Defense of the Culminating Portfolio/Platform. The portfolio and platform are evaluated using a rubric.	During 20 day per year apprenticeship with the Mentor Principal, candidates develop the knowledge and skills to continuously justify specific instructional practices, the strength and weaknesses of instructional practice and the relationship of the instructional practice to raising the performance for all students

## ***Program Standard 8 Guidance, Assistance and Feedback***

*The program sponsor has an effective system by which the candidate's performance is guided, assisted and evaluated in each field experience. In this system, at least one supervising administrator and at least one program supervisor provide complete, accurate and timely feedback to the candidate.*

*For an internship program: For this standard, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.*

Candidates can reasonably be expected to attain competence if their performances are guided, assisted and evaluated consistently. It is important that candidates receive complete, accurate and timely information about their progress toward competence. The feedback system will be more effective if it involves both institutional faculty members and personnel from the educational agency.

In the Preliminary Administrative Services Credential program, each candidate is assigned to two supervising principals (the first is the principal who supervises the candidate's site; the second is the principal who supervises intersession/summer school). Working with these principals provides the student an additional, intensive fieldwork experience. A University Supervisor is also assigned to coach, guide, monitor, and assess the candidate during the fieldwork. The candidate, Supervising/Mentor Principal, and University Supervisor meet regularly to discuss the candidate's progress on the CPSEL standards. Candidates regularly receive feedback and guidance from the Supervising/Mentor Principal and the University Supervisor on their progress. In addition, candidates are assessed, using the Rubric for Leadership Skills/Outcomes for 597/8P, at mid-program and at the conclusion of the program.

Candidates participating in the internship work in a field experience at their own site where they are supervised, coached, guided, monitored, and assessed by the Supervising Principal and the University Supervisor. They carry out the duties and responsibilities of the internship assignment including supervising and evaluating staff and other administrative duties as assigned by the Supervising Principal. Because these candidates are working as administrators, the program provides training for their Supervising Principals in monitoring the candidate's work and provides enhanced supervision by the university supervisors in terms of time spent with the intern, more frequent communication, more frequent assessment opportunities, and regular support through individual and reflection seminar meetings.

The candidate receives guidance, assistance and feedback throughout the program. The University Supervisor, ELDA program staff, and the Supervising/Mentor Principal provide the candidate with guidance, assistance and feedback in order to assist the candidate in successfully achieving competence in the CPSEL standards. Candidates are assessed on their fieldwork in the regularly scheduled triad meetings (Supervising/Mentor Principal, candidate and University Supervisor), at mid-program, and at the conclusion of the program. In addition, orientation meetings are held to guide the candidate in understanding the requirements of the program and the standards to which he/she will be held accountable. Individual meetings are also held between the candidates and ELDA program staff and faculty when students request them or when staff and faculty find a need to confer individually with students.

The University Supervisor and Supervising/Mentor Principal work together to guide, assist, support, and assess candidates' performances in the field experiences. Regular meetings are held throughout the fieldwork experience so that both groups—University Supervisors and Supervising/Mentor Principals—can meet to discuss the program, students' progress, and individual roles and responsibilities. The specific responsibilities of each party—the candidate, the University Supervisor, and the Supervising/Mentor principal—are described in the Aspiring Leaders Handbook (see Appendix, Aspiring Leaders Handbook, Role of the Student, Role of the University Supervisor, Role of the Supervising/Mentor Principal) and discussed at the beginning of the field experience and throughout the experience. Candidates engage in a set of required leadership experiences designed to meet the CPSEL standards, and they are guided, monitored and assessed by the Supervising/Mentor Principal and the University Supervisor to ensure that support and assessment of the candidate is thorough and on-going. Throughout the fieldwork experience candidates receive ongoing, timely, constructive feedback about their performance of designated administrative responsibilities; this feedback includes suggestions for improvement and recommendations to make the experience more productive. In addition, each semester, all credential candidates enrolled in the fieldwork/practicum, participate in reflection seminar sessions where they discuss their field experiences with their

fellow students, guided by the faculty who teach the practicum courses. This opportunity to interact with, and collaborate with, other aspiring leaders affords each candidate the chance to give and receive useful feedback, to see his/her site in relation to other school and professional sites, and to understand some of the broader community and environmental issues that affect schools and their leaders.

Candidates begin the fieldwork by enrolling in the course EDLD 597/8 P Practicum. In consultation with the Supervising/Mentor Principal and University Supervisor the candidate engages in a series of leadership experiences. These experiences ensure that candidates will gain knowledge and develop skills in instructional, operational, and community activities related to school leadership. Candidates are observed while engaged in leadership work, receiving feedback and supportive suggestions from the Supervising/Mentor Principal. The University Supervisor also observes candidates in the work and provides feedback and constructive suggestions. Candidates meet regularly during the fieldwork experience in a triad with the Supervising/Mentor Principal and the University Supervisor to discuss the candidate's work and for the candidate to receive feedback and suggestions for improvement. ELDA program staff also visit the candidates, observe their work, conduct walk-through observations with the candidate and the Supervising/Mentor Principal, and provide feedback. Candidate strengths are noted and encouragement provided. Weaknesses are noted as well, and specific suggestions for improvement are provided. The Practicum, EDLD 597/8P, incorporates the *Rubric for Assessing Leadership Skills/Outcomes for 597/8P*, so that students, faculty, and administrators can follow candidate's progress on meeting standards and progressing in their leadership skills, knowledge and dispositions. In the Culminating Activity, the defense of the Educational Platform and Fieldwork Portfolio, candidates receive feedback and suggestions from the examiners.

In the course EDLD 597/8P Practicum, the University Supervisor, with the involvement of the Supervising/Mentor Principal and the candidate, evaluates the candidate's work in the field experience. The evaluation is completed using the *Rubric for Assessing Leadership Skills/Outcomes for EDLD 597/8P*. (see Appendix, Aspiring Leaders Handbook, *Rubric for Assessing Leadership Skills/Outcomes for EDLD 597/8P*) At the end of the first year in which they take the Practicum class, candidates receive a grade of pass or fail grade in the practicum; after the second year of the course a letter grade is given. At the completion of the credential program, candidates present a Fieldwork Portfolio and Educational Platform that integrate learnings from the coursework and fieldwork. This process allows the candidate to demonstrate to the university and to prospective employers his/her readiness for an administrative position. The process is the final evaluation for candidates. Any who do not pass the Fieldwork portfolio are given opportunities to improve their work and complete the program.



## ***Program Standard 9 Assessment of Candidate Performance***

*Prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of standards of candidate competence and performance in Standards 10 through 15 of Category III. Satisfactory performance is defined as achieving at least minimal competence as expected for entry-level administrators, and appropriate for the developmental stage of each candidate. During the program, candidates are guided and coached on their performance in relation to the standards of candidate competence and performance using formative assessment processes. Verification of candidate competence is provided by a representative of the program sponsor and at least one district supervisor.*

<b>Course name &amp; number</b>	<b>Suggested Key Readings or Activities related to the Standard</b>	<b>Assignments related to the Standard</b>	<b>Samples of Student Evidence related to the Standard</b>	<b>Fieldwork related to the Standard</b>
EDLD 597/8P Practicum	In each course, including EDLD 597/8P, candidates are provided multiple opportunities to apply their knowledge and skills orally or in writing and then to receive feedback and support for improving their performance.	Candidates participate in a series of triad meetings with the University supervisor and the mentor/supervising principals to assess the candidate's progress. Candidates are assessed on the Rubric for Assessing Leadership Skills/Outcomes for EDLD 597/8P	Oral Defense of the Culminating Portfolio/Platform. The Portfolio and platform are evaluated using a rubric.  Student Evaluation semester 2, 3 and Final Evaluation semester 4	In the apprenticeship, candidates observe practice and lead a set of leadership experiences related to the CAPSEL standards. They become familiar with the CAPSEL standards, as well as the Rubric for Assessing Leadership Skill/Outcomes for EDLD 597/8P

## Program Standard 10 Vision of Learning

Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 553/4 Instructional Leadership and Supervision	Schmoker, M. A., (2006) <i>Results now: How we can achieve unprecedented improvements in teaching and learning</i> Association for Supervision and Curriculum Development	In EDLD 553, Candidates learn to assess the reality of teaching and learning at a school site. In EDLD 554, they assess the needs of a school and develop an instructional action plan that addresses the strengths and needs and the school site	Final project  Presentation of final project	During the 20-day per year apprenticeship with the Mentor Principal, candidates conduct informal visits to classrooms with the mentor principal. They determine student performance and strengths and needs of the teachers. Then they identify patterns and design and implement professional development based on student needs
EDLD 583/4 Special Topics I and II	The materials for each of these modules are determined in conjunction with the ELDA and participating faculty/district personnel	Students are assessed formatively four times as they produce drafts of the Educational Platform that includes their leadership vision	Candidates collect artifacts and write reflections related to the CAPSEL standards. They work collaboratively with the supervising principal and apprentice with the mentor principal to observe, practice and finally lead instructional activities, community activities, and student programs.	During the 20 day per year apprenticeship with the Mentor Principal, candidates learn from the Mentor Principal how she/he developed and implemented the leadership vision

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 597/8P Practicum	CAPSEL standards	Develop Culminating Portfolio	Candidates collect artifacts and write reflections related to the CAPSEL standards. Candidates present the Culminating Portfolio/Platform. The portfolio/platform is evaluated using a rubric.	During the 20 day per year apprenticeship with a Mentor Principal, the candidate conducts staff and community meetings, observed and coached by the supervising/mentor principal and university supervisor on the ability to use the data to create a vision to forge and sustain cohesion among stakeholders.

## Program Standard 11 Student Learning and Professional Growth

Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 553/4 Instructional Leadership and Supervision	Recommended: Carpenter, T. P., Franke, M.L., & Levi, L. (2003) <i>Thinking mathematically: Integrating arithmetic and algebra in the elementary school</i> , Portsmouth, NH: Heinemann.	Candidates examine hard and soft data and analyze and discuss findings. Candidates practice using the data to design, implement, support and evaluate programs to drive staff professional development	Develop and present Part 1 and Part 2 of problem based learning (PBL) activity (Candidates develop a description of the desired state of teacher practice and student learning.)	Candidates observe and assist the supervising/mentor principal in evaluating the instructional program, setting benchmarks, and determining student progress.
EDLD 588 Diversity and the Preparation of School Leaders	Candidate produced videotapes	Candidates make a home visit and practice skills to ensure that they are responsive to the need to move the school to greater equity and professionalism.	Reflections on readings Report on Home visit Candidates are assessed (on a rubric) on the course readings and reflections.	Candidates make and document a home visit to a student.
EDLD 597/8P	CAPSEL standards	Develop Culminating Portfolio/Platform	Candidates collect artifacts and write reflections related to the CAPSEL standards  Candidates present the Culminating Portfolio/Platform. The platform is evaluated using a rubric.	During the 20 day per year apprentice with a Mentor Principal, candidates observe the Mentor Principal, then they practice, and eventually lead staff, students, and others in creating and advocating a nurturing school culture.
EDUC 560 Technology for School Administrators	Collaborative for Technology Standards for School Administrators (2001) <i>Technology Standards for School Administrators</i>	Develop a presentation for teachers. Observe teachers and provide feedback.	Videotapes of personal presentations with formal debrief. Candidates analyze videotapes of teacher practice and provide feedback. Quality of feedback is assessed.	Classroom observations of teacher practice

## Program Standard 12 Organizational Management for Student Learning

Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 552 School Law for Aspiring Leaders	<p>Kemerer, F., Sansom, P &amp; Kemerer, J. (2005) <i>California School Law</i> Stanford, CA: Stanford University Press</p> <p>Kemerer, F., Crain, J. &amp; Maloney, C. (2004) <i>California Documentation Handbook</i>, and San Diego, CA: Education Law Services.</p>	Write a letter of reprimand for a teacher who has violated state law and local policy. (Candidates learn the legal framework relative to documentation of an unsatisfactory employee and the principles of working with effective employees)	Completed letter. This letter is assessed by the instructor using a rubric.	Work with mentor principal to learn the processes for observing teachers, meeting with teachers, monitoring instruction and providing feedback. Practice giving feedback to a teacher they observed
EDLD 553/4 Instructional Leadership and Supervision	Harwayne. S. (2000), <i>Lifetime guarantees, Toward ambitious literacy teaching</i> Westport CT: Heinemann	Candidates practice observing teachers and developing action plans. The course also emphasizes guiding and monitoring the instructional program. Candidates learn to review data on student performance and to make decisions about improving teaching and programs	Paper on desired state of teacher practice and student learning.	During 20 day apprenticeship with mentor/supervisor principal, candidates observe teachers and debrief with their mentors on how best to provide feedback.
EDLD 558 School Leadership	Schmoker, M. (2006). <i>Results now: How we can achieve unprecedented improvements in teaching and learning.</i> Association for Supervision and Curriculum Development.	Candidates are prepared for the challenging responsibility to sustain a school that is well organized, efficient, and productive.	Reflective essays on two problem-based learning activities.	Using problem-based learning activities, candidates learn how to implement changes within a school setting, develop a school culture, and plan for instructional improvement.

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 597/8P Practicum	CAPSEL standards	Develop Culminating portfolio/platform	<p>Candidates collect artifacts and write reflections related to CPSEL Standards</p> <p>Candidates present the Culminating Portfolio/Platform. The portfolio/platform is evaluated using a rubric.</p>	<p>During 20 day per year apprenticeship with a mentor principal, candidates learn how principals establish processes for observing teachers, meeting with teachers, arranging time for teachers to meet together, and how principals plan and implement staff development. The mentor principal models and then guides candidates in working with parents to support student learning through meetings, back to school sessions, family learning nights, and home visits.</p>
EDUC 560 Technology for School Administrators	<p>Collaborative for Technology Standards for School Administrators (2001). <i>Technology Standards for School Administrators</i>, North Central Regional Technology in Education Consortium.</p>	<p>Candidates use technology to integrate productive systems for learning and administration using the student monitoring system; plan and implement systems of effective assessment and evaluation; and integrate curricular design, instructional strategies, and learning environments.</p>	<p>Candidates collect artifacts and write reflections providing evidence of their work using technology for monitoring student progress, curricular design and instructional strategies</p>	<p>Candidates use technology as directed by their mentor/supervising principals.</p>

## Program Standard 13 Working with Diverse Families and Communities

Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 588 Diversity and the Preparation of School Leaders	Henze, R. C., et. al., (2002) <i>Leading for diversity: How school leaders promote positive interethnic relations.</i> Thousand Oaks, CA: Corwin Press	Home visit to a student in need of intervention with the goal to improve the student's achievement	Reflective essay on the home visit	Practice communicating effectively with and responding to the goals and aspirations of diverse family and community groups.
EDLD 597/8P Practicum	CAPSEL standards	Collect artifacts and develop reflections for culminating portfolio	Candidates collect artifacts and write reflections related to CPSEL standards  Candidates present the Culminating Portfolio/Platform. The portfolio/platform is evaluated using a rubric.	During 20 day per year apprenticeship with the mentor principal, candidates observe the mentor principal working with PTA, parent involvement groups, partnerships, and community groups. They learn to collaborate with and respond to diverse community needs and interests.

## Program Standard 14 Personal Ethics and Leadership Capacity

Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 551 Human Relations for School Leaders	Gillette, J. & McCollom, M. (1995) <i>Groups in context: A new perspective on group dynamics</i> . New York, NY: International Universities Press.  Monroe, T. (2003). <i>Key concepts that Inform group relations work</i> San Diego, CA: The Leadership Institute.	The problem-based learning activities offer the students an opportunity to practice new skills in these areas. Conflict resolution is also taught in EDLD 551 Human Relations for School Leaders.	Problem based Learning activities	3-day workshop on theories of leadership and authority, dynamic forces in organizations, identification of personal assumptions and behaviors related to the exercise of leadership and authority
EDLD 552 School Law for Aspiring Leaders	Kemerer, F., Sansom, P & Kemerer, J. (2005) <i>California School Law</i> Stanford, CA: Stanford University Press.	Candidates explain to their peers the role of administrators in regard to rights, privacy, and confidentiality for staff, students, and parents.	Peer presentations Oral discussion  Written paper  Midterm examination  Final Examination	During the 20-day per year apprenticeship with the mentor principal, candidates observe, learn and enforce privacy and confidentiality requirements of the district, and state and federal governments
EDLD 553/4 Instructional Leadership and Supervision	Schmoker, M.J. (2006). <i>Results now: How we can achieve unprecedented improvements in teaching and learning</i> Association for Supervision and Curriculum Development  Problem Based Learning Activities: “Alfonso Elementary”, and “Booker Secondary”	Problem-based learning activities are used to give candidates the opportunity to illustrate their ability to encourage and inspire others to higher levels of performance. Candidates learn to work together to complete complex and often difficult problems.	Group presentation on Part 1 of Problem Based Learning Activity	During the 20-day per year apprenticeship with the Mentor Principal, candidates learn and observe strategies for encouraging and inspiring staff and students to higher levels.



Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 558 School Leadership and the Politics of Education	Barth, R. (2001) <i>Leading in a culture of change: Being effective in complex times</i> For -“Creating a Vision and the Time to Achieve it”	Problem-based learning activities are used to give candidates the opportunity to illustrate their ability to encourage and inspire others to higher levels of performance. Candidates learn to work together to complete complex and often difficult problems.	Candidates create a leadership vision for a school, present the vision to colleagues and the instructor, and receive feedback	During the 20 day per year apprenticeship with the mentor principal the candidate discusses with the mentor his/her personal vision for education as well as the vision for the school.
EDLD 588 Diversity and the Preparation of School Leaders	Tatum, B.D, (1993) “Talking about race, learning about racism” Harvard Educational Review Reprint Series  Case Study: Race, Accountability and the Achievement Gap Case Study: The Star Initiative in San Francisco Unified School District	Problem-based learning activities are used to give candidates the opportunity to illustrate their ability to encourage and inspire others to higher levels of performance. Candidates learn to work together to complete complex and often difficult problems.	Reflective papers on case studies	
EDLD 597/8P Practicum	CPSEL Standards	Write a narrative on how an effective administrator develops and models a personal code of ethics and develops personal professional leadership capacity. Explain how the personal code of ethics impacts leadership capacity and school culture/climate.	Candidates collect artifacts and write reflections related to CPSEL Standards  Narrative on development and modeling of a personal code of ethics.	During 20 day per year apprenticeship with a mentor principal, candidates observe, discuss, and practice providing professional development activities to meet specific teacher needs.

## Program Standard 15 Political, Social, Economic, Legal and Cultural Understanding

*Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political social economic legal and cultural context.*

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 552 School Law for Aspiring Leaders	<p>Kemerer, F., Sansom, P &amp; Kemerer, J. (2005) <i>California school law</i> Stanford, CA: Stanford University Press</p> <p>Kemerer, F., Crain, J. &amp; Maloney, C. (2004) <i>California documentation handbook</i>, San Diego, CA: Education Law Services.</p>	Write a letter of reprimand for a teacher who has violated state law and local policy.	<p>Completed letter</p> <p>This letter is assessed by the instructor using a rubric</p>	Work with the mentor principal to learn the processes for observing teachers, meeting with teachers, monitoring instruction. Practice giving feedback to a teacher whose lesson you have observed
EDLD 558 School Leadership and the Politics of Education	<p>Lyons, Carol A., Pinnell, G., (2001) <i>Systems for Change in Literacy Education: A guide to professional development</i>. Westport, CT: Heinneinan</p> <p>Case 2-“Something Old, Something New, and the Principal’s view”</p>	Candidates learn, study, discuss and practice the role of the school leader who must implement legal regulations and changes within a school setting that involves different social, economic, and cultural communities.	<p>Develop a professional Development plan for Unison Elementary School.</p> <p>Prepare questions for panel of principals that reflect the social, economic, cultural and legal considerations of the community.</p>	Prepare and present an introduction to staff/community for a professional development activity that reflects the social, economic, cultural and legal considerations of the community.

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 588 Diversity and the Preparation of School Leaders	Noguera, P.A. (1999). <i>Confronting the challenge of diversity in education</i> . Retrieved from <a href="http://www.inmotionmagazine.com/pndivers.html">http://www.inmotionmagazine.com/pndivers.html</a>	Conduct research online; Make a home visit to a student/family of another culture.	Written reflection Group projects Group presentations	Assist with the preparation implementation and evaluation of a professional development plan for a department or grade level that will accelerate the learning of a specific group of students. Include relevant political, social, economic, and cultural considerations.
EDLD 597/8P Practicum	Design and participate in opportunities for parents and other members of the school community that will increase their involvement in activities that focus on understanding legal issues	Develop Culminating portfolio/Educational Platform	Reflections on CPSEL Standards  Present culminating Portfolio/platform (Evaluated by the Oral Presentation of the Culminating Portfolio/Platform rubric)	During the 20-day per year apprenticeship with the Mentor Principal, candidates collaborate with family and community by establishing at least one regular strategy for disseminating legal information to the school community. Respond to diverse social, economic and cultural needs in disseminating legal information.

**ELDA Tier II**

<b>Program Standards</b>	<b>PS 1</b>	<b>PS 2</b>	<b>PS 3</b>	<b>PS 4</b>	<b>PS 5</b>	<b>PS 9</b>
	<b>Program Design and Curriculum</b>	<b>Design of the Professional Credential Induction Plan</b>	<b>Curriculum Content</b>	<b>Equality Diversity Access</b>	<b>Scope and Delivery of Professional-level Curriculum</b>	<b>Assessment of Candidate Competence</b>
EDUC 565/566: Mentor and Support/Adult Learning				X	X	X
EDLD 560:Leadership for Effective Inst. Practice (School Law)			X			
EDUC 561/562/563: Structured Mentoring I, II, and III		X				
EDLD 564: Supporting Teachers for Instructional Improvement *	X					X

## Standard 1 Program Design and Curriculum

*The professional credential program is supported by a cogent rationale, draws on a defined knowledge base, is responsive to the individual candidate's needs, and is coordinated effectively.*

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 564 Supporting Teachers through instructional improvement	Gather ongoing data through instructional walk-throughs to problem solve and put actions into place to improve teaching and learning.	Attend professional development through the university district or county office of education. Analyze the effectiveness of the professional development. Determine the impact of the p.d. on teacher practice and student learning. Determine next steps for follow up at the candidate's site.	A paper that develops a plan for improving student achievement through providing professional development based on data collected on teacher practice.	With the instructor and cohort members, Conduct instructional walk-throughs to gather on-going data. Debrief with the instructor to: discuss the data, analyze, problem solve and suggest actions for instructional improvement

## Standard 2 Design of the Professional Credential Induction Plan

*The candidate, the university advisor, and the employer's representative(s) work together to develop a professional credential induction plan for the support and professional development of each beginning administrator. The design of the plan is coherent, is based on a stated rationale, and includes a mentoring component, advanced academic coursework, and may include non-university based professional development activities.*

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDUC 565/566, Mentoring and Support/ Adult Learning	DuFour, R. (2004).What is a “Professional Learning Community?” <i>Educational Leadership</i> , May.  Fink, E. and Resnick, L.B. (2001) <i>Developing Principals as Instructional Leaders</i> . Phi Delta Kappan, April.	Analyze examples of the Gradual Release of Responsibility Model, specifically “To” and “With”	Induction Plan	Videotaping several opening statements to introduce to staff professional development designed to meet their needs.

### Standard 3 Curriculum Content

The content of the curriculum has a strong conceptual base and is organized to address principles of administrative practice in the thematic areas defined below:

- Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community
- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth
- Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- Modeling a personal code of ethics and developing professional leadership capacity
- Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDLD 560 School Law for Practicing Administrators	Reading: Cases and Materials: Brown v. Board of Education, (U.S. Superior Court 1954); Board of Educ. of San Diego Unified School District v. Superior Court (Carlin) (Cal App. 1998)	Candidates become panel members. They select a topic of concern on the topic “Issues of Race and Income Discrimination/Isolation” and engage in relevant in-depth legal and educational research to learn more about the subject. This assignment is directly related to CAPSEL standards 1 and 4.	Panel Presentation with candidates discussing and debating the issue selected.	At their own site, candidates will examine the role that class plays in student under-achievement.

### **Standard 4 Scope and Delivery of Professional-Level Curriculum**

*The curriculum for the university and non-university components of the Professional Administrative Services Credential program builds upon the foundation of the Preliminary Administrative Services Credential program, and applies conceptual knowledge to administrative practice in ways that engage candidates in important issues of theory and practice.*

<b>Course name &amp; number</b>	<b>Suggested Key Readings or Activities related to the Standard</b>	<b>Assignments related to the Standard</b>	<b>Samples of Student Evidence related to the Standard</b>	<b>Fieldwork related to the Standard</b>
EDUC 565/6 Mentoring and Support/Adult Learning	DuFour, R. (2002). "The learning-centered principal," <i>Educational Leadership</i> , v59(8), May, p12-15	Candidates actively participate in simulated professional development in class, and engage in analysis of the attributes of successful adult learning situations	Candidates demonstrate evidence of how the information gained from analyzing simulated professional development sessions improves professional development at their own site.	At their own site, candidates videotape their practice of planning, developing and implementing professional development, keeping in mind the principles of adult learning



## Standard 5 Curricular Individualization

The curriculum of the program provides for specialization and individual development based on an assessment of each candidate's needs, interests, and career goals.

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDUC 565/566 Mentoring and Support/Adult Learning	DuFour, R. (2002). "The learning-centered principal," <i>Educational Leadership</i> , v59(8), May, p12-15  Fink, E. and Resnick, L. B. (2001). "Developing Principals as Instructional Leaders." <i>Phi Delta Kappan</i> , April.	Conduct a professional needs assessment, formulate goals, and outline a plan of personal professional development to include specific topics of interest to the candidate and timelines for completing them.	Individualized Induction Plan	Candidates carry out the personal professional development plan.



## ***Standard 6 Provision of Mentoring Experiences***

*The beginning administrator's professional credential induction plan specifies provisions for mentoring and support activities to be provided by one or more experienced colleagues throughout the candidate's enrollment in the credential program.*

The emphasis of the New Leaders program is to provide the support, guidance, mentoring and assistance necessary to teach participants how to develop, strengthen and use leadership skills to achieve goals.

The New Leaders coursework and program goals are aligned with and applied to the candidate's role as an instructional leader. The ELDA believes that to support the new leader, s/he must be mentored and supported by a skilled and experienced professional educator. The mentor/mentee relationship, the weekly three hour meetings between mentors and mentees, and the university coursework for New Leaders are designed to help candidates achieve the skills of effective schools leaders.

Job embedded experiences designed collaboratively with employing school districts provide both support and learning for the new leader. On-site visits by the New Leaders Coordinator, and instructional walk thoughts by the ELDA Executive Director provide support for the embedded learning. Because New Leaders candidates are full time school leaders, and because the only work that will increase a leader's ability to successful lead an organization is work that has relevance and applicability, it is essential that coursework, mentoring, and site visits by ELDA staff are directly connected to the demands of the New Leader's role. Mentors are collaboratively selected by the ELDA and employing school districts.

Mentors use a variety of methods to support and coach the candidate including:

- Modeling at the mentor's site
- Demonstrating at the candidate's site
- Coaching the candidate as s/he engages in leadership work
- Arranging visits to other site to see work applicable to the candidate's needs, and/or arranging a conversation between the mentor, the candidate, and another knowledgeable educator
- Videotaping a candidate leading a leadership activity and analyzing the videotape and articulating steps for continued growth.

## **Standard 7 Mentor Qualifications**

*Experienced administrators selected as mentors are qualified for this professional role, prepared for their responsibilities, assigned appropriately, evaluated for their effectiveness, and recognized for their contributions.*

The ELDA believes that administrators who receive quality coaching are most likely to become successful and committed education leaders who will positively impact student achievement. Therefore, mentors must be experienced administrators who are prepared to assist candidates accountably and responsibly. Mentors are selected collaboratively by employing school districts and the ELDA based on their knowledge, skills, experience, expertise, and ability to effectively apply coaching skills.

Selection Criteria for Mentor administrators include:

- The mentor must hold a current, valid administrative credential
- The mentor must be currently serving in a school or employing agency in an administrative position, or must have recently retired from a school district administrative position
- The mentor must be willing to coach, guide, share time, support and knowledge with the candidate.
- The mentor must be available for both formal and informal meetings with the candidate three hours per week.
- The mentor must value the role of mentoring and supporting the candidate
- The mentor must be willing to attend four training meetings with ELDA staff per year

## **Standard 8 Expectations for Candidate Performance**

*Expectations for excellence in candidate performance are developed for each candidate, aligned with the principles of administrative practice outlined in Standard 3, and included in the individual induction plan.*

Expectations and assessments are established for each candidate in the university coursework and in the induction plan. In the induction plan, candidates complete a self-assessment of their leadership skills. Working with the mentor, the candidate reviews the self-assessment and the CAPSL standards, then the candidate and the mentor discuss the candidate's leadership strengths and needs, and his/her plans for improving leadership skills.

The candidate uses a five-step process for determining the focus of the induction plan:

- Identifying attributes of desired state of leadership
- Diagnosing current state of leadership
- Identifying outcomes to improve leadership
- Identifying strategies and action steps to improve leadership
- Executing/Implementing and monitoring for desired outcomes for improved leadership

The candidate and the mentor then discuss how they will work together to complete the action steps and monitor for desired outcomes. This becomes the plan that the mentor and the candidate will accomplish together.

### How Assessment takes place within the New Leaders coursework

In EDLD 564 Supporting Teachers for Instructional Improvement, candidates attend two professional development activities (provided by their district, other universities, or the county office of education). Following the professional development, candidates write a paper to:

- Analyze the effectiveness of the professional development
- Determine the impact of the professional development on teacher practice and student learning.
- Determine the next steps for follow up at individual sites

Candidates participate in two instructional walk-throughs to gather on-going data. The walk-through is followed by a debriefing where candidates reflect on their observations, discuss the data, analyze, problem-solve and suggest actions to be put into place to accomplish specific goals to improve teaching and learning. The discussion includes:

- What data led to the current professional development focus
- How progress toward achievement of the knowledge and skills needed to improve student achievement is monitored
- "Next steps" to be taken by the leader
- Suggestions for how the leader can monitor instruction to ensure goals are accomplished

Candidates are assessed in this course by writing two papers. In one paper candidates develop a plan for improving student achievement through developing a plan for increased adult learning based on data collected regarding teacher practice, effectiveness of professional development structures and student performance. The improvement plan is evaluated by the instructor using a four-point rubric.

In the second paper candidates analyze two professional development sessions and determine the effectiveness of the professional development in improving teacher practice. They develop a follow up monitoring system to determine if the desired learning is applied effectively in classrooms to improve student learning. As a component of the analysis, candidates determine how the professional development requires modification so it will result in increased student performance. The paper is evaluated by the instructor using a four-point rubric.



## Standard 9 Assessment of Candidate Competence

Prior to recommending each candidate for a Professional Clear Administrative Services Credential, the program advisor and the mentor verify that the candidate has met the expectations for excellence in candidate performance that are outlined in the professional credential induction plan.

Course name & number	Suggested Key Readings or Activities related to the Standard	Assignments related to the Standard	Samples of Student Evidence related to the Standard	Fieldwork related to the Standard
EDUC 565/566 Mentoring and Support/Adult learning	Candidates videotape a baseline video.	Candidates videotape a baseline video that is assessed using the Leadership Video Score Sheet. Candidates videotape a culminating video assessed using the Leadership Video Score sheet.	Candidates demonstrate improvement in the ability to lead a school through the improvement of instruction. Candidates complete a written assignment, including a comparison of the culminating video to their baseline video. Candidates present their baseline video, culminating video and written and oral reflection to a team of critical friends.	Analyze videos and make plans for improving practice.
EDLD 564 Supporting Teachers through instructional improvement	Gather ongoing data through instructional walk-throughs to problem solve and put actions into place to improve teaching and learning.	Attend professional development through the university district or county office of education. Analyze the effectiveness of the professional development. Determine the impact of the p.d. on teacher practice and student learning. Determine next steps for follow up at the candidate's site.	A paper that develops a plan for improving student achievement through providing professional development based on data collected on teacher practice.	With the instructor and cohort members, Conduct instructional walk-throughs to gather on-going data. Debrief with the instructor to: discuss the data, analyze, problem solve and suggest actions for instructional improvement





## **PART II COURSE SYLLABI**

Below each program are lists of the required courses. Full course syllabi are found in:  
Appendix C: Administrative Services Credential Program

### **Administrative Services Credential Program**

#### ***Tier I***

EDLD 551	Human Relations for Leaders (3)
EDLD 552	School Law for Aspiring Leaders (3)
EDLD 553	Instructional Leadership and Supervision I (2)
EDLD 554	Instructional Leadership and Supervision II (2)
EDLD 558	School Leadership and the Politics of Education (3)
EDUC 560	Technology for School Leaders (1)
EDLD 583	Special Topics I (1)
EDLD 584	Special Topics II (1)
EDLD 588	Diversity and the Preparation of School Leaders (2)
EDLD 597P	Practicum in School Administration I (3) (field-based experience)
EDLD 598P	Practicum in School Administration II (3) (field-based experience)

#### ***Tier II***

EDLD 560	School Law for Practicing Administrators (3)
EDUC 561	Structured Mentoring I (1)
EDUC 562	Structured Mentoring II (1)
EDUC 563	Structured Mentoring III (1)
EDLD 564	Supporting Teachers for Instructional Improvement (2)
EDUC 565	Mentor and Support or Adult Learning I (2)
EDUC 566	Mentor and Support or Adult Learning II (2)

*NOTE: The Tier II syllabi are not included in this submission. The program has had no candidates since 2006 due to budget constraints of local school districts and the general economy. If the program has enough applicants for a new cohort, it is the intention of the program director and faculty to reexamine the syllabi and candidate requirements.*

## PART III PROGRAM ASSESSMENTS

### Administrative Services Credential Program

**TABLE 1**  
**Candidate Assessment Summary – Key Assessments**

<b>Assessment Measures</b>	<b>Description of type of data collected</b>	<b>Data collection process</b>
Centerpiece Assessment	Midterm examination Final examination Written assignments.	Examinations are scored by instructor using answer key or rubric as appropriate. Written assignments are assessed using a rubric.
Practicum evaluation Semester 2	Evaluation by university supervisor and mentor principal	Supervisors complete Rubric for Assessing Leadership Skills/Outcomes and meet with candidates to review rubric
Practicum evaluation Semester 3	Evaluation by university supervisor and mentor principal	Supervisors complete Rubric for Assessing Leadership Skills/Outcomes and meet with candidates to review rubric
Practicum evaluation Semester 4	Evaluation by university supervisor and mentor principal	Supervisors complete Rubric for Assessing Leadership Skills/Outcomes and meet with candidates to review rubric
Fieldwork Portfolio	Presentation Videotape of presentation	Students videotape themselves presenting in a professional context
Oral Defense of Fieldwork Portfolio	In a 20 minutes session, candidates present orally a brief section of their educational platform, two artifacts from the portfolio, and end with another brief section of the platform	Faculty use a rubric developed to assess candidates' oral defense of fieldwork portfolio

# Appendix C

## Course Syllabi

### Administrative Services Tier I

## **Administrative Services Credential Program**

### ***Tier I***

EDLD 551	Human Relations for Leaders (3)
EDLD 552	School Law for Aspiring Leaders (3)
EDLD 553	Instructional Leadership and Supervision I (2)
EDLD 554	Instructional Leadership and Supervision II (2)
EDLD 558	School Leadership and the Politics of Education (3)
EDUC 560	Technology for School Leaders (1)
EDLD 583	Special Topics I (1)
EDLD 584	Special Topics II (1)
EDLD 588	Diversity and the Preparation of School Leaders (2)
EDLD 597P	Practicum in School Administration I (3) (field-based experience)
EDLD 598P	Practicum in School Administration II (3) (field-based experience)

### Instructor Contact Information and Office Hours

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Office Hours: By Appointment

### Course Description

The purpose of this course is to generate an essential diagnostic and strategic understanding of human relations associated with the exercise of leadership and authority in groups, schools, and organizational settings. It is assumed that these dynamics and processes – many of which are elusive and operate beyond our direct awareness – must be taken into consideration if we really want to understand the deeper significance of our actions and expand our zone of discretion by changing ineffective patterns of behavior.

The method is based on the premise that learning about human relations, leadership, authority, and organizational dynamics can best be accomplished by experiencing and reflecting on these realities in a direct, immediate and personal way. The course provides opportunities for participants: (1) to examine theories of leadership, authority and group dynamics in order to develop their own definitions and conceptual frameworks for diagnosing and intervening in educational and organizational systems; (2) to study and analyze the dynamic forces that influence the life of groups and organizations --including those which are intentional and conscious as well as those that are unintended and less conscious; and, (3) to identify and evaluate their own assumptions and behaviors related to the exercise of leadership and authority.

### Course Design

A substantial portion of the class is organized as a sequence of group and inter-group interactions. As such, it provides a social “laboratory” for exploring the dynamics of power, leadership, authority, change and adaptive work. In the process, the group itself forms a “temporary institution” that reproduces many of the characteristic features of organizational life. Working within this temporary institution that serves as both a case study and a laboratory for learning about how institutions operate, participants are able to study and analyze significant phenomena that arise in groups and teams in ways that are often not discussable in the other organizations to which they belong. Students are encouraged to examine and evaluate their own assumptions and behaviors related to the exercise of leadership and authority in order to help them function more effectively in their outside roles. The course also incorporates elements of more traditional pedagogical approaches including seminars/lectures, readings, case analyses and analytical papers.

A core component of the course is an intensive 3-day Human Relations Conference based somewhat an experiential learning model sometimes referred to as a “Tavistock” or “Group Relations” Conference,” which originated over 40 years ago at the Tavistock Institute in London with the pioneering work of Wilfred Bion, A. Kenneth Rice, Eric Trist, Harold Bridger, and others. While it is convenient to refer to the learning model for this course as a “Tavistock” or “Group Relations” conference, it is also misleading since the tradition is a living one. The course borrows certain heuristic concepts developed by those working in the Tavistock tradition such as the integration of systems theory with certain psychoanalytic concepts, but the working hypotheses, theoretical underpinnings and design of this course differ substantially from more traditional versions.

### Course Objectives/Candidate Outcomes (ACE)

The course components described below are designed to further the fundamental purpose of learning about the dynamics of authority and leadership by providing opportunities to examine the complexities of group and organizational life from a variety of perspectives.

**(1) Orientation Session**

Students are required to attend a three-hour preliminary orientation that provides a review of the basic leadership theory upon which this course is based and introduces students to the experiential teaching methodology that will be used. The session will be held Tuesday, Jan 13, 2009, from 6:00 – 9:00 p.m. in Mother Rosalie Hill Hall, Room 102.

**(2) Conference Opening**

In the Conference opening the teaching staff and students meet together to begin working. The Course Director provides a basic theoretical framework and outlines the structure of the events.

**(3) Small Study Groups**

Each student is assigned to a Small Study Group consisting of six to twelve members. The task of each Small Study Group is to study the behavior and dynamics of the group as they actually unfold in the “here-and-now” with the assistance of a faculty consultant. This setting provides opportunities for participants to explore how they take up personal, as compared to formal and delegated, authority.

**(4) Large Study Group**

The Large Study Group is comprised of all the students and at least 3 designated faculty/staff members (including the Director). The task of the Large Study Group is to study the groups’ behavior as it occurs. In contrast to the Small Study Group, the Large Study Group highlights dynamics that may occur in large assemblies such as staff meetings, town hall meetings or crowds and mobs, where face-to-face interactions are limited.

**(5) Institutional Event**

This event offers students and faculty the opportunity to participate in and examine the entire institution of the conference/course as it evolves and unfolds. Students/members form their own groups according to the particular issues they wish to explore further. The groups are free to interact with other groups and faculty members provide consultation upon request. The task of this event is to study the dynamics that develop between and among subgroups as they interact with one another and relate to management.

**(6) Seminars**

The seminars included within the design of the course provide input on particular substantive topics and issues such as school leadership, experiential teaching, complexity theory, management consulting, spirituality, addictive behavior, etc. The purpose is to help participants link themes from this conference to key aspects of their personal and/or professional lives.

**(7) Conference Discussion**

This event provides an opportunity for all students and faculty members to collaborate in reviewing and analyzing their experience of the course/conference, and perhaps to discover patterns of action or deeper levels of significance that may have implications for one’s behavior in other groups and organizations.

**(8) Application and Review Groups**

Each student is assigned to a group with the task of reviewing his or her experience in the course and its implications for his/her practice in other groups and organizations. The Review and Application groups focus on the review and integration of experiences and learning from the other events. The purpose is to help members understand the relationship between the roles they took up in the conference with the roles they hold in the outside world. Faculty consultants are assigned to each group to facilitate this process.

**(9) Debriefing**

A three-hour debriefing session is held during the week following the Conference portion of the course to provide additional theoretical input and to give participants opportunities to process their ongoing experiences or subsequent reflections and learning. The Debriefing will be held on Tuesday, Jan 20, 2009 from 6:00 – 9:00 p.m. in Mother Rosalie Hill Hall, Rm. 102.

## Textbooks/Suggested Readings

### Required:

Hayden, C. & Molenkamp, R. *Tavistock primer II*. In Cytrynbaum, S. and Noumair, D. (Eds.), *Group relations reader 3*. Jupiter, FL: The A.K. Rice Institute.

Monroe, T. (2003). *Key concepts that inform group relations work*. San Diego, CA: The Leadership Institute.

Simpson & French (2006). *Negative capability and the capacity to think in the present moment: Some implications for Leadership Practice*.

Stapley, L. (2006). *Individuals, Groups, and Organizations Beneath the Surface*. London: Karnac Books.

### Recommended:

Gillette, J., & McCollom, M. (1990). *Groups in context: A new perspective on group dynamics*. Reading, MA: Addison-Wesley.

Heifetz, R. & Linsky, M. (2002). *Leadership on the line*. Boston, MA: Harvard Business School Press.

Berg, D. N. & Smith, K. (1987). *Paradoxes of group life: Understanding conflict, paralysis, and movement in group dynamics*. San Francisco, CA: Jossey-Bass.

Wilber, K. (2001). *A Theory of everything: An integral vision for business, politics, science, and spirituality*. Boulder, CO: Shambhala.

## Course Requirements

### Attendance

Because the course is almost completely dependent on in-class experience, attendance is mandatory. The attendance policy is strict: students who are absent for any significant portion of the weekend Conference will be required to withdraw from the course or they will receive a failing grade.

### Final Paper

- The final paper should be 10-12 pages (double spaced -12 point font) • Paper must include the following:
  - (1) Your experience of the large group. Discuss one or more specific aspects of the experience that held significance for you. Discuss what you learned from participation in this event
  - (2) Your experience of the small group. Who was your consultant? Describe an actual situation or event that enhanced your learning. You may want to include the role(s) you did or did not take up, and the significance of this for your own learning; or you might describe an exchange that transpired that was particularly memorable and or significant.
  - (3) Your experience of the institutional event. What group(s) did you join and/or observe? What factors prompted you to “choose” that group? Describe any interactions with other groups or with the staff. What roles did you take up and what was the significance of those roles for your learning? Describe aspects of the event that were interesting, memorable or significant for your learning.
  - (4) In what ways did you learn from the review and application group? Given the time that has passed since the weekend, in what ways has this experience influenced your work with groups in your life outside of the course?

(5) What connections did you find between your experience(s) and the theme of the Conference (i.e. Awakening the World, Enabling the Spirit to Emerge: The Source of Leadership, Authority, Freedom and Accountability)?

(6) What connections did you discover between the readings and the events or dynamics you experienced during the course?

*The answers to questions # 5 and #6 can be integrated into your answers to questions #1-4 or included as a separate section. The paper, however, must provide evidence of your ability to link concepts from the readings with your actual experience. Cite specific sources (and properly reference quotations).*

The paper is due at the latest by 9:00 a.m. on Monday, Jan 26, 2009. It should be emailed to Annie Guanciale at [Annieg@sandiego.edu](mailto:Annieg@sandiego.edu). .. The message line should read:  
Final Paper EDLD 551.

### Assessment Plan/Grading Criteria/Rubric

#### Assessment Plan/Grading Criteria:

Deep learning usually requires risk taking and, unfortunately, frequently involves making mistakes. Students are encouraged to take advantage of the opportunities offered during the class/conference to experiment with new behaviors, strategies and roles, and “mistakes” are to be expected. In order to facilitate this type of learning, an attempt has been made to minimize the consequences of “mistakes.” Therefore, students will NOT be graded on the basis of their behavior or effectiveness in the actual conference (apart from attendance), and the course is graded on a pass/fail basis. Confidentiality, of course, cannot be guaranteed in a group this size, so students must assume final responsibility for their interventions and behavior. Grades for this course will be based on the student’s attendance record and final paper. Papers will be evaluated on the basis of the following criteria:

- (1) To what extent do you respond to the assigned items listed (1-6)?
- (2) Is the paper reflective insofar as it demonstrates any learning that occurred?
- (3) Does the paper address or identify any key aspects related to leadership and authority?
- (4) Is the paper clear and coherent? Does it adequately describe events and/or learning that are understandable to the reader? Are there smooth transitions between ideas?
- (5) Is the paper well written and free of grammatical errors?

#### Course Outline

As this is an open group format seminar there are no session plans. This class has a pre-session 3 seminar days and a post-session.

### Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655)



before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

#### **Grade of Incomplete:**

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A petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

#### **Academic Integrity**

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

**Instructor Contact Information and Office Hours**

**Professor Frank Kemerer**

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**Course Description**

This graduate-level and credential course provides an introduction to the legal framework for campus-level school administration. It begins by identifying the constitutional, statutory, administrative, contract, and judicial sources of school law relevant to California. Then it examines their implications for decision making in key areas of campus-level administrative responsibility. Each legal module identifies the law relevant to its topic, deduces key administrative principles, and has participants apply the principles to scenarios and case studies derived from case law.

***Course Objectives/Candidate Outcomes*****Outcome I. Academic Excellence, Critical Inquiry and Reflection**

To examine the legal framework for the delivery of educational service at the elementary and secondary levels in California. (K, S,) (CAPSL 6)

To understand that education law is a complex composite of constitutional, statutory, administrative, contract, and judicial law. (K, S) (CAPSL 6)

To learn the key principles that emanate from the legal framework to guide campus administration in selected areas relevant to entry-level administrators. (K, S,) (CAPSL 5, 6)

To understand the importance of keeping current with legal developments. (K, S, D) (CAPSL 5, 6)

**Outcome II. Community and Service**

To develop an understanding of school district policies and procedures, the need to question those policies and procedures that seem inadequate or dated, and the value in consulting specialists in the district when the situation calls for doing so. (K, S, D) (CAPSL 3, 5, 6)

**Outcome III. Ethics, Values and Diversity**

To apply the principles to typical situations arising in day-to-day campus administration in the areas studied in the interest of avoiding conflict, litigation, and liability. (K, S, D) (CAPSL 5, 6)

## Textbooks/Readings

Kemerer, F., Sansom, P., & Kemerer, J. (2005) *California School Law*. Palo Alto, CA: Stanford University Press.

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\* The January 2008 all-inclusive update to the book's contents has been downloaded from the book's website at [californiaschoollaw.org](http://californiaschoollaw.org) and included in the course packet.

Course packet available in USD Bookstore. The materials include the update for *California School Law*, an overview for each legal module with embedded queries and scenarios for students to work through prior to class, edited judicial decisions, several tables and charts, and selected provisions of the California Education Code. The packet has been three-hole punched and shrink-wrapped so it can be inserted into a three-ring notebook.

Kemerer, F., Crain, J., & Maloney, C. (2004). *California Documentation Handbook*. Education Law Services.\*\*

\*\*Distributed in class at no cost.

Additional materials will be distributed at selected modules.

## Course Requirements/Activities

The course will be divided into a set of legal modules, each focused on a particular area of school law of central importance to entry-level school administrators (see the course outline). The instructor's approach for each class will follow this format: (1) review the law relevant to the topics being discussed as presented in the readings for the module, (2) deduce from the law the operational principles for effective and legally defensible administration, (3) have students examine how the key principles are reflected in school district policies and procedures, and (4) have students apply the key principles to real-life problems emanating from past experience in the school district or from the facts of decided cases. Throughout, interaction with the instructor and with peers to enhance and expand the learning experience will be emphasized.

<b>Assessment Plan/Grading Criteria/Rubric</b>
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### Formative Assessment:

At the beginning of the course, students will complete an instrument assessing the extent of their legal knowledge generally. Based on this information the instructor will tailor the focus of the discussion within each module to assure that knowledge gaps are addressed.

As each module is taught, the instructor will determine students' knowledge, understanding and application of the subject taught in the module using the following guidelines:

1. The student will exhibit knowledge of relevant information through discussion, written assignments, and small and large group activities.
2. The student will exhibit the ability to apply relevant law to situations arising in day-to-day school situations through role-play, case studies, video scenarios, and class discussions.

The instructor will provide feedback and coaching to ensure the students' ability to understand and apply legal principles.

### Summative Assessment

The following summative assessments will determine the extent to which students have mastered the course material.

Student knowledge of relevant law and the ability to utilize the knowledge in understanding and resolving problems with legal overtones will be assessed via:

1. An open-book in-class midterm examination covering the first half of the class. The mid-term exam will ask students to apply their knowledge about school law to hypothetical situations involving several legal concerns common to campus-level school administration.
2. The writing of a letter of reprimand to a teacher who violates state law and local policy
3. A take-home final examination covering the second half of the class. The final exam will ask students to apply their knowledge about school law to hypothetical situations involving several legal concerns common to campus-based school administration. Students also will be asked to step back from the application of law and to examine the credibility of legal mandates in specific situations.

The assessment system will comprise 100 points to be divided as follows:

- 40 points for the midterm (two hypothetical situations, 20 pts each)
- 60 points for the final exam (two hypothetical situations, 30 pts each)

The two examinations will be divided into an assessment of legal knowledge and an assessment of the applications of the law to real-life scenarios.

Grading scale is as follows:

A =	85-100
B =	75-84
C =	65-74
Failure	Below 65

Grading Rubric

The midterm and final exam will be evaluated and points assigned per question based on this rubric:

1-10 pts Mid 1-14 pts Final	11-14 pts Mid 15-19 pts Final	15-17 pts Mid 20-24 pts Final	18-20 Pts Mid 25-30 Pts Final	Course Outline
There is little or no evidence that the student realizes the impact of federal, state, and local law and policy on the site and its constituents.	The student has some knowledge of the impact of federal, state, and local law and policy on the site and its constituents.	The student has considerable knowledge of impact of federal, state, and local law and policy on the site and its constituents.	The student has a comprehensive knowledge of the impact of federal, state, and local law and policy on the site and its constituents.	<u>Session</u>
The student has little ability to identify the issues embedded in the scenario and to apply the law to analyze them and draw appropriate conclusions. The student's writing skills are weak.	The student is able to identify some of the key issues embedded in the scenario but has limited ability to apply the law to them and to draw appropriate conclusions. <u>Or</u> the student has considerable knowledge of the law but is unable to identify and/or analyze the key issues embedded in the scenario and to draw appropriate conclusions. <u>Or</u> the student's writing skills are very weak.	The student is able to identify most of the key issues embedded in the scenario, to apply the law to analyze them accurately, and to draw appropriate conclusions. The student's writing skills are quite good.	The student is able to identify the legal issues embedded in the scenario, to apply the law to analyze them accurately and comprehensively, and to draw appropriate conclusions. The student's writing skills are exemplary.	<b>Attendance Policy</b>  Since participation is integral to the learning process for all students, it is imperative that students attend every class. If a student is late to class or needs to leave class early, the student must inform the instructor

in advance. In the rare instance when a student has to miss a class, the student has the obligation to make up any work that was missed and to ask a colleague to collect any materials that were distributed in the missed class.

**Requests for Accommodation**

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reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the “I” grade will become a permanent “F.”

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### Instructor Contact Information and Office Hours

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Office Hours: By Appointment

### Course Description

This course is designed to build knowledge and skills that prepare aspiring administrators to analyze and experience the role of a site administrator as an instructional leader. The theory of action is to focus on the improvement of instructional practice that leads to accelerate student achievement. Problem-based learning experiences will focus on analyzing and evaluating classroom practice and culminate in a written plan of action that demonstrates how to execute strategies to improve teaching and learning.

### Course Objectives/Candidate Outcomes

Through the lens of mathematics and literacy teaching and learning, students will be able to analyze instruction, make judgments about instruction, and put them together to create an effective plan of action using reflection and problem solving as a tool.

#### **Outcome I. Academic Excellence, Critical Inquiry and Reflection**

Understand the role of the principal, reflect on personal strengths and needs as an instructional leader, and develop a personal professional development plan. (K, S, D), (CAPSL 1, 2, 5)

Analyze the student data and instructional practice of literacy and mathematics lessons in order to describe the reality of teaching and learning at the site. (K, S) (CAPSL 1, 2 5)

Work with a team to present a solution to a Problem Based Learning Activity that focuses on creating an instructional focus, a professional development plan to improve instruction and build capacity and a plan to monitor student achievement and provide appropriate student supports. (K, S, D) (CAPSL 1, 2, 5)

#### **Outcome II. Community and Service**

Collaborate and problem solve in learning groups (CAPSL 4, 5, 6)

Develop a plan that supports a collaborative learning community. (K, S, D) CAPSL 1, 2, 4, 5)

#### **Outcome III. Ethics, Values and Diversity**

Respect and value the diversity reflected in the school's learning community. (K, S, D) (CAPSL 1, 2, 4, 5)

Understand how to engage in discussions with others to problem solve difficult issues within a school culture (CAPSL 2, 5, 6)

## Textbooks/Readings

### Selected Readings From:

Elmore, R.F. (2002) *Bridging a New Structure for School Leadership*. Washington, DC: Albert Shanker Institute. Retrieved November 11, 2004, from <http://www.shankerinstitute.org/education.html>

New Zealand Ministry of Education (Ed.). (1997). *Reading for life: The learner as a reader*. Auckland, New Zealand: Learning Media Limited.

Pearson Learning videos: *Lenses on learning: Classroom observation and Teacher supervision in elementary mathematics*.

Schmoker, M. A., (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Association for Supervision and Curriculum Development

### Recommended:

Carpenter, T. P., Franke, M.L., & Levi, L. (2003). *Thinking mathematically: Integrating arithmetic and algebra in the elementary school*. Portsmouth, NH: Heinemann.

Chenoweth, Karin, (2007). *"It's being done" Academic success in unexpected schools*. Boston, MA: Harvard University Press.

Harwayne, S. (2000). *Lifetime guarantees, Toward ambitious literacy teaching*. Westport CT: Heinemann.

## Course Requirements/Suggested Activities

Complete all readings.

Be prepared for discussions in advance, complete assignments and actively participate in discussions during class.

Participate with the assigned group in preparing the presentation related to the PBL.

Participants are expected to make their work public and engage in a rigorous feedback and reflection process

## ELDA Attendance Policy

Since participation is integral to the learning process for all students, it is imperative that students attend every class. If a student is late to class or needs to leave class early, s/he must inform the instructor in advance. If a student misses a class s/he has the obligation to make up any work that was missed, and to ask a colleague to collect any materials that were distributed in the class they missed. Students missing more than one class will no longer be eligible for a grade of A due to the impact of class discussion on the learning. If a student's absences or late arrivals and early departures, exceed 25 % of the total class time, the student will fail the class (if a letter grade is given) or receive NC (if the class is a credit/no credit class).



<b>Assessment Plan/Grading Criteria/Rubric</b>
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Participation in class and group discussions/presentations	20%
Preparation for class- readings and other assignments	15%
Working collaboratively with group	15%
Individual Assignments	20%
Presentation of Problem Based Learning Activity	30%

### Course Outline

<u>Session</u>	<u>Generative Topic(s)</u>
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- |   |  |
|---|--|
| 1 | Develop an “eye” to assess the reality of teaching and learning at the school site; develop your “voice” as a leader (teachable point of view) |
| 2 | Assess the needs of a school; develop an instructional action plan that addresses the strengths and needs at the school site.                  |

<b>Requests for Accommodation</b>
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**Instructor Contact Information and Office Hours**

Catherine Hands, Ph.D.

Luisa Vargas

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Office Hours: By Appointment

**Course Description**

The purpose of the course is to help prepare participants for the challenging role of school administrator. Through problem-based learning (PBL), participants will collaborate to develop a school vision and a yearlong professional development plan within specific school settings. Students will experience the role of a school administrator through professional reading, role-playing, analysis of school data and interactions with experienced administrators. Through this work students will begin to develop their leadership voice to communicate expectations and beliefs to improve student achievement. Various aspects of instructional leadership and school management will be addressed and participants will have an opportunity to acquire appropriate knowledge about the substantive topics addressed in the problem-based learning scenarios and develop problem-solving skills associated with doing the tasks posed by the two PBL cases. This development to expand knowledge and skills will enhance participants' capacities for professional practice.

**Course Objectives/Candidate Outcomes (ACE)****Outcome I. Academic Excellence, Critical Inquiry and Reflection**

- A. To experience how the moment-to-moment demands of the principal role intrude on opportunities for exercising instructional and other types of leadership (CAPSL 3, 5)
- B. To understand the process of developing and communicating a shared vision (CAPSL 1)
- C. To understand how to plan and implement major changes within a school setting focused on improving student achievement (2, 3, 5, 6)
- D. To reflect on learning experiences and the implications for playing an administrative role in the future (CAPSL 5, 6)
- E. To work with a team to present a solution to a Problem Based Learning Activity (K, S, D) (CAPSL 1, 2, 3, 4, 5, 6)

**Outcome II. Community and Service**

- A. To collaborate and problem solve in learning groups (CAPSL 4, 5, 6)
- B. To develop a school culture that is conducive to personal and professional growth (CAPSL 1, 2, 3, 4, 5, 6)

- C. To develop a professional development plan that (a) is appropriate to the varied needs of adult learners, (b) promotes faculty personal and professional growth, and (c) improves teaching effectiveness (CAPSL 1, 2, 3, 5)

### Outcome III. Ethics, Values and Diversity

- A. To engage in role playing scenarios which develop the communication skills necessary for all stakeholders in a school organization (CAPSL 4, 5, 6)
- B. To understand how to engage in discussions with others to problem solve difficult issues within a school culture (CAPSL 2, 5, 6)

### Textbooks/Suggested Readings

No text is required. The instructional materials will consist of readings related to each PBL (Case 1 and Case 2). They can be accessed through Copley Library's E-reserves site (<http://copleylib.sandiego.edu/eres/> password: education).

### Course Requirements

#### The Problem-Based Learning Experiences

Below is a brief description of each of the problems (Cases 1 and 2) to be used in this course.

1. **Creating a Vision and the Time to Achieve It:** In this case, participants will become acquainted with the work of the principal, experience how the moment-to-moment demands of the principal role intrude on opportunities for exercising instructional and other types of leadership, and explore what is entailed in creating a vision and carving out the time to enact it. Participants will learn about these various issues by participating in an "in-basket" simulation and by reading materials about the work of principals, the problem of time management, and the art of envisioning.
2. **Something Old, Something New, and the Principal's Blues:** In this case, participants will acquire knowledge and insight into how to implement major changes within a school setting, develop a school culture that is conducive to personal and professional growth, and design a staff development program that (a) is appropriate to the varied needs of adult learners, (b) promotes faculty personal and professional growth, and (c) improves teaching effectiveness.

Each of the above problems has specified learning goals and objectives, reading materials relevant to the problem, and designated products—group and/or individual—to be produced and submitted either in written or oral form. Each class participant will have access to the problem case and supporting materials. Groups will determine what additional information is needed and how to acquire it, and how the problems will be addressed and the required products produced. All members of a group are expected to attend all class sessions and contribute equally to group work. Group members are expected to fulfill agreements made to the group by the deadline the group sets. If a group is experiencing a "free-rider" problem, it is ultimately the group's responsibility to address and resolve it. Group and individual assignments designated by the instructors are expected to be completed and submitted at the designated times.

As a cooperative learning group member, participants may want to designate group members to play roles such as facilitator/chair, recorder, participant, manager, and timekeeper. If the group decides to do this, roles should be switched periodically. Whether or not the group uses this role structure, it should monitor its work and consider whether the procedures it has adopted are functional and/or whether new strategies should be employed.

### Attendance and Participation (20%)

Due to this course being discussion- and group work-based, attendance is required and expected for this course. Your attendance will contribute to both your learning and the learning of the other students in the class. Similar to attending class, arrival to class on time is expected. Arriving to class tardy (or leaving early) for three class periods will count as an absence. Missing more than one session of this course will result in a lowered grade in this category, and will also likely result in a lowered grade for other aspects of this course as well, given that everything we cover in class is critical to your success on the communications, reflective essays, action plan and presentation. All participants are expected to complete all readings by the beginning of the class for which they are assigned, and be prepared to engage in group discussions of the articles. The information in the readings will be utilized to engage in the problem-based learning experiences in Cases 1 and 2. Also, it is expected that each member of the class treat the other members with dignity and respect. Individuals' opinions should be respected and valued, even if they are not in line with your own opinions.

### School Communication (20%)

You will communicate the school vision and professional development plan to members of their school communities in two separate communications (one for each case). Normally, this communication will be in the form of a letter, but it is conceivable that some course participants will judge written communication to be inappropriate for some reason. Consequently, the form of communication is left open. Whatever mechanism is selected, however, it should weave together the class member's best thinking about the direction the school should head based on the in-class experiences, the group work, and readings. The communication should demonstrate an ability to think critically and communicate effectively with various segments of the school community.

### Reflective Essay (30%)

Students will complete one reflective essay based on each case. This essay, which should be between three to five double-spaced manuscript pages using 12-point type, should comment on what a participant learned from the PBL experience and the implications the experience had for playing an administrative role in the future. You should demonstrate knowledge of the reading material for the case and an ability to apply key ideas from the readings to particular administrative contexts, real or hypothetical.

### Action Plan (20%)

In work groups, you will create a professional development plan for Case 2. This action plan is a formal document of at least five double-spaced pages that describes an approach to solve a school-based problem. The plan typically includes a narrative that defines the problem, a plan for addressing the important components of the problem (including specific activities, their sequence, a research-based rationale, a listing of the personnel responsible for carrying out the activities, and a timeline), and a discussion of strategies for gaining support of the key players involved and overcoming expected obstacles.

### PowerPoint Presentation (10%)

In your work groups, you will create and deliver a half hour oral presentation of the action plan developed by the group, tailored for the particular audience identified in the Case 2 material. The half hour includes a 20-minute presentation with 10 minutes of questions from the audience.

<b>Assessment Plan/Grading Criteria/Rubric</b>
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### Grading Scale (based on total %)

The following scale will be used to determine final letter grades:

93-100% A	73 – 76% C
90 - 92% A-	70 –72 % C-
87 – 89% B+	67 – 69% D+
83 – 86% B	63 – 66% D
80 – 82% B-	60 – 62% D-
77 – 79% C+	less than 60% F

**NOTE: Grade of Incomplete**

The grade of incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the “I” grade will become a permanent “F”.

Participation in class and group discussions/presentations	20%
School Communication (2 communications, worth 10% each)	20%
Reflective Essay on each case (2 essays, worth 15% each)	30%
Action Plan, group project	20%
PowerPoint Presentation, group	10%

**Course Outline**

Session	Topic(s)
Session #1	Course introduction Introduction to problem-based learning Intro to Case 1 “Creating a Vision and the Time to Achieve It” Reading critically In class: Read Intro to Case 1 Read Robbins & Alvy’s components of vision/beliefs Write personal leadership vision/beliefs, and share

Session #2	Critical reading discussion School Vision PBL- Group Work: Debrief readings and implications for developing a vision; Engage in the process of developing a vision for Roosevelt Intermediate School Kotter (What leaders really do...) Blanchard (1996) DuFour & Eaker (1998) Blankenstein Farina & Kotch – optional reading Vision statement for Roosevelt
Session #3	Share vision statements and process, Develop school communication drafts and provide critical feedback regarding purpose, clarity, audience. Draft School Communication for Case 1 *one member in each group to bring laptop
Session #4	In-basket exercise; debriefing in-basket exercise Covey (1989) – optional reading
Session #5	Principal Panel-How do you schedule your priorities? Debrief one of the in-basket scenarios from interview with mentor principals; Intro to Case 2-Professional Development Plan School Communication for Case 1 Read intro to Case 2 King (2002) Barth (2002) Barth (1990) – optional reading
Session #6	Organizing effective professional development; Powerful opening and clear purpose; Discuss/debrief reading Reflective Essay for Case 1 Evans (1996) DuFour, DuFour, Eaker & Many (2006) Earl & Katz (2007)
Session #7	Principal Panel-Organizing Professional Development; Review sample PD plan and rationale; Discuss/debrief readings. Fullan (2001) Halverson (2008) Lambert (2002) Watanabe (2002)
Session #8	Group work-Analyzing strengths and areas of need of Unison Elementary. Determining focus for school wide professional development
Session #9	Group Work on PD Plan
Session #10	Group Work on PD Plan
Session #11	PowerPoint Presentation of Case 2 Action Plan Debrief presentations and communication of plans Wrap-up of course

### Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

### Grade of Incomplete:

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A petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

### Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.



### Instructor Contact Information and Office Hours

Scott S. Ghahary

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Office Hours: By appointment

### Course Description

This course is a part of the Educational Leadership Development Academy (ELDA) coursework for the Tier I Administrative Credential. The course represents a brief overview of technology for school administrators.

Apprentices will strengthen basic technology skills and knowledge relevant to their work and study in school leadership. Apprentices will examine the Technology Standards for School Administrators (TSSA), linking them to the technology knowledge and skills presented in this course.

### ACE/TSSA Outcomes

#### Outcome I. Academic Excellence, Critical Inquiry and Reflection (TSSA II, III, V, K, S, D)

- A. To experience how the moment-to-moment demands of the principal role intrude on opportunities for exercising instructional and other types of leadership.
- B. To understand the process of developing and communicating a shared vision.
- C. To understand how to plan and implement major changes within a school setting focused on improving student achievement.
- D. To reflect on learning experiences and the implications for playing an administrative role in the future.
- E. To work with a team to present a solution to a Problem Based Learning Activity.

#### Outcome II. Community and Service (TSSA I, IV, K, S)

- A. To collaborate and problem solve in learning groups.
- B. To develop a school culture that is conducive to personal and professional growth.
- C. To develop a professional development plan that (a) is appropriate to the varied needs of adult learners, (b) promotes faculty personal and professional growth, and (c) improves teaching effectiveness.

#### Outcome III. Ethics, Values and Diversity (TSSA VI, S, D)

- A. To engage in role-playing scenarios which develop the communication skills necessary for all stakeholders in a school organization.
- B. To understand how to engage in discussions with others to problem solve difficult issues within a school culture.

### Candidate Outcomes

1. Apprentices will enhance their leadership through appropriate and powerful use of technologies including Word, PowerPoint, Excel, email, and the World Wide Web.
2. Apprentices will understand and begin to develop the vision for technology leadership in schools presented

in the Technology Standards for School Administrators (TSSA):

Educational leaders will inspire a shared vision for comprehensive integration of technology and will foster an environment and culture conducive to the realization of that vision.

*TSSA I (K,D)*

Educational leaders will ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

*TSSA II (K,S)*

Educational leaders will apply technology to enhance their professional practice and to increase their own productivity and that of others.

*TSSA III (S,D)*

Educational leaders will ensure the integration of technology to support productive systems for learning and administration.

*TSSA IV (K,D)*

Educational leaders will use technology to plan and implement comprehensive systems of effective assessment and evaluation.

*TSSA V (K,S,D)*

Educational leaders will understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

*TSSA VI (S,D)*

Note that the CPSELs are short on specific references to technology; however, the CPSEL creators state that "Inherent in [all of the] standards is a strong commitment to cultural diversity and the use of technology as a powerful tool."

*K=Knowledge, S=Skills, D=Disposition*

### **Textbooks/ Suggested Readings**

No textbook is required for this course. You will receive a copy of the Technology Standards for School Administrators (TSSA), which you should read after the first class session.

### **Course Requirements**

Class 1: Course Introduction, syllabus review, Technology Standards for Educational Leaders,

Introduction to Word: create a processed newsletter-style document & explore the World Wide Web

Class 2: Introduction to Excel spreadsheet using data generated in class & Mail Merge

Class 3: Introduction to PowerPoint; create personal Power Point

### **ELDA Attendance Policy**

Since participation is integral to the learning process for all students, it is imperative that students attend every class. If a student is late to class or needs to leave class early, s/he must inform the instructor in advance.

If a student misses a class s/he has the obligation to make up any work that was missed, and to ask a colleague to collect any materials that were distributed in the class they missed.

If a student's absences or late arrivals and early departures, exceed 25 % of the total class time, and the missed time/work has not been made up, the student will fail the class (if a letter grade is given) or receive FAIL (if the

class is a pass/fail class). If this occurs, the student will need to repeat the course (which may not be offered until the following year, thus issuance of the credential may be delayed). In addition, when the student re-registers for the class s/he will bear the full cost of tuition for that class. (Reminder: A grade of “F” will adversely affect the student’s grade point average, which must stay at or above a 3.0).

### **Assessment Plan/Grading Criteria/Rubric**

This course is graded as Pass/Fail. A grade of ‘Pass’ will be awarded to students who complete all assignments with satisfactory scores.

If the assignments fail to meet the minimum requirements for a score of 'satisfactory' in all rubric elements, the student(s) will be notified and allowed to resubmit a revised version of the assignment.

### **EDUC 560 RUBRIC / GUIDELINES**

#### **Microsoft Office Word Processing**

Can use Microsoft Office Word Processing to:

Manipulate text on the page through cut, copy and paste. Enter and delete text to a document, also apply character, paragraph and page formats to the document. Use print preview and print a document to the appropriate printer by using the chooser. Put my document in publishable form by applying spell checker, thesaurus, find, and replace. Modify a page by adding headers, footers, page numbers, current date and time. Create bulleted and number lists manually AND automatically. Recognize the default tab stops and be able to apply right, left, middle or decimal tab stops. Use columns to format columnar text / Create, format and enter text into a table structure. Apply graphics to add interest to my document.

#### **Microsoft Office - Spreadsheet**

Create a spreadsheet from scratch and know the type of data a spreadsheet contains. Save, open, view and move through a spreadsheet with ease. Be able to change column width and apply formatting to selected sections of the spreadsheet. Use formulas to perform calculations. Use the fill command to copy a cell's contents to adjacent cells. Insert and delete columns and rows. Present information graphically, to show relationship between data. Use formulas to perform calculations taking advantage of the function command. Modify the titles, color and series contained in a chart. Merge the data and a chart into a word-processed document. Manipulate, rearrange, move, and resize windows through icons and menus. Access applications and files either from a hard drive or a disk.

#### **Microsoft Office - Power Point**

Can use the PowerPoint Application to:

Create a presentation from scratch or by using the assistance of a wizard. Display a presentation in five different views. Add various types of new slides to a presentation and delete a slide. Edit text on a slide. Add clip art to a slide. Create a presentation that consists of slides; uses text, graphics, and sounds and transitions that communicate and compliment the information being shared; has a professional look with an overall graphical theme; incorporates a variety of layouts; and appeals to the audience. Use slide transitions and build effects in my presentation. Multitask by incorporating text, graphics, list or charts from other applications. Sort the slides.

#### **Use of Internet**

Can use the Internet to:

Explore a few various types of search engines / directories. Use various search tips in determining how to best conduct a search. Successfully explore and locate a few resource sites that could be used in my project. Successfully find a few sites appropriate for doing my research. Develop a strategy for using the Internet as a Research tool. Explore several various types of search engines / directories. Use various search tips in determining how to best conduct numerous searches. Successfully explore and locate various resource sites that could be used in my project. Sites located can be used for more than one subject area and cover a broad spectrum of activities. Successfully find a variety of sites appropriate for use in doing research. Develop a variety of strategies for using the Internet as a Research tool. Map out a research plan for my project. Email and Mail merge numerous recipients.

**Pass:**

Develop an advanced Professional Development Session project in an integrated manner, using the technologies at a high level of competency.

**Fail:**

Professional Development Session project lacks one or more technology elements and is not inter-connected.

**Course Outline**

**Session** \_\_\_\_\_ **Topic(s)** \_\_\_\_\_

Session #1 Course Introduction

Syllabus review

Review of Technology Standards for Educational Leaders

Introduction to Word: create a processed newsletter-style document & explore the World Wide Web

Session #2 Introduction to Excel spreadsheet using data generated in class & Mail Merge

Session #3 Introduction to PowerPoint; create personal Power Point

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(2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the "I" grade will become a permanent "F."

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**Instructor Contact Information and Office Hours**

Melinda Martin

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Email: [Melinda@sandiego.edu](mailto:Melinda@sandiego.edu)

Office Hours: By Appointment

**Course Description**

This series of module-based special topic seminars tie together the essential management and operational elements of school leadership that affect the instructional climate and student outcomes. Modules are taught by educational experts, and in many cases, they are co-taught by University faculty and school district personnel.

**Course Objectives/Candidate Outcomes**

Drawing together University, District and other practitioners, the course modules link educational theory with the immediate application to the principalship. The modules cover a range of topic areas, including special education, school counseling, budget and resource management, teacher evaluation, personnel policies and procedures, conflict management, and student discipline. These focused, practical units offer students the opportunity to understand the state and local context for these issues, and to have hands-on experiences drawn from their school sites

**Outcome I. Academic Excellence, Critical Inquiry and Reflection**

To develop the ability to be a school leader who promotes successful teaching and learning by making instruction the focus of his/her efforts. (K, D) (CAPSEL 1, 2)

To establish the use of time so that the leader is continually working on an effective learning environment by organizing his/her day observing in classrooms (S, K) (CPSEL 3)

To develop a personal platform statement, and to organize a culminating portfolio showcasing the candidate's growth in leadership skills and accomplishment of the CPSEL's (K, S, D) (CPSEL 1,2,3,4,5,6)

To work with a team to present a solution to a Problem Based Learning Activity (K, S, D) (CPSEL 1, 2, 3, 4, 5, 6)

**Outcome II. Community and Service**

To establish a structured process for engaging stakeholders in dialogue to support and enhance teaching and learning. (K S, D) (CPSEL 1, 5, 6)

**Outcome III. Ethics, Values and Diversity**

To prioritize and address the needs, goals and aspirations of diverse students, family, and community members. (K, S, D) (CPSEL 4)

To develop strategies to create linkage between the school and community to support instructional improvement. (K, S) (CPSEL 4)



Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the “I” grade will become a permanent “F.”

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**Instructor Contact Information and Office Hours**

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**Course Description**

Candidates in this course review and discuss case studies; view videotapes related to course topics, and submit written reflections. Topics that are covered in this course include: definitions of diversity, personal awareness of power and privilege, teacher expectations and student achievement, Language, racism, homophobia and heterosexism, and high achieving urban schools.

The purpose of this course is to provide candidates with an opportunity to discuss, reflect and explore issues of power and privilege in relation to their work as educational leaders. In this course, candidates examine issues of diversity using multiple lenses to investigate the impact of these issues in their schools and communities. Written reflections are used to help candidates make connections between the theoretical components of the course and their work in schools.

**Course Objectives/Candidate Outcomes (ACE)****SOLES Outcome I. Academic Excellence, Critical Inquiry and Reflection**

Candidates will:

1. Examine and discuss the historical, legal, philosophical, political and sociological perspectives that created fundamental issues, theories, and trends in the educational practices for all children. (K, D) (CPSEL 6.5, 6.6)
2. Explore how to use the influence of diversity to improve student learning. (K, S, D) (CPSEL 1.6)
3. Analyze social and educational practices (e.g., tracking) that determine success or failure of the school system as it relates to different groups. (K, S) (CPSEL 5.3)
4. Review and critique models, approaches and related research with regard to improving schools and serving students who are culturally divers. (K, S) (CPSEL 5.3)
5. Review the various models and concepts of multicultural education, and reflect and analyze their usefulness in school systems. (K) (CPSEL 1.6)

**SOLES Outcome II. Community and Service**

Candidates will:

6. Understand the dynamics of power and privilege in schools and communities, and learn how to develop strategies for creating inclusive learning communities that promote equity and learning for all students. (K, S, D) (CPSEL 2.5)

7. Visit the home of a student at their site, and reflect with other candidates in class on their experience with a cultural group that is different from their own. (D) (CPSEL 4.1, 4.2)
8. Learn strategies to promote equity, fairness, and respect among all members of the school community. (S, D) (SPSEL 2.5)

### SOLES Outcome III. Ethics, Values and Diversity

Candidates will:

9. Analyze how teachers, administrators, staff and parents contribute to and perpetuate stereotyping and discrimination related to race, ethnicity, language, gender, sexual orientation, socio-economic status, exceptionality, privilege, religion, and ability and how these effect learning. (K, D) (CPSEL 2.3, 2.5, 2.6)
10. Develop greater awareness of self and others' biases and prejudices based on race, ethnicity, socio-economic status, religion, sexual orientation, primary language, ability/disability, gender, and age. (K, S, D) (CPSEL 4.3)
11. Examine individual identity development using various identity development models (D)
12. Learn, analyze, and critique various strategies for staff development with regard to issues of diversity. (K S, D) (CPSEL 5.2)

### Textbooks/Readings

#### Text:

Henze, R. C., et. al., (2002) *Leading for diversity: How school leaders promote positive interethnic relations*. Thousand Oaks, CA: Corwin Press.

### Readings/Case Studies

Chenoweth, K. (2007). *It's being done: Academic success in unexpected schools*. Boston: Harvard Education Publishing Group

Childress, S., & Suesse, J. (2006). *STAR Schools Initiative at the San Francisco Unified School District*. Boston: Harvard Business School Publishing.

Mapp, K., Thomas, D., & Clayton, T.C. (2006). *Race, accountability and the achievement gap (A) and (B)*. Boston: Harvard Business School Publishing.

McIntosh (1988). *White privilege and male privilege: A personal account of coming to see correspondences through work in women studies*. Working paper, Center for Research on Women.

Mukhopadhyay, C. & Heinze, R, (2003). How is real is race? Using anthropology to make sense of human diversity. *Phi Delta Kappan*, 84,(9).

Noguera, P.A. (1999). *Confronting the challenge of diversity in education*. Retrieved from <http://www.inmotionmagazine.com/pndivers.html>.

Syarratt, R. (1991). Building an ethical school: A theory for practice in educational leadership. *Educational Administration Quarterly*, 27( 2).

Tatum, B. (1992). Talking about race, learning about racism: The application of racial identify development of the classroom. *Harvard Educational Review*, 62(2).

## Course Requirements/Activities

### 1. Participation and Attendance = 30 points

Students will be given opportunities to explore their own understand and awareness of cultural diversity and acquire additional skills and knowledge to become culturally competent administrators. Given that one of the goals of this course is to gain knowledge and skills as culturally competent administrators, the instructor seeks to utilize instructional strategies that model good practice. The ultimate goal is to promote learning and foster mutual respect among all students in the class. Given the aforementioned, students are expected to engage with and learn from each other. There will be a wealth of knowledge present in the classroom; therefore, reciprocity in engagement is critical to further learning.

Participation is essential to the success of this course. All students are expected to attend and participate in every class meeting. Active participation is defined as paying attention to discussion and verbally contributing to class conversations on a regular basis. Students need to be active agents in their own learning.

Please review ELDA attendance policy for more information on attendance.

### 2. Reading assignments and homework activities = 20 points

Students are expected to come to class prepared by reading all required readings and completing all assignments. Most of the homework activities will be drawn from the text used in class. The purpose of the assignments is to engage students in the reading and support learning outside of the class time. Also, the assignments are designed to help students connect readings and class discussions with their work as educational leaders in their schools.

Short (one page) reflective papers will sometimes be assigned for homework. Reflective practice is one of the foundations to becoming a thoughtful and creative educator. Reflection is essential as educational leaders prepare to enter administrative positions. It is a way for candidates to make meaning of their experiences, deepen self-understanding and examine values and beliefs in relation to the knowledge and skills presented to them throughout the course and program.

### 3. Reflections from the Class Learning Experiences = 20 points (CPSEL 4.6)

Very often people are unable to empathize or relate to others whose culture is different from their own. Learning about other cultures can be difficult from some who may not have opportunities to interact with or befriend others who have different cultural experiences. Reading nonfiction as well as fictional books based on people's life experiences is a simple way to learn about the cultural experiences of people who we often do not understand or appreciate. In addition, educational leaders can model life-long learning and development by reading a variety of educational materials including recent research and trends in education, professional journals, and district and State reports.

**Students will write a reflection paper (4 pages double-spaced – MAX) that includes the following:**

- 1) Summary of group activities and videos shared along with discussion from the class
- 2) Reflection of the implications to your personal development as a leader
- 3) Reflection of the implications of how you will use this new learning in the context of your current position

### 4. Home Visit = 20 points (CPSEL 4.1, 4.2)

In our quest to improve the achievement of all children, as leaders there will be times that we step outside the classroom and the school in search of additional information and support. Many students enter school with social, emotional, and academic needs that require multiple levels of support. Home visits are tremendously

valuable because oftentimes they provide us with an opportunity to place a wider lens on the student and their needs. This more in-depth understanding enables us to better support the students in our schools.

**Assignment:**

Select a student from your site who is in need of intervention. Initiate a home visit in order to gain a better understanding of the students' home/family life. Your ultimate goal is to improve the student's achievement, to that end you may want to explore/discuss a variety of issues; such as excessive tardiness, poor attendance, low achievement, not turning in homework, poor or lack of communication between the school and the family, and/or disruptive behavior. Your goal is to establish a contact with the student and the home in an effort to develop an ongoing plan to support the student.

Write a reflection to include a background on the child, the findings from the home visit, and the outcome of the visit. Share your reflections on the impact the visit had on your beliefs and understandings about the diverse needs of your students. Finally, discuss what the implications are for you as a leader.

**5. Core belief statement = 10 points (CPSELS 3, 4, 5, 6)**

- 1) Develop a core belief statement that reflects your belief about the importance of diversity in your school community. Within your platform statement, you must include your beliefs, opinions, values and attitudes that provide a foundation for your practice as a leader. (No longer than one page)

There is no right or wrong way to approach your philosophy about diversity; it is entirely up to you. However, knowing what your philosophy is and being able to articulate your philosophy is a key element of an effective leader. In other words, you need to know what you're all about.

**ELDA Attendance Policy**

Since participation is integral to the learning process for all students, it is imperative that students attend every class. If a student must miss a class, or is late to class or needs to leave class early s/he must inform the instructor in advance. If a student misses a class s/he has the obligation to make up any work that was missed, and to ask a colleague to collect any materials that were distributed in the class that was missed. If a student's absences or late arrivals and early departures exceed 25% of the total class time, the student will fail the class (if a letter grade is given) or receive NC (if the class is a credit/no credit class). If this occurs, the student will need to repeat the course (which may not be offered until the following year, thus issuance of the credential may be delayed). In addition, when the student re-registers for the class s/he will bear the full cost of tuition for that class. (Reminder: a grade of "F" will adversely affect the student's grade point average, which must stay at or above a 3.0).

Assessment Plan/Grading Criteria/Rubric	
Active, thoughtful participation and attendance	30 points
Reading assignments and homework activities	20 points
Reflections from the Class Learning Experiences	20 points
Home Visit project	20 points
Class presentation/Diversity Platform	10 points
<b>Total</b>	<b>100 points</b>

**Formative Assessment:** *Candidates are assessed on a rubric for the following assignments: home visit, written reflections, diversity platform statement. They receive feedback from the instructor on all of these assignments.*

**Summative Assessments:** *Using a case study on a real school, candidates develop a platform statement that includes the influence and benefits of diversity and the benefits of positive cultural relations. They present their platform to the class.*

## Course Outline

Session	Topic(s)
Session #1	<ol style="list-style-type: none"> <li>1. Introductions, ground rules, review syllabus</li> <li>2. Activity 1.1 – Who we are: Nationality, race, ethnicity</li> <li>3. Lecture/discussion: Defining key terms</li> <li>4. Reading/discussion:               <ol style="list-style-type: none"> <li>a. Noguera, <i>Confronting the Challenge of Diversity in Education</i></li> </ol> </li> <li>5. Video – <i>What does it mean to be White?</i> - discussion</li> <li>6. Review reading assignments</li> <li>7. Quote: The Unarmed Truth - reflection</li> </ol>
Session #2	<ol style="list-style-type: none"> <li>1. Video: Brown Eyes, Blue Eyes: The Eye of the Storm</li> <li>2. Reading: McIntosh, <i>White Privilege and Male Privilege</i></li> <li>3. Review Case Study Method</li> <li>4. Case Study #1 – Race Accountability and the Achievement Gap (A)</li> <li>5. Review group project</li> <li>6. “Over – the – line” activity</li> </ol>
Session #3	<ol style="list-style-type: none"> <li>1. Reading: Mukhopadhyay and Henze, <i>How Real Is Race?</i></li> <li>2. Due: Reflection paper #1 – class discussion</li> <li>3. Case Study, Race Accountability and the Achievement Gap (B)</li> <li>4. Video - Race: Power of an Illusion #1</li> <li>5. PBS: On-line activity</li> <li>6. Group work for final project</li> </ol>
Session #4	<ol style="list-style-type: none"> <li>1. Reading: <i>It's Being Done:</i> <ol style="list-style-type: none"> <li>a. Granger High School, pgs. 113-124</li> </ol> </li> <li>2. Due: Reflection paper #2 – class discussion</li> <li>3. Panel – Q and A</li> <li>4. Video – Race: Power of an Illusion #2</li> <li>5. PBS: On-line activity</li> <li>6. Group work for final project</li> </ol>
Session #5	<ol style="list-style-type: none"> <li>1. Video - Race: Power of an Illusion #3</li> <li>2. PBS: On-line activity</li> <li>3. Group work for final project</li> <li>4. Due: Home visit and reflection paper               <ol style="list-style-type: none"> <li>a. Small group discussion of home visits</li> </ol> </li> <li>5. Case Study: The Star Initiative in San Francisco Unified School District</li> </ol>
Session #6	<ol style="list-style-type: none"> <li>1. Panel – Q and A</li> <li>2. Group work for final project</li> <li>3. Video: <i>Through New Eyes: Examining the Culture of Your School</i> – discussion</li> </ol>

- Session #7
1. Group projects – class presentations
  2. Individual presentations – School Platforms

### Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

### Grade of Incomplete:

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the "I" grade will become a permanent "F."

A petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

### Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

### Instructor Contact Information and Office Hours

Practicum Instructors Vary

### Course Description

The practicum in School Administration is a two-semester (6 credits) sequence designed as a field experience and accompanying seminar required of students seeking the Preliminary Administrative Services Credential in the state of California. In the Practicum candidates will focus on significant experiences of site instructional leadership and management/operational skills. The practicum/ fieldwork is intended as a first-hand, day-to-day means of exposing students to different levels of instruction, different leadership contacts, and different student and teacher populations. The experiences gained in practicum lead students to fulfilling the California Professional standards for School Leaders (CPSELs).

### Course Objectives/Candidate Outcomes

#### Outcome I. Academic Excellence, Critical Inquiry and Reflection

Develop a belief system by using data and articulating specific instructional practices that lead to improved instruction. (K, D) (CPSEL 1)

#### Outcome II. Community and Service

Develop a commitment to continuous reflective learning and engagement in professional discourse with all stakeholders (D) (CPSEL 4)

#### Outcome III. Ethics, Values and Diversity

Develop a plan for establishing strong connections between the school and the diverse stakeholder groups represented by students, parents, and community members (K,S, D) (CPSEL 4)

### Textbooks/Readings

There is no assigned textbook for this class. Readings on Educational Leadership will be provided by the instructor/s at selected class meetings.

### Course Requirements/Suggested Activities

- (1) Written Practicum/Fieldwork plan: which includes the student's plan for directing their work around the six California Professional Standards for School Leaders (and a seventh standard on Technology).
- (2) Participation: Students are expected to attend class meetings and to participate actively in seminar discussions. Students will be asked to bring to class examples of leadership successes and concerns that will be pertinent to the group as a whole and will advance the whole class' understanding of leadership concepts and practices.
- (3) Internship Log: Students are required to keep a running log of practicum/fieldwork experiences, detailing in brief form all dates and hours of participation at the site.
- (4) Artifacts and reflections: as part of their practicum experience, students will collect artifacts that illustrate their leadership role in the six CAPSL standards, and in the 7<sup>th</sup> Technology standard. These artifacts will be used in their culminating portfolio. Students will write reflections for each artifact, and they will bring their artifacts and reflections to class for discussion

## Assessment Plan/Grading Criteria/Rubric

See the *Rubric for Assessing leadership skills/outcomes for EDLD 597/8PP* University and Site Supervisors will use the rubric and final evaluation form to score the students. At the end of the second and third semesters students will receive a pass/fail grade. At the end of the fourth (final) semester, students will receive a letter grade. Candidates will be assessed at the end on the program evaluation form.

## Course Outline

Students will meet in reflection seminars throughout the course. Students will participate in monthly meetings with their University Supervisor and in triad meetings every other month with the University Supervisor and Supervising/Mentor Principal.

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