College of Education
Educational Leadership Credential Program

Program Assessment for the
California Commission on Teacher Credentialing
for continuing accreditation for a program leading to the

Tier I Preliminary Administrative Services Credential
Tier II Professional Administrative Services Credential—
(Inactive—request submitted; awaiting approval)

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Directions for Readers

This document is in PDF format. Use the Bookmarks on the left side bar to help navigate through the various parts of the document. Please note that the reader can easily go back and forth between the narrative and the hyperlinked supporting evidence by using the Previous View feature (in the right mouse click menu) or using the Alt + Left Arrow keys.

This report is comprised of four sections:

Part One is the program’s response to the Program Standards.

Part Two contains the list of syllabi for each course in the program. Each course is linked to the syllabus in the appendix.

Part Three is the program response to the assessment tools the program uses for candidate and program assessment based on the Program’s 2010 Biennial Report.

The Appendices provide the syllabi and supporting evidence of how each standard is met.
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Part I. Response to Standards

Category I: Program Design, Coordination and Curriculum

Standard 1: 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 Educational Leadership program at California State University, Fullerton, has a long-standing, purposefully developed program of professional leadership preparation based on department goals and revised over time in order to ensure continuous improvement. Department goals were originally based on the NCATE-Approved Curriculum Guidelines for Advance Program in Educational Leadership 1995. The goals were later enhanced with the addition of the California Professional Standards for Educational Leaders.

The goals of the department are to prepare educational leaders who demonstrate a wide array of knowledge, skills, attributes and commitment.

**Strategic Leadership:** Leadership requires the ability to develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals and act ethically for educational communities.\(^1\)

A school administrator is an educational leader who promotes 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.\(^2\)

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.\(^2\)

**Instructional Leadership:** Leadership requires the ability to design appropriate curricula and instructional programs to develop learner centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction.\(^1\)

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instruction program conducive to student learning and staff professional growth.\(^1\)

**Organizational Leadership:** Leadership requires the ability to understand, initiate and/or improve the organization, implement operational plans, manage financial resources, and apply effective management processes and procedures.\(^1\)
A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.\textsuperscript{ii}

**Political Leadership:** Leadership requires the ability to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to understand and act professionally regarding the ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand schools as political systems.\textsuperscript{i}

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.\textsuperscript{ii}

**Community Leadership:** Leaders must collaborate with parents and community members; work with community agencies, foundations, and the private sector; respond to community interests and needs in performing administrative responsibilities; develop effective staff communications and public relations programs; and act as mediators for the various groups and individuals who are part of the school community.

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.\textsuperscript{ii}

\textsuperscript{i} NCATE-Approved Curriculum Guidelines for Advance Program in Educational Leadership 1995
\textsuperscript{ii} California Professional Standards for Educational Leaders 2001

**Education leaders for 21\textsuperscript{st} century must demonstrate:**
- commitment to high standards;
- strong ethical values;
- credible instructional leadership;
- understanding of social and political trends and changing role of education in our society;
- problem solving ability and skills necessary to promote and adapt to change and use of collaboration to build a shared vision for schools;
- capacity to collaborate effectively with a wide range of non-school agencies and community organizations which can help schools achieve their mission;
- commitment to lifelong learning which empowers students, staff, and themselves.

**We believe that:**
- Every child must achieve academic success in school.
- Every school must educate for American democracy that values the norms and practices of diverse groups and at the same time celebrates shared community values.
School leaders must be reflective practitioners.

Knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives that enable students to connect their education to their experiences.

Data Support the Achievement of Department Goals
At the end of the program the department conducts an exit survey of candidates. Data from the spring 2012 completers shows that 97% believe that “the program at CSUF achieves its mission to prepare credential candidates to be education leaders.” Nearly 6 out of 10 (59%) reported that they have recommended that a colleague or family member enroll in the program. Among candidates’ mentors, 100% applauded the CSUF program for its high standards for students and faculty and 61% indicated that they have recommended the program to a colleague or family member.

Leadership within the Department Program
All faculty in the Department of Educational Leadership have terminal degrees and significant leadership experience in PK-12 public education at both the site and district levels. This applies also to adjunct instructors.

The department underwent significant transitions in leadership 2010 – 2012. Long time department chair, Dr. Louise Adler, retired (FERP) as did two other veteran faculty members: Drs. Joyce Lee and Ken Stichter. Associate Dean Dr. Karen Ivers was interim chair in 2011-12, and Dr. Keni Cox coordinated the PK-12 program. Dr. Jennifer Goldstein, new to the College of Education, was named chair in fall 2012. A new full-time instructor, Dr. Pamela Houston, was hired in fall 2012.

Faculty share responsibility for course integrity and program coordination. An important part of that collaboration and shared accountability is the role of Course Coordinator.

K-12 EDAD Course Coordinators

Responsibilities:
• Reviewing the literature relevant to the course content.
• Selecting resource materials that will be shared with the course instructors.
• Providing orientation and assistance to the course instructors.
• Recommending needed changes or revisions in the course title, description, or model syllabus.
• Maintaining the currency of the course binder.
• Reviewing and recommending text and other course materials.
• Recommending Library selections that will support the course.

<table>
<thead>
<tr>
<th>EDAD Course</th>
<th>Coordinator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>503 Organizational Leadership</td>
<td>Houston</td>
</tr>
<tr>
<td>505A K-12 Instructional Leadership</td>
<td>Barton</td>
</tr>
<tr>
<td>510 Introduction to Educational Research</td>
<td>Choi</td>
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</tbody>
</table>
Program Modifications
Despite the many changes in faculty and leadership, the department achieved laudable goals over the past two years. In 2011, faculty applied for an Expedited Review for development and implementation of a Hybrid/Online delivery model. Approval was granted in spring 2012. Faculty revised all MS and Credential courses, received COE curriculum Committee approval and endorsement, and implemented the program in fall 2012 with 19 candidates. Candidates convene three Saturdays a semester for faced-to-face instruction and collaboration; all other sessions are conducted in a Web environment. The sequence of classes and content are identical to the traditional face to face model.

Drs. Leigh Barton, Daniel Choi, and Pamela Houston were the pioneer instructors. Our second hybrid cohort will begin in fall 2013.

Additionally, PK-12 faculty and our Higher Education colleagues have worked diligently toward improved infusion of Justice, Equity, and Inclusion (JEIE) Task Force goals, devoting four faculty meetings toward that purpose. As this document will demonstrate, concern for diversity and the preparation of leaders committed to just, equitable and inclusive education are hallmarks of the program.

Sequence of Learning Experiences
The program of study is a five-semester program designed as a combined credential and master’s degree program. For well over 20 years the department has required that all candidates recommended for the credential have a master’s degree. Applicants who have an earned master’s degree in education or a related field may enroll for the credential only.

Program components of admission, advisement, courses, and evaluation form a continuous sequence. For example, data gathered in the Candidate Portfolio required for admission is used for candidate advisement. Further, the candidates are admitted to the program in cohort groups that function as communities of learners facilitating collaboration and teamwork. Candidates know when they enter the program exactly which courses they will take. Once a cohort is formed, all the courses for that group take place on the same day throughout the program. There is a standard sequence of courses regardless of whether cohorts start in the fall or spring. Candidates take six units each semester (6 units= “part- time” fees). The sequence is the same for both face-to-face and hybrid cohorts.
## K-12 Administrative Credential/M.S. Program Course Sequence

<table>
<thead>
<tr>
<th>Semester 1 Fall Start (6 units)</th>
<th>Semester 2 1st Spring (6 units)</th>
<th>Semester 3 1st Summer (6 units)</th>
<th>Semester 4 2nd Fall (6 units)</th>
<th>Semester 5 2nd Spring (6 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>597 - (1) Project*</td>
<td>510 - (3) Introduction to Educational Research*</td>
<td>567 - (1) Fieldwork</td>
<td>597 - (1) Project*</td>
<td>567 - (1) Project*</td>
</tr>
<tr>
<td>567 - (1) K-12 Fieldwork</td>
<td>505 - (4) K-12 Instructional Leadership</td>
<td>561 - (2) Policy, Governance, Community Relations</td>
<td>563 - (2) Human Resource Administration</td>
<td>567 - (2) K-12 Fieldwork</td>
</tr>
<tr>
<td>505 - (4) K-12 Instructional Leadership</td>
<td>503 - (3) Organizational Leadership</td>
<td>565 - (3) School Finance</td>
<td>564 - (3) School Law &amp; Regulatory Process</td>
<td>566 - (3) Leadership in Public Schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1 Spring Start (6 units)</th>
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</tr>
</tbody>
</table>

*Required for master’s degree candidates only

The sequence of courses is purposeful and developmental, including both classroom and field experiences. **Semester 1**, students are introduced to the components of effective instructional leadership (EDAD 505) and as a cohort they begin the process of becoming small learning communities by participating in a major inquiry project, completing a data diary based on their own school’s demographic and achievement profile, and evaluating a program designed to improve achievement of an identified at-risk group. In addition, they develop their own individual 18 month plan for field experiences (see [Fieldwork Handbook](#)). This plan includes course embedded activities and field specific activities identified by the candidates and their on-site mentors. Master’s candidates identify a problem of practice that will become the focus of their research projects (see [Project Guidelines: Goals, Activities, and Products](#)).

In **Semester 2** Candidates begin to take a broader view of leadership (EDAD 503) as they learn about organizational theories and structures, the role of the community, and the relationship of organizational theory to leadership. Students take a critical look at the organizational structure and leadership in their own professional settings. Master’s students learn to be critical consumers of research (EDAD 510) and develop the Inquiry Plan for gathering data to inform their research project.

In **Semesters 3 and 4**, courses become more targeted, beginning with a study of Policy, Governance and Community Relations (EDAD 561) and School Finance (EDAD 565). Semester 4 includes EDAD 563 Human Resource Administration and EDAD 564 School Law
and Regulatory Process. In addition, candidates update their fieldwork plans and summarize and evaluate their progress toward competency in Standards 11-15 (EDAD 567). Master’s students collect data toward completion of their research project (EDAD 597).

The program culminates *Semester 5* with Leadership in Public Schools (EDAD 566), a bookend class to semester one’s introduction to instructional leadership (EDAD 505). The semester 5 class is problem-based learning, providing opportunities for candidates to consider the complexity of leadership via case studies drawn from the field and to apply their learning toward potential solutions. Finally, in Semester 5, students present the artifacts of their field experience and write their competencies (EDAD 567). Instructor evaluation of their fieldwork combined with successful completion of all courses determines candidate eligibility for a preliminary credential.

Master’s students complete their research portfolios and present their findings at the Annual Educational Leadership Master of Science Exhibition and Symposium, an interactive poster session which is attended by MS graduates and their families as well as candidates in earlier phases of the program. Our first symposium occurred in spring 2012 following initiation of the revised, problem-based master’s project initiated in fall 2010.

**Program Strands**
Learning objectives for each course are aligned with and drawn from the California Professional Standards for School Leaders (CPSELS). In alignment with the CPSELS, the program for the Preliminary Administrative Credential and MS in Educational Administration, are the following strands:

**Diversity**
In coherence with the entire College of Education and the COE Justice, equity and Inclusion IN Education (JEIE) task force, the department expects our graduates to be sensitive and responsive to the needs of diverse learners and communities and Every school must educate for American democracy that values the norms and practices of diverse groups and at the same time celebrates shared community values. Educational leaders must know how to provide instructional leadership that optimizes the learning outcomes for all groups.

**Research**
Graduates of the department are expected to be informed consumers of education research. Candidates must understand the standards for evaluating various types of research and the role of research in the continuous improvement of K-12 education. Our graduates will be able to use research, both the research published in the literature and research they conduct, to address the problems in their practice as professionals.

**Written Communication**
Graduates of this program are expected to use the higher levels of Bloom’s Taxonomy in their writing. Written work will show that candidates have given thoughtful consideration to assignments and not just re-state lectures or text material. Rather, candidates will be able to show that they understand the course content and literature by applying it to the *real world* and suggest original interpretations of a topic. Writing should demonstrate that candidates can address
educational issues in ways that show critical analysis.

Graduate level writing will:
   1. directly address the requirements of assignments
   2. be free of grammar or spelling errors
   3. be well organized using subheadings
   4. use a sophisticated style
   5. be presented professionally
   6. show understanding of interrelationships
   7. apply theory and best practice
   8. demonstrate persuasive use of meaningful data

Oral Communication
Graduates of this program are expected to make presentations to groups of various sizes in a way that communicates complex information that is readily comprehensible. Candidates will practice a range of oral communication styles varying from informal contributions in classes to formal presentations in classes and fieldwork settings.

Professional Perspective
Graduates of the program will be familiar with professional organizations in the field of educational leadership and will have had opportunities to begin their participation in these groups. School leaders face complex dilemmas and multiple accountabilities, among these is being accountable to the profession. Graduates are expected to understand the norms and ethics of the profession and their implications for serving a diverse community.

Distributed Leadership
Our graduates are expected to move into leadership roles where they will be prepared to lead quality change toward the improved achievement of all students. The complexities of today’s schools cannot be managed alone. We expect our graduates to have the knowledge and skill to recognize and nurture the leadership in others and to engage all stakeholders toward a culture of shared leadership and accountability.

Technology
Graduates are expected to be knowledgeable users of technology for management and instructional purposes including the management of data and the support of teaching and learning.

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.

Rationale
Mission Statement of the College of Education
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be
critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Mission Statement of Department of Educational Leadership
Our mission is to prepare school leaders who demonstrate strategic, instructional, organizational, political, and community leadership; and to provide the community a source of scholarship and assistance in interpretation and application of scholarship.

In alignment with the mission of our college and as asserted in our department mission statement, we seek to prepare scholar practitioners who are prepared to lead effectively in diverse settings.

The program is grounded in current research, as evidenced by the frequent updates of course materials. Our students examine instructional leadership and the challenges of leadership amid a diverse community via works such as School Leadership that Works (Marzano, Waters, & McNulty, 2005), the core text for the introductory course (EDAD_505) and Cultural Proficiency: A Manual for School Leaders (Lindsay, 2009). Instructional leadership requires building a culture of continuous improvement; Marzano, et al. focuses on first and second order change and the 21 leadership responsibilities related to student achievement.

Context is important, and public school leadership requires collaboration with diverse communities. Culturally proficient leadership is imperative. Further, Lindsay’s work promotes self-reflection and provides tools for building cultural proficiency.

Additional theoretical underpinnings include the major paradigm shifts in organizational theory: classical, behaviorist, and systems theory and organizational structures as presented by Marion (2002) and Chance (2009). The human dynamics of leadership vs. management and related concepts of motivation such as those explored in both seminal works (Glickman, 1985, 2009) and contemporary sources (e.g., Shafritz, Ott and Jang,2011). Senge (1990, 2006) and the premise that leaders must be learners and able to shape a culture around a shared vision has shaped our own vision.

Applying theory to practice is exemplified through the use of case studies. Theories emerge from empirical research, observations and the collection of data. Case studies based on experience present opportunities for potential leaders to problem solve, collaborate, and transfer theory to practice (Kowalski, 2012).

The concept of distributed leadership (e.g., Spillane, 2004) as a strategy that promotes meaningful collaboration, the investment of all stakeholders, and the promotion of shared accountability is an essential for today’s school leaders, and a recurring theme.

Practical scholarship has a significant role in our program and includes the work of DuFour (1998, 2008) and Reeves (2002), and provides current models of effective leadership, models which demonstrate how data driven decision making, professional learning communities, and standards-based instruction affect student achievement and a culture of continuous
improvement

Alignment with Performance Standards
Each course in our program is guided by measurable learning objectives, objectives derived directly from the Performance Standards (CPSELs) adopted by the department in 2010. Though the original CTC standards were similar, updating to the standards adopted by the commission in 2004 provided an opportunity to reconceptualize what we want our graduates to know and be able to do. To ensure alignment, Fieldwork Procedures are updated as needed to ensure a close connection between key assignments and the performance standards (see Fieldwork Handbook). Candidates are expected to complete an average of four activities aligned with each standard.

In addition, faculty review the alignment of courses, assignments, and fieldwork annually to ensure that the learning objectives for each course align with the Performance Standards. These are identified within each course syllabus and tied to the course activities and assessments (Standards, Course, Assignment Alignment).

Learning Theory
Adult learning theory (Andragogy) is important in the organization of the credential program because (a) the candidates in this program are adult learners, and (b) as emerging instructional leaders they must be able to provide support for adult learners in the professional communities they will lead.

Characteristics of Adult Learners:
• Need to know why they need to learn something
• Prefer to learn through experience
• Tend to approach learning as problem-solving
• Learn best when the subject content is important
• Are not beginners, but are in a continuing process of growth
• Bring with them a unique array of experiences and values
• Come to the learning process with intentions and expectations
• Have competing interests which are the realities of their lives

These characteristics are addressed as guiding principles in the design of courses and fieldwork experiences. They are also taught explicitly in the EDAD563, Human Resource course in relation to the orientation and staff development functions.

Effective andragogy is supported by cohort model to organize the components of the program. Whether the candidates meet on campus or off campus in a school district, they are part of a cohort that is formed as they enter the program. Across the five semesters of the program cohort members build strong professional relationships with one another and a culture of interdependence that models the shared leadership and accountability desirable in a strong school culture.

Strategies that honor the experience that each candidate brings to the program include group projects and collaborative inquiry (see EDAD 505 Inquiry Project). In pairs, small groups and
individually candidates become class leaders. In virtually every course, students are expected to develop and present course content and facilitate discussions. Each course syllabus outlines these expectations in detail and includes rubrics which guide the students and provide the basis for evaluation (see EDAD 564 Legal Incident Assignment). Instructional technology is embedded within each class and employed by both instructors and candidates in their course leadership roles.

As additional examples of andragogy, the bookend classes in leadership Instructional Leadership (EDAD 505) and Public School Leadership (EDAD 566) include book study groups. Students select a current book, written by a prominent researcher and related to instructional leadership and the book groups become small learning communities (see EDAD 505/566 Book Study List). They are self-regulated PLCs. The shared reading experience is purposeful and each PLC critically analyzes the text and develops a presentation based on the book and the group’s analysis. Individual reports are also assigned (see EDAD 566 Book Review).

**Technology**  
Since our last accreditation, both instructors and students have increased skills and expectations regarding technology. The university moved from Blackboard to Moodle in 2010, a change which increased the versatility in class management and interaction. All course documents are via Moodle and class announcements are made using this resource. Additional features include Discussion Forums, WIKI, and blogs, each of which facilitates collaboration within the cohort. Our newly launched Online/hybrid classes depend heavily on Moodle software as the vehicle for group and class interaction, but face-to-face classes also take advantage of these options. Student groups use Titanium to communicate and plan their group projects including presentations using Wiki or Group Forum applications. Hybrid classes meet three times a semester, and often include group presentations that they have developed together in a virtual setting. All classes, however, include instructional technology, including power point, Prezi, and hot links to YouTube, Ted talks, or other Internet sources relevant to the subject.

Course documents including syllabi, handbooks and guidelines, and forms (e.g. for Fieldwork) are available online.

> 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.

**Application**  
Planned learning experiences take place in and out of the classroom. Although many activities within the classroom are designed to replicate dilemmas experienced in the field, the primary vehicle for application occurs in completion of assignments and in the fieldwork component of the program (see Fieldwork Handbook). Fieldwork does not occur in isolation, however. Course content and assignments are closely aligned. The Standards, Fieldwork, and Course Alignment document identifies key assignments that illustrate this connection (see Standards, Course, Assignment Alignment).

**Assessments**  
In effect, assessment is an ongoing activity. Syllabi typically include a variety of assessment
criteria, including participation, written activities which vary according to learning objective(s), and class leadership activities in the form of presentations and group projects. A review of any syllabus will demonstrate the full range of assessment activities which characterize the program. Instructors provide detailed feedback and work which does not meet standards is returned with an opportunity for a “re-do.” Hence, we view assessment as a learning activity.

The following is a summary of the major assessment activities which inform instructors of student progress and provide data for program assessment. Each assignment includes a rubric to inform candidates of instructor and department expectations and to

**Pre and Post Inventory of Candidate Competence**
Developed by the department in 2008, the Pre and Post Inventory of Candidate Competence is an item self-assessment that each candidate completes at the beginning of the program and again near the end of the program (see [Candidate Inventory](#)). The purpose of this assessment is twofold: (a) As a pretest, it is a tool for the candidate, the candidate’s mentor, and the instructor to use in developing relevant field activities, experiences that will expand each candidate’s knowledge and skills; (b) as a posttest, the inventory provides a measure of growth for the candidate. The department uses these measures as an indicator of program efficacy (see an example of extensive analysis in Barton & Cox, 2012).

**Signature Assignments**
Although all assignments connect to Standards 10-15, each course also includes a signature assignment (see [Signature Assignments](#)). In 2012, the department identified these assignments and made a commitment to use these assignments as part of the program assessment plan as stipulated in the Biennial Report.

**Master’s Project**
Revised in 2010, the master’s project revolves around a problem of practice in the candidate’s home school or district. Formative assessment occurs during Semesters 1, 2, and 4, (EDAD 597, EDAD 521, and EDAD 597). During each of those semesters, a portion of the project is completed, assessed and becomes part of the Project Portfolio. The culminating summative assessment occurs in Semester 5, the final semester of EDAD 597. Students complete their portfolio by describing their findings, conclusions and implications (see [Master's Project Guidelines](#)). In addition, each graduate student participates in the Symposium and Interactive Poster Session as a culminating experience in EDAD 597.

**Formative Assessment in Fieldwork**
Progress in fieldwork is assessed through three semesters of EDAD 567 Fieldwork which make provision for both mid-semester and end of semester assessments. Candidates submit a summary of fieldwork activities, Form C; a personal reflection on their learning, Form D; and a mentor evaluation, Form E in each of the three semesters. These forms are included in the [Fieldwork Handbook](#), beginning on page 3, and available to students electronically. These assessments are designed to monitor student progress and to identify students having difficulties in completion of fieldwork. A summary of the formative assessment process is available in the Fieldwork Handbook.

**GPA Requirements for Completing Credential Program**
The minimum GPA required to be recommended for a certificate of eligibility or a credential is
an average of 3.0 for all classes taken at CSUF in the credential program.

Any faculty member who may have concerns about the progress of a student in the program or their suitability to be recommended for administrative positions in the public schools may request a department review of the student’s performance at the end of the student’s first or second semester in the program. The issue will be considered at a department meeting.

Should the consensus of the faculty confirm the concerns, the department chair will provide specific written information to the student as to the nature of the concerns and the steps necessary to resolve the concerns. The chair will meet with the student and the cohort leader to discuss the concerns and necessary steps to resolve the concerns.

In situations where the continued participation of the student in the program is not recommended by the department, the policy and procedures for removing a student from the program will be followed.

**Determination of Candidate Competency**

**Performance Standards Competencies**

At the end of the fieldwork program (Semester 5), candidates are required to demonstrate their performance competencies. This summative assessment of competency includes a submission of a portfolio of artifacts documenting the fieldwork completed and completion of “Competency coversheets” (see [Fieldwork Handbook](#)). This culminating experience is introduced Semester 1 of the program and monitored via the formative assessments described above. A revised rubric for the competencies was completed in spring 2013 ([EDAD 567 Rubric for Competency](#)). The following chart outlines the process of determining candidate competence.

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
<th>Approved by</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting evidence of competence</td>
<td>Candidate Mentor (Form E)</td>
<td>Throughout the program</td>
<td>Keeping a set of files by standard</td>
<td></td>
</tr>
<tr>
<td>Determination of competence</td>
<td>Instructor of EDAD566</td>
<td>Sem 5 EDAD 567</td>
<td>Mentor &amp; Instructor of EDAD566</td>
<td>Evidence coversheets and attached evidence</td>
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Category I: Program Design, Coordination and Curriculum

Standard 2: Program Coordination

The sponsor of a professional leadership preparation program establishes one or more partnerships that contribute substantially to the quality and effectiveness of the design and implementation of each candidate’s preparation.

Partnerships address significant aspects of professional preparation. An agreement between the partners is cooperatively established with each partner sharing the responsibility for the implementation and success of the program.

Throughout the history of the administrative program at California State University, Fullerton, partnerships have been an important and valued element. Our partnerships include cooperative agreements that are individual, relating to the participation of individual candidates, and programmatic.

Department and School District Agreements
Candidate Admission and Support
Admission to the credential program requires district notification, and agreement to provide support. The requisite form is presented below.

The Department of Educational Administration at California State University, Fullerton, works collaboratively with school districts in training future school administrators. The candidate listed below is making application for admission to a credential program. The candidate will be seeking letters of reference from three professional educational leaders. One reference must be from a district level administrator and one from a building level administrator. Please sign this form indicating that you are aware that this person is making an application to our program. We seek to place candidates in exemplary, well-managed schools for their fieldwork experience. This individual will require the assistance of a mentor who is an administrator in your district. It is CSUF’s goal that working collaboratively we can select excellent mentor administrators to work with our students.

District Responsibilities for the Master’s Project
Nine out of 10 candidates enter the program without master degrees and enroll in the research (EDAD 510) and Project (EDAD 597) courses. EDAD faculty teach and guide candidates through the five semesters of the program toward completion of their projects. School districts, however, also have a role. Master’s projects are based on a problem of practice in the candidate’s workplace, therefore requiring permission of the district and the site to gather data or to have access to existing data. The benefit to the district is that the candidate’s findings will be made available for review; this opportunity also facilitates the candidates’ opportunity to demonstrate their leadership skills.
**District Responsibilities for Fieldwork**  
The collaborative role of the district and the role of the mentor are described in detail below and can be found in the [Fieldwork Handbook](#).

**A Collaborative Approach to Fieldwork**  
A significant aspect of the professional preparation of educational leaders is that which provides actual on-the-job experience under the immediate direction of a practicing school administrator, called the mentor, and the general supervision of a university instructor, called the fieldwork supervisor. District support is an important contributor to this process.

All professionals owe something to the perpetuation of their profession. Perhaps the greatest contribution that an administrator can make in this direction is the sharing of years of training and experience with a student in training. Through assisting these candidates, the rich experience shared by the administrator will result in better instruction for pupils and increasing excellence in the practice of educational leadership, as these credential candidates become professional school leaders.

**District Responsibilities**  
For fieldwork to be successful, the selection of a mentor and the site placement for the fieldwork are critically important. The superintendent provides the confirmation that this requirement will be met when the “Notice to District Superintendent of Application” form is signed for the Applicant Portfolio in the admission process. At Cal State Fullerton, students do fieldwork during all the semesters they are enrolled in the program.

**Resources Provided by the District**  
Many resources are provided by district partners, such as time for the mentor-administrator to work with the future administrator; some class coverage to allow time for meeting and for fieldwork activities such as visits to other sites or the district office; fieldwork activities such as shadowing an administrator for a day; and help for the mentor and the future administrator in arranging fieldwork activities at sites with diverse student populations and at a variety of school levels and settings.

**Mentor Qualifications**  
Data about the qualifications of mentors are collected on the form titled, Qualifications of Fieldwork Mentor which is collected before fieldwork can begin (see [Fieldwork Handbook](#)). The mentor must be certified, experienced in school administration, and qualified in supervision.

A collaborative process in selecting a mentor will ensure the potential for a successful experience through the joint effort of the candidate, the candidate's mentor, and the university fieldwork supervisor.

**Mentor Responsibilities**  
A single administrator should be identified as the mentor and assumes overall responsibility for the entire semester. The mentor's work entails the following:

1. Helping to create a support system for candidates for the administrative credential.
2. Planning the fieldwork activities in collaboration with the candidate.

3. Conferring with the candidate on a regular basis with respect to expectations, advice, and assessment of the candidate's work. Mentoring should reflect the candidate's changing needs as s/he progresses through the program.

4. Assuring that the planned fieldwork activities are balanced to provide (a) an awareness of a full range of administrative responsibilities, (b) both site level and district level functions, (c) experiences with diverse populations, and (d) experience at more than one school level (e.g. primary, upper grades, middle/junior high, high school, adult school).

5. Verifying that the candidate has completed the activities;

6. Evaluating the effectiveness with which the field experiences were accomplished.

The candidate, to the extent that qualifications permit, should actually play the role of assistant administrator in the areas assigned and contribute to better instruction, personnel administration, community relations, business services, or other school functions.

It is true that mentoring of a candidate seeking such experience will take some time, but it is also true that the candidate can become an efficient right arm of the mentor/administrator in making administration more complete and effective.

**Role of the University Field Work Supervisor**

Throughout the course of the program, the student candidate receives support from the university supervisor who will…

1. Review progress toward completion of the Fieldwork Plan (Form B); and
2. Make certain that forms and other elements of reporting are prepared according to specifications.

The university fieldwork supervisor provides appropriate direction to the quality of the field experience assignments. The university supervisor collaborates with the mentor and candidate in planning and evaluating field experiences. The university supervisor will maintain routine contact with the student and the mentor-administrator by phone and e-mail correspondence. The grade for each semester is assigned by the university supervisor with input from the student and the mentor. During semesters when the candidate is not enrolled in EDAD 567, students are encouraged to contact the graduate advisor for any needed guidance or assistance regarding fieldwork (see Fieldwork Handbook).

**Off-Campus Cohorts**

The Department has long standing relationships with districts that have hosted off-campus cohorts of credential candidates. Some courses are taught by qualified district administrators (a terminal degree is required to teach in the program). The districts provide space for the cohort to meet and access to district data for fieldwork and course assignments. In one instance, a district even purchased the staff members have also been speakers in the courses. The department also offers all of the courses in the program at the Irvine Campus of CSUF.
Since 1999 the department has formed cohorts of candidates who meet in school district facilities. To date, Cohorts have been hosted by:

- ABC Unified School District
- Anaheim City School District
- Anaheim Union High School
- District Capistrano Unified School
- District Corona Norco Unified School
- District East Whittier School
- District Fullerton Joint Union High School District
- Fullerton School District
- Newport Mesa Unified School District
- District Orange Unified School
- District Paramount Unified School District
- Placentia Yorba Linda Unified School District
- Saddleback Valley Unified School District

In 2011-2012, cohorts were in place in four locations: the main CSUF campus, the Irvine campus and in two partner school districts: Capistrano Valley and Fullerton Joint Union School district. The guidelines for the facilities provided by the districts are outlined in a document that is provided to the districts. Whether implementation of our new online/hybrid credential and master’s program will affect interest in off-campus cohort offerings remains to be determined.

**Off-campus Support Expectations**

1. The facility should have ample space for the cohort class meetings, restroom access, and ample parking spaces in well-lighted areas. (Note: if the facility is a classroom, it is important that the expectations listed here can be provided without causing the resident teacher(s) to make unnecessary accommodations.)
2. The facility should be available (unlocked) prior to the designated meeting times.
3. The meeting room should not be a lounge or recreational facility.
4. Consistency of availability is essential. It is important that the class meets consistently in the same facility and not be expected to move repeatedly to other locations/classrooms.
5. Adequate heating/air conditioning to ensure a stable and workable environment
6. Student desks or tables designed for adult use
7. Whiteboard space with dry erase markers and eraser is preferred, although not required.
8. Sufficient space and room arrangements to accommodate breakout sessions without disrupting resident teacher arrangements
9. Knowledge about and access to an individual at the site who can address problems related to the facility and/or equipment
10. Access to an LCD Projector and the Internet (Added in 2010).

**Practitioners as Instructors**

Over the course of the program, a number of district employees with terminal degrees have
taught courses in the program. In 2011-2012, two CSUF graduates taught for the Department, one a sitting elementary principal and the second an assistant principal in a high school.

Districts provide a fieldwork mentor for each candidate in the program. Applicants are required to have a form signed by the superintendent of their districts, which outlines this requirement and lists likely mentors. Feedback from our candidates and partners is provided in a number of ways. The Council of Educational Leadership Candidates meets twice a year with their faculty advisor to give feedback about the program. Two candidates from each cohort represent the candidates in these meetings.

Input from all of these sources is reviewed in Department meetings and have led to changes in the program. For example, inclusion of teacher observation and conferencing techniques and the use of ASCD videotapes for this purpose were suggested in a meeting with our partners in the Fullerton Joint Union High School District. Similarly, we have moved the EDAD564 School Law class from the summer to a regular semester, because of feedback from candidates about the difficulty of dealing with this course in the compressed summer schedule. In 2010 we initiated a significant change in the master’s project, moving away from a traditional five-chapter document to a portfolio model which now culminates with a structured poster session where candidates share their research with peers, faculty, and school based leadership (see Project Guidelines). Titles of these projects testify to the practical application of theory. Examples from Spring 2013 include the following: Factors That Increase Teacher Participation in Common Assessments and Their Impact on Teacher Collaboration; Instructional Practices and Intervention Strategies of Biology Teachers at OVH; The Effectiveness of Math Intervention at Giano Intermediate School; The Effectiveness of an Early Literacy Program for Latino Families. A complete list of research presented is available at the following links: (see First Annual Master’s Symposium, 2012 and Second Annual Master’s Symposium, 2013)

The College of Education has an active COE Dean’s Advisory Council that meets with the dean and the department heads on a regular basis to review the various credential programs and to inform the departments about the needs of the school districts.

Program faculty are members of ACSA, California Association of Professors of Educational Administration, Association of Professors of Educational Administration (national organization) and University Council for Educational Administration and actively promote membership in professional organizations. Faculty have attended and presented at a variety of statewide conferences and published articles in related journals.

**Survey Data**

Both mentor and candidate feedback is solicited annually in the form of a survey. These data are shared with faculty, and examined on no less than an annual basis (depending on the number and timing of newly admitted cohorts) in order inform continuous improvement efforts.

The results of these two surveys were used to inform program revisions leading to the transition plan submitted in January 2015 for implementation beginning September 1, 2015. This transition plan aligned the program to the CAPES/CACES. Among the proposed changes in this document is the addition of a P-12 Advisory Board that will also review survey data and make recommendations to the faculty for programmatic changes and enhancements.
Mentor Survey
The candidates in our program come from districts in Orange, Los Angeles, Riverside, and San Bernardino Counties. In order to assure that all participating districts are able to give continuous input about the program, fieldwork mentors are surveyed at the end of the program regarding their perceptions of program quality and candidate preparation. In both 2012 and 2013, more than half of the respondents indicated that they had recommended that a colleague or family member enroll in the Educational Leadership program at CSUF. (see Mentor Employee Survey, 2012 and Mentor Employee Survey, 2013)

Candidate Surveys
Candidates complete two surveys at the end of the program, one prepared by the Department of Educational Leadership and one designed by the College of Education (COE). The COE also surveys candidates midway through the program. These data are examined annually to identify areas of relative strength and weakness. In both 2012 and 2013, nine out of 10 candidates indicated that that the program at CSUF achieved its mission to prepare credential candidates to be educational leaders (see End of Program Surveys, 2012-2013). As stated in the 2012 Biennial Report, the department fared well in the COE mid-point and end of program surveys. From 2010 to 2012, out of 102 possible responses, only 10 items received less than 90% positive responses.
Category I: Program Design, Coordination and Curriculum

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.

Theory and Practice: Reflection
The Educational Leadership program promotes candidate development and understanding of instructional leadership skills through experiences that reflect a balance between theory and practice. Courses are not taught in isolation but purposefully are designed to build upon one another scaffolding learning experiences for candidates.

Instructors facilitate a process that introduces theory, tests theory via participatory experiences and observation of practice, and back again. This integrated approach accentuates the relationship between theory and practice as well as the relationships among the wide range of responsibilities of the school site instructional leader. As a result, the candidate is continuously building a repertoire of knowledge and skills with an understanding of their roots in the many functions of a school administrator.

Candidates are consistently encouraged to ponder the link between theory and practice through discussions, assignments, presentations, and critical analysis. The goal is to get candidates to recognize that the dynamics of effective school leadership rest with the application of knowledge and reflective thinking. Through scenarios, issues, situations, case studies, and leadership dilemmas, candidates are asked to identify issues, critique options for action, decide on courses of action, develop supporting rationale, and evaluate the effects of action taken. In moving through the process of decision making, candidates are also encouraged to consider the value of research, models, and past experiences. Examples of specific activities follow.

Application
Assignments often require candidates to reflect on the complexity of the leader’s role and the relationship of theory and practice, include the following. In our introductory course, EDAD 505 candidates read and discuss School Leadership That Works: From Research to Results by Marzano, Waters, and McNulty (2005); this text is used to provide candidates with a research base of school leadership. Using this research-based framework, candidates analyze the instruction leadership practices at their respective sites and identify the salient characteristics of effective instructional leadership practices relative to meeting the needs of a marginalized group (see EDAD 505 Diversity Assignment). Further, candidates explore diversity in terms of cultural literacy and assess their own organization using Randall Lindsay’s cultural continuum (see EDAD 505 Cultural Proficiency Continuum). Similarly, in EDAD 503, candidates conduct an organizational analysis based, in part, on Introduction to Educational Leadership &
Organizational Behavior: Theory into Practice (Chance, 2009). EDAD 561, Policy, Governance, Community Relations, takes candidates into their local school community to conduct an environmental scan of business, public services, and organizations.

This activity culminates in a Community Relations Plan which puts theory regarding community collaboration into action (see EDAD 561 Community Relations Plan).

Fieldwork (EDAD567) requires candidates to develop an 18-month plan of field experiences. During each EDAD 567 course (Semesters 1, 3, 5), candidates report on their progress and evaluate their learning relative to the professional standards (see Fieldwork Handbook).

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.

**Essential Themes, Concepts, Skills**

Learning objectives for each course are tied directly to the California Performance Standards expected of Educational Leaders (Professional Standards 10-15) thus ensuring that course content, instructional activities and activities/assessments address the full range of dispositions and skills expected of educational leaders. Essential themes are aligned with the Professional Standards 11-15 (See Standard 1) and include: Strategic Leadership (Vision of Learning, Personal Ethics), Organizational Leadership (Organizational Management) Instructional Leadership (Student Learning), Political Leadership (Political…Cultural Understanding) and community Leadership (Working with Diverse Families and Community). Key assignments for each course are aligned similarly (see Standards, Course, Assignment Alignment).

Recognizing that leadership is learned through a combination of study and practice, candidates are exposed to experiences that require them to learn and hone skills through self-assessments, role playing, case studies, critical analysis, collaborative work, discussion, fieldwork, presentation papers, PowerPoint presentations, data analysis, and interviews. EDAD 566 Organizational Leadership requires students individually and in teams to examine current leadership dilemmas in the form of case studies selected from the Journal of Cases In Educational Leadership and other sources and to apply a problem-based model in their analysis of the case and proposals for addressing the problem (see EDAD 566 Case Study Analysis).

Just as theory is not discrete from practice, individual courses are not isolated learning experiences. To that end, the Educational Leadership program seeks to provide a sound foundation of knowledge and theory that can be applied in related areas. EDAD 505, Instructional Leadership, and EDAD 503, Organizational Theory, prepare students for EDAD 561 School Organization and Governance. In EDAD 561, students learn about California school governance, visit and analyze a Board meeting, (see EDAD 561 Board Meeting), and investigate the path of policy implementation from the federal level to the...
local site (see EDAD 561 Policy Paper). Closely related is EDAD 564, School Law and Regulatory Processes. In this course, students learn about pivotal court case law and apply law to contemporary scenarios and case studies. Each student becomes an expert on a significant piece of legislation or law that affects school leadership (see EDAD 564 Legal Incident Assignment).

Instructors work with candidates and candidate mentors to ensure practical fieldwork experiences that are school based and reflective of course content and school site application. To further expose students to the complexity of the job, fieldwork requires a minimum of three shadowing activities in which candidates “shadow” a current practicing leader, and several opportunities for “structured observations” (discipline hearing, IEP with parental permission, school site council meetings, etc.) (see Fieldwork Handbook).

The program develops each candidate’s understanding of how successful resource management affects successful instructional leadership.

**Resource Management**

Just as School Governance (EDAD561) is built on the foundation of Organizational Theory (EDAD503) and Instructional Leadership (EDAD505), so are EDAD 563, Human Resource Administration and EDAD 565 Finance.

People are the most valuable of resources in any organization; in schools, effective hiring, supervision and evaluation are the foundation for effective teaching and learning. Methods of recruiting, interviewing, hiring, supervising, evaluating, and promoting and retaining effective teachers are studied in EDAD 563 Human Resource Administration. Students complete a Classroom Observation assignment that includes a pre and post conference with a peer and collaboratively analyze personnel-related dilemmas from the perspective of a site administrator.

EDAD 565 Finance addresses the background of fiscal policy in California, the issues presented by current policy, and the practical application of policy at both the district and the school level (see EDAD 565 District Interview and Budget Analysis). Candidates interview a site and district leader and learn the complexities of the task. A culminating experience is the completion of a mock school site budget (see EDAD 565 Budget Assignment).

Fieldwork experiences focused on promoting a shared vision of learning for all candidates, fostering effective teaching practices, and managing resources to support an effective learning environment are central to the experiences of candidates in EDAD 567 (see Fieldwork Handbook).

Whether coursework is focused on human resource administration, fiscal management, organizational theory, school law, instructional leadership, serving diverse populations, or school policy, governance, and community relations, candidates encounter experiences related to vision and goal setting, analyzing pertinent theories and models, building inter and intrapersonal skills, coaching and motivating, collaborating and delegating, collecting and analyzing data, planning and implementing, decision making and feedback retrieval. The
knowledge and practices associated with these skills are not unique to any one content area but must be understood and practiced at all leadership levels in the school environment. Instructors in the Educational Leadership program purposefully plan and coordinate instruction to foster an integration of experiences for all candidates. The diverse experience of Educational Leadership full-time and part-time instructors reflects extensive experience in public education teaching and leadership. It also reflects a wide range of education focused research. The balance of theory and practice is reflected in course content and candidate expectations (see Standards, Course, Assignment Alignment).

Candidates in EDAD 503 (Organizational Leadership) investigate the relationships between organizational structure and institutional leadership. They look closely at the implications of a school’s structure, history and culture on the ability of one to lead and manage the students, teachers, classified staff, parents, and community (see EDAD 503 Organizational Analysis). In EDAD 561 (Policy, Governance, and Community Relations), candidates study the relationships between the politics, policies, and governing elements of school districts and the implications for those who are providing leadership within the schools (Spring, 2005). It is important for the candidate to understand the relationships that exist between the need to improve the quality of instruction for all students and the need to meet the expectations of other stakeholders: the district, community, federal government, state, school laws, parents, and school staff. Only when the candidate is equipped to reflect thoroughly and knowledgeably about issues and options is the candidate equipped to be an effective leader.
**Category I: Program Design, Coordination and Curriculum**

**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.

Preparing educational administrators to lead ‘diverse schools’ requires an articulated process throughout each of the components of the program: coursework, fieldwork, and master’s project. Diversity (See Standard 1) is a major strand throughout the program and several courses and program activities specifically prepare candidates for this dimension of leadership. These include EDAD505, Instructional Leadership; EDAD 503 Organizational Theory; EDAD561 Educational Policy and Governance; and EDAD 566 Organizational Leadership. Further, department representation on the College of Education Task Force on Just Equitable, Inclusive Education (JEIE) provides ongoing strategies and recommendations for ensuring that JEIE continues to be a highly visible area of focus. Related assignments and activities are outlined below.

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. The program prepares candidates to facilitate and lead stakeholders to provide equitable access to the core curriculum and the school community.

**Access, Support, and Attitudes**

The Diversity Assignment is the first major assignment of the program and is designed to assure candidates have the opportunity to work with schools and/or school districts that serve students who are ethnically/culturally/linguistically/gender/social-economic/sexual orientation/ and ability-wise diverse from themselves (see **EDAD 505 Diversity Assignment**). To that end, students are required to write a 12-15 page paper that analyzes the instructional leadership practices at their school site.

This assignment goes beyond describing “what is”; it requires students to examine related policies and practice and identify “what’s working” and “what is not working” relative to providing access and support to all students.

*Cultural Diversity: A Manual for School Leaders* (Lindsay, Robins, &Terrell, 2009) is a required text for EDAD505 and students are asked to reflect on their own level of cultural awareness via forum discussions; electronic forums have proven an effective way to create safe space for the discussion of sensitive (see **EDAD 505 Cultural Proficiency Forums**). Additionally, candidates do an informal assessment of the cultural awareness and biases at
their school sites and based on that data they complete a Cultural Proficiency Continuum (see **EDAD 505 Cultural Continuum**). The Cultural Continuum and related class activities build an awareness of attitudes within their school and provide tools for facilitating similar activities as leaders on their campus.

Candidates continue their learning during **EDAD 503** Organizational Leadership course which includes concepts of poverty, culture and community involvement.

“Equity Traps...” (Equity Traps: A Useful Construct for Preparing Principals to Lead Schools That Are Successful With Racially Diverse Students) is a provocative research article that reveals the “excuses” that interfere with equity and access for marginalized groups (see **EDAD 503 Equity Traps**). Candidates also complete an organizational analysis that assesses communication to and involvement of stakeholders, including not only the school population, but also parent and community members involved directly and indirectly with schools (see **EDAD 503 Organizational Analysis**). A third assignment in EDAD 503 requires professional reflection. The Tenets and Philosophy paper compels candidates to reflect on and articulate their leadership values (see **EDAD 503 Tenets and Philosophy**).

Throughout the program, candidates assume leadership roles within the class setting and have opportunities to facilitate class discussion, role play, and lead their peers in the analysis of problems that include issues of access and equity typical of those faced by current school leaders. Often, as in EDAD503 and EDAD566, students are simulating the roles of site leaders who are struggling with equitable solutions to complex dilemmas.

The program provides opportunities for candidates to learn how to maximize academic achievement for students for all ethnic, race socioeconomic, cultural, academic, linguistic or family backgrounds; gender, gender identity and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

Closely connected to the Diversity Assignment which focuses on the needs of a specific under achieving group is the Data Diary assignment which requires students to access longitudinal data for their site and to identify the subgroups in greatest need (see **EDAD 505 Data Diary**). The use of data to inform instruction is emphasized. They also are learning from the literature, what best practices exist to better target the learning needs of students who have varying combinations of social and academic disadvantages.

**EDAD 564** School Law includes learning the legal requirements for accommodation of for students with special needs. EDAD 564 also addresses IDEA and the requirements of “due process” in Special Education programs. Beyond the letter of the law, the course presents a variety of scenarios with ethical as well as legal dimensions. Professional standards and the conflicting accountabilities of a leader’s role are examined.

Context matters. **EDAD 567** (Fieldwork) guidelines require that students have fieldwork experience in diverse settings, specifically in settings that represent demographics other than those in their home school. A minimum of three fieldwork activities must take place in a school or district setting other than their own. Fieldwork Plan Form B requires students to identify the specific setting for each of their fieldwork activities (see **Fieldwork Handbook**). For each
planned activity, candidates describe the setting in which they will be working, including the organizational level (e.g., grade level); student body ethnicity; percent of English learners; and percent of low socioeconomic students. A minimum of three of 24 fieldwork activities must take place at a setting other than their home school.

The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

Institutional bias is addressed directly in EDAD 505 Instructional Leadership, Semester 1, when students gather data and assess their organization in terms of cultural awareness (see EDAD 505 Cultural Continuum). Similarly, they assess their own cultural proficiency on the continuum, which Lindsey (2009, Cultural Proficiency for School Leaders) identifies as ranging from Cultural Destructiveness, cultural Incapacity, cultural blindness to Cultural Precompetence, Cultural Competence, and finally Cultural Proficiency. EDAD 503 Organizational Leadership course confronts issues of institutional bias, as well. The course requires candidates to analyze the organizational structure of their districts and schools (see EDAD 503 Organizational Analysis). In the process, students have identified concrete instances of institutional bias, and have studied its root causes and ways to minimize their presence in both formal and informal contexts.

In writing their Tenets and Philosophy, candidates articulate their own values in light of a growing awareness of institutional bias and equity traps (see EDAD 503 Tenets and Philosophy).

In EDAD 561 (Policy, Governance and Community Relations), the course readings challenge students to reflect on the competing interests that exist in serving a diverse student population; this includes discussion about how politics and community relations play a role in how available and how meaningful equity and access is to all students. Students draw a Community Map that identifies community resources and diversity. Based on that map they describe how they would go about developing and implementing a Community Relations plan (see EDAD 561 Community Relations Plan). Leading up to this assignment, students also are required to visit a school board and write about their experience, focusing on the institutional behavior the board exhibits routinely. Students also read selections on school-community relations, which have led to discussions about how those relationships form and what the root cause (and solutions) is of institutions arriving at the relationships they have with their neighborhood communities.

EDAD 505 Instructional Leadership, students collect and learn how to interpret assessment data (see EDAD 505 Data Diary). Between this assignment, and the Diversity Assignment students learn to become more responsive to the wide range of learning needs that exist among diverse populations. Gender equity, as well as other issues of diversity, is a focal point during Candidate competencies and fieldwork activities (EDAD 567). In addition several courses contain learning components directly related to this area: EDAD505, EDAD561, and EDAD566 all contain objectives for candidate learning related to gender understanding, contexts, and equity. Candidates examine their attitudes and expectations through a series of course activities including case study analysis, candidate presentations and instructor-led discussions.
Throughout coursework, candidates develop their capacity to evaluate student needs and provide effective instruction based on those student needs. For example, in EDAD505 Instructional Leadership, candidates discuss appropriate instructional, curricular, and assessment practices within a standards-based environment. In EDAD561 Governance, Policy and Community Relations course, candidates review and develop educational policies for learning equity, and full access for all students to educational resources. EDAD 567 requires candidates to document experiences in which they have worked to provide meaningful access to a quality instructional program. To facilitate students’ planning for fieldwork, the department has included a list of recommended activities for each professional standard within the Fieldwork Handbook.
Category I: Program Design, Coordination and Curriculum

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.

The elements addressed in this standard are concentrated in several Educational Leadership Program courses:

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<td>Role of the school</td>
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<td>Administrative responsibility to nurture</td>
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Historical and Philosophical Forces and Policy Decisions and Prevailing Practices

Courses in our program assist candidates to acquire a conceptual orientation concerning the principles of democratic education, both how it has evolved historically and philosophically and continues to evolve with societal changes. Course activities require candidates to
analyze the impact of laws, policies, and legislation (local, state and national) on schooling. Democratic practices are inherent in the program’s cohort organization which allows candidates to dialogue/debate and reflect on the role of schooling in a democratic society. For examples see syllabi for EDAD 503 Organizational Leadership, EDAD 561 Policy Governance, and Community Relations, and EDAD 564 School Law. Fieldwork activities allow candidates to directly experience schooling in a democratic setting as they deal with internal and external communities (see Fieldwork Handbook). These experiences allow candidates to enhance their ability to analyze situations, communicate, plan, and make decisions as they problem solve, manage, and lead in the school setting.

Role of the School
Candidates analyze and debate the purposes of schooling in a democratic society by reading, class discussions, and making individual and group class presentations as well as preparing and submitting individual and group papers related to topics associated with the role and responsibilities of the school in a democratic setting. Organizational processes and structures are reviewed and analyzed in EDAD 503 Organizational Leadership; students complete an analysis of their own organization (see EDAD 503 Organizational Analysis). EDAD505 Instructional Leadership immerses candidates in experiential learning activities that highlight the role instructional leaders perform in promoting academic success (see EDAD 505 Diversity Assignment).

EDAD 561 Policy, Governance, and Public Relations allows candidates to look in-depth at the political and philosophical roots that have shaped schooling as well as the interaction that takes place between schools and their internal and external communities. The Policy Analysis paper addresses the significance of “schooling in a democratic society” enabling candidates to look critically at the relationships that exist between federal, state and local policies and practices. They learn to recognize and evaluate the impact that policies and practices have at the various levels of education in ensuring a democratic education for all students.

The role of the school administrator to both lead and manage in the school setting, community relations, and relationships with community agencies as well as integrated approaches to providing services to children and families is presented in EDAD 566 Leadership in the Public Schools (see EDAD 566 Case Study Analysis). All courses include discussions, debates, and analysis of how the purposes of schooling in a democratic society are reflected in the readings and experiences of the candidates.

Administrative Responsibilities and Diversity
The concept of diverse populations and how to identify and meet their needs is stranded through all of our program course work. The values and concerns of diverse communities and the involvement of the greater community are dealt with comprehensively in EDAD 561 Policy, Governance and Community Relations and EDAD 566 Leadership in the Public Schools. The former stresses the roles various groups have played and continue to play as our democratic society continues to evolve. In the latter candidates have an opportunity to develop and enhance their skills to identify and meet the needs of diverse populations. In the EDAD561 class candidate complete a Community Relations Assignment which specifically requires that they identify the values and concerns of diverse community members served by their school and how they would involve the diverse community members in school activities.
Candidates are given opportunities to explore integrated service delivery through the interactions of schools, the school community, governmental agencies, and community agencies. In EDAD 561 community relations learning activities are designed to build an understanding of the values and concerns of both the internal and external communities and the importance of authentically involving these communities in the life of the school.

How these policies and practices have evolved and how they continue to evolve are also discussed and debated in class. EDAD 564 School Law familiarizes candidates with federal, state, and local legal and regulative practices. The responsibilities of administrators related to labor contracts are addressed in both EDAD 564 and EDAD 563 Human Resource Administration which includes how the negotiated contracts affect hiring, supervision and evaluation, and transfers. The obligation of the administrator to adhere to the contract is emphasized.
Category I: Program Design, Coordination and Curriculum

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 Standards 10-15 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, Standards 10-15.

The Educational Leadership Program provides multiple opportunities across the curriculum for candidates to learn, practice, and reflect on the role of instructional leaders reflected in Standards 10-15. Across the program, six courses provide opportunities for candidates to learn instructional leadership: EDAD505 Instructional Leadership, EDAD503 Organizational Leadership, EDAD510 Introduction to Educational Research, EDAD563 Human Resource Administration, EDAD 567 Fieldwork Supervision, EDAD 597 Master’s Degree Project, and EDAD 566 Leadership in the Public Schools. Performance Standards 10-15 are addressed throughout the program. The following table displays the standards of emphasis per course.

Standards of Emphasis in EDAD Courses

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision of Learning</td>
<td>X</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>X</td>
</tr>
<tr>
<td>Org. Management</td>
<td>X</td>
</tr>
<tr>
<td>Working w/ Diverse Families,</td>
<td>X</td>
</tr>
<tr>
<td>Communities</td>
<td></td>
</tr>
<tr>
<td>Personal Ethics, Leadership Capacity</td>
<td>X</td>
</tr>
<tr>
<td>Political/Soc/Econ./Legal/Cultural</td>
<td></td>
</tr>
<tr>
<td>Understanding</td>
<td></td>
</tr>
</tbody>
</table>
Courses, Coursework, and Assessments
The curriculum prepares each candidate to view all aspects of instructional 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, Standards 10-15. Formative and summative assessments of candidates are distributed across all courses and implemented by highly-qualified instructors. All course instructors possess demonstrated expertise in instructional leadership by virtue of their current or former roles and responsibilities as superintendents, principals, assistant principals, or program directors. All assessments align with course objectives and are communicated to candidates at the beginning of each course so the performance levels to which they will be held accountable are clear and unambiguous. Assessment rubrics for all graded assignments appear in written formats, are disseminated in the course syllabi with some rubrics also made available online. Multiple assessment measures, including those for real-time and online discussions, research papers, class presentations, and small group presentations are employed with the deliberate intention of respecting the range of learning styles within the classroom. Assessments are authentic, meaning that candidates are asked to demonstrate their competencies in the kinds of tasks that they would be expected to carry out in their future roles as instructional leaders. Candidates are also graded according to how well they comprehend the instructional leadership concepts related to Standards 10-15 including each standard’s sub-goals, how coherently and logically they organize information pertaining to instructional leadership in both oral and written communications, and the extent to which their performances take into account the complexity and highly variable nature of their respective practice settings.

Each course in the sequence is described below and the embedded assessments in the form of key assignments are identified. Each of the assessments includes detailed rubrics which facilitate comprehensive instructor feedback and may be viewed via the hotlinks.

EDAD 505 Instructional Leadership is a rigorous four-unit course that students take first in the program sequence. Candidates are introduced to instructional leadership theory and learn to connect theory to practice by developing the knowledge, skills and dispositions that foster effective teaching in the service of students. Students evaluate evidence of leadership, what’s working, what’s not and examine their own and their organization’s cultural proficiency (see EDAD 505 Cultural Continuum and EDAD 505 Diversity Assignment).

EDAD 503 Organizational Leadership introduces candidates to organizational theory and the relationship of organizational structure to leadership. Organizational structure as an artifact of leadership practice is examined (see EDAD 503 Organizational Analysis). Additionally they reflect on and articulate their personal leadership values (see EDAD 503 Tenets and Philosophy).
**EDAD 510** Introduction to Educational Research is a three-unit course that teaches candidates how to engage in systematic inquiry, using quantitative and qualitative tools for the purpose of inquiring into practice. **EDAD 597** Master’s Project, also taken in one-unit increments by candidates seeking a master’s degree and a Tier I credential, requires candidates to apply the research skills they learned in EDAD 510 to frame a compelling research problem, often related to some aspect of instructional leadership, and conduct a literature search, write a literature review, design and implement a research project, and reflect on the results of their research study.

**EDAD 561** alerts students to the complexities of public school governance and the relationship of policy to leadership. Students trace the path of a policy from the federal to the local level (see **EDAD 561 Policy Paper**). Community relations is a key component of this course (see **EDAD 561 Community Relations Plan**).

Three courses focus on leadership relative to specific key functions of an administrator. **EDAD 563** Human Resource Administration; **EDAD 564** School Law and the Regulatory Process; and **EDAD 565** School Finance. Each course includes key assignments that link directly to fieldwork. The signature assignment for EDAD 563 is the classroom observation which mimics a clinical supervision model of evaluation including the pre-conference, conference, and post-conference process. The focus is on site personnel supervision and evaluation, contracts, grievances, recruitment and hiring (see **EDAD 563 Classroom Observation** and **EDAD 564 Legal Incident**).

Candidates study and reflect on the interrelationship between the tasks of leadership, the responsibilities and ethics, and the need for collaboration with staff, students, parents, and community.

EDAD 566 Leadership in the Public Schools, in the final semester of the master’s program, engages candidates in synthesizing what they have learned, practiced, and reflected upon with respect to instructional leadership by analyzing real-world case studies and proposing solutions to real-world instructional leadership issues and trends. In **EDAD 566** candidates analyze multiple case studies whose central issues revolve around establishing educational equity. Candidates are afforded multiple opportunities to reflect upon their philosophy of instructional leadership and critically examine their personal attitudes about race, gender, and socio-economics (see **EDAD 566 Case Study Analysis**). Standards 10-15 are a central part of this course, and candidates complete a California Performance Standards for Educational Leaders (CPSEL) analysis, a key assessment for this course.

In **EDAD 567** candidates apply what they have learned about diversity to their Fieldwork Supervision by conducting their fieldwork in multiple locations to sensitize them to contextual differences pertaining to student demographics, socio-economics, and instructional programs. EDAD567 requires candidates to practice complex instructional leadership activities in their workplace settings under the supervision of highly qualified on-site mentors. Candidates demonstrate how they advocate, nurture, and sustain a school culture and
instructional program conducive to student learning and staff professional growth by documenting their mastery of four, long-term instructional leadership fieldwork activities (see Fieldwork Handbook). Semesters 1 and 3 of the program, candidates submit required documentation for the fieldwork completed to date this documentation includes a summary and self-evaluation of work completed to date and a mentor evaluation. The same documentation is required Semester 5 of the program, when instructors review the evidence of candidates’ competence in each of the performance standards, and candidates complete Competency Coversheets in which they describe their performance and learning (see EDAD 567 Competency Coversheets).

Hence, the eighteen month program sequence reflects a spiral curriculum where candidates build upon the instructional leadership skills they acquire incrementally and apply them to both the course embedded assessments and activities and to their participation as leaders in the completion of fieldwork.
Category II: Field Experiences in the Standards

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 as articulated in Standards 10-15.

Application of Theoretical Concepts in Practical Settings

In our program of administrator preparation, candidates participate in significant field-based experiences that span a period of five terms, beginning with Semester 1 and concluding in the final semester when they submit the accumulated evidence of their fieldwork experiences and critique how these experiences facilitated their application of theoretical concepts to practical settings. This timeframe supports candidate involvement in both short day-to-day administrative experiences and “longer-term” projects where candidates have major responsibilities. Essentially, the fieldwork experience is designed to promote development of “reflective practitioners” who can apply theoretical concepts to make informed decisions and choices when carrying out their specific job responsibilities.

The central tool utilized to facilitate the application of theoretical concepts in practical settings is a Candidate Self-Assessment inventory. Initially, this survey serves to help candidates self-assess strengths and growth areas to ensure that plans for fieldwork experiences are grounded in both the professional development needs of the candidates and the underlying theoretical frameworks associated with said professional development. Mid-point assessments are conducted in each fieldwork course; thus allowing candidates to reflect and update their plans. It is the belief of program faculty that facilitated reflection experiences—which in this case occur in classrooms based upon challenge and support from faculty—allow students to apply formal theory their informal theories, or “theories in practice” in order to critique and refine practice. Informal theory is then directly applied to practice (Parker, 1977). Additionally, fieldwork experiences provide candidates with opportunities to further explore means of applying theory to practice. Classroom discussions organized around these experiences and ongoing use of the Candidate Self-Assessment instrument assist with this process.

Major Duties and Responsibilities Articulated in Standards 10 – 15

Resources designed to ensure that each candidate’s experiences address the major duties and responsibilities authorized by the administrative services credential include the Candidate Inventory of Personal Leadership Competence and the Fieldwork Handbook which is revised annually. The most recent revision is Summer 2012.

Candidate Inventory of Personal Leadership Competence

In 2008, faculty developed a Pre and Post Candidate Self-Assessment of experience and knowledge relative to the major duties and responsibilities articulated in Standards 10 – 15. The 58-item survey asks candidates to assess their level of experience and level of knowledge relative to specific experiences and domains of knowledge expected of practicing administrators.
Faculty operationalized each standard, in effect translating the implied theory in each standard by describing specific scenarios, roles and responsibilities typical of an administrator’s work. Candidates self-assessed their current level of experience and level of knowledge on a four-point scale with 4 representing high and 1 low. Examples of these items are provided below. The entire instrument is distributed electronic using a Qualtrics link (see Candidate Inventory).

Planning the fieldwork experience
Results of the Candidate Inventory document reflects candidates’ self-assessed strengths and weaknesses relative to specified responsibilities and roles expected of practicing administrators within each of the Standards. With the guidance of faculty and on-site mentors, fieldwork plans can then be individualized to build on existing strengths, but also to address perceived weaknesses. Hence, fieldwork planning becomes more purposeful and less apt to be solely the result of convenience and opportunity. Revisions to the fieldwork plan are not unusual as candidates’ opportunities expand; these revisions are accommodated as part of the overall process. Forms often guide the process, and this process is no exception. Candidates download the forms from Moodle (see Fieldwork Handbook).

Note: In Spring 2011, staff administered the same inventory as a post-assessment in order to allowed gauge candidate growth over the course of the five-semester program. Initial findings were reported in the International Journal of Professors of Educational Leadership. For a review of the department’s initial evaluation of student progress and program needs, see Barton, & Cox, (2012).

Fieldwork Handbook 2012:
All components of the fieldwork experience are outlined in the Fieldwork Handbook including mentor qualifications and responsibilities, planning and assessment processes. Fieldwork planning, monitoring, and evaluation processes are organized in three, 1-unit courses of EDAD 567. Semester 1 is the planning phase of fieldwork. Candidates identify their mentors, self-assess their level of knowledge and experience, and identify specific activities across the California Professional Educational Leadership Standards (CPSELs). Semester 2 is a mid-program assessment. Candidates submit a summary of field experiences completed and in progress (Form C), a self-evaluation (Form D), and an evaluation completed by their mentors (Form E). The process is repeated during the final semester when student submit their fieldwork evidence/artifacts for university review. Fieldwork completion is documented with a single Evidence of Competence Coversheet per standard. This reiterative process is outlined in Table 1.

Table I: Fieldwork Activities, Forms and Documentation

<table>
<thead>
<tr>
<th>Activity and Documentation</th>
<th>Purpose</th>
<th>When Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Inventory of Personal Leadership Competence (Pre Assessment)</td>
<td>Identification of relative strengths and weaknesses relative to leadership experience and knowledge</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
The completion of Forms A – E over the course of candidates’ enrollment, compilation of fieldwork artifacts, the pre and post Candidate Inventory and the final Evidence of Competence Coversheets document the scope and depth of each candidate’s field-based experiences and are a valuable tool for monitoring candidate progress.

Documents that ensure that fieldwork experiences address each standard include the Fieldwork Checklist and Form B, the Fieldwork which are included in the Fieldwork Handbook. Monitoring is facilitated by the Form C, the Student’s Progress Report; Form D, Student Evaluation; and Form E, the Mentor Evaluation.

Field experience include intensive experiences in a variety of diverse and realistic settings both in the day-to-day functions of administrators and in longer-term policy design and implementation.

### Intensive Experience in a Variety of Diverse Settings
Candidates in our program typically work in settings that include economically and ethnically diverse student bodies. As reported by EdData, the 2011 profile of Orange County students included 48% Hispanics; 30% White; 14% Asian; and 1.6% Black. A quarter of Orange County students are English Learners. Among the nearly 600 schools within the county, however, diversity varies. The requirement that each candidate participate in experiences in a variety of...
settings is outlined in the Mentor Handbook and reiterated in the Fieldwork Checklist (see Fieldwork Handbook). Form B requires candidates to provide a description of specific fieldwork settings. “Diverse” is defined as a setting where student demographics are significantly different than the current work setting and/or where the grade-level configuration is different. In other words, an elementary teacher in a middle school where her students from her school will attend or a teacher in a high performing, English only school might participate in an activity at a school with the same grade levels but with a large population of second language learners.

Ensuring that each candidate has the opportunity to engage in a variety of intensive and relevant fieldwork experiences requires the support of the candidate’s district and commitment of his/her mentor. Toward that purpose, prior to program admittance, candidates must secure the written approval of their school district to participate. Part of this approval is an agreement to support the candidate in meeting program requirements (see District Notification Approval). District support is essential for students to access opportunities for a variety of leadership experiences, both short and long term. Key to this support is the role of the mentor. As shown in Table 1, candidates submit the “Qualifications of Mentor” in Semester 1 (see Fieldwork Handbook). Minimum qualifications include a master’s degree in educational administration/leadership and at least three years of administrative experience. In addition, mentors must agree to work with and facilitate leadership opportunities for the candidate. On occasion, mentors change during the course of the program due to their professional movement or the candidate’s. Flexibility is built into the program to accommodate those contingencies.

To further ensure a variety of experiences that span Standards 10-15, students have two additional requirements: a) Shadowing; b) Constructed observations. All candidates are required to participate in a minimum of three shadowing activities in which they observe an administrator at work for an entire day. The fieldwork artifact is to write a summary and reflection on the experience. “Constructed observations” provide additional opportunities for real-world experience. Constructed observations may be a discipline conference, expulsion hearing, employee evaluation conference, or Student Attendance Review Board (SARB) hearing (see Fieldwork Handbook).

Each candidate’s fieldwork plan (Form B) must be approved by both the university supervisor and the on-site mentor. Form B delineates experiences relative to Standards 10-15 and with the Candidate Inventory and the Fieldwork Checklist, provides a guide for comprehensive planning.
Category II: Field Experiences in the Standards

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.

System for Guiding, Assisting and Evaluating Fieldwork Experiences
Candidate performance is guided, assisted, and evaluated in each fieldwork experience and throughout enrollment in the program. Both the university supervisor and the mentor assist each candidate throughout the fieldwork planning process. The support and assessment of candidates in this program relies on authentic collaborative relationships among supervising administrators, the educational leadership fieldwork supervisors, and the candidates. Documentation of this coordination is evident through forms submitted by all three entities.

The fieldwork plan (Form B) and revisions of the plan require the approval of both entities (see Fieldwork Handbook). The Fieldwork Plan spans the 18 months of the program and includes 24 activities, an average of four activities per performance standard.

Each semester of EDAD567 (Semesters 1, 3, and 5 of the program), the instructor reviews the totality of the documentation completed by the candidate and mentor in order to provide appropriate guidance and valid assessment. This reiterative process guarantees that candidates receive accurate and timely feedback from experts at multiple points throughout the program.

The department chair develops the course schedule and ensures that assigned faculty, whether full or part-time, have the requisite experience for providing quality assistance and feedback to candidates. Every supervising administrator (mentor) is certified, trained in supervision, oriented to the supervisory role, and experienced in the areas authorized by the credential. Candidates submit Form A, Mentor Qualifications during the first semester of the program and subsequently should their designated mentor change.

Fieldwork will be different for each candidate depending on his/her experiences as teachers, current job assignment, and future aspirations and career development plans. To ensure individualization, candidates complete the Candidate Inventory at the beginning of the program in order to identify areas of most and least experience and expertise (see Candidate Inventory of Leadership Competence). The purpose of the inventory is to acquaint candidates with the expectations of a beginning administrator and the related professional standards. In this inventory, each candidate assesses his/her level of experience and knowledge relative to a set of specific leadership activities and responsibilities. The intent is for individual fieldwork plans to address the relative areas of deficiency. Candidates are required to meet individually with their mentor/supervising administrator so they receive guidance and direction about what constitutes appropriate fieldwork activities for their setting. Emphasis is placed on fieldwork activities that will expand the candidate’s range of experience, to move candidates beyond their current
comfort zone. Candidates submit a Progress Report (Form C) and Self-Evaluation (Form D) and the mentor provides a written evaluation (Form E) during Semesters 1, 3 and 5 of the program (see Fieldwork Handbook).

### SEMESTER CHECKLIST
**TO BE FOLLOWED FOR THE COMPLETION OF THE EDAD 567 Fieldwork Competencies**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>APPROX. DUE DATE</th>
<th>567 1st Semester</th>
<th>567 3rd Semester</th>
<th>567 5th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All items are to be typed and submitted electronically.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Class: Complete Competency Inventory</td>
<td>Week 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete and submit Form A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have mentor complete Qualifications of Fieldwork</td>
<td>8th week after beginning the program or sooner.</td>
<td></td>
<td>Resubmit if and when there is a change in mentor</td>
<td></td>
</tr>
<tr>
<td>Mentor form and give to instructor (Form only has to be completed once for each mentor.)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Submit Verification of Mentor Orientation</td>
<td>ASAP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit Form B for approval of CSUF supervisor along with Form B Signature Page</td>
<td>Weeks 9 -12</td>
<td></td>
<td>Form B may be revised as new opportunities emerge; submit revisions Semesters 3 and/or 5 of EDAD 567</td>
<td></td>
</tr>
<tr>
<td>Form B Checklist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit Form C to supervisor</td>
<td>Week 9</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Submit Form D to supervisor</td>
<td>Week 14</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Submit Form E with initialed Form B to supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet with mentor regularly to assess progress</td>
<td>Ongoing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet with faculty supervisor periodically to assess progress</td>
<td>At a Minimum Sem. 1, 3, 5</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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Category III: Standards of Candidate Competence and Performance

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.

Evidence of Candidate Competence

The culminating activities for candidate performance in fieldwork occurs Semester 5 during in EDAD566 Leadership in Public Schools and EDAD567 Fieldwork supervision.

Each candidate is responsible for maintaining a portfolio of fieldwork experience evidence that align with their Fieldwork Plan (Plan B). This process begins Semester 1 of the program when candidates develop their 18-month Fieldwork Plan. The purpose of the evidence is to document completion of the activity and to provide an experiential record for the candidate in his/her future efforts to become a school administrator. The evidence consists of a variety of artifacts that range from memos signed by the candidate’s mentor, to agendas documenting the candidate’s leadership roles, and specific products, such as school plans. Among the 24 required activities, some may be embedded course assessments including the Classroom Observation, school budget, and/or Community Relations Plan (see Fieldwork Handbook). During Semesters 3 and 5, candidates share the artifacts and their experience with peers in small group settings; instructors review the evidence with the candidate. Semester 5 candidates complete “Competency Coversheets. Fieldwork mentors verify the completion of the activities on an ongoing basis and in the final semester, instructors evaluate the evidence of competency for each standard. The Competency Rubric is in the process of revision for implementation in fall 2013.

In addition to the submission of evidence and Completion of the Competency coversheets, candidates also submit Forms D and E which require mentor signatures. Form E is the mentor’s evaluation of the candidate’s competence. Form E is submitted confidentially.

The EDAD 566 instructor evaluates the level of competency and certifies that fieldwork was completed successfully. The instructor submits the “Competency” forms to the department chair indicating that candidates have successfully completed their fieldwork requirements across all seven competency areas. If a candidate cannot submit evidence of competence, and/or there is no evidence of their supervising administrator’s “sign off”, then candidates are not eligible for a Preliminary Administrative Credential.

Although both the instructor and the mentor play important roles as coaches and coordinators of this process, the responsibility for completion and documentation is the candidate’s.

Much of the communication with candidates takes place between the mentor/administrator and
the candidate as fieldwork is being conducted. The documentation of the feedback to candidates about their performance focuses on areas of strengths and relative weaknesses as assessed by their on-site mentors. This feedback is reflected in the Fieldwork Forms candidates are required to submit. For each EDAD567 Fieldwork course, candidates receive fieldwork instructor feedback, and are graded according to published standards.

**Form B** (Fieldwork Plan): Semester 1 and subsequently if revision is needed  
**Form C** Candidate’s summary of fieldwork completed (Semesters 1, 3, 5)  
**Form D** Candidate’s reflective assessment of fieldwork completion and personal learning (Semesters 1, 3, 5)  
**Form E** Mentor’s assessment of the candidate’s strengths and weaknesses (Semesters 1, 3, 5)

Completion of Form E is designed to take place as a shared activity between the candidate and mentor and an opportunity for dialogue between the mentor and the candidate, thus providing a direction and constructive feedback. In Semesters 1 and 3, Form E is used to direct candidates toward those activities which will specifically address areas of relative weakness.

All forms are included in the Fieldwork Handbook and available online.
### Category III: Standards of Candidate Competence and Performance

#### 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. |

The program provides multiple opportunities for the candidate to learn how to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community. Throughout the program, equity, inclusion, and advocacy for all students are stressed. Standard 10 is an area of particular focus in four courses: **EDAD 503 Organizational Theory, EDAD 505 Instructional Leadership, EDAD 566 Leadership in the Public Schools, and EDAD 567 Fieldwork.** For example, in EDAD 503 Organizational Leadership candidates write an analysis of their respective organizations using organizational theories learned in the course (see **EDAD 503 Organizational Analysis**). The scope of the analysis includes an examination of how the organizational structure facilitates or inhibits achievement of the vision. A second assignment in the Organizational Leadership course is for candidates to reflect on their professional tenets and philosophy as related to their vision for student success (see **EDAD 503 Tenets and Philosophy**). In Instructional Leadership, candidates write a **Diversity Paper** articulating the shared vision and analyzing the leader’s ability to achieve the vision. Each candidate identifies the academic programs being implemented to achieve the vision of learning shared and supported by the school community, discusses the impact of diversity on the culture and climate of their school and district, and makes recommendations for overcoming obstacles to achieving the vision. It is in EDAD 505, the first course in the program, that candidates are immersed in issues of equity and inclusion and the examination of how leaders can facilitate the vision of academic success for all. In the **Data Diary** assignment, students examine longitudinal student assessment data and ask hard questions relative to documented achievement gaps.

In EDAD 566, Public School Leadership, candidates write a **CPSEL Leadership Paper** evaluating their progress in meeting Standards 10-15 especially in terms of how they have assisted to implement the vision within their school communities and infused the vision into their instructional programs. Candidates construct and execute “Plan B” as part of their fieldwork activities. They project a minimum of 24 school leadership activities, approximately four for each of the six professional standards, aligned with achieving the shared vision of their school communities and indicate how they will go about accomplishing and documenting these administrative tasks. Coursework and fieldwork focus on the implementation of state-adopted academic content standards, frameworks and instructional materials as well as assessment and accountability.

In 2012, candidate mentors rated the quality of preparation of students relative to Standard 10 as Outstanding (60%) or Strong (39%) (see **Mentor Survey, 2012**). Competency in each of the professional standards is assessed in Semester 5 of the program as part of the EDAD567 Fieldwork Supervision course. Competency assessment includes a review of each candidate’s
portfolio of fieldwork artifacts and completion of the Competency Coversheet for each standard (see Fieldwork Handbook).

In the end-of-program survey distributed in spring 2012, mentors of candidates rated the quality of preparation of students for Vision of Learning as outstanding (79%) or Strong (39%).

Summary of candidate expectancies and how they are addressed in the program

<table>
<thead>
<tr>
<th>Each Candidate:</th>
<th>Courses:</th>
<th>Signature Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• facilitates the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators</td>
<td><strong>EDAD 503</strong> Organizational Theory</td>
<td>Organizational Analysis</td>
</tr>
<tr>
<td>• communicates the shared vision so the entire school community understands and acts on the school’s mission to become a standards-based education system</td>
<td><strong>EDAD 505</strong> Instructional Leadership</td>
<td>Diversity Assignment Data Diary</td>
</tr>
<tr>
<td>• uses the influence of diversity to improve teaching and learning</td>
<td><strong>EDAD 566</strong> Leadership in Public Schools</td>
<td>Leadership CPSEL Analysis</td>
</tr>
<tr>
<td>• identifies and addresses any barriers to accomplishing the vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• shapes school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• leverages and marshals sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students</td>
<td><strong>EDAD 567</strong> Fieldwork <em>(Fieldwork Handbook)</em></td>
<td>Fieldwork Plan Form B Fieldwork Competencies</td>
</tr>
</tbody>
</table>
Category III: Standards of Candidate Competence and Performance

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.

Candidates are acutely aware of their need to promote student learning and increase student achievement. They understand the importance of using multiple assessment measures to determine student success. They learn to contend with the pressures of standardized testing and the role testing plays in teaching and learning. As part of their assignments in EDAD505 Instructional Leadership, candidates are expected to search several web-based resources related to accountability systems including the Academic Performance Index (http://www.cde.ca.gov/ta/ac/ap/index.asp), the Annual Yearly Progress (http://www.sde.state.id.us/admin/apy/default.asp), and the National Assessment of Educational Progress (http://nces.ed.gov/nationsreportcard/). Candidates demonstrate their ability to read and interpret the information published in these sources, especially with respect to how educational data is aggregated and disaggregated.

As the introductory course to Instructional leadership, EDAD505 Instructional Leadership, the primary focus is Standard 11. Students compare and contrast the “pros” and “cons” of the accountability systems being implemented at their respective sites and investigate the performance assessments and accountability systems linked to the content standards being implemented in their respective sites through the Data Analysis Assignment. In addition to the Data Diary, candidates are required to use theoretical and empirical research and site-based data to design, implement, support, evaluate and improve their instructional programs. For example, in EDAD 505 Instructional Leadership, candidates are assessed on their ability to conduct on-site research in conjunction with their collaborative inquiry projects (EDAD 505 Inquiry Project). They are assessed on their ability to collect and analyze site-based data such as teacher and administrator interviews, school reports, district benchmark and standardized testing, and other input provided by the administration and professional staff. They apply the information derived from site-based data collection to propose solutions to short and long-term instructional problems. They are evaluated on their participation in collaborative inquiry groups in terms of how well they demonstrate the process of inquiry into topics pertaining to student learning such as closing the achievement gap, respecting student diversity, and ensuring educational equity for all students and all subgroups of students.

Successful school leaders understand the importance of collaboration; incoming leaders must have the skills necessary to collaborate themselves and to facilitate the collaboration of others. Throughout the program, candidates are expected to collaborate for group projects, book PLCs, and shared presentations. They experience group learning, group dynamics, and shared leadership processes that force them to be better critical and creative thinkers, problem framers and problem solvers, all of which contribute to their professional development as school leaders. Acquiring these group process skills better prepares candidates to reduce conflict and
facilitate the professional development of the teacher teams they will lead at their respective sites, most often through Professional Learning Communities (PLC’s) (see EDAD 566 Book Study List).

As part of the Diversity Assignment candidates are assessed through an Instructional Leadership Analysis paper to identify how their principal is setting high expectations for all students and for all subgroups of students including English Language learners, special education students, gifted and talented students. Candidates are expected to make site-specific recommendations for shaping a school culture and climate where high expectations for themselves and for their students becomes the core purpose of the educational enterprise and where equity, fairness, and respect among all members of the school community becomes the norm. Candidates also learn how to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards. They learn best practices for establishing learning communities concerned with growth and continuous self-renewal of their organizations to achieve the academic vision. Candidates in this course self-analyze their skills as organizational developers who can build organizations where people are continually expanding their capabilities to shape their future and realize their vision. Candidates explore adult learning theory, various staff development models, effective staff development practices, and the nature of professional learning communities for leveraging student learning.

Successful school leaders understand the importance of collaboration; incoming leaders must have the skills necessary to collaborate themselves and to facilitate the collaboration of others. Throughout the program, candidates are expected to collaborate for group projects, book PLCs, and shared presentations. They experience group learning, group dynamics, and shared leadership processes that force them to be better critical and creative thinkers, problem framers and problem solvers, all of which contribute to their professional development as school leaders.

Candidates in this program develop a knowledge base that includes an understanding of student growth and development, learning styles, applied learning theories such as differentiated instruction, SDAIE strategies, applied motivational theories, curriculum design and implementation, and the principles of effective instruction in EDAD505 Instructional Leadership. This knowledge base is essential for leaders who are responsible for facilitating program development and continuous improvement.

In EDAD 563 Human Resources Development, candidates are assessed on their ability to conduct write up a Classroom Observation Paper that assesses teacher competence and determines what interventions are necessary to ensure instructional improvement The scope of this assignment includes a pre-conference with the [volunteer] teacher, an observation using an agreed upon form or set of criteria, and a post conference. Candidates analyze the data collected and write a summary of the experience including recommendations and plaudits for the teacher are included.

In EDAD 567 Fieldwork, candidates are assessed by their mentor and their fieldwork instructor according to the Fieldwork Competencies which reflect their ability to design, implement, support, and evaluate instructional programs at their site (see Fieldwork Handbook). On-site coaching and mentoring and university faculty advising is required at the outset of the program and sustained throughout its duration. The culminating assessment for competency in each of the
professional standards occurs in Semester 5 when instructors evaluate the evidence of fieldwork accomplished, mentors verify completion, and competency is evaluated.

In EDAD 597 Master’s Degree Project, candidates conduct research into the professional educational leadership literature and use various forms of data collection and analysis to substantiate their research claims. Candidates taking EDAD597 Master’s Project attend library information sessions to enhance their media literacy skills and for conducting research online to complete their Master’s project. They write a five-chapter Master’s Project, a Project Essay, and present a Poster Exhibition to the class and invited guests (see Project Guidelines, pg. 24). In EDAD510, Introduction to Research, candidates learn how to investigate problems of practice associated with this standard. They write a Problem of Practice Paper and a Methods of Inquiry Paper and learn how to construct research instruments (see Project Guidelines, pg. 60 & 61).

In EDAD 566 Leadership in Public Schools, candidates incorporate data analysis to identify problems and propose solutions to case studies. They write a CPSEL analysis of this skill and produce documentation indicating how they have implemented this standard in their respective workplace settings. Candidates also participate in a group book study, in which they read and discuss a piece of professional literature, analyzing the author’s perspective on instructional leadership and diversity (see EDAD 566 Book Study List).

School leaders are becoming increasingly responsible for technology leadership which also contributes to the development of student and staff professional growth. The program provides multiple opportunities for candidates to understand the importance of planning and implementing local technology plans, overseeing the development of school Web sites, and mastering online accounting and scheduling systems. Candidates’ information literacy and computer literacy is developed in these courses. Students are required to submit papers using Microsoft software applications, present Power Point slide shows, produce Excel spreadsheets and represent qualitative information in charts and graphs, use the Internet to conduct research, and participate in online discussions using CSUF’s Learning Management System, Titanium.

In the end-of-program survey conducted in Spring 2012, candidates’ mentors rated the program outstanding (79%) or strong (21%) relative to the quality of preparation for Student Learning and Professional Growth/

Summary of candidate expectancies and how they are addressed in the program

<table>
<thead>
<tr>
<th>Each Candidate:</th>
<th>Courses:</th>
<th>Signature Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• shapes a culture in which high expectations are the norm for each student as evident in rigorous academic work</td>
<td>EDAD 505 Introduction to Instructional Leadership</td>
<td>Data Diary Assignment Diversity Assignment Inquiry Group Project</td>
</tr>
<tr>
<td>• promotes equity, fairness, and respect among all</td>
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<td></td>
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<tr>
<td>Each Candidate:</td>
<td>Courses:</td>
<td>Signature Assignments:</td>
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<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>members of the school community</td>
<td><strong>EDAD 510</strong> Research Design</td>
<td>Problem of Practice Paper</td>
</tr>
<tr>
<td>• facilitates the use of a variety of appropriate content-based learning</td>
<td></td>
<td>Methods of Inquiry Paper</td>
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<tr>
<td>materials and learning strategies that recognize students as active</td>
<td></td>
<td>Paper</td>
</tr>
<tr>
<td>learners, value reflection and inquiry, emphasize the quality versus the</td>
<td></td>
<td>Instrument</td>
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<tr>
<td>amount of student application and performance, and utilize appropriate and</td>
<td></td>
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<tr>
<td>effective technology</td>
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<tr>
<td>• guides and supports the long-term professional development of all staff</td>
<td><strong>EDAD 563</strong> Human Resources Administration</td>
<td>Classroom Observation</td>
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<tr>
<td>consistent with the ongoing effort to improve the learning of all students</td>
<td></td>
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<tr>
<td>relative to the content standards</td>
<td></td>
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<tr>
<td>• provides opportunities for all members of the school community to develop</td>
<td><strong>EDAD 566</strong> Leadership in Public Schools</td>
<td>CPSEL Analysis</td>
</tr>
<tr>
<td>and use skills in collaboration, distributed leadership, and shared</td>
<td>(Fieldwork Handbook)</td>
<td>Book Study</td>
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<tr>
<td>responsibility</td>
<td></td>
<td></td>
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<tr>
<td>• creates an accountability system grounded in standards-based teaching and</td>
<td><strong>EDAD 567</strong> Fieldwork</td>
<td>Fieldwork Plan Form B</td>
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<tr>
<td>learning</td>
<td>(Fieldwork Handbook)</td>
<td>Fieldwork Competencies</td>
</tr>
<tr>
<td>• utilizes multiple assessments to evaluate student learning in an ongoing</td>
<td><strong>EDAD 597</strong> Project Guidelines</td>
<td>Project Essay</td>
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<tr>
<td>process focused on improving the academic performance of each student</td>
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<td>Poster Exhibition</td>
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</table>
**Category III: Standards of Candidate Competence and Performance**

**Standard 12: Organizational Management for Student Learning**

As it relates to the role of the school administrator in promoting an effective learning environment for all students, the Educational Leadership program at California State University, Fullerton, believes that successful program candidates must develop both the management and leadership skills needed to ensure that all students have the opportunity to learn in a safe, efficient, and learning-centered environment. In the end-of-program survey conducted in the spring of 2012 mentors of candidates rated the quality of preparation regarding this standard to be “outstanding” (82% of respondents) and “strong” (14%).

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.

In the preparation of candidates for an entry level administrative position, faculty understand that most of our students have little or no experience related to supervision of personnel, educational law, or the broader context of instructional and organizational leadership. We address these needs in fieldwork integrated with coursework. Recommended fieldwork experiences for each standard are included in the Fieldwork Handbook. In completing fieldwork and competency requirements, candidates are guided toward observing, and to the extent possible, engaging in activities involved with managing student behavior issues. Mentor/administrators frequently arrange for candidates to co-manage some discipline referrals after having observed and discussed this process at the site with their mentors.

Successful supervision of faculty and staff is essential to ensure an effective and positive learning environment. Each school administrator must be knowledgeable regarding the processes of supervision and evaluation, knowledgeable of the applicable laws and regulations but also well versed in the use of evaluative methods to improve performance. The role of the administrator as supervisor is addressed thoroughly in EDAD 563 Human Resource Administration. In EDAD 563 candidates are involved experientially in conducting teacher observations, including pre and post-observation conferencing, and writing up a summary of the observation. Candidates also investigate, discuss, and wrestle with the requisite laws regulating the evaluation process on both the formative and summative levels and learn the FRISK (Facts, Rule, Impact, Suggestions/Directives, Knowledge) documentation process which is used by many school districts to assure high quality documentation that protects employee due process.

In EDAD 505 Instructional Leadership and in EDAD 566 Leadership in Public Schools candidates focus on the role of the administrator as an instructional leader seeking to improve student performance by monitoring instruction at all levels of the school. Assignments in these courses require that candidates demonstrate their ability to evaluate the effectiveness of the instructional program. In the fieldwork and competency evaluation portions of the program, candidates are guided towards engaging in observations, activities, and dialogue with
practicing administrators on matters of supervision and instructional leadership.

The primary focus of a successful school leader should be on improving learning for all students. Effective teaching and learning, which is the primary responsibility of instructional leaders is dependent on a well-managed school and safe and efficient school environment. *School Leadership That Works: From Research to Results* (Marzano, Waters, & McNulty, 2005) is the first text and serves as a spring board for initial discussions about instructional leadership practices. Among the 21 leadership responsibilities identified by Marzano, et al. are discipline, monitoring/evaluating, resources, and situational awareness as well as visibility, all attributes of a leader essential for maintaining a safe, positive and effective learning environment. Evidence that candidates are able to influence processes that support student learning can be found in course activities and assessments that reflect on the relationship between theory and practice as well as in fieldwork activities and evidence of competency presented by candidates.

The legal and contractual knowledge necessary for effective management in the school are elemental to both EDAD 564 School Law and Regulatory Processes and EDAD 563 Human Resource Administration courses. Candidates in these courses focus on California Education Code provisions, relative court decisions, district policies and administrative regulations, maintenance of records, privacy and confidentiality requirements, and best practices. Candidates are exposed to case studies and scenarios that illustrate the management knowledge and skills needed to be effective with both classified and certificated personnel. Understanding of legal and contractual policies is assessed through assignments and tests in these courses and through fieldwork activities which are subject to summative evaluation in the last semester fieldwork course (see EDAD 564 Legal Incident).

The effective school leader knows how to acquire and effectively use a wide range of resources to enhance the overall performance of the school. The concept of a wide range of resources suggests that it takes much more than money to make a school effective. Although the EDAD 565 School Finance course focuses on effective management of financial resources, it also focuses on the idea that allocated revenue is but one resource. In EDAD 567 Fieldwork, EDAD 566 Leadership in Public Schools and EDAD 561 Policy, Governance, Community Relations, EDAD 503 Organizational Leadership and EDAD 563 Human Resource Administration courses, candidates investigate the value of collaborative efforts necessary for acquiring the resources necessary to support learning for all groups of students. In addition to fieldwork activities, candidates have the opportunity to apply research and theory derived from course readings to assignments that require them to gather data from and interact with school leaders. Assignments in courses such as the requirement that candidates do a detailed analysis of their school’s budget and an in-class project to build a school budget assure that candidates can demonstrate this ability to coordinate resources (EDAD 565 School Finance). Similarly, candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the last semester fieldwork (see EDAD 567 Competencies).

Educational Leadership courses seek to provide candidates with readings that expose them to best practices regarding methods for promoting learning environments that are safe, efficient,
clean and productive. It is one thing to read what research has found. It is another matter to know how to make these things happen when one is in the position of a leader. For that reason, reading, discussion, and learning activities are focused on situational settings where prospective leaders must weigh the pros and cons of response options. Candidates must also perceive the complexities of resource issues, including but not limited to, finances, community needs and expectations, faculty and staff needs, and student needs. In EDAD 564 School Law and Regulatory Process candidates explore the legalities of risk management and the responsibilities of schools to develop and implement school safety disaster plans. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the Semester 5 EDAD567 Fieldwork Course. For example, it is quite common for candidates to update school disaster plans as a part of their fieldwork activities.

A major focus of EDAD 503 Organizational Leadership is on leadership within the context of the school organization. Focusing on the “flattening of the pyramid,” the course guides candidates in an exploration of what research and practice suggests about the difference between management and leadership in the school environment. The systems approach to problem solving and short and long range planning is applied to hypothetical situations. Special attention is paid to promoting collaboration in leading the organizational members towards improvement by participating together as a professional learning community. In EDAD 503, candidates complete an analysis of the organization in which they work, in which they critically assess the nature of the larger organization and its efficiency (see EDAD 503 Organizational Analysis).

It is well known that the success of the new administrator will often hinge on whether he/she is equal to the challenge of proactively managing student behavior. Candidates are well aware of this because it is also the make or break issue with many new teachers. To help candidates develop competency in this area it is essential that leadership knowledge candidates examine cases involving student behavior management. The outcomes of these case studies are rooted in education code and court decisions. Through discussion and assessment activities candidates are required to evaluate the issues and identify the range of effective options open to them in resolving the issues at hand.

Although laws and court decisions impact the recruitment and maintenance of faculty and staff, success in these areas is often impacted by both local policies and research-based practices. In EDAD 563 Human Resource Administration candidates investigate and are assessed regarding their knowledge involving all aspects of the recruitment and selection of employees. Candidates also identify steps in the collective bargaining process and the roles and the applicable responsibilities of the school administrator in this process. Candidates investigate teacher retention practices such as those administered under the auspices of the BTSA programs in California. Candidates also read works that focus on the use of interpersonal skills to promote successful working relationships among school leaders and those they lead. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the Semester 5 EDAD 567 course (see Fieldwork Handbook). For example, candidates usually participate on screening committees at school sites when new faculty or staff is being selected.
In all Educational Leadership courses there is the expectation that candidates be equipped to effectively use technologies in support of management and leadership situations. The application and ability to use computer technology to analyze quantitative data is addressed in EDAD510 Introduction to Educational Research and EDAD597 Project Supervision using Creswell’s *Research Design* as a guide. Use of computer generated data to promote effective decision making is fostered in EDAD505 Instructional Leadership where candidates actually analyze student performance data and develop inferences from the data in their collaborative action research projects (see EDAD 505 Data Diary). Data driven decision making is studied in EDAD566 Leadership in Public Schools as candidates are guided to see the value of drawing on both qualitative and quantitative data to guide decisions.

Contemporary school leaders must be adept at using multiple sources of data to guide decision making that will result in improved class instruction and student learning. Using computer technology to analyze testing, attendance, behavior, fiscal, and facilities data is essential to leadership effectiveness. Candidates in EDAD 510 Introduction to Educational Research learn and apply a wide range of descriptive and inferential analysis methods in investigating the implications of data in these areas of school management. These skills are introduced in EDAD 505 Instructional Leadership where candidates study how to identify school data sources online (e.g. EdSource) which can be used to guide improvement of learning for all students.

**Summary of candidate expectancies and how they are addressed in the program**

<table>
<thead>
<tr>
<th>Each Candidate:</th>
<th>Courses:</th>
<th>Signature Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• sustains a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff</td>
<td>EDAD 503 Organizational Leadership</td>
<td>Organizational Analysis</td>
</tr>
<tr>
<td>• utilizes effective and nurturing practices in establishing student behavior management systems</td>
<td>EDAD 563 Human Resource Administration</td>
<td>Classroom Observation</td>
</tr>
<tr>
<td>• establishes, monitors and evaluates school structures, and processes that support student learning</td>
<td>EDAD 564 School Law &amp; Regulatory Process</td>
<td>Legal Incident</td>
</tr>
<tr>
<td>• utilizes effective systems management, organizational development, collaboration, problem-solving and decision-making techniques</td>
<td>EDAD 565 School Finance</td>
<td>Development of a School Budget; Interview with a District CFO</td>
</tr>
<tr>
<td>• aligns fiscal, human and material resources to support the learning of all subgroups of students</td>
<td>EDAD 566 Leadership in Public Schools</td>
<td>CPSEL Analysis</td>
</tr>
<tr>
<td>• recruits, selects, monitors and evaluates staff</td>
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<td></td>
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<tr>
<td>• manages legal and contractual agreements and records in ways that</td>
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<tr>
<td>Each Candidate:</td>
<td>Courses:</td>
<td>Signature Assignments:</td>
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<tr>
<td>foster a professional work environment and secure privacy and confidentiality for all students and staff</td>
<td>EDAD 567 Fieldwork</td>
<td>(Fieldwork Handbook) Fieldwork Competency Coversheets, Rubric</td>
</tr>
</tbody>
</table>
Category III: Standards of Candidate Competence and Performance

Standard 13: Working with Diverse Families and Communities

According to a recent study of Parent Leadership Development (Ramirez, 2011), School-Home-Community Collaboration was cited among six other areas that Educational reform literature identified as keys to optimizing learning opportunities for students. Little known is the fact that parent/community involvement activities have been required in federally funded educational programs since the 1960s, and yet it is probably one of the least understood and least active components of an administrator’s educational reform plan. Though school leaders recognize its importance, they have yet to feel they are doing all they can do to work with diverse families and communities. Therefore, it is imperative that educational leaders enhance their professional knowledge, skills and dispositions to address the needs, hopes and aspirations of the diverse communities and populations they serve on a daily basis; and they must create opportunities for diverse populations to enhance the instructional program. Findings from the Spring 2012 end of program mentor survey showed 57% of those surveyed rating the quality of preparation of candidates for Standard 13 as outstanding; 39% rated the program as strong.

13(a) Each candidate is able to incorporate information about family and community expectations into school decision making and activities.

Especially in the EDAD 561, Policy Politics and Community Relations course, candidates learn, in a historical, socio-cultural, and political context, the various ways that family and community expectations is incorporated in school decision-making activities. Besides developing a community relations plan co-constructed with stakeholder groups, candidates are required also attend school board meetings, being directed to pay close attention to the remarks/requests made by parents and other residents in the community. The EDAD 505 Instructional Leadership course requires a Diversity Assignment, in which the sole purpose is to examine the instructional leadership and decision-making processes at the school- with respect to diverse populations (i.e., ethnically/ culturally/ linguistically/ gender/ social-economic/ sexual orientation).

13(b) Each candidate recognizes the goals and aspirations of diverse family and community groups.

Candidates demonstrate their ability in this area in a number of ways, through their coursework and fieldwork requirements. The most direct coursework evidence is found in EDAD 561 Policy, Governance and Community Relations- where the expectation is to develop school-community public relations plans around a proposed program that must collect input from parents and community members in the surrounding school community- as well as having them review the plan. As a precursor to developing this plan, candidates complete a community scan, identifying the resources and challenges that exist within the attendance area(s) of their schools.
Standard 13 is also addressed in **EDAD 503** Organizational Leadership. Students complete an organizational analysis that addresses the organizational structure, culture and leadership of their own district. This requires a critical assessment of the organization in terms of open and closed systems and the ways the organization does or does not involve stakeholders or welcome community input.

With respect to fieldwork activities (**Fieldwork Handbook**) candidates demonstrate this goal in documenting the work they are involved in relative to Standard 4 of the CPSELs (Responding the needs of a Diverse Community). Candidates have demonstrated this in fieldwork in a number of different ways. Examples include: documenting experiences in English Learner Advisory Committee (ELAC) and School Site Council where there is a forum for discussion over the goals and aspirations of diverse families and community groups; service in IEPs where conversations with parents occurred to determine the aspirations of students from culturally and linguistically diverse backgrounds; and being involved with various stakeholders such as parents, teachers, students and administrators to plan initiatives that focused on responding to the goals of parents and community members who have stressed the urgency of improving school culture.

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<tr>
<th>13(c)</th>
<th>Each candidate values diverse community stakeholder groups and treats all with fairness and with respect.</th>
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From the outset, the department asks applicants to the program to rate their own: 1) ability to work with individuals from diverse backgrounds; and 2) sensitivity toward persons with disabilities. Also as part of fieldwork addressing Standard 4 candidates have documented experiences in which, by their very involvement with diverse community stakeholder groups, put the candidates in situations where they are expected to value diverse community stakeholder groups, treating them with fairness and respect (see **Fieldwork Handbook**). Issues of potential personal and institutional bias are addressed in EDAD 505 Instructional Leadership. Candidates informally gather data and assess the cultural competence of their local organization on Randall Lindsay’s “cultural continuum” (see **EDAD 505 Cultural Continuum**).

<table>
<thead>
<tr>
<th>13(d)</th>
<th>Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.</th>
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</thead>
</table>

In **EDAD 561**, Policy, Politics and Community Relations, candidates do a community scan in which they identify local services and resources which becomes part of their **Community Relations Plan**. In the on-going fieldwork activities in **EDAD 567**, candidates have documented their involvement with various local partners (e.g., community-based organizations and local businesses), to provide support services that cannot be offered by the school alone.

<table>
<thead>
<tr>
<th>13(e)</th>
<th>Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.</th>
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</table>

Candidates have documented as part of their fieldwork (EDAD 567), a range of experiences partnering with community, business and institutional, and civic partnerships. Since fieldwork is on-going, students are able to seek out new partnership opportunities in the community, and
reflect on (and assess) the work they have been doing. Again EDAD 561 provides a historical and political context for the benefits and the pitfalls that accompany such partnerships- and what steps can be taken to build them successfully. The readings address the complexities and the range of unifying and sometimes conflicting interests that are attached to partnerships. In the weeks devoted to this topic, Principals and School Board members have come in as guest speakers to lend authentic and current perspectives on their experiences in building and strengthening such partnerships.

<table>
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<tr>
<th>13(f) Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.</th>
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Several courses address this standard. Starting with EDAD 503 Organizational Theory, the readings focus on diversity and equity around intercultural communication. There are also the on-going fieldwork activities (EDAD 567) in which candidates document their experiences with communicating vital school information to parents, the surrounding neighborhood community and the broader public. Lastly, as mentioned earlier, the candidates in the EDAD 561 course complete a public relations assignment, which requires students to focus on understanding the diverse values of the surrounding communities; and then figure out how the message will effectively reach the surrounding community through a range of public relations tools and media.

**Summary candidate expectancies and how they are addressed in the program**

<table>
<thead>
<tr>
<th>Each Candidate:</th>
<th>Courses: (503, 505, 510, 561, 566, 567)</th>
<th>Signature Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• recognizes and respects the goals and aspirations of diverse family and community groups</td>
<td>EDAD 561, Policy, Politics and Community Relations</td>
<td>Public Relations Plan Fieldwork Based on CPSELS</td>
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<td></td>
<td>EDAD 567 Fieldwork (Fieldwork Handbook) Public Relations Plan Fieldwork</td>
<td></td>
</tr>
<tr>
<td>• values diverse community stakeholder groups and treats all with fairness and respect</td>
<td>expectations into school decision- making activities</td>
<td>EDAD 566, Public School Leadership EDAD 567 Fieldwork (Fieldwork Handbook) EDAD 505, Instructional Leadership EDAD 561, Policy, Politics and Community Relations</td>
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</tbody>
</table>

Politics and Community Relations

<p>| Community Relations Plan Fieldwork Based on CPSELS | Cultural Proficiency Continuum |</p>
<table>
<thead>
<tr>
<th>Each Candidate:</th>
<th>Courses: (503, 505, 510, 561, 566, 567)</th>
<th>Signature Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• strengthens the school through the establishment</td>
<td>Diversity Assignment</td>
<td>Community Relations Plan</td>
</tr>
<tr>
<td>of community, business, institutional, and civic</td>
<td></td>
<td>School Board Meeting</td>
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<tr>
<td>partnerships</td>
<td></td>
<td>Analysis</td>
</tr>
<tr>
<td>• communicates information</td>
<td>EDAD 561, Policy, Politics</td>
<td>Community Relations Plan</td>
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<tr>
<td>about the school on a regular and predictable basis</td>
<td>and Community Relations</td>
<td>Fieldwork Based on</td>
</tr>
<tr>
<td>through a variety of media</td>
<td>EDAD 567 Fieldwork (Fieldwork Handbook)</td>
<td>CPSELS</td>
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<tr>
<td>• supports the equitable</td>
<td>EDAD 564, Law and the</td>
<td>Law Presentation</td>
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<tr>
<td>success of all students and all</td>
<td>Regulatory Process</td>
<td>Community Relations Plan</td>
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<tr>
<td>subgroups of students by</td>
<td>EDAD 567 Fieldwork (Fieldwork Handbook)</td>
<td>Fieldwork Based on</td>
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<tr>
<td>mobilizing and leveraging</td>
<td>EDAD 566, Public School</td>
<td>CPSELS</td>
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<tr>
<td>community support services</td>
<td>Leadership</td>
<td></td>
</tr>
</tbody>
</table>
Category III: Standards of Candidate Competence and Performance

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.

Candidates in the Educational Leadership program engage in coursework focused on developing school leaders who eagerly draw on current research and practice in helping schools improve.

All candidates who graduate from the program have a Master’s degree and a Preliminary Administrative Credential. Candidates will be informed and have skills to develop professional learning communities, focus on the school as a learning environment for all, and use collaborative problem solving and data driven decision making. Results from the Spring 2012 end-of-program mentor survey: 68% of the mentors reported that the quality of preparation for Personal Ethics and Leadership Capacity was outstanding and 32% rated it as strong.

School administration is not static. Knowledge, skills, and dispositions are evolving constantly and are addressed in both the Instructional Leadership EDAD 505 and Leadership in Public Schools EDAD 566 courses. Candidates demonstrate their ability in this area through their fieldwork activities (see Fieldwork Handbook).

Each candidate for the Preliminary Administrative Services Credential is expected to display a personal code of ethics, act with integrity, and exhibit fairness and a sense of equity. To foster these qualities further, all department faculty and staff are held to the same standards. The latter must be evident in the syllabus of each course, the content of the course curricula, the methods of instruction, and the methods of candidate assessment. The theme of professional ethics is fundamental to all courses in the program.

California State University, Fullerton, holds both faculty and candidates to high ethical standards. The faculty of the Educational Leadership program is committed to promoting professional ethics, integrity, and a sense of justice and fairness in all program candidates. This commitment is reflected in the work of the faculty and in the expectations of program candidates. The importance of these values is stressed throughout the program with particular emphasis in those courses focused on the skills and responsibility of public school leaders: EDAD505 Instructional Leadership and EDAD566 Leadership in Public Schools. Also, candidates in EDAD564 School Law and Regulatory Process, EDAD563 Human Resource Administration, and EDAD565 School Finance investigate the importance of ethical practices relative to those areas of study.

The expectations of the department regarding academic integrity and sensitivity toward individuals with diverse backgrounds are explicitly discussed in the program orientation which
every candidate attends and are addressed in the Student Orientation Handbook. Candidates are provided with information about standards for dismissal from the program.

Candidates who are determined to be unsuited to practice in the credential area will be dismissed. Students may be determined to be unsuited because: (1) They are dismissed from employment as a teacher for cause or their teaching credential is withdrawn.

(2) They fail to participate in classes and other aspects of the program in a professional manner.

(3) They fail to exhibit consistent adherence to moral and ethical standards of behavior.

(4) They fail to exhibit sensitivity towards persons with various disabilities and persons from diverse ethnic, cultural, linguistic, and socio-economic backgrounds.

The Department will provide prior notice to students who are being considered for dismissal. The student will have an opportunity to appear before the Department to comment prior to any adverse action taken against them. Once the action is taken the student may follow the appeal procedures established in the University catalog.

Research skills are essential to successful decision making. Contemporary school administrators must be able to use qualitative and quantitative methods to analyze data, identify findings, and suggest the implications of such findings. These methods are at the heart of candidate work in EDAD 510 Introduction to Educational Research and EDAD 505 Instructional Leadership. Improving student learning by using student performance data (academic and behavioral) to drive decision making is focused on in EDAD 505 Instructional Leadership and EDAD 566 Leadership in Public Schools. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD 566 Leadership in Public Schools course.

No school leadership skill is more important than effective communication. All courses in the Educational Leadership program place a premium on the ability of candidates to communicate effectively in writing and orally. They must also demonstrate effective use of tables, charts, and graphs to illustrate data and other information sources. Instructors employ Moodle to foster exchanges of information among candidates and with instructors. In some courses candidates write mock memos and reports in response to hypothetical situational issues. Candidates must also demonstrate an ability to use e-mail effectively to send communication and document attachments. Candidates must also regularly access Moodle and their Student Web Portal. Candidates demonstrate their ability in this area through their fieldwork activities EDAD 567 and EDAD 566 Leadership in Public Schools.

Reflective leadership skills develop through practice. This is especially important when leaders are asked to draw on research and best practices. Critical discussion, responding to hypothetical scenarios, and reflective speaking and writing activities provide a forum for development of reflective skills. Especially valuable are the activities in EDAD 503 Organizational Leadership
which require candidates to draw on research and literature from non-educational sources as they reflect on effective leadership. In this course, students complete a self-assessment of their own leadership skills drawn from the work of Doug Reeves on effective leaders (see EDAD 503 Leadership Matrix). In addition, candidates identify and reflect on their own ethics and commitment to the standards of the profession in EDAD503 (see EDAD 503 Tenets and Philosophy).

In EDAD 561 Policy, Governance, Community Relations, candidates investigate how organizational and administrative practices and policies in the community and political environment impact what happens in the classroom. In EDAD 505 Instructional Leadership and EDAD 566 Leadership in Public Schools candidates wrestle with the issue of timing and adequacy as they investigate the breadth and depth of reflection required before acting. Candidates demonstrate their ability in this area through their fieldwork activities in EDAD 567 and EDAD 566 Leadership in Public Schools course.

The school leader must be an inspirational mentor and coach. In EDAD 505 Instructional Leadership and EDAD 566 Leadership in Public Schools candidates investigate and practice methods for motivating success among students, teachers, staff and parents. These methods are especially important as each school environment is different and motivating skills are not one-size-fits-all situations. In EDAD 503 Organizational Leadership candidates consider various theories regarding motivation, decision making, communications, supervision, and organizational theory. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD 566 Leadership in Public Schools course.

The school administrator is viewed as the instructional leader who demonstrates knowledge of curriculum, instruction, assessment, and the ability to integrate and articulate programs. To this end, all courses stress the need for the school administrator to use the learning environment as a frame of reference in school decisions at all levels. To assist candidates in developing reflective skills, courses stress the integration of skills which reflect a working knowledge of research, data analysis methods, recruiting and training, organizing resources in support of goals and objectives, best practices in other schools and venues, working collaboratively with all clients, motivation and encouragement of improvement, political realities, social and personal needs of students and staff, and methods of planning and implementing change. These concepts of effective leadership are addressed in all courses and course readings are replete with examples of the value of these concepts. Candidates demonstrate their ability in this area through their fieldwork activities EDAD567 and EDAD566 Leadership in Public School.

It is important that all candidates develop personal efficacy regarding their knowledge, skills and dispositions as a school leaders. To facilitate proper prioritization of leadership interest, candidates are regularly asked to reflect on their personal philosophy of leadership. This begins early in the program in EDAD 505 Instructional Leadership and is followed by activities in EDAD 503 Organizational Leadership, EDAD 561 Policy, Governance, Community Relations, EDAD 566 Leadership in Public Schools, and EDAD 567 Fieldwork.

Issues of privacy, confidentiality and protecting the rights of students and staff are addressed in several courses. In EDAD 510 Introduction to Educational Research candidates learn how
research protocol requires application of specific legal practices where human subjects are involved. In EDAD 564 School Law and Regulatory Process and EDAD563 Human Resource Administration candidates study the legal parameters regarding confidentiality and privacy as it applies to students. Application of students’ privacy and confidentiality rights are emphasized in Fieldwork activities, and in the EDAD 566 Leadership in Public Schools.

Competency in Standard 14 is assessed in a variety of activities throughout the program culminating in Semester 5 (see EDAD 567 Competencies). Recommended fieldwork activities for Standard 14 are listed in the Fieldwork Handbook.

**Summary candidate expectancies and how they are addressed in the program**

<table>
<thead>
<tr>
<th>Each Candidate:</th>
<th>Courses:</th>
<th>Signature Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• models personal and professional ethics, integrity, justice, and fairness and</td>
<td>EDAD 503 Organizational Leadership</td>
<td>Organizational Analysis Paper</td>
</tr>
<tr>
<td>expects the same behaviors from others.</td>
<td></td>
<td>Leadership Matrix</td>
</tr>
<tr>
<td>• protects the rights and confidentiality of students and staff</td>
<td>EDAD 563 Human Resource Administration</td>
<td>Tenets and Philosophy Paper</td>
</tr>
<tr>
<td>• uses the influence of office to enhance the educational program not personal</td>
<td></td>
<td></td>
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<tr>
<td>gain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• makes and communicates decisions based upon relevant data and research about</td>
<td>EDAD 564 School Law &amp; Regulatory Process</td>
<td>Classroom Observation</td>
</tr>
<tr>
<td>effective teaching and learning, leadership, management practices and</td>
<td></td>
<td>Leadership Platform</td>
</tr>
<tr>
<td>equity, and equity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstrates knowledge of the standards-based curriculum and the ability to</td>
<td>EDAD 565 School Finance</td>
<td>Legal Incident Paper</td>
</tr>
<tr>
<td>integrate and articulate programs throughout the grades</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstrates skills in decision making, problem solving, change management,</td>
<td>EDAD 566 Leadership in Public Schools</td>
<td>Development of school budget</td>
</tr>
<tr>
<td>planning, conflict management, and evaluation and fosters and develops those</td>
<td></td>
<td>Interview w/District CFO</td>
</tr>
<tr>
<td>skills in others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• reflects on personal leadership practices and recognizes their impact and</td>
<td></td>
<td>Leadership CPSEL Analysis Paper</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

63
### Each Candidate:
Influence on the performance of others
- Sustains personal motivation, commitment, energy and health by balancing professional and personal responsibilities.

### Courses:
- **EDAD 567** Fieldwork (Fieldwork Handbook)
- **EDAD 563** Human Resources Development
- **EDAD 503** Organizational Analysis

### Signature Assignments:
- Fieldwork Competencies (Sem. 5)
- Fieldwork Plan, Form D
- Classroom Observation
- Leadership Matrix/Assessment
**Category III: Standards of Candidate Competence and Performance**

**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.

The Preliminary Administrative program at CSUF is designed to provide candidates with multiple opportunities to demonstrate their competency in understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. This is accomplished through course activities and assignments in EDAD505 Instructional Leadership, 561 Policy, Governance, and Community Relations, 563 School Finance, 564 School Law, 565 School Finance. Fieldwork activities EDAD 567 which are planned by each student and their mentor at the start of their program and must address each of the outcome standards (see Fieldwork Handbook).

The role of leaders and how they work with colleagues at school sites is addressed in several courses: EDAD 503 Organizational Leadership, EDAD 505 Instructional Leadership, and EDAD 566 Leadership in Public Schools. Candidates participate in group activities in many classes where they have opportunities to exercise leadership and expose candidates to the political, social, economic, legal, and cultural domains constantly operating the school setting. Each candidate is required to take on leadership roles at their school site as a part of fieldwork activities EDAD 567 Fieldwork which take place throughout their time in the program.

In EDAD 505 Instructional Leadership candidates identify the various elements in their school’s diverse community and identify the ways in which the instructional program of the school can be best structured to serve all elements of the internal and external school communities (see EDAD 505 Diversity Assignment). Also in EDAD 505, candidates assess the cultural awareness and proficiency of their organization while also reflecting on their own level of competence (see EDAD 505 Cultural Proficiency Continuum).

In the EDAD 561 Policy, Governance, Community Relations course candidates explore how schools respond to various constituent groups and enhance communication with decision makers (see EDAD 561 Community Relations Plan). Each candidate is required to show how she or he is able to be responsive to diverse communities and views and enhance communication. Candidates learn about school district governance in EDAD 561 Policy, Governance, Community Relations. Each candidate is required to show evidence of their understanding of how local policies are developed and implemented and their impact of teaching and learning (see EDAD 561 Policy Paper).

Candidates learn about the importance of equitable distribution of resources in a variety of courses: EDAD 505 Instructional Leadership, EDAD 561 Policy, Governance and Community Relations, EDAD 564 School Law, and EDAD 565 School Finance. In the EDAD 565 School Finance class the candidates are required to gather data about both general funding and categorical funds that come to the district and to their school (see EDAD 565 District Interview and Budget Analysis). Candidates analyze these data to assess the degree of
discretion site leaders have in budget decisions. Each candidate is required to show evidence of their understanding of how policies influence equitable distribution of resources.

Candidates learn how to facilitate constructive conversations about student learning and achievement and are required to show evidence of their ability to facilitate constructive conversations about improving student achievement in several courses: EDAD 505 Instructional Leadership, EDAD 563 Human Resources, and EDAD 566 Leadership in Public Schools. For example, in the EDAD 563 course candidates are assigned to conduct a formative teacher conference and observation cycle (see EDAD 563 Classroom Observation). They are given specific instruction in how to structure conferences so that teachers view them as constructive.

Competency in Standard 15: Political, Social, Economic, and Legal Understanding is assessed throughout the program via a variety of activities. Summative evaluation takes place Semester 5, in EDAD 567 via completion of the course competencies and the review of fieldwork artifacts by the course instructor and verification by mentors (see EDAD 567 Competencies).

Relative to the quality of preparation of students in Standard 15, Political, social, Economic, and Cultural Understanding, mentors in Spring 2013, rated the program outstanding (54%) or strong (46%).

Summary of Related Course Activities

<table>
<thead>
<tr>
<th>Each candidate:</th>
<th>Organizational Analysis</th>
<th>Classroom Observation</th>
<th>Leadership Platform (Career Adv. Assign.)</th>
<th>Law Presentation/Paper</th>
<th>Development of School budget</th>
<th>Interview w/District CFO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.</td>
<td><strong>EDAD 503</strong> Organizational Leadership</td>
<td><strong>EDAD 563</strong> Human Resource Development</td>
<td><strong>EDAD 564</strong> School Law &amp; Regulatory Process</td>
<td><strong>EDAD 565</strong> School Finance</td>
<td><strong>Organizational Analysis</strong></td>
<td><strong>Classroom Observation</strong></td>
</tr>
<tr>
<td>is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Leadership Platform (Career Adv. Assign.)</strong></td>
</tr>
<tr>
<td>demonstrates responsiveness to diverse community and constituent views and groups and generate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Law Presentation/Paper</strong></td>
</tr>
</tbody>
</table>


Each candidate:

- support for the school by two-way communication with key decision makers
  - knows how to work with the governing board and district and local leaders to influence policies that benefit students in the school community.
  - knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.
  - is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 566</td>
<td>Leadership in the Public Schools</td>
<td>Leadership CPSEL Analysis</td>
</tr>
<tr>
<td>EDAD 567</td>
<td>2012 Fieldwork Handbook</td>
<td>Fieldwork Plan B (Sem. 1, 3) Fieldwork Competencies (Sem. 5)</td>
</tr>
<tr>
<td>EDAD 561</td>
<td>Policy, governance, Community Relations</td>
<td>Policy Assignment</td>
</tr>
<tr>
<td>EDAD 505</td>
<td>Instructional leadership</td>
<td>Diversity Assignment Data Diary Cultural Continuum</td>
</tr>
</tbody>
</table>
Part II. Syllabi

EDAD 503  Organizational Leadership
EDAD 505  K-12 Instructional Leadership
EDAD 510  Research Design Hybrid
EDAD 561  Policy, Governance, and Community Relations
EDAD 563  Human Resource Administration
EDAD 564  School Law and Regulatory Process
EDAD 565  School Finance
EDAD 566  Leadership in the Public Schools
EDAD 567  Final Semester of Fieldwork
EDAD 597  Project
Part III. Program Assessment Summary

PRELIMINARY ADMINISTRATIVE CREDENTIAL PROGRAM (TIER I)

The Preliminary Administrative Credential (Tier I) is assessed through the College of Education Unit Assessment System designed for the continuous collection of multiple data sources, both internal and external, to monitor candidate performance and to manage and improve program effectiveness. Data are collected and analyzed to determine if candidates have met the requirements necessary to matriculate through the program at four transition points (TP):

1. Admission to Program
2. Program Continuation
3. Qualifying for the Culminating Experience
4. Exit from Program

The chart below displays the various assessments used to evaluate candidate progress/performance and program effectiveness. A full description of each assessment follows the chart which includes hyperlinks to appropriate assessment documents for reference. This chart includes only those assessments collected after candidates have been admitted to the program.

Preliminary Administrative Credential Program Assessments

<table>
<thead>
<tr>
<th>Assessment tool</th>
<th>Description</th>
<th>Data collected</th>
<th>Collection Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course level Assignment Grades</td>
<td>Tier I candidates take a minimum of 11 courses; MS students take an additional 4 classes. A grade point average of B is required</td>
<td>End of course grades</td>
<td>Each Semester (TP 2, 3, 4)</td>
</tr>
<tr>
<td>Assessment tool</td>
<td>Description</td>
<td>Data collected</td>
<td>Collection Timeline</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Fieldwork Competencies:</strong></td>
<td>Candidates demonstrate competency in the six Professional Standards (10-15)</td>
<td>Rubric Score Data</td>
<td>Semester 5 (TP 4)</td>
</tr>
<tr>
<td>Capstone Experience</td>
<td>Candidates complete a Competency Coversheet (Fieldwork Handbook) linking their experiences to the standard.</td>
<td>Beginning 2013-2014</td>
<td></td>
</tr>
<tr>
<td><strong>Master’s Project:</strong></td>
<td>A research project into a Problem of Practice</td>
<td>Grades Rubric Scores</td>
<td>Semesters 1, 2, 4, 5</td>
</tr>
<tr>
<td>Capstone Experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Diversity Assignment</strong></td>
<td>EDAD 505 Analysis of a specialized or supplemental program designed to meet needs of diverse students</td>
<td>Rubric scale scores</td>
<td>Semester 1 (TP 2)</td>
</tr>
<tr>
<td>(Unit Wide)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Signature Assignments</strong></td>
<td>Each course includes a signature assignment and rubric</td>
<td>Rubric Score Data</td>
<td>Semesters 1-5 (TP 2,3,4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beginning Fall 2013</td>
<td></td>
</tr>
<tr>
<td><strong>Writing Assignment</strong></td>
<td>EDAD 510 A writing assignment that includes research literature and describes a method of inquiry to complete the master’s project</td>
<td>Scale scores Average rubric scores</td>
<td>Semester 2 (TP2)</td>
</tr>
<tr>
<td>(Unit Wide)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Preliminary Administrative Credential Program Assessment Descriptions and Documents

Course level Assignments/Grades
Candidates complete an integrated curriculum leading to a Preliminary Administrative Credential. Unit Program outcomes and professional standards are used to guide the development of course content and assignments. Each course syllabus details the specific outcomes and standards addressed by course objectives and assignments.

Data Collected
Course grades. A grade of B or better is evidence of meeting standards.

Scoring Process
Instructors use holistic rubrics to inform candidates of expectations and to score course assignments. Department grades are reviewed each semester (average and distribution) by the department.

Fieldwork Competencies
In many ways, evaluation of competence is ongoing throughout the program. Candidates engage in fieldwork throughout the 18 months of the program. Fieldwork expectations are written in the Fieldwork Manual, which is revised annually. For each Performance Standard, candidates identify an average of four activities that will expand their experience and competence. They plan their fieldwork experiences Semester 1 (Form B) and report on their progress and submit mentor evaluations Semesters 1, 3, 5 (Forms C,D,E) (see Fieldwork Handbook). Candidates submit a
A summary of fieldwork completed (Forms C), a self-assessment (Form D) and their mentor’s evaluation (Form E) of their progress toward each standard Semesters 1 and 3 as part of their Fieldwork Course (EDAD 567). Semester 5 is the capstone course and candidates submit their portfolios of evidence for all fieldwork experiences, in addition to Forms C, D, and E. Candidates complete a Competency Coversheet linking their experiences to the standard (see Fieldwork Handbook).

Data Collected
Scores for each of the six competencies are collected and maintained by the department as evidence of competency.

Scoring Process
Instructors grade students based on evidence of completion, candidates’ self and mentor evaluations and quality of fieldwork completed. Instructors review the evidence, the documents, and score candidates using a department-wide rubric (see Fieldwork Handbook).

Diversity Assignment
The Diversity Assignment is a written paper consisting of six parts: analysis of the candidate’s school and district demographic profile; Identification and description of board of education policies related to diverse populations; a matrix identifying the specialized or supplemental programs targeting special populations; an evaluation of instruction in a given content area relative to a subgroup; description of the candidate’s personal vision of instructional leadership; an evaluation of the instructional leadership practice at their site; and recommendations for improvement.

Data Collected
Rubric scores for each component of the assignment. Note: Rubric was revised in 2012.

Scoring Process
Course instructors for EDAD 505 use a weighted scoring rubric which provides discrete scores for each component of the assignment and ensures that the most significant components are given the most weight toward the final grade (see EDAD 505 Diversity Assignment).

Master’s Project
The master’s project is the culminating activity of the MS/Credential program. It is designed to be an authentic experience that will connect theory to practice. Semester 1 (EDAD597), candidates identify a problem of practice in their work settings and begin their work on an annotated bibliography relevant to that problem. Semester 2 (EDAD510), they learn about the process of research and write a Method of Inquiry Paper (Writing Assessment). Semester 4 (EDAD597) is the instrument development and data gathering semester. The culminating products include a Portfolio of Products completed, an Essay describing their question, methods, and findings, and a Poster Presentation. All parts of the project are collected into a portfolio (Masters Project).
Data Collected
Grades for each project course (EDAD 597 and EDAD 510) and final rubric scores for the project are collected, beginning Fall 2013.

Unit Wide Surveys
Two surveys (used by all Unit advanced programs) are used to collect data on candidate perceptions of their performance and proficiency at two different points in their program (mid-point and exit). The surveys are anonymous and are administered electronically. The link to the survey and survey instructions are provided by the College Assessment Office to all students enrolled in a course that is taken mid-way through the program (EDAD 565) and one at the end of the program (EDAD 566). Both surveys consist of the same questions rated on a 4 point scale from strongly agree to strongly disagree.

Signature Assignments
For each course, the department identified signature assignments as part of the department assessment system. Selected assignments are specific to the individual course. For EDAD 505, the Diversity Assignment is the signature course. For EDAD 564 the Legal Incident paper is the signature assignment and for EDAD 565 School Finance, it is the Budget Assignment. Criteria for selection were based on the relevance of the assignment to the Performance Standards.

Data Collected
Rubric scores for each signature assignment are to be collected beginning fall 2013.

Scoring Process
Course instructors will score each signature assignment, adhering to the assignment specific rubric.

Writing Assignment
The Introduction to Research course EDAD 510 includes an assignment requiring the inclusion of research literature and development of a plan of inquiry to address the problem of practice identified as the focus of each candidate’s master’s project.

Data Collected
The composite and primary trait rubric scores are collected by the Unit.

Scoring Process
The EDAD 510 instructor is responsible for the scoring adhering to the rubric.

Pre Post Candidate Inventory
The Candidate Self-Assessment of Leadership Competence has six parts, each aligned with the six Performance Standards or California Performance Standards for Educational Leaders (CPSELS). EDAD faculty designed the Candidate Inventory with three purposes in mind. First, to identify relative areas of strength and deficiency in candidates’ level of experience in order to assist in the design of fieldwork experiences; second, to build candidates’ awareness of the expectations for a
beginning administrator; and, last, to provide a basis for measuring candidates’ growth in leadership
competencies by the end of the program.

Data Collected
Candidate pre assessment scores in each section of the inventory and candidates’ post program scores.
Each of the 50+ items is assessed on a four-point scale in two dimensions: Experience and
Knowledge.

Scoring Process
The Inventory is a non-evaluative assessment which provides pre and post program information for
the benefit of the candidates’ individual professional growth plans and as a measure of program
efficacy. It is a quantitative assessment scored electronically.

Mentor/Employer Survey
A survey is administered to mentors at the end of the program and is designed to provide constructive
feedback to the department. It consists of 15 forced choice, program-related items and four
demographic items. Mentors are also given the opportunity to write comments, often the most
informative part of the instrument.

Data Collected
The frequency and distribution of responses for each items and mentor written comments.

Scoring Process
Responses are entered on an EXCEL data base and summarized according to each item and the
number and percent of responses for each item on the scale. Comments are typed and the composite
report is reviewed by faculty.
Appendices
Syllabi
CALIFORNIA STATE UNIVERSITY FULLERTON
College of Education
Department of Educational Leadership
EDAD 503 Organizational Leadership
Cohort 02 Spring 2013

Instructor: Pamela Houston, Ed.D. Office Ph #: (657) 278-7320 Office Rm #: CP 520-5
Office Hours: Wed. 1:00-4:00 & by appointment. Email: phouston@fullerton.edu

Course Description
Prerequisite: admission to Preliminary Credential and/or master’s program. Using organizational theory and leadership studies to understand schools and how to bring about change in schools. Organization, structure and cultural context of schools and the study of techniques used to guide, motivate, delegate, build consensus and lead others in the achievement of goals.

Education Unit Conceptual Framework

A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
a) demonstrate strong foundation in subject matter or field of study
b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
c) demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
a) promote diversity
b) make informed decisions
c) engage in collaborative endeavors
d) think critically

Outcome 3: Committed and Caring Professionals
a) become change agents
b) maintain professional and ethical standards
c) become life-long learners
PROFESSIONAL STANDARDS

The California Professional Standards for Educational Leaders (CPSELs) frame all of the activities for this course. Link: http://www.wested.org/online_pubs/cpsel_standards.pdf

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairness and in an ethical manner.
6. Understanding, responding to, and influencing the political, social, economic, legal, and cultural context

STUDENT LEARNING GOALS

SLG1: Each candidate will analyze organizational structure in terms of the school vision and mission and relationship to justice, equity and inclusion (CPSEL 1). Organizational Analysis Paper, Forum discussion

SLG2: Each candidate will be prepared to align school programs, plans and activities to ensure that they are integrated, articulated through the grades and consistent with the vision (CPSEL 1). Organizational Analysis Paper, Forum discussions

SLG3: Each candidate will apply organizational theories to contemporary issues and dilemmas in educational leadership. (CPSELs 2, 4, 5). Case Study Analyses, Book Study Presentation, Forum discussions

SLG4: Each candidate will analyze school structures and processes that support student learning (CPSEL 3). Organizational Analysis Paper, Forum Discussions

SLG5: Each candidate will understand how school leaders can work with the board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (CPSEL 6) Case Study Analyses, Forum Discussions

SLG6: Each candidate will critique the educational and leadership philosophy of a selected author and compare that philosophy to their own emerging vision. (CPSEL 2) Book Study Project, Tenets and Philosophy paper
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. Disposition Statement for Students.

REQUIRED TEXTS


Study Group Book Selection as assigned

Several articles and selected narratives are/will be posted on TITANium and are required reading. The class schedule identifies the dates for some readings. Others will be noted during the course of the semester.

GRADING POLICY FOR THE COURSE

There will be six assignments in this course, with each one weighted as follows:

1. Leadership Performance Matrix Review and Professional Development Plan – 10%
2. Case Study: Group Initiation and Facilitation of Discussion Forum – 15%
3. Analysis of District and School Organizational Structure – 25%
4. Book Study Group Presentation – 20%
5. End of Term Paper: Tenets and Philosophy – 25%
6. Participation – 10%

Grading Scale.

A+ = 98 – 100   B+ = 87 – 89   C+ = 77 – 79   D = 0 – 69
A   = 93 – 97   B    = 83 – 86   C    = 73 – 76
A-  = 90 – 92   B-   = 80 – 82   C-   = 70 – 72

Note: If you earn less than a B- on any assignment, you may resubmit that assignment within one week; the highest grade that can be earned for a resubmitted assignment will be a B-.

Students earning a C- in the course are required to retake the course.

MISSED EXAMS AND LATE ASSIGNMENTS

There are no examinations for this course. With the exception of extenuating circumstances, late individual assignments will only be accepted one week after the due date; the grade earned will be
lowered by one whole letter grade (A- will become B-). Please inform the instructor of any extenuating circumstances as soon as possible.

EXTRA CREDIT OPTIONS

There is no extra credit available for this course.

ASSIGNMENT AUTHENTICATION AND SUBMISSION

The instructor will authenticate student work via the use of multiple assessments for this course. Assignments are to be submitted electronically.

ALTERNATE DELIVERY OF ASSIGNMENTS

If insurmountable technical difficulties arise, contact the instructor for alternative delivery of assignments (e.g., face-to-face or U.S. Mail).

COMMUNICATING WITH THE COURSE INSTRUCTOR AND PEERS

Contacting the instructor can be accomplished in a variety of ways, although email is the preferred method. The instructor will be online frequently, Monday through Friday, and will usually respond to all emails within 24 hours (weekend responses may mean a 48 hour response window). Additionally, the instructor will maintain office hours as listed above. Emails sent to the instructor during this time will be answered more quickly. Telephone contact is also an option, via office phone or instructor’s cell phone.

Each student is expected to conduct him/herself in a professional manner during the class – whether face-to-face or online – taking full advantage of the learning opportunities available. This includes active participation in group work, participating in any online discussions (forums) and assignments, and adhering to proper netiquette. Netiquette refers to a set of behaviors that are appropriate for online activity – especially with email and threaded discussions. The core rules of netiquette (from Northern Arizona University: e-Learning Center) can be found at: http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php

RECOMMENDED HARDWARE AND SOFTWARE REQUIREMENTS

To fully participate in this course you will need a computer system capable of color, sound, and video with an operating system installed after 2000; a monitor capable of displaying information at least 800 x 600 pixels; high speed internet connection; CSUF email account; plug ins (Adobe PDF, Real Player, Flash); and Microsoft Office 2007 or higher (Word, PowerPoint, Excel).

TECHNICAL SUPPORT

Technical support for all CSUF students is delivered by the Information Technology Help Desk at (657) 278-7777.
TECHNOLOGY SKILLS

<table>
<thead>
<tr>
<th>Technical Skills</th>
<th>Description</th>
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<tbody>
<tr>
<td>e-Mail</td>
<td>Students are required to use the CSUF electronic mail system. It is expected that you know how to send and receive e-mail, as well as send and receive attachments. All e-mails from your course instructor will be sent to your CSUF e-mail address. You will automatically receive a CSUF student e-mail account when you enroll at the university and are responsible for checking your student e-mail account regularly. Every two to three days is recommended. All official e-mails and notifications from the university are sent to this address as well.</td>
</tr>
<tr>
<td>World Wide Web</td>
<td>Proficiency in accessing the World Wide Web is necessary to access external web links.</td>
</tr>
<tr>
<td>Word Processing</td>
<td>Students are expected to have a thorough knowledge of word processing including how to create MSWord documents; students are also expected to be proficient in using spelling and grammar reviews.</td>
</tr>
<tr>
<td>Scanning</td>
<td>Students are sometimes required to scan documents, particularly those with signatures. Therefore, students need to have access to a scanner to attach certain documents to emails and/or online submissions.</td>
</tr>
<tr>
<td>TITANium</td>
<td>TITANium is the CSUF Web-based Learning Management System that allows instructors to provide course documents and resources to students. Students access TITANium by logging into the CSUF portal and clicking on the TITANium link.</td>
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</tbody>
</table>

PLANNED ASSIGNMENTS

1. **Leadership Performance Matrix Review and Professional Development Plan (10%)**
   This is a self-assessment, in which you will reflect on your strengths and growth areas as a potential leader. Download the Reeves document (posted on TITANium), which explains the dimensions being assessed, and with that in hand, complete the matrix, which will be accessed via a web-based link, or provided to you in class. There is no rubric for this assignment; completion in the time frame identified meets the standard.

2. **Case Study: Group Initiation and Facilitation of Discussion Forum (15%)**
   Chapters 2-10 in Chance each end with two case studies. The first is accompanied by an analysis. The second is presented for the reader to analyze. You will be part of a group scheduled to present an analysis of the second case study for one of the chapters. Each group will begin with a presentation to the class (maximum 10 minutes) and then lead an interactive discussion that focuses on analysis of the case study.
   - Part I of your group’s task is to present the details of the case and note the organizational/leadership concepts involved. This presentation is to be done via Power Point or other presentation media.
Part II is to initiate and facilitate a discussion. You will begin a discussion by posing questions or scenarios that parallel the case. The discussion should involve the class in an exchange of options for solving the dilemmas, using the material covered in the chapter.

The presentation and subsequent discussion should be approximately 20 to 30 minutes.

A case study will be modeled for you prior to the assignment.

3. **Analysis of District and School Organizational Structure (25%) Signature Assignment**

Using the material covered in Chapters 1-6 of Chance, review your school and district organizational structures and processes as they reflect the concepts presented in Chance. Indicate where the school and district are similar and different as well as your observations/concerns regarding your findings. Using APA guidelines cite sources from the reading(s) and discussions (in addition to Chance) to support the points you make.

Include a cover page and a reference page.

Excluding the cover and reference pages, the assignment is limited to a maximum of four (4) typed pages, double spaced, 12-point Arial or Times New Roman font, with 1” margins all around and pages numbered.

4. **Book Study Group Presentation (20%)**

This group presentation focuses on the group’s professional book reading experience. Presentations will include a book summary, author’s background and the group’s critique and analysis of the reading experience. At a minimum, the presentation should include the organizational and leadership perspectives and the implications for future practice. Each book group will prepare a 20-30 minute presentation for peers, enhanced by a supportive one-page handout for each class member. A minimum of 10 minutes should facilitate the active participation of peers.

Your presentation should include:

- the research base and/or qualifications of the author
- assumptions regarding the role of organizations and the dispositions needed for effective leadership
- relevance to 21st Century educational leadership
  - promoting equity and closing the achievement gap
  - supporting teaching and learning
- relevance to just, equitable, and inclusive education
  - just – a commitment to meet the needs of all students in a fair, caring, respectful, non-discriminatory manner (NCATE, 2008)
  - equitable – a process that guarantees access to resources necessary for all students to attain high-quality outcomes
  - inclusive – a perspective that respects the knowledge and strengths all students bring from their communities and makes community-based knowledge an integral component of curricular and pedagogical development
- relevance for educators beginning their administrative careers
Consider:
- incorporating a variety of media
- including the class in an innovative way
- selling the book to your colleagues as a potential part of their professional libraries. For example:
  - design a comic strip or poster telling about an important section of the book
  - project a movie scene that depicts a theme in the book
  - write and perform a song or rap expressing concepts from the book
Be creative and professional.

5. End of Term Paper: Tenets and Philosophy (20%)
More than we sometimes realize, personal beliefs and values guide our actions as educators and as leaders. The purpose of this assignment is to encourage your personal reflection on the beliefs and values that you consider important and how you will honor them as a leader. Remember, beliefs and values are not specific to our work as educators; these are the tenets that we live by as individuals, as citizens, as family members. Drawing on your learning in EDAD 503, your total experience as an educator and student of education, and your reflection on your personal beliefs and values, you should frame your end of term assignment around the following parts:

- An introduction that tells the reader where the essay is going
- Identify at least three (3) and not more than five (5) tenets upon which your philosophy is based. (These are your values and beliefs.)
- A narrative that spells out your leadership philosophy. Your philosophical narrative should transfer the tenets to action. Based on your beliefs and values how will you behave as a leader?
- A summary that synthesizes your essay.
Make use of the material covered in class, so it is evident that you have done the following in developing your philosophy:
- Reflected on the theories proffered by Chance
  - Organization structure (Chapters 1-4)
  - Leadership of organizations (Chapters 5-10)
- Drawn on the appropriate leadership matrix concepts of Reeves
- Incorporated the ideas/theories discussed in class via discussion forums and face-to-face meetings, including your book study and presentation and discussion.

There is no expectation that you will incorporate all the ideas, theories, and concepts of your text, Reeves, or alternative readings. There is, however, the expectation that you have reflected thoroughly on the reading and are positioned to draw together appropriate and sufficient support for your position. While the objective is to develop a statement of philosophy that would guide you as a leader at the school or district office level, the expectation is that your work will avoid the first person reference and reflect the highest standards of graduate level writing.
Format:
• Double-spaced and numbered pages.
6. Participation (10%)
Students learn from each other and construct meaning, in part, by engaging in structured and impromptu discussions with peers. Therefore, small and whole group discussions and activities will occur regularly in class meetings and students are expected to fully engage in them. Students are also expected to participate in discussion forums posted on TITANium, as they occur.
Additionally, students are encouraged to foster an environment conducive to learning by respecting one another, welcoming disagreement and explanations, asking clarifying questions, and adhering to class norms.
Regular attendance is also a course expectation. In the event of an unavoidable conflict with class, students remain responsible for any work or information missed and are advised to identify a class “buddy” who will pick up course materials, etc.
Lack of participation and poor attendance will have a negative impact on your grade.
## RUBRICS

<table>
<thead>
<tr>
<th>Element/Points</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Fails to Meet Standard</th>
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<tbody>
<tr>
<td>Organization PPT Slides Group participation</td>
<td>The case is presented in a comprehensive, well-ordered, interesting manner. The slides are exceptional in depicting the case and related organizational/leadership concepts. There is evidence that all group members had equitable participation in the assignment. [5]</td>
<td>All elements of the case are presented in a straight-forward manner. The slides depict the case and related organizational/leadership concepts. There is evidence that all members had equitable participation in the assignment. [3-4]</td>
<td>The case is presented in a poorly organized manner. Elements of the case and/or related organizational/leadership concepts are missing on the slides. It is not evident that all members had equitable participation in the assignment. [0-2]</td>
</tr>
<tr>
<td>Integration of course content with case</td>
<td>The text chapter and course content are effectively used in an insightful and creative manner. [5]</td>
<td>The text chapter and course content are used but not maximized. [3-4]</td>
<td>Content from the chapter is incomplete, weakly represented, or is unclear. [0-2]</td>
</tr>
<tr>
<td>Professionalism</td>
<td>The presentation of the case and facilitation of the discussion serve as a model which encourages and inspires the other members of the cohort to collectively engage in reflective participation. [3]</td>
<td>The presentation of the case and facilitation of the discussion clarify concepts related to the case study and provide the members of the cohort an opportunity to refine their collective capacity to engage in a professional discussion. [2]</td>
<td>The presentation of the case and facilitation of the discussion reflect a lack of preparation and/or coordination. [0-1]</td>
</tr>
<tr>
<td>Class involved in active discussion</td>
<td>Leadership of the discussion is effective and compelling. [2]</td>
<td>Leadership of the discussion is provided. [1]</td>
<td>The discussion lacks leadership. [0]</td>
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</table>

Total ____/15
<table>
<thead>
<tr>
<th>Element/Points</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of district and school organization structure</td>
<td>Description is clear, thorough, compelling, and augmented by appropriate flow-chart(s) and/or drawings [5-6]</td>
<td>Description is present but not well organized and/or lacks the needed depth [3-4]</td>
<td>Description misses key elements. Description is so cursory as to miss the point of the assignment [1-2]</td>
</tr>
<tr>
<td>Analysis uses course content</td>
<td>The analysis is through the lens of course reading and discussion forums. Reflects analytical cognitive processes (differentiating, organizing, attributing) [6-7]</td>
<td>The analysis makes use of course content but is not compelling or thorough [3-5]</td>
<td>What serves as analysis is really a parroting of content and not reflective of analytical cognitive processes [2] There is a lack of appropriate use of course content [1]</td>
</tr>
<tr>
<td>Summary</td>
<td>The summary synthesizes the preceding narrative in a thorough and compelling manner. [4]</td>
<td>There is a summary, but it lacks thorough and compelling qualities and does not provide a clear sense of the writer’s understanding. [3-2]</td>
<td>There is a summary, but it is superficial and lacks depth [1] There is no recognizable summary [0]</td>
</tr>
<tr>
<td>Quality of writing – syntax, grammar, spelling, organization, citations, etc.</td>
<td>Perfect, no errors [3]</td>
<td>A few errors, but they do not take away from the quality of the work [2]</td>
<td>The paper has errors that interfere with the reader’s understanding. Exceeds 4-page limit [0-1]</td>
</tr>
<tr>
<td>Total ___/25</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Criteria/Points</td>
<td>Exemplary</td>
<td>Well Done</td>
<td>Below Standard</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Presentation</td>
<td>All group members participate. Presentation is well-planned and prepared. Presentation moves smoothly. Presentation is directed and purposeful.</td>
<td>All group members participate. There is evidence of thought and planning. The presentation is purposeful, but not quite at the exemplary level.</td>
<td>Group members’ participation levels are not equitable. Preparation is not evident.</td>
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<tr>
<td>Collaborative effort, planned and prepared with a clear purpose</td>
<td></td>
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<tr>
<td>Visually engaging, informative</td>
<td>Visuals engage, inform and persuade. Visuals are professionally presented. The medium supports the content.</td>
<td>Visuals have most but not all of the exemplary elements. Visuals are not as professionally presented.</td>
<td>Visuals entertain but do not inform. Key elements are missing.</td>
</tr>
<tr>
<td>Content/Critique</td>
<td>Examination of author’s assumptions has depth. Analysis of “relevance” is persuasive and reflects expectations for contemporary educational leaders, including those related to just, equitable, and inclusive education: 1. be committed to the educational needs of all students 2. guarantee all students access to resources necessary for the attainment of high-quality outcomes 3. value the need to include community-based knowledge in curricular and pedagogical development</td>
<td>All elements are addressed, but not examined in depth, or the analysis of “relevance” to 21st Century leaders and just, equitable, and inclusive education misses key points</td>
<td>One or more parts of the assignment are missing or minimally presented</td>
</tr>
<tr>
<td>Author’s assumptions are examined; relevance to organizational leadership explicitly expressed, book is assessed in terms of 21st Century relevance for leaders, book is assessed, in terms of its relevance to just, equitable, and inclusive education</td>
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</tbody>
</table>
| Handout (1 page only) | Professional
Outlines key ideas in the critique
APA citation | Usefulness

2 points |

| Handout includes the main points of the presentation, is professional in appearance, supports the audience’s construction of meaning of the overall presentation | Handout is professional in appearance. Addresses main points. The format may hinder rather than support the audience’s construction of meaning of the overall presentation. APA is incomplete. |

[2] |

| Handout suggests minimal effort or lacks some parts. May be unprofessional in appearance. |

[0] |

Total ____/20
<table>
<thead>
<tr>
<th>Element/Points</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and organization of the paper</td>
<td>Introduction clearly states where the analysis narrative is headed and identifies any subsections</td>
<td>Introduction covers expectations, but lacks polish or is superficial</td>
<td>Weak introduction that leaves the reader wondering about content</td>
</tr>
<tr>
<td>3 points</td>
<td>[3]</td>
<td>[2]</td>
<td>[1]</td>
</tr>
<tr>
<td>Describes 3 to 5 tenets upon which the philosophy is based</td>
<td>Description is clear, thorough, and compelling.</td>
<td>Description is present, but lacks the clarity of a paper that exceeds the standard</td>
<td>Description is confusing and/or superficial</td>
</tr>
<tr>
<td>5 points</td>
<td>[5]</td>
<td>[3-4]</td>
<td>[2-1]</td>
</tr>
<tr>
<td>Philosophy narrative is well-structured, action-oriented, compelling, and aligned with tenets</td>
<td>Narrative is well-structured and well-aligned with tenets. Leadership perspective is clear with relevant behaviors as support.</td>
<td>Philosophy is present, but not well-organized and/or does not align well with tenets. May lack a clear leadership perspective/actions</td>
<td>Fails to identify relevant leadership behaviors</td>
</tr>
<tr>
<td>5 points</td>
<td>[5]</td>
<td>[3-4]</td>
<td>[2]</td>
</tr>
<tr>
<td>Course readings and forum discussions are used cogently in the narrative to support writer’s assertions.</td>
<td>Philosophy, tenets, and narrative incorporate well the course readings and forum discussions. (At least 3 references to course readings)</td>
<td>Use of course readings and discussions is present, but not in a cogent and compelling way</td>
<td>Some use of readings and forum discussion, but may not be relevant to assertions</td>
</tr>
<tr>
<td>4 points</td>
<td>[4]</td>
<td>[3]</td>
<td>[2]</td>
</tr>
</tbody>
</table>

*End of Term Paper: Tenets and Philosophy Rubric*
<table>
<thead>
<tr>
<th>Quality of writing-syntax,</th>
<th>Writing meets graduate level standards. Each paragraph is centered on a single idea supported by relevant examples or references. Varied sentence structure; grammatically perfect.</th>
<th>Reads well at the paragraph level, but may be overly simplistic or include a few errors that do not detract from the reader’s understanding</th>
<th>Errors interfere with the reader’s understanding or paragraph development weak or nonexistent</th>
<th>Multiple errors in development, support, and/or grammar</th>
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<tbody>
<tr>
<td>3 points</td>
<td>[3]</td>
<td>[2]</td>
<td>[1]</td>
<td>[0]</td>
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<tr>
<td>Total ____/20</td>
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SUBMISSION OF ASSIGNMENTS

Assignments are to be submitted on or before the due dates via email to phouston@fullerton.edu

Students with Special Needs: Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000 www.fullerton.edu/disabledservices/

Academic Dishonesty Policy: Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf

Two week plan for distance instruction should on-campus instruction be interrupted: (adapt as appropriate) In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

In the event of emergency, contact the University Police at 657-278-3333. http://emergencypreparedness.fullerton.edu/
**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Topic(s)</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/Jan. 30</td>
<td>Overview of Organizational Leadership Syllabus</td>
<td></td>
</tr>
<tr>
<td>2/ Feb. 6</td>
<td>Chance, Chapter 1</td>
<td>Leadership Performance Matrix</td>
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<td></td>
<td>Applying Organizational Theory to Educational Leadership: An Overview of Theoretical Foundations</td>
<td>*Submit on TITANium</td>
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<tr>
<td>3/ Feb. 13</td>
<td>Chance, Chapter 2</td>
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<td></td>
<td>Organizational Structure: Fundamental Constructs that Determine Schools</td>
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<td>Establish Case Study Groups</td>
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<td>Model of Case Study</td>
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<td></td>
<td>Establish Book Study Groups</td>
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<tr>
<td>4/ Feb. 20</td>
<td>Chance, Chapter 3</td>
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<td></td>
<td>Systems Theory: Understanding the Dynamics of Schools as an Open Systems</td>
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<tr>
<td>5/ Feb. 27</td>
<td>Chance, Chapter 4</td>
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<td>Organizational Culture: Schools as Learning Organisms</td>
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<td>Diversity and Social Justice - Equity Traps</td>
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<tr>
<td>6/ March 6</td>
<td>Chance, Chapter 4</td>
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<tr>
<td></td>
<td>Organizational Culture: Schools as Learning Organisms</td>
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<tr>
<td>7/ March 13</td>
<td>Chance, Chapter 5</td>
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<tr>
<td></td>
<td>Leadership: Influencing Behavior, Relationships, and School Effectiveness</td>
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<td>8/ March 20</td>
<td>Chance, Chapter 6</td>
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<td>Contingency Theory: Variables Affecting Organizations and Leadership</td>
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<td>9/ March 27</td>
<td>Chance, Chapter 7</td>
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<td>Motivation: The Human Dynamics of Leadership</td>
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<td>10/ April 10</td>
<td>Chance, Chapter 8</td>
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<tr>
<td></td>
<td>Communication: The Impact of Organizational Structure on Information Flow and Perceptions</td>
<td>Organizational Analysis</td>
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<tr>
<td>11/ April 17</td>
<td>Chance, Chapter 9</td>
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<tr>
<td></td>
<td>Decision Making: An Essential Function of Leadership</td>
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<td>12/ April 24</td>
<td>Chance, Chapter 10</td>
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<td>Organizational Change: Reforming and Restructuring</td>
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<tr>
<td>13/ May 1</td>
<td>Chance, Chapter 11</td>
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<tr>
<td></td>
<td>Applying Theory to School Leadership</td>
<td></td>
</tr>
<tr>
<td>14/ May 8</td>
<td>Study Group Presentations on Professional Reading</td>
<td></td>
</tr>
<tr>
<td>15/ May 15</td>
<td>Leading in an era of high stakes accountability</td>
<td></td>
</tr>
</tbody>
</table>
SUPPLEMENTAL RESOURCES

Professional Standards
- ISSLC Standards [http://wps.ablongman.com/ab_bacon_edadmin_1/0,6183,462533-,00.html]
- California Commission on Teacher Credentialing-California Professional Standards for Educational Leaders (CPSEL’s) [http://www.ctc.ca.gov/]
- International Society for Technology in Education (ISTE) [http://www.iste.org]

Academic Standards

Core Subject Area Standards-National Organizations
- Association of Supervision & Curriculum Development (ASCD) [http://www.ascd.org]
- National Council of Teachers of English (NCTE) [http://www.ncte.org]
- National Council for the Social Studies (NCSS) [http://www.ncss.org]
- National Council of Teachers of Mathematics (NCTM) [http://www.nctm.org]
- National Science Teachers Association (NSTA) [http://nsta.org]

Curriculum Standards/Frameworks-California
- California’s Content Standards and Frameworks [http://www.cde.ca.gov/BE/ST/]

Instructional Resources
- Mid-continent Research for Education and Learning (McREL) [www.mcrel.org]
- WestEd* (Lab serves Orange County) [www.wested.org]
- The Education Alliance at Brown University [www.alliance.brown.edu]

Regional Educational Laboratories
- Northwest Regional Educational Library (NWREL) [www.nwrel.org]
- North Central Regional Educational Laboratory (NCREL) [www.ncrel.org]
- Pacific Resources for Education and Learning (PREL) [www.prel.org]
- Southwest Educational Development Laboratory (SEDL) [www.sedl.org]

Creating Student-Centered School Cultures

Professional Learning Communities
- [http://www.sedl.org/change/issues/issues61.html]
- All Things PLC [http://www.allthingsplc.info/]

Cultural Diversity
- Center for Research on Education, Diversity, & Excellence [http://www.crede.ucsc.edu]
- Census Data Online [http://www.aecf.org/kidscount/census]
- Teaching Diverse Learners [http://www.alliance.brown.edu/tdl]
- National Clearinghouse for English Language Acquisition [http://www.ncela.gwu.edu]
- English Language Learners [http://www.cde.ca.gov/sp/el/]
- Center for Multilingual Multicultural Research [http://www-bcf.usc.edu/~cmmr/BEResources.html]

Communicating the Vision
- Visionary Instructional Leadership [http://epaa.asu.edu/epaa/v7n18]
- The Principal as Chief Learning Officer [http://www.middleweb.com/ash.html]
- Characteristics of Leaders of Change [http://www.sedl.org/change/leadership/character.html]
- Communication Skills in the Workplace [http://workhelp.org/Communication/index.html]
- District Website (Example) [http://www.cnusd.k12.ca.us/]

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Setting High Expectations
• Leadership Self-Assessment  http://www.nsba.org/sbot/toolkit/LeadSA.html
• Principles of Adult Learning  http://www.teachermentors.com/RSOD%20Site/StaffDev/adultLrng.HTML
• Teachers’ Perceptions of Supervision and Professional Development  http://www.ssta.sk.ca/research/leadership/98-04.htm
• Short and Long-Term Goal Setting  http://www.annenberginstitute.org/tools/index.html

Developing Teacher Leaders
• National Staff Development Council  http://www.nsdc.org/
• NSDC Standards for Staff Development.  http://www.nsdc.org/standards/index.cfm
• National Board for Professional Teaching Standards  http://www.nbpts.org/standards/nbcert.cfm
• Beginning Teacher Support and Assessment (BTSA)  http://www.btsa.ca.gov/

Building Positive Relationships
• Harvard University Projects to Promote Parental Involvement  http://www.gse.harvard.edu/hfrp/projects/fine/resources/bibliography/family-involvement2003.html
• The Parent Institute  http://www.par-inst.com/

Leadership and Management Publications
• National Association of Elementary School Principals Journal  www.naesp.org
• National Association of Secondary School Principals  www.nassp.org
• Educational Leadership Journal  http://www.ascd.org
• ERIC: Clearinghouse on Educational Management  http://eric.uoregon.edu/
• Thrust for Educational Leadership Journal  http://www.acsa.org/publications/Leadership/
• Education Week  http://www.edweek.org/
• Phi Delta Kappan  http://www.pdkintl.org/kappan/kappan.htm
• National Staff Development Council  http://nsdc.org
• EdSource Online  http://www.edsource.org

Professional Associations
• American Association of School Administrators  http://www.aasa.org
• International Principals Network  http://www.gse.harvard.edu/principals
• California School Boards Association  http://www.csba.org

Government
• California Commission on Teacher Credentialing  http://www.ctc.ca.gov/
• California State Department of Education  http://cde.ca.gov

Development of School Culture
• Climate Instruments  http://www.coe.ohio-state.edu/whoy
• Learning Organizations  http://www.stanford.edu/group/SLOW
<table>
<thead>
<tr>
<th>TRAIT</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic &amp; Organization</td>
<td>develops ideas cogently, organizes them logically within ¶'s, connects them with effective transitions; clear and logically consistent organization relating all ideas together</td>
<td>develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together</td>
<td>develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas may seem illogical and/or unrelated</td>
<td>does not develop ideas cogently, organize them logically within paragraphs or connect them with clear transitions; uneven or ineffective overall organization</td>
<td>does not develop ideas cogently, organize them logically within paragraphs and connect them with clear transitions; uneven and ineffective overall organization</td>
</tr>
<tr>
<td>Evidence</td>
<td>ample, relevant, concrete evidence and persuasive support for every debatable assertion; uses multiple, reliable sources which are assessed critically; maintains own voice</td>
<td>relevant, concrete evidence and persuasive support for most debatable assertions; uses multiple or reliable sources which are not always assessed critically</td>
<td>merely adequate evidence and support for most assertions; uses single or multiple sources, which may be unreliable and used uncritically</td>
<td>weak evidence and persuasive support; uses limited source(s), and/or relies predominantly on sweeping generalizations, narration, description, or summary</td>
<td>little or no evidence or support connected to essay’s topic or claim, relies solely on author’s experiences, questionable sources; outside the genre of academic prose</td>
</tr>
<tr>
<td>Citations (if applicable)</td>
<td>Research support quoted, paraphrased, and cited, and well-integrated into prose</td>
<td>researched support correctly quoted, cited, and paraphrased</td>
<td>researched support adequately quoted, cited, and paraphrased</td>
<td>researched support incorrectly quoted, cited, and paraphrased</td>
<td>researched support incorrectly quoted, cited, and paraphrased</td>
</tr>
<tr>
<td>Control of Language</td>
<td>exact control of language, including effective word choice and sentence variety; superior facility with the conventions of standard written English</td>
<td>clear and effective control of language, including word choice and sentence variety; competence with the conventions of standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; minor errors in standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; major errors in standard written English impeding understanding</td>
<td>poor control of language, includes problems with word choice and sentence structure; frequent errors in standard written English</td>
</tr>
<tr>
<td>Presentation Quality</td>
<td>Looks sharp! Very professional!</td>
<td>attractive, quality presentation</td>
<td>neat, no problems</td>
<td>some problems with appearance</td>
<td>very poor quality, shows little pride in the presentation of the work</td>
</tr>
<tr>
<td>Analysis</td>
<td>sophisticated and complex</td>
<td>shows understanding of interrelationship, thoughtful</td>
<td>show a grasp of course content</td>
<td>presents only facts, parrots textbook, logical fallacies</td>
<td>no analysis</td>
</tr>
</tbody>
</table>
Course Description
Approaches for advancing, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth.
Prerequisite: admission to credential and/or M.S. program

Education Unit Conceptual Framework

A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a lifelong process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
a) demonstrate strong foundation in subject matter or field of study
b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
c) demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
a) promote diversity
b) make informed decisions
c) engage in collaborative endeavors
d) think critically

Outcome 3: Committed and Caring Professionals
a) become change agents
b) maintain professional and ethical standards
c) become life-long learners
**Department of Educational Leadership Mission**

Our mission is to prepare school leaders who demonstrate strategic, instructional, organizational, political and community leadership; and to provide the community a source of scholarship and assistance in interpretation and application of scholarship.

**Goals**

The goals of the department are to prepare educational leaders who demonstrate a wide array of knowledge, skills, attributes and commitment.

**Strategic Leadership** - Leadership requires the ability to develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals and act ethically for educational communities.

A school administrator is an educational leader who promotes 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. 

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

**Instructional Leadership** - Leadership requires the ability to design appropriate curricula and instructional programs to develop learner centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction.

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instruction program conducive to student learning and staff professional growth.

**Organizational Leadership** - Leadership requires the ability to understand, initiate and/or improve the organization, implement operational plans, manage financial resources, and apply effective management processes and procedures.

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Political Leadership** - Leadership requires the ability to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to understand and act professionally regarding the ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand.

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

**Community Leadership** - Leaders must collaborate with parents and community members; work with community agencies, foundations, and the private sector; respond to community interests and needs in performing administrative responsibilities; develop effective staff communications and public relations programs; and act as mediators for the various groups and individuals who are part of the school community.

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Education leaders for 21st century must demonstrate:**

- commitment to high standards;
- strong ethical values;
- credible instructional leadership;
- understanding of social and political trends and changing role of education in our society;
- problem solving ability and skills necessary to promote and adapt to change and use of collaboration to build a shared vision for schools;
- capacity to collaborate effectively with a wide range of non-school agencies and community organizations which can help schools achieve their mission;
- commitment to lifelong learning which empowers students, staff, and themselves.

**We believe that:**

- every child must achieve academic success in school.
- every school must educate for American democracy that values the norms and practices of diverse groups and at the same time celebrates shared community values.
- school leaders must be reflective practitioners.
- knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives that enable students to connect their education to their experiences.

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[i] NCATE-Approved Curriculum Guidelines for Advance Program in Educational Leadership 1995
PROFESSIONAL STANDARDS AND STUDENT LEARNING GOALS

The California Professional Standards for Educational Leaders (CPSELs) frame all of the course activities. Link: http://www.acsa.org/MainMenuCategories/ProfessionalLearning/PromisingPractices/CPSELs/CPSELSSheet.asp

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairness and in an ethical manner.
6. Understanding, responding to, and influencing the political, social, economic, legal, and cultural context

STUDENT LEARNING GOALS

SLG1: Each candidate will understand the responsibilities of instructional leaders in today’s P-12 schools and be able to articulate those most closely aligned with student achievement. Course readings and participation in discussions, Reflections, Diversity Assignment

SLG2: Each candidate will collect and analyze multiple sources of data collected in P-12 schools that impact instruction and guide educators in improving teaching and learning. Data Assignments and Data Diary

SLG3: Each candidate will be prepared to analyze those areas over which educators have control in improving student achievement. Causal Analysis Assignment

SLG4: Each candidate will understand the need to facilitate constructive and courageous conversations about how to improve student learning and achievement, as well as, recognize and respect the goals and aspirations of diverse family and community groups. Course readings and participation in discussions, Reflections

SLG5: Each candidate will recognize, support, and become proficient in understanding multiple cultures of members of the internal school community. Diversity Assignment, Course readings and participation in discussions

SLG6: Each candidate will participate collaboratively in multiple group settings. Collaborative Inquiry Assignment, Participation in online discussions

SLG7: Each candidate will further develop and exhibit critical thinking and thoughtful reflection. Discussions, Reflections
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. Disposition Statement for Students.

REQUIRED TEXTS


GRADING STANDARDS

There will be five assignments in this course with each one weighted as follows:

1. Data Diary (inclusive of on-going data assignments) – 20%
2. Causal Analysis Paper – 20%
3. Diversity Assignment – 20%
4. Collaborative Inquiry Project – 25%
5. Participation – 15%

Grading Scale

\[
\begin{align*}
A+ & = 98 - 100 \\
A & = 93 - 97 \\
A- & = 90 - 92 \\
B+ & = 87 - 89 \\
B & = 83 - 86 \\
B- & = 80 - 82 \\
C+ & = 77 - 79 \\
C & = 73 - 76 \\
C- & = 70 - 72 \\
D & = 0 - 69
\end{align*}
\]

Note: If you earn less than a B- on any assignment, you may resubmit that assignment within one week; the highest grade that can be earned for a resubmitted assignment will be a B-. Students earning a C- in the course are required to retake the course.

MISSED EXAMS AND LATE ASSIGNMENTS

There are no examinations for this course. With the exception of extenuating circumstances, late individual assignments will only be accepted one week after the due date; the grade earned will be lowered by one whole letter grade (A- will become B-). Please inform the instructor of any extenuating circumstances as soon as possible.

THERE IS NO EXTRA CREDIT AVAILABLE FOR THIS COURSE.

RECOMMENDED HARDWARE AND SOFTWARE REQUIREMENTS

To fully participate in this course you will need a computer system capable of color, sound, and video with an
operating system installed after 2000; a monitor capable of displaying information at least 800 x 600 pixels; high
speed internet connection; CSUF email account; plug ins (Adobe PDF, Real Player, Flash); and Microsoft Office 2007 or higher (Word, PowerPoint, Excel).

TECHNICAL SUPPORT
Technical support for all CSUF students is delivered by the Information Technology Help Desk at (657) 278-7777.

TECHNOLOGY SKILLS

<table>
<thead>
<tr>
<th>Technical Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>e-Mail</td>
<td>Students are required to use the CSUF electronic mail system. It is expected that you know how to send and receive e-mail, as well as send and receive attachments. All e-mails from your course instructor will be sent to your CSUF e-mail address. You will automatically receive a CSUF student e-mail account when you enroll at the university and are responsible for checking your student e-mail account regularly. Every two to three days is recommended. All official e-mails and notifications from the university are sent to this address as well.</td>
</tr>
<tr>
<td>World Wide Web</td>
<td>Proficiency in accessing the World Wide Web is necessary to access external web links.</td>
</tr>
<tr>
<td>Word Processing</td>
<td>Students are expected to have a thorough knowledge of word processing including how to create MSWord documents; students are also expected to be proficient in using spelling and grammar reviews.</td>
</tr>
<tr>
<td>Scanning</td>
<td>Students are sometimes required to scan documents, particularly those with signatures. Therefore, students need to have access to a scanner to attach certain documents to emails and/or online submissions.</td>
</tr>
<tr>
<td>TITANium</td>
<td>TITANium is the CSUF Web-based Learning Management System that allows instructors to provide course documents and resources to students. Students access TITANium by logging into the CSUF portal and clicking on the TITANium link.</td>
</tr>
</tbody>
</table>

PLANNED ASSIGNMENTS

1.) Data Diary (20%)

“Data-based decision making” is rapidly becoming a cliché in today’s world of educational accountability and the focus on assessment. Gathering and utilizing multiple forms of data, effectively, is an essential responsibility of educational leaders.

Over the course of the semester, students will gather a variety of information (data assignments) relative to students, staff, and faculty. Each assignment will have detailed instructions regarding what to collect, how to collect it, and opportunities for students to share what they have learned and how they might apply their learning as school leaders. As appropriate, individual scoring rubrics will be distributed. Full credit is earned for completion and clarity of each assignment based on formatting, accuracy, and analysis.

Students will be involved in data mining activities, as well as conducting informal interviews and/or surveys. The compilation and presentation of all of the data assignments will constitute the data diary. As appropriate some data assignments will be used in the completion of other assignments (for example, test results for two subgroups for the Causal Analysis Paper; collection of school demographic information and completion of the Instructional Leadership Behavioral Checklist required for the Diversity Assignment).
Data Assignment #1: Staff and Programs
Data Assignment #2: Subgroup Achievement
Data Assignment #3: Instructional Leadership - completion of the Instructional Leadership Behavioral Checklist, which can be found on TITANium or reproduced at the following link: http://files.solutionscore.com/pdfs/Reproducibles_LLFI/Figure%203.2%20Instructional%20Leadership%20Behavioral%20Checklist.pdf
Data Assignment #4: Underlying Values at School (Activity D4 in Cultural Proficiency)
Data Assignment #5: Attendance and Discipline
Data Assignment #6: Student Achievement

<table>
<thead>
<tr>
<th>Data Diary Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element/Points</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>Inclusive of all six data assignments (10 points)</td>
</tr>
<tr>
<td>Each data assignment includes a reflection of what the student learned as a result of gathering and reporting the data (5 points)</td>
</tr>
<tr>
<td>Writing (4 points)</td>
</tr>
<tr>
<td>Format (1 points)</td>
</tr>
</tbody>
</table>
2.) Causal Analysis Paper (20%)

After reading “Why Test Scores Result the Way They Do,” by Jim Cox, and participating in a class discussion, students will investigate the Spring 2012 test results of two (2) subgroups at their school. Then, considering only those variables over which we have control, students will share what they believe are the contributing cause(s) for these test scores. In a brief paper not to exceed two pages, students will discuss each of the five controllable reasons why test scores result and how they may or may not be affecting their school results.

<table>
<thead>
<tr>
<th>Subgroup 1 (name the subgroup)</th>
<th>Physical Environment for Testing</th>
<th>Attitudes of Teachers and Students Toward The Testing Program</th>
<th>Test Taking Skills</th>
<th>Curriculum Content And Test Content Alignment</th>
<th>Program Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subgroup 2 (name the subgroup)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Include a chart like the one above naming each subgroup, and indicating by “yes” or “no” whether the controllable reasons are impacting the test score results. Then discuss your responses in the chart in paragraph format.

<table>
<thead>
<tr>
<th>Causal Analysis Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element/Points</td>
</tr>
<tr>
<td>Chart (5 points)</td>
</tr>
<tr>
<td>Variables (10 points)</td>
</tr>
<tr>
<td>Writing (4 points)</td>
</tr>
<tr>
<td>Format (1 point)</td>
</tr>
</tbody>
</table>

3.) Diversity Assignment: Analysis of Instructional Leadership Practices at Your School (20%)

The EDAD Diversity Assignment is established to assure candidates have the opportunity to work with schools and/or school districts that serve students who are ethnically/culturally/linguistically/gender/social-economic/sexual orientation/ and ability-wise diverse from themselves. To that end, students are required to
write a 12-15 page paper that analyzes the instructional leadership practices at their school site. Each part of the paper should be clearly labeled and satisfy the requirements listed below:

**Part I:** Complete an analysis of your school and district profile reflecting current demographics and student diversity. Using information you have collected, explain the percentage of student population that is diverse from you and in what ways.

**Part II:** Identify at least two board of education policies in your district (cite the Board Policy Number for each policy) related to student access; critically analyze each board policy indicating the extent to which the instructional needs of diverse populations are being met. In addition, locate the Uniform Complaint Procedures (UCP) and Williams Case notifications for your school/district; briefly discuss how or if you were made aware of these two policies.

**Part IIIA:** Create a table similar to the one below that indicates each of the specialized and/or supplemental instructional programs being implemented in your school and the population for whom each program is intended (EIA-LEP, SpEd, GATE, Title 1, etc.). Do not include programs that are intended for (a) a single grade level or (b) the entire school population.

<table>
<thead>
<tr>
<th>Specialized/Supplemental Instruction Program</th>
<th>Intended Population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**Part IIIB:** Select one required content area for which you have achievement data (usually reading, language arts, math) and for which a need for improvement is evident. Analyze the extent to which the instruction in this content area is effective in meeting the instructional needs of at least one subgroup of students based on economic advantage, special needs status, English proficiency, gender, etc.

**Part IV:** Articulate your personal vision of instructional leadership and how you would develop, articulate, and implement your vision for improving instruction that places student and adult learning at the center of your school’s enterprise.

**Part V:** Evaluate the instructional leadership practices at your school by completing and attaching the *Instructional Leadership Behavioral Checklist* (reproducible at: http://files.solutiontree.com/pdfs/Reproducibles_LLFF/Figure%203.2%20Instructional%20Leadership%20Behavioral%20Checklist.pdf) and on TITANium). Organize and discuss the results by what’s working and what’s not according to each of the seven steps. The overarching question to be answered for each step is - What are we doing to improve the teaching and learning in my school? Use the following chart to summarize your findings: Develop a chart to summarize your findings.

<table>
<thead>
<tr>
<th>Step</th>
<th>A strong instructional leader -</th>
<th>What’s Working</th>
<th>What’s Not Working</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Establishes, implements, and achieves standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Is an instructional resource to staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Creates a school climate and culture conducive to learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Communicates the vision and mission of the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sets high expectations for staff and self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Develops teacher leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Establishes and maintains positive relations with students, parents, &amp; teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part VI: Write your personal recommendations for improving the overall instructional program at your school to promote the success of all students. Write your recommendations from a prospective principal’s point of view and not from a teacher’s point of view. Include and label three short term goals and three long term goals that would set high expectations for improving student achievement at your school.

<table>
<thead>
<tr>
<th>EDAD Diversity Assignment Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion</strong></td>
</tr>
<tr>
<td><strong>Part I:</strong> Analysis of current demographics &amp; student diversity of your school &amp; district. Explain how your students are diverse from you and in what ways.</td>
</tr>
<tr>
<td><strong>Part II:</strong> Identify &amp; critically analyze at least two board policies; indicate extent instructional needs are met. Brief discussion of UPC/Williams Case &amp; how/if you were made aware of these two policies.</td>
</tr>
<tr>
<td><strong>Part IIIA:</strong> Table: specialized and/or supplemental instructional programs being implemented</td>
</tr>
<tr>
<td><strong>Part IIIB:</strong> Select one required content area that achievement data shows a need for improvement; analyze how instruction in this content area is effective in meeting the instructional needs of at least one subgroup.</td>
</tr>
<tr>
<td><strong>Part IV:</strong> Personal vision of instructional leadership placing student/adult learning at center of school’s enterprise.</td>
</tr>
</tbody>
</table>
## Part V: Summarize the instructional practices at your school in chart form: what’s working and what’s not. Attach the Instructional Leadership Behavioral Checklist

- Chart is used to effectively summarize instructional practices at your school according to each of the 7 Steps of Effective Instructional Leadership. Checklist is attached.
- Chart contains a listing of what’s working/not working correctly displayed in the correct columns. Checklist is attached.
- Chart is too detailed or too brief to be understood, Incomplete, and/or one or more steps is/are missing. No checklist attached.

## Part VI: Personal recommendations for improving overall instructional prog. at your school; include/label 3 short and 3 long term goals

- Recommendations effectively promote success of all students. Short & long term goals (min. 3 each) set high expectations for improving student achievement.
- Recommendations promote success of most students; short/long term goals based on high expectations.
- Rec. promote success but no difference between short & long term goals. Goals not focused on high expectations.

### Complete/attach Instruct. Leadership Checklist

- Chart is completed and attached.
- Not completed or attached.

### Format

- Paper is typed, double-spaced, using 12-pt. Arial font, with numbered pages. Each part is clearly labeled.
- Not formatted correctly.

### Writing

- Writing adheres to the COE Writing Standards Rubric (last page of syllabus).
- One or two minor errors; no fragments or run-on sentences.
- Three or more errors and/or contains fragments or run-on sentences.

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>3</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>40/40</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.) Collaborative Inquiry Project (25%) 

Instructional leaders are more likely to achieve success by collaborating with teachers and other stakeholders to solve instructional problems. The purpose of this assignment is to provide an opportunity for students to learn and practice the skills of collaboration within the context of a current instructional issue.

Students will be assisted in identifying and formulating compelling instructional leadership problems/issues. Then, in collaborative inquiry groups, action research teams of four to six members will seek possible solutions to the identified problem. In addition to the instructor’s facilitation, process guidelines for participating in a collaborative inquiry group will be posted on TITANium (see “Guidelines for Participating in a Collaborative Inquiry Group”).

The collaborative inquiry process involves several steps:

1. formulating a problem-based instructional leadership question;
2. designing a group project intended to answer that question;
3. collecting information from primary sources relevant to the question;
4. sharing professional expertise with the group regarding the question;
5. seeking the advice of instructional leaders in relation to the question; and
6. problem-solving a viable solution to the problem of practice.

The culminating activity for this group process will be a presentation to the whole class on the final face-to-face session (December 5, 2012).
<table>
<thead>
<tr>
<th><strong>Collaborative Inquiry Presentation Rubric</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element/Points</strong></td>
<td><strong>Requirements</strong></td>
</tr>
</tbody>
</table>
| Presentation (5 points) | • The introduction of members/presentation sets the stage effectively. Ideas well organized/flow smoothly.  
• The pace is optimal – not too slow or too fast – and the length of the presentation is appropriate.  
• Speakers have good eye contact, are articulate, professional, energetic;  
• They extend and elaborate the content on slides and avoid reading slides word for word.  
• The presentation is creative in a way that enhances the audience’s understanding.  
• Media are employed in a way that brings the audience into the data-gathering experience.  
• The audience is actively engaged in a manner that enhances their learning. |
| Content (10 points) | • Content addresses key question - focuses on important instructional leadership problem & explores variables under consideration.  
• Technology is utilized to effectively disseminate the content of the presentation.  
• The content includes input from both the literature and the field (interviews with site-based administrators)  
• Empirical data are presented clearly in charts, graphs, etc. as appropriate.  
• Handouts support audience learning, attention, and interaction and are error free. |
| Recommended Solutions (5 points) | • Solutions were solidly researched and a variety of sources were used in answering the question.  
• They present specific recommendations toward resolution of the problem, not just a list of possible solutions.  
• The rationale is clearly stated and explained in the context of the data gathered.  
• The answer to the inquiry question is logical and the solution is coherent, viable, and workable. |
| Participation (5 points) | • The workload appears even and teamwork is evident.  
• All members of the group are well prepared, and there is a smooth transition between presenters.  
• The audience is actively engaged in discussions.  
• Each member submits a self-assessment form |
5. Participation (15%)

Students learn from each other and construct meaning, in part, by engaging in structured and impromptu discussions with peers. Therefore, small and whole group discussions and activities will occur regularly in class meetings and students are expected to fully engage in them. Students are also expected to participate in discussion forums posted on TITANium as they occur. Additionally, students are encouraged to foster an environment conducive to learning by respecting one another, welcoming disagreement and explanations, asking clarifying questions, and adhering to class norms. Regular attendance is also a course expectation. In the event of an unavoidable conflict with class, students remain responsible for any work or information missed and are advised to identify a class “buddy” who will pick up course materials, etc. Lack of participation and poor attendance will have a negative impact on your grade.

Submission of Assignments

Assignments are to be submitted on the due dates via hard copy in class and also via electronic copy via e-mail to phouston@fullerton.edu

<table>
<thead>
<tr>
<th>Students with Special Needs:</th>
<th>Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000 <a href="http://www.fullerton.edu/disabledservices/">www.fullerton.edu/disabledservices/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Dishonesty Policy:</td>
<td>Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, Academic Senate UPS Document 300.021.</td>
</tr>
<tr>
<td>Two week plan for distance instruction should on-campus instruction be interrupted: (adapt as appropriate)</td>
<td>In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.</td>
</tr>
<tr>
<td>In the event of emergency, contact the University Police at 657-278-3333.</td>
<td><a href="http://emergencypreparedness.fullerton.edu/">http://emergencypreparedness.fullerton.edu/</a></td>
</tr>
</tbody>
</table>

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# COURSE SCHEDULE

**EDAD 505A: PK-12 Instructional Leadership – Fall 2012**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 29</td>
<td>Program Orientation, Course Overview, Introductions, Syllabus, Class Norms</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sept. 5</td>
<td>Knowledge base on leadership theories and theorists</td>
<td>Required reading to be completed before class: Marzano, Waters &amp; McNulty pp. 3-27</td>
</tr>
<tr>
<td>3</td>
<td>Sept. 12</td>
<td>The CPSELS 21 leadership responsibilities and their correlations with student achievement</td>
<td>Required reading to be completed before class: Marzano, Waters &amp; McNulty pp. 28-64</td>
</tr>
<tr>
<td>4</td>
<td>Sept. 19</td>
<td>How leadership applies to first- and second-order change</td>
<td>Required reading to be completed before class: Marzano, Waters &amp; McNulty pp. 65-75</td>
</tr>
<tr>
<td>5</td>
<td>Sept. 26</td>
<td>Intervention approaches for enhancing student achievement:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Implementing a Comprehensive School Reform model</td>
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<td></td>
<td></td>
<td>2. Designing a Site-Specific Approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required reading to be completed before class: Marzano, Waters &amp; McNulty pp. 76-97</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Oct. 3</td>
<td>A leadership plan for enhancing student achievement</td>
<td>Required reading to be completed before class: Marzano, Waters &amp; McNulty pp. 98-122</td>
</tr>
<tr>
<td>7</td>
<td>Oct. 10</td>
<td>Introduction to Cultural Proficiency Collaborative Inquiry Groups</td>
<td>Submit Inquiry Question</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diversity Assignment</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Oct. 17</td>
<td>What is cultural proficiency?</td>
<td>Required reading to be completed before class: Lindsey, Robins &amp; Terrell pp. x-18</td>
</tr>
<tr>
<td>9</td>
<td>Oct. 24</td>
<td>A Cultural and Historical Context for Our Unfolding Democracy</td>
<td>Required reading to be completed before class: Lindsey, Robins &amp; Terrell, Chapter 2</td>
</tr>
</tbody>
</table>
SUPPLEMENTAL RESOURCES

Professional Standards
- ISSLC Standards [http://wps.ablongman.com/ab_bacon_edadmin_1/0,6183,462533-,00.html]
- California Commission on Teacher Credentialing-California Professional Standards for Educational Leaders (CPSEL’s) [http://www.ctc.ca.gov/]
- International Society for Technology in Education (ISTE) [http://www.iste.org]

Academic Standards
Core Subject Area Standards-National Organizations
- Association of Supervision & Curriculum Development (ASCD) [http://www.ascd.org]
- National Council of Teachers of English (NCTE) [http://www.ncte.org]
- National Council for the Social Studies (NCSS) [http://www.ncss.org]
- National Council of Teachers of Mathematics (NCTM) [http://www.nctm.org]
- National Science Teachers Association (NSTA) [http://nsta.org]

Curriculum Standards/Frameworks-California
- California’s Content Standards and Frameworks [http://www.cde.ca.gov/BE/ST/]

Instructional Resources
- Mid-continent Research for Education and Learning (McREL) [www.mcrel.org]
- WestEd* (Lab serves Orange County) [www.wested.org]
- The Education Alliance at Brown University [www.alliance.brown.edu]

Regional Educational Laboratories

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**CSUF Educational Leadership Program Assessment 2013**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Oct. 31</td>
<td>Leadership for Today’s Schools&lt;br&gt;Framing Your Work With the Cultural Proficiency Tools&lt;br&gt;&lt;br&gt;<strong>Required reading to be completed before class:</strong>&lt;br&gt;Lindsey, Robins &amp; Terrell, Chapters 3&amp;4&lt;br&gt;&lt;br&gt;<strong>Class will meet ONLINE this week – See TITANIUM</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Nov. 7</td>
<td>Overcoming Barriers&lt;br&gt;&lt;br&gt;<strong>Required reading to be completed before class:</strong>&lt;br&gt;Lindsey, Robins &amp; Terrell, Chapter 5</td>
<td>Data Assignment #6 Student Achievement</td>
</tr>
<tr>
<td>12</td>
<td>Nov. 14</td>
<td>The Guiding Principles of Cultural Proficiency&lt;br&gt;&lt;br&gt;<strong>Required reading to be completed before class:</strong>&lt;br&gt;Lindsey, Robins &amp; Terrell, Chapter 6</td>
<td>Diversity Assignment</td>
</tr>
<tr>
<td>13</td>
<td>Nov. 28</td>
<td>The Cultural Proficiency Continuum&lt;br&gt;The Essential Elements&lt;br&gt;&lt;br&gt;<strong>Required reading to be completed before class:</strong>&lt;br&gt;Lindsey, Robins &amp; Terrell, Chapters 7&amp;8</td>
<td>Data Diary</td>
</tr>
<tr>
<td>14</td>
<td>Dec. 5</td>
<td>Closure on Cultural Proficiency, Panel of Speakers, Collaborative Inquiry Group Presentations</td>
<td>Course Evaluations Submit</td>
</tr>
<tr>
<td>15</td>
<td>Dec. 12</td>
<td>Collaborative Inquiry Group Presentations</td>
<td></td>
</tr>
</tbody>
</table>
Creating Student-Centered School Cultures

Professional Learning Communities

- [Creating PLC](http://www.sedl.org/change/issues/issues61.html)
- [All Things PLC](http://www.allthingsplc.info/)

Cultural Diversity

- [Center for Research on Education, Diversity, & Excellence](http://www.crede.ucsc.edu)
- [Census Data Online](http://www.aecf.org/kidscount/census)
- [Teaching Diverse Learners](http://www.alliance.brown.edu/tdl)
- [National Clearinghouse for English Language Acquisition](http://www.ncela.gwu.edu)
- [English Language Learners](http://www.cde.ca.gov/sp/el/)
- [Center for Multilingual Multicultural Research](http://www-bcf.usc.edu/~cmmr/BEResources.html)

Communicating the Vision

- [Visionary Instructional Leadership](http://epaa.asu.edu/epaa/v7n18)
- [The Principal as Chief Learning Officer](http://www.middleweb.com/ash.html)
- [Characteristics of Leaders of Change](http://www.sedl.org/change/leadership/character.html)
- [Communication Skills in the Workplace](http://workhelp.org/Communication/index.html)
- [District Website (Example)](http://www.cnusd.k12.ca.us/)

Setting High Expectations

- [Leadership Self-Assessment](http://www.nsba.org/sbot/toolkit/LeadSA.html)
- [Principles of Adult Learning](http://www.teachermentors.com/RSOD%20Site/StaffDev/adultLrng.HTML)
- [Teachers’ Perceptions of Supervision and Professional Development](http://www.ssta.sk.ca/research/leadership/98-04.htm)
- [Short and Long-Term Goal Setting](http://www.annenberginstitute.org/tools/index.html)

Developing Teacher Leaders

- [National Staff Development Council](http://www.nsdc.org/)
- [NSDC Standards for Staff Development](http://www.nsdc.org/standards/index.cfm)
- [National Board for Professional Teaching Standards](http://www.nbpts.org/standards/nbcert.cfm)
- [Beginning Teacher Support and Assessment (BTSA)](http://www.btsa.ca.gov/)

Building Positive Relationships

- [Harvard University Projects to Promote Parental Involvement](http://www.gse.harvard.edu/hfrp/projects/fine/resources/bibliography/family-involvement
does-this-help.png)
- [The Parent Institute](http://www.par-inst.com/)

Leadership and Management Publications

- [National Association of Elementary School Principals Journal](http://www.naesp.org)
- [National Association of Secondary School Principals](http://www.nassp.org)
- [Educational Leadership Journal](http://www.ascd.org)
- [ERIC: Clearinghouse on Educational Management](http://eric.uoregon.edu/)
- [Thrust for Educational Leadership Journal](http://www.acsa.org/publications/Leadership/)
• Education Week [http://www.edweek.org/]
• Phi Delta Kappan  http://www.pdkintl.org/kappan/kappan.htm
• National Staff Development Council  http://nsdc.org
• EdSource Online  http://www.edsoure.org

Professional Associations
• American Association of School Administrators  http://www.aasa.org
• International Principals Network  http://www.gse.harvard.edu/principals
• California School Boards Association  http://www.csba.org

Government
• California Commission on Teacher Credentialing  http://www.ctc.ca.gov/
• California State Department of Education  http://cde.ca.gov

Development of School Culture
• Climate Instruments  http://www.coe.ohio-state.edu/whoy
• Learning Organizations  http://www.stanford.edu/group/SLOW
## COE Writing Standards Rubric

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic &amp; Organization</td>
<td>develops ideas cogently, organizes them logically within ¶’s, connects them with effective transitions; clear and logically consistent organization relating all ideas together</td>
<td>develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together</td>
<td>develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas may seem illogical and/or unrelated</td>
<td>does not develop ideas cogently, organize them logically within paragraphs or connect them with clear transitions; uneven or ineffective overall organization</td>
<td>does not develop ideas cogently, organize them logically within paragraphs and connect them with clear transitions; uneven and ineffective overall organization</td>
</tr>
<tr>
<td>Evidence</td>
<td>ample, relevant, concrete evidence and persuasive support for every debatable assertion; uses multiple, reliable sources which are assessed critically; maintains own voice</td>
<td>relevant, concrete evidence and persuasive support for most debatable assertions; uses multiple or reliable sources which are not always assessed critically</td>
<td>merely adequate evidence and support for most assertions; uses single or multiple sources, which may be unreliable and used uncritically</td>
<td>weak evidence and persuasive support; uses limited source(s), and/or relies predominantly on sweeping generalizations, narration, description, or summary</td>
<td>little or no evidence or support connected to essay’s topic or claim, relies solely on author’s experiences, questionable sources; outside the genre of academic prose</td>
</tr>
<tr>
<td>Citations (if applicable)</td>
<td>researched support correctly quoted, cited, and paraphrased</td>
<td>researched support adequately quoted, cited, and paraphrased</td>
<td>researched support incorrectly quoted, cited, and paraphrased</td>
<td>researched support incorrectly quoted, cited, and paraphrased</td>
<td>researched support incorrectly quoted, cited, and paraphrased</td>
</tr>
<tr>
<td>Control of Language</td>
<td>exact control of language, including effective word choice and sentence variety; superior facility with the conventions of standard written English</td>
<td>clear and effective control of language, including word choice and sentence variety; competence with the conventions of standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; minor errors in standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; major errors in standard written English impeding understanding</td>
<td>poor control of language, includes problems with word choice and sentence structure; frequent errors in standard written English</td>
</tr>
<tr>
<td>Presentation Quality</td>
<td>Looks sharp! Very professional!</td>
<td>attractive, quality presentation</td>
<td>neat, no problems</td>
<td>some problems with appearance</td>
<td>very poor quality, shows little pride in the presentation of the work</td>
</tr>
<tr>
<td>Analysis</td>
<td>sophisticated and complex</td>
<td>shows understanding of interrelationship, thoughtful</td>
<td>show a grasp of course content</td>
<td>presents only facts, parrots textbook, logical fallacies</td>
<td>no analysis</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTION
Introduction to major forms of quantitative and qualitative research used in education. How to select an appropriate research method and the characteristics of sound research. Making reasoned judgments as consumers of research, as well as selecting appropriate information collection strategies as school leaders. Being a hybrid course where the majority of course activity is online, there are three face-to-face meetings scheduled. They are: January 26, February 23 and May 4.

Education Unit Conceptual Framework

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will model them in their professional lives.

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Student Outcomes and Indicators
After successful completion of a program of study, our program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
a. demonstrate a strong foundation of knowledge in their fields of study
b. demonstrate a strong implementation of skills in their fields
c. demonstrate the ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
a. promote diversity
b. make informed decisions
c. engage in collaborative endeavors
d. think critically

Outcome 3: Committed and Caring Professionals
a. become change agents
b. maintain professional and ethical standards
c. become life-long learners
**Department of Educational Leadership Mission**

Our mission is to prepare school leaders who demonstrate strategic, instructional, organizational, political and community leadership; and to provide the community a source of scholarship and assistance in interpretation and application of scholarship.

**Goals**

The goals of the department are to prepare educational leaders who demonstrate a wide array of knowledge, skills, attributes and commitment.

**Strategic Leadership** - Leadership requires the ability to develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals and act ethically for educational communities.

A school administrator is an educational leader who promotes 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. ii

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity. ii

**Instructional Leadership** - Leadership requires the ability to design appropriate curricula and instructional programs to develop learner centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction. i

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instruction program conducive to student learning and staff professional growth. ii

**Organizational Leadership** - Leadership requires the ability to understand, initiate and/or improve the organization, implement operational plans, manage financial resources, and apply effective management processes and procedures. i

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. ii

**Political Leadership** - Leadership requires the ability to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to understand and act professionally regarding the ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand. i

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

**Community Leadership** - Leaders must collaborate with parents and community members; work with community agencies, foundations, and the private sector; respond to community interests and needs in performing administrative responsibilities; develop effective staff communications and public relations programs; and act as mediators for the various groups and individuals who are part of the school community.

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. ii

**Education leaders for 21st century must demonstrate:**

- commitment to high standards;
- strong ethical values;
- credible instructional leadership;
- understanding of social and political trends and changing role of education in our society;
- problem solving ability and skills necessary to promote and adapt to change and use of collaboration to build a shared vision for schools;
- capacity to collaborate effectively with a wide range of non-school agencies and community organizations which can help schools achieve their mission;
- commitment to lifelong learning which empowers students, staff, and themselves.
We believe that:
- every child must achieve academic success in school.
- every school must educate for American democracy that values the norms and practices of diverse groups and at the same time celebrates shared community values.
- school leaders must be reflective practitioners.
- knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives that enable students to connect their education to their experiences.

NCATE-Approved Curriculum Guidelines for Advance Program in Educational Leadership 1995
California Professional Standards for Educational Leaders 2001

Professional Standards and Student Learning Goals

The California Professional Standards for Educational Leaders (CPSELs) frame all of the course activities. Link: [http://www.wested.org/online_pubs/cpsel_standards.pdf](http://www.wested.org/online_pubs/cpsel_standards.pdf)

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairness and in an ethical manner.
6. Understanding, responding to, and influencing the political, social, economic, legal, and cultural context

STUDENT LEARNING GOALS

SLG1: Each candidate will understand the responsibilities of instructional leaders in today’s P-12 schools and be able to articulate those most closely aligned with student achievement. *Course readings and participation in discussions, Reflections, Methods of Inquiry Paper: Bullets 1-3*

SLG2: Each candidate will collect and analyze multiple sources of data collected in P-12 schools that impact instruction and guide educators in improving teaching and learning. *Annotated Bibliography; Methods of Inquiry Paper: Bullets 5-9*

SLG3: Each candidate will be prepared to analyze areas over which educators have control in improving student achievement. *Research Methods Exam*

SLG4: Each candidate will understand the need to facilitate constructive and courageous conversations about how to improve student learning and achievement, as well as,
recognize and respect the goals and aspirations of diverse family and community groups. 
Course readings and participation in discussions, Reflections

SLG5: Each candidate will recognize, support, and become proficient in understanding multiple cultures of members of the internal school community. Methods of Inquiry Paper: Bullets 1-3; Course readings and participation in discussions

SLG6: Each candidate will participate collaboratively in multiple group settings. Collaborative Inquiry Assignment, Participation in online discussions

SLG7: Each candidate will further develop and exhibit critical thinking and thoughtful reflection. Discussions, Reflections.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. http://ed.fullerton.edu/documents/Prof%20disp%20rev%202%2018%2011.pdf

COURSE GOALS

The focus of this course is on helping students to become practicing consumers of educational research. Building on experience and work in EDAD597 students continue to explore the value of educational research and related research literature in addressing problems of educational leadership practice. Students will produce a research proposal (Methods of Inquiry Paper) which will detail a design to examine a problem of educational leadership practice. To this end, students are introduced to the major forms and uses of quantitative and qualitative research methods. Students will study:

A. Examples of research applied to issues and problems of practice in the K-12 educational environment
B. Appropriate methods for evaluating educational programs
C. How to critically read and evaluate education research literature
D. Differences between quantitative and qualitative research in education
E. Types of educational research methods and designs
F. Methods for collecting and evaluating descriptive data
G. Methods for collecting and evaluating qualitative data

To achieve these goals, the course objectives are as follows:

- Students will continue to develop their ability to be reflective practitioners and, from an administrative perspective, identify a problem or issue of practice that can be researched and explored using educational research methods.
- Students will continue to develop their ability to be critical consumers of educational research by reading and evaluating examples of research literature.
- Students will have a working knowledge of the use of quantitative and qualitative research methods applied to K-12 educational leadership practice.
Students will add to and refine their annotated bibliography (Started in EDAD597) so that there are at least 20 scholarly sources (50% must be peer reviewed sources). All references must reflect APA standards.

Students will continue to develop and refine the research problem statement and rationale, with appropriate reference citations, started in EDAD597.

Students will develop appropriate research questions to accompany their research problem.

Students will be able to identify the appropriate methods useful in conducting research aligned with their research problem and questions.

Students will be knowledgeable about protection of human subjects participating in research studies.

Students will write a minimum 5-page Method Of Inquiry (MOI) paper that addresses the following elements related to their research problem:

- The research problem and background
- The rationale and justification for conducting the study
- The research questions that will drive the research methods
- The boundaries that would limit how the study is done
- The data needed to answer their research questions
- The participants who will be included in the study
- The instrument(s) appropriate for gathering the identified data
- The methods to be used in analyzing the gathered data
- The rationale and justification for the data gathering and analysis methods
- The references

Student written work will reflect all the proper conventions of English and will meet university level standards of communication.

REQUIRED READING


WWW.apa.org


OPTIONAL READING


Other supplemental readings as noted or provided during the course. These items will be provided during class or students will be asked to access the materials on Blackboard.

**COURSE REQUIREMENTS AND GRADING**

□ **Reading Response Entries (10%)**
*Each week, students will be expected to read articles or chapters assigned each week. By 9:00 p.m. PST. Wednesday of each week, students will respond to prompts related to readings as an original entry on the Discussion Board on Titanium.*

Active and high-level critical analysis and participation is a key component of this course. It is expected that you will be a member of the discussions/activities. You will be asked to contribute original, well written, and critically thought out responses to the online activities/discussions, and respond to those made by others in the class. *In addition, all responses to the weekly prompts must be supported by a particular reference from the texts that we use in the course. In other words, you must give a reference to the book and page number to support your response. Obviously, you don’t need to do this when you are sharing from your own experience. However, when you share your opinions, you will need also to support them with references from the cited sources. You will lose points if you do not do this.*

Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with e-mail and threaded-discussions. The core rules of netiquette can be found at [http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php](http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php). Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

Please note that online participation is automatically tracked by the Titanium software that will be used in this course. It is expected that each student will access the course Web site **four to five times a week**. It is also expected that each student will participate in all online sessions. Failure to do so will result in a student's grade being lowered. Of special note, because of the intensive nature of online learning, **students should expect to allocate at least three hours representing work outside the course AND three hours taking the place of face-to-face time for this course.**

Please make sure you carefully follow the guidelines for all online activities. Lack of participation in online activities is considered an absence.

**Discussion Board Posting Guidelines**
When we have online activities and/or discussions, you are expected to post a substantive contribution to the activity/discussion at that time. Simply saying “hello” or “I agree” is not considered a substantive contribution. You must support your position or begin a new topic or add somehow to the activity/discussion when logging on. Please see the [Online Discussion](http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php)
Guidelines and Rubric, located in the Online Activity Guidelines folder, within the Assignments area of our web site.

<table>
<thead>
<tr>
<th>Forum Participation Rubric</th>
<th>Quality CRITERIA</th>
<th>Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The student contributed regularly. Temporal placement suggests sustained engagement with the discussion</td>
<td>Grade</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>The student showed initiative, interpreted, synthesized, integrated various threads, backed up opinions with concrete examples and references to course materials, or redirected the discussion.</td>
<td>Grade</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>The student’s level of participation was acceptable/of average value. Some initial posts do not occur in time for others to read and respond.</td>
<td>Grade</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>The student contributed more than just facts and responded to the implications of other students’ ideas.</td>
<td>Grade</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>The student hardly contributed or the student’s posts all came in the final few minutes before the deadline for ending a particular session. The student rarely responded to other learners.</td>
<td>Grade</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>The student’s contribution was unacceptable and did not meet expectations. Posts were cursory rather than substantive, Posts show significant gaps in conceptual understanding of question or prompt. Content may be inappropriate.</td>
<td>Grade</td>
<td>C</td>
<td></td>
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<tr>
<td>The student did not contribute at all</td>
<td>Grade</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>The student displayed a lack of preparedness/insight.</td>
<td>Grade</td>
<td>F</td>
<td></td>
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</tbody>
</table>

Annotated Bibliography- (10 %)

Students will demonstrate how to critically read and evaluate education research literature (Objective A, C). Through this assignment, students will be taught criteria determine, not only the credibility of a study, but also criteria for fit- i.e., to the study proposed. Student will read each article collected and then fill out a template/table (available on Titanium) which has predesigned fields, asking for specific information such as: publication information (author, title, etc.), study context, background, purpose and problem, findings and connection to proposed study. Continuing from last semester, students will add additional references so that their final annotated bibliography at the end of this course includes at least 20 citations.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>&lt;=2</th>
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</thead>
<tbody>
<tr>
<td>15 KEY resources are included, most within the last 5-7 years (exception: landmark studies or classics)</td>
<td>15 sources</td>
<td>13-14 sources</td>
<td>12 sources</td>
<td>Less than 12</td>
</tr>
<tr>
<td>APA format for each resource</td>
<td>2 or fewer errors</td>
<td>2-3 errors</td>
<td>4 errors</td>
<td>More than 4 errors</td>
</tr>
</tbody>
</table>

- **Research Methods Final Exam (25%)**
  This exam covers the both qualitative and quantitative research methods typically used to study problems in education. Students will be tested on: 1) discrete concepts around analysis methods and research design in both quantitative and qualitative contexts (Objectives D, E, F, G); and 2) contextualized scenarios where students will
be asked to interpret analyzed data related to evaluating educational programs (Objective B, E) according to given program goals (i.e., interpretations of data which will be the basis of the overall decisions made about the success of the program described).

- **Methods Of Inquiry Paper (55% Total)**  
  25% Bullets 1-3 and 30% Bullets 5-9

A culminating activity for EDAD 510 is a development of a research design and data collection plan. The data plan should evolve from the research purpose and questions developed in EDAD597 and refined in EDAD510. This paper is 8-15 pages, 12 point Times New Roman font, and one inch margins. This paper is essentially a blueprint of a proposed study and must include the following bullets/components:

**Bullets/ Elements (1-3)- 25 %**

1. The research problem and background (Objective A)
2. The rationale and justification for conducting the study (Objective A, B)
3. The research questions that will drive the research methods (Objective A)
4. The boundaries that would limit how the study is done (Objective A, C)
### Rubric for Methods of Inquiry Paper (Bullets 5-9)

<table>
<thead>
<tr>
<th>Bullet</th>
<th>Exceeds Expectation</th>
<th>At Expectation</th>
<th>Below Expectation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data:</td>
<td>Data: narrative in this section is organized by research question; identifies why it is the best fit, clear reference literature as a basis for deciding which data to use in the study (6 points)</td>
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<td></td>
<td>Data: narrative in this section is organized by research question; identifies which data is the best fit, little or no reference to literature as a basis for deciding which data to use in the study (5 points)</td>
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<td></td>
<td>Data: narrative in this section is organized by research question; little or no explanation of fit, does not reference literature as a basis for deciding which data to use in the study (3-4 points)</td>
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<td><strong>Bullets/Elements (5-9) - 30 %</strong></td>
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<td></td>
<td><strong>5. The data needed to answer their research questions (Objective A, B, E)</strong></td>
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<td><strong>6. The participants who will be included in the study (Objective A, D, F, G)</strong></td>
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<td></td>
<td><strong>7. The methods to be used in analyzing the gathered data (Objective A, C, D, E, F, G)</strong></td>
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<td></td>
<td><strong>8. The rationale and justification for the data gathering and analysis methods (Objective A, D, E, F, G)</strong></td>
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<td><strong>9. The references for citations in the narrative (must be aligned with the annotated bibliography developed for this course) (Objective A, D, E, F, G)</strong></td>
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<td><strong>10. The references for citations in the narrative (must be aligned with the annotated bibliography developed for this course) (Objective A, D, E, F, G)</strong></td>
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</table>
Late work will be docked. Any student turning in work late will not be eligible to earn a grade of “A” for the assignment and will not be eligible to earn a grade of “A” in the course. The best grade that the student may earn for work turned in late is a grade of “B.”

Grading Scale for Course Grades

Student grades for the course will be based on the quality of their work and participation. This course will use the “plus/minus” system for grades. The scale used for determining course grades is based on the combined weighted averages of the grades earned for participation, the individual assignments, and the final exam.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-95</td>
</tr>
<tr>
<td>A-</td>
<td>94-92</td>
</tr>
<tr>
<td>B+</td>
<td>91-88</td>
</tr>
<tr>
<td>B</td>
<td>87-85</td>
</tr>
<tr>
<td>B-</td>
<td>84-82</td>
</tr>
<tr>
<td>C+</td>
<td>81-78</td>
</tr>
<tr>
<td>C</td>
<td>77-72</td>
</tr>
<tr>
<td>C-</td>
<td>71-68</td>
</tr>
<tr>
<td>D</td>
<td>67-65</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 65</td>
</tr>
</tbody>
</table>

- **Reading Response Entries - 10%**
- **Annotated Bibliography - 10%**
- **Research Methods Exam - 25%**
- **Methods of Inquiry Paper - 55%**
  - 25% for Bullets 1-3
  - 30% for Bullets 5-9

MISSED EXAMS AND LATE ASSIGNMENTS There is one Research Methods Exam online, for this course. With the exception of extenuating circumstances, late individual assignments will only be accepted one week after the due date; the grade earned will be lowered by one whole letter grade (A- will become B-). Please inform the instructor of any extenuating circumstances as soon as possible.

ASSIGNMENT AUTHENTICATION AND SUBMISSION The instructor will authenticate student work via the use of multiple assessments for this course. As noted on the schedule, assignments are to be submitted electronically.

ALTERNATIVE DELIVERY OF ASSIGNMENTS If insurmountable technical difficulties arise, contact the instructor for alternative delivery of assignments (e.g., face-to-face or U. S. mail).

COMMUNICATING WITH THE COURSE INSTRUCTOR AND PEERS Contacting the instructor can be accomplished in a variety of ways, although e-mail is the preferred method. The instructor will usually respond to all e-mails within 24 hours (weekend responses may mean a 48 hour response window). The instructor will maintain online office hours, as listed above. E-mails sent to the instructor during this time will be answered more quickly. Telephone contact is also an option.

Each student is expected to conduct himself/herself in a professional manner during the class - whether face-to-face or online - taking full advantage of the learning opportunities available. This includes active participation in group work, participating in weekly online discussions (forums) and assignments, and adhering to proper netiquette. Netiquette refers to a set of behaviors that are appropriate for online activity-- especially with e-mail and threaded-discussions. The core rules of netiquette (From Northern Arizona University: e-Learning Center: [http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php](http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php)) follow:

1. **Avoid Offending Classmates**
2. **Keep Your Voice Down**: USING ALL CAPITAL LETTERS online is the equivalent of yelling. Ouch! Instead, use HTML to bold or *italicize* text in your postings, or use *asterisks* around the text to be emphasized.

3. **Avoid Sarcasm and Subtleties**: Hearing spoken words, seeing people’s faces and bodies while they talk, and reading dialogue on your computer screen can convey substantially different impressions. Keeping this in mind may help you realize that it’s sometimes easier to sound insensitive and hurt someone’s feelings or have them miss the point when you’re communicating through text only. To counter this, be clear and straightforward with your language.

4. **Just Wait**: Assume any comment you read that sounds abrasive wasn’t proofread for tone, and wasn’t meant to offend. If you’re upset, you might wait a little before posting a too-hasty reply that you’ll regret later. Unless the author specifically says they’re angry, assume otherwise and ask for clarification of their intent.

5. **Make the Extra Effort to Be Courteous**

6. **Make it Personal**: At the end of each posting, sign your name. It also adds a personal feel when responding to an individual if you address him or her by name.

7. **Be Positive**: It’s good to express your opinions in discussions, but don’t make disagreements personal. Agree to disagree in your exchanges of information and opinions. Keep your interactions with others friendly, especially when you’re getting to know each other.

8. **Be Aware of Culture**: Be aware of cultural differences. If you suspect classmates might be from other cultures, avoid unexplained references that may not be understood or cause feelings of exclusion.

9. **Use Emoticons**: These little icons can be quite effective in supplying primitive facial expressions to supplement your words. If you prefer, use other more direct ways of being sure your intentions are known, for example, by adding phrasing like "just kidding," "no offense intended," or "this is my opinion." Here are just a few examples of emoticons:
   
  ∿ = basic smile  ∿- = wink  ∿-D = big smile
   ∿:( = frown  ∿:o = oh, no!  ∿-P = tongue out

10. **Write for Readability**

11. **Change the Subject**: Always enter a new subject for each of your postings, even if you are making an additional comment on the same subject as those above yours. Leaving the default subject tells readers nothing about your particular topic. Unique subjects allow classmates to understand the flow of conversations and relocate particular postings without having to open every one.

12. **Not Too Little, Not Too Much**: One word or single phrase responses can seem curt and rude. Use complete sentences and clearly communicate your meaning. Conversely, postings of multiple screens of text can be overwhelming to read online. Compose offline, edit your musings, and consider making bullet points to aid classmates in getting to your point.

13. **What It’s About**: When replying to a posting, quote the part of the original posting to which you are replying to help classmates understand the context.

14. **Spell It Out**: With spellcheckers now available as add-ins for most popular Web browsers, there’s no excuse for inadvertent typos. Also remember that trendy abbreviated spellings are best left outside of online classrooms.
15. **One Final Look:** After you compose a posting, take a moment to reread your text before submitting. If it's possible, reading out loud can be especially helpful. One final once-over can identify typos, misstatements, lack of clarity, or an unintended tone.

16. **What's Written is Recorded:** Remember that everything you post is recorded in most asynchronous online discussions.

**Students with Special Needs:** Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000 [www.fullerton.edu/disableservices/](http://www.fullerton.edu/disableservices/)

**Academic Dishonesty Policy:** Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available University Policy Statement 300.021, [http://www.fullerton.edu/ senate/documents/PDF/300/UPS300-021.pdf](http://www.fullerton.edu/ senate/documents/PDF/300/UPS300-021.pdf)

**Attendance Policy in an Online Course.** Attendance in an online course is evaluated in accordance with the student’s active participation in forums as described in the assignments section and the forum participation rubric.

**In the event of emergency,** contact the University Police at 657-278-3333. [http://emergencypreparedness.fullerton.edu/](http://emergencypreparedness.fullerton.edu/)

**RECOMMENDED HARDWARE AND SOFTWARE REQUIREMENTS**
To fully participate in this course you will need a computer system capable of color, sound, and video with an operating system installed after 2000; a monitor capable of displaying information at least 800 x 600 pixels; high speed internet connection; CSUF email account; plug ins (Adobe PDF, Real Player, Flash); and Microsoft Office 2007 or higher (Word, PowerPoint, Excel).

**TECHNICAL SUPPORT**
Technical support for all CSUF students is delivered by the Information Technology Help Desk at (657) 278-7777.

**TECHNOLOGY SKILLS**

<table>
<thead>
<tr>
<th>Technical Skills</th>
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<tbody>
<tr>
<td>e-Mail</td>
<td>Students are required to use the CSUF electronic mail system. It is expected that you know how to send and receive email, as well as send and receive attachments. All e-mails from your course instructor will be sent to your CSUF email address—not to your private e-mail address. Your CSUF email address is: <a href="mailto:student@csu.fullerton.edu">student@csu.fullerton.edu</a>. You will automatically receive a</td>
<td></td>
</tr>
</tbody>
</table>
CSUF student e-mail account when you enroll at the university and are responsible for checking your student e-mail account regularly – at a minimum, every two or three days is recommended. All official e-mails and notifications from the university are sent to this address as well.

<table>
<thead>
<tr>
<th>World Wide Web</th>
<th>Proficiency in accessing the World Wide Web is necessary to access external web links.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Processing</td>
<td>Students are expected to have a thorough knowledge of word processing including how to create MSWord documents; students are also expected to be proficient in using spelling and grammar reviews.</td>
</tr>
<tr>
<td>Scanning</td>
<td>Students are often required to scan documents, particularly those with signatures. Therefore, students need to have access to a scanner to attach certain documents to emails and/or online submissions.</td>
</tr>
<tr>
<td>TITANium</td>
<td>TITANium is the CSUF Web-based Learning Management System that allows instructors to provide course documents and resources to students. Students access TITANium by logging into the CSUF portal and clicking on the TITANium link.</td>
</tr>
</tbody>
</table>

THE INSTRUCTIONAL WEEK

The Instructional Week: Instead of meeting once a week for three hours as the face-to-face EDAD 510 course meets, EDAD’s online courses operate with a different model. An "instructional week" runs from Wednesday to Wednesday. The typical instructional week pattern for EDAD 510 follows:

- The week starts on Wednesday at 6:00 a.m. PST; the week/module number on TITANium provides the outline for what you need to complete by date/time.
- The completion of all readings and supplemental resources should be done by Wednesday, 11:59 p.m. PST [TITANium uses a 24-hour clock, so 23:59 p.m. is the same as 11:59 p.m.]
- You can usually expect at least one weekly forum (similar to a discussion group) in which you are to participate with an initial response due by Friday, 5:00 [17:00] p.m. PST and any required follow-up responses due by Wednesday, 11:59 p.m. PST.
- All assignments are due to be submitted (posted) on TITANIUM no later than Wednesday by 11:59 [23.59] p.m. PST of the week they are due unless otherwise noted.
- It is expected that you will be online several days a week, sometimes just to check posts or submit assignments. The instructor will be online frequently, Monday through Friday, and will respond to student email within 24 hours on those days. Weekend responses will be between 24-48 hours.

If you become familiar with this pattern, you will be able to manage this course with few issues. It is up to you on how you schedule your time and how you work best. From our experience, we have found logging in frequently for short periods of time works much better than only a few times for longer periods of time. The discussions can quickly overwhelm you if you do not stay caught up with them on a regular basis.
ON CAMPUS MEETINGS

There will be three (3) required face-to-face meetings held from 9:00 a.m. to 4:00 p.m. on campus:
- Saturday, January 26, 2013 [Steven G. Mihaylo Hall]
- Saturday, February 23, 2013 [Steven G. Mihaylo Hall]
- Saturday, May 4, 2013 TBA

Course Schedule (Subject to Change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Face –to –Face Meeting at CSUF</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview of Syllabus, Introductions and Share Research Topics; <strong>Introduction to Educational Research- Considering Audience</strong>; sign up for individual meetings over next few weeks. Review course assignments and rubrics</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Begin identifying links between: Problem and Purpose</strong></td>
<td><strong>INPUT</strong> Project Guidelines and Creswell (Statement of Purpose); research writing: summarizing, synthesizing and appraising the literature.</td>
</tr>
<tr>
<td></td>
<td><strong>Bullets 1 and 2 of Methods of Inquiry Paper:</strong></td>
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</tr>
<tr>
<td></td>
<td>• Research Problem and Background</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rationale and justification/purpose for conducting the study</td>
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<tr>
<td></td>
<td>Re-focusing the Annotated Bibliography: Assessing the adequacy of literature collected for focused study; Practice writing first drafts of statements linking identified problem to rationale/purpose of study</td>
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<tr>
<td></td>
<td><strong>Being a Critical Consumer of Research I:</strong> An Introduction using Lyne; and getting the most out of your Annotated Bibliographies.</td>
<td><strong>OUTPUT</strong> Individual Assignments: Beginning Draft of Bullet #1: Problem and Background; and Bullet #2 Purpose Statement</td>
</tr>
<tr>
<td></td>
<td><strong>THROUGHPUT</strong> Discussion Online Forum: Collaborative Activities: Sharing Topics on Problem Statements + Reviewing example Bullets 1,2:<strong>WEBINAR MTG</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>OUTPUT</strong> Refining Annotated Bibliography: from 597:<strong>Using Template</strong></td>
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</table>
| 3 | Developing Research Questions to approach problem; Refining Research Questions from Purpose Statement. and Rubric for first 3 bullets; Review examples of purpose statements and research questions | **INPUT**
Lyne pp. 23-42
Patten, pp. 15-22 Basics of Research); pp 37-42 (Reviewing Literature) |
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<tr>
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<tbody>
<tr>
<td></td>
<td><strong>Bullet 3 of Methods of Inquiry Paper:</strong> The research</td>
<td></td>
</tr>
<tr>
<td><strong>FACE-TO-FACE MEETING AT CSUF</strong></td>
<td><strong>Webinar w/ Instructor:</strong> Project Bullets 1-3 AND Reviewing Literature and Writing Research</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

**Input**

- Patten: pp. 101-121
- Quantitative (2): Data and Analysis
- Qualitative (2): Data and Analysis

- Overview of the second half of Methods of Inquiry Paper- writing the design and methodology sections. *Review of past examples*

- More strategies for reviewing literature: Lyne- Articles 5-7

**Throughput**

- Small Group- Peer feedback- Discussion of Drafts done on Bullets 1-3; Identifying and discussing how basic descriptive stats are represented in sample articles.

**Output**

- Self Assessment on Progress of Bullets 1-3 using checklist

Consent Forms and IRB Tutorial

<table>
<thead>
<tr>
<th><strong>Bullets 4 and 5 of Methods of Inquiry Paper:</strong></th>
<th><strong>Submit Draft of Bullets 1-3 of Methods of Inquiry Assignment</strong></th>
</tr>
</thead>
</table>

- Introducing the boundaries that would limit how the study is done AND the data needed to answer the research questions.

- Introduction to Qualitative Research

- Linking Literature to Bullets 4 -6- examples from articles
<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
<th>Input</th>
<th>Throughput</th>
<th>Output</th>
</tr>
</thead>
</table>
| 6    | **Bullets 4-6: Focus on 4-6 of Methods of Inquiry Paper:**  
  Introducing the boundaries that would limit how the study is done AND the data needed to answer the research questions. | Survey Development; ppt  
  Lyne: 43-46  
  Patten pp.147-155 | Forum  
  Collaborative Activities- Discussion Post on Lyne example articles | Individual Assignments:  
  Produce Draft of Bullet 4 |
|      | **Introduction to Qualitative Research**  
  Linking Literature to Bullets 4 and 5.- examples from articles | | | |
| 7    | **Bullets 5 and 6 of Methods of Inquiry Paper:**  
  Introducing: the issues to consider for selecting participants who will be included in the study AND the instrument(s) appropriate for gathering the identified data  
  Introduction to *Qualitative Instrumentation*  
  Being a Critical Consumer of Research III: *How Qualitative Data and Research Methods are described in articles*  
  Linking Literature to Bullets 6 and 7; examples from articles  
  Bring Literature Assignment Drafts to Class. | Patten: pp.149-162 (Qualitative)  
  Read selected sections of *Wright and Choi, 2006 (on Titanium)* | Forum  
  Collaborative Activities- Discussion Post on Lyne example articles | Individual Assignments:  
  Produce Draft of Bullets 4 and 5 |
|      | **Work on Finalizing Drafts for Bullets 1-6**  
  Individual Meetings | *Wright and Choi, 2006 (on Titanium)* | Individual Meetings | |
| 9    | **Review of Requirements for Annotated Bibliography (AB):**  
  Review rubric for AB (Due Finals Week) | **Submit Draft of Narrative for Bullets 4-7 from** | | |
|      | | | | |
### Analyzing Qualitative Data: Data collection and analysis procedures *(data reduction and coding)*

**Bullets 8-10 of Methods of Inquiry Paper- Introduction of:**
- 8) the methods to be used in analyzing the gathered data;
- 9) the rationale and justification for the data gathering and analysis methods; and
- 10) the references for citations in the narrative (must be aligned with the annotated bibliography developed for this course).

### Overview of Research in School Settings

Introduction to **METHOD OF INQUIRY PAPER ASSIGNMENT:**  *EXAMPLE OF PROCEDURE MATRIX*

Analyzing Qualitative Data: Data collection and analysis procedures *(data displays and analytic induction)*

*Continue Work on ABs*

*Work on PROCEDURE TABLE/MATRIX*

---

### Spring Break: No Class Meeting- No online activity required

<table>
<thead>
<tr>
<th>10</th>
<th>Continue Quant: Descriptive Statistics Part 1: Measures of Central Tendency/Distribution Disaggregation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing Quantitative Instrument- Surveys</td>
</tr>
</tbody>
</table>

**INPUT**
- Patten pp. 125-131
- Lyne: Articles 23-25
- *Wright and Choi, 2006 (on Titanium)*

**THROUGHPUT**
- Webinar w/ Instructor: Project Bullets 7-9 AND Reviewing Literature and Writing Research

**OUTPUT**
- Practice Quiz 1- on Research Methods (ungraded)

---

<table>
<thead>
<tr>
<th>11</th>
<th>Matching Quantitative Methods to Research Questions; Descriptive Statistics Part 2: Correlations and Scatterplots.; Introduction to Inferential Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reminders of Consent Forms and IRB Tutorial</td>
</tr>
</tbody>
</table>

**INPUT**
- Patten pp. 127-131
- Lyne: Articles 30-32
- *Wright and Choi, 2006 (on Titanium)*

**THROUGHPUT**
- Webinar w/ Instructor: Project Bullets 7-9 AND Reviewing Literature and Writing Research
<table>
<thead>
<tr>
<th>OUTPUT</th>
<th>Practice Quiz 2 on Research Methods (ungraded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INPUT</td>
<td>Practice Quiz 3 on Research Methods (ungraded)</td>
</tr>
<tr>
<td><strong>Review of Requirements for Annotated Bibliography (AB); Review rubric for AB (Due Finals Week)</strong></td>
<td><strong>INPUT</strong> Patten pp. 61-73 Lyne: Articles 30-32 Wright and Choi, 2006 (on Titanium) <strong>THROUGHPUT</strong> Webinar w/ Instructor: Project Bullets 7-9 AND Reviewing Literature and Writing Research <strong>OUTPUT</strong> Peer Review of Bullets 1-6 Peer Discussion of Practice Quizzes</td>
</tr>
<tr>
<td><strong>Analyzing Qualitative Data: Data collection and analysis procedures (data reduction and coding)</strong></td>
<td><strong>Bullets 9-10 of Methods of Inquiry Paper:</strong> 9) the rationale and justification for the data gathering and analysis methods; and 10) the references for citations in the narrative (must be aligned with the annotated bibliography developed for this course).</td>
</tr>
<tr>
<td><strong>Communicating Research</strong></td>
<td><strong>Introduction to METHOD OF INQUIRY PAPER ASSIGNMENT: EXAMPLE OF PROCEDURE MATRIX</strong></td>
</tr>
<tr>
<td><strong>Analyzing Qualitative Data: Data collection and analysis procedures (data displays and analytic induction)</strong></td>
<td><strong>Continue Work on ABs</strong></td>
</tr>
<tr>
<td><strong>OUTPUT</strong> Work on PROCEDURE TABLE/MATRIX</td>
<td><strong>INPUT</strong> Patten pp. 83-93 Lyne: Articles 20 Wright and Choi, 2006 (on Titanium) <strong>THROUGHPUT</strong> Peer Review of Bullets 1-6 Peer Discussion of Practice Quizzes</td>
</tr>
<tr>
<td><strong>Face-to-Face Meeting</strong></td>
<td><strong>Continue Instrumentation for Quantitative (Surveys) and Qualitative (Observations, Interviews, Focus Groups, open-ended survey questions, document analysis, etc...)</strong></td>
</tr>
<tr>
<td><strong>The methods to be used in analyzing the gathered data</strong></td>
<td><strong>The rationale and justification for the data gathering and analysis methods</strong></td>
</tr>
<tr>
<td><strong>The references for citations in the narrative (must be aligned with the annotated bibliography developed for this course).</strong></td>
<td><strong>OUTPUT</strong> Peer Review of Bullets 1-6 Peer Discussion of Practice Quizzes</td>
</tr>
</tbody>
</table>
| 14 | **OUTPUT**  
Practice Quiz 3- on Research Methods (ungraded)  
Review of Citation Support of Literature for Bullets 4-9 |
|---|---|
| **RESEARCH METHOD EXAM Due**  
**NO ONLINE PARTICIPATION NECESSARY THIS WEEK;**  
**Individual Meetings:** Refining Method of Inquiry Assignment. Discussion of Bullets 1-10 AND status check on Annotated Bibliography |
| 15 | **INPUT**  
Instrumentation ppt reviewed (on Titanium)  
Data Collection ppt (on Titanium)  
**THROUGHPUT**  
Webinar w/ Instructor: Review Bullets 1-9  
**OUTPUT**  
ANNOTATED BIBLIOGRAPHY DUE.  
Online Forum  
Individual Meetings |
| 16 | **METHODS OF INQUIRY PAPER Due- upload through Titanium** |
California State University, Fullerton: College of Education  
Department of Educational Leadership  
EDAD 561 Policy, Governance, and Community Relations  
CSUF Cohort 02, CP-130  
Schedule # 10022

Instructor: Leigh T. Barton, Ph.D.  
Days: Monday  
Location: CP-130  
Office Phone Number: 657-278-3187; Home: 714-779-1314  
Office Room Number: CP 520-7  
Email: lbarton@fullerton.edu  
Office Hours: Monday – Thursday 10:00 to 2:00 pm and by appointment

Course Description in Catalogue: Factors that determine public policy with regard to education, the roles of the various levels of government in controlling public education, how to identify various interest groups and how to communicate effectively about school problems. Prerequisites: EDAD 503

Education Unit Conceptual Framework  
A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement: Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
   a) demonstrate strong foundation in subject matter or field of study
   b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
   c) demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
   a) promote diversity
   b) make informed decisions
   c) engage in collaborative endeavors
   d) think critically

Outcome 3: Committed and Caring Professionals
   a) become change agents
   b) maintain professional and ethical standards
   c) become life-long learners
PROFESSIONAL STANDARDS

The California Professional Standards for Educational Leaders (CPSELS) frame all of the activities for this course. http://www.wested.org/online_pubs/cpsel_standards.pdf

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairness and in an ethical manner.

STUDENT LEARNING GOALS

SLG1: Each candidate will understand how leaders can work with the governing board and district and local leaders to influence policies toward the benefit of students and the improvement of teaching and learning (CPSEL 6). School Board Meeting Analysis; Governance Models and Policies Assignment; Tracing a Policy from the Federal to Local Level

SLG2: Each candidate will be prepared to support the school via two-way communication with key decision-makers in the school community (CPSEL 6). School Board Meeting Analysis; Community Relations Assignment

SLG3: Each candidate will understand the need to open the school to the public and facilitating constructive conversations about how to improve student learning and achievement (CPSEL 6). Course readings, participation in discussions, reflections

SLG4: Each candidate will recognize and respect the goals and aspirations of diverse family and community groups (CPSEL 4). Community Relations Assignment and Community Mapping

SLG5: Each candidate will treat diverse community stakeholder groups with fairness and respect (CPSEL 4). Community Relations Assignment

SLG6: Each candidate will incorporate information about family and community expectations into school decision-making and activities (CPSEL 4). Governance Models and Policies; Tracing a Policy from the Federal to Local Level

SLG7: Each candidate will understand how community, business, institutional, and civic partnerships strengthen the school (CPSEL 4). Governance Models and
Policies, Community Relations Assignment
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. [http://ed.fullerton.edu/about-us/candidate-dispositions/](http://ed.fullerton.edu/about-us/candidate-dispositions/)

REQUIRED TEXTS

No textbook will be used for this course; instead students will be assigned specific readings for each course meeting which will constitute the basis for class discussions. See TITANium for the assigned readings.

GRADING POLICY FOR THE COURSE

There will be five assignments in this course with each one weighted equally at 20% of the final grade. The assignments are:

1. Tracing a Policy from Federal to State to Local 20%
2. Board Members and Meeting 20%
3. Community Relations & Community Mapping 20%
4. Governance Models and Policies 20%
5. Participation (in class and online) 20%

Grading

\[
\begin{align*}
A+ &= 3.9 - 4.0 \\
A &= 3.71 - 3.89 \\
A- &= 3.6 - 3.7 \\
B+ &= 3.45 - 3.59 \\
B &= 3.21 - 3.44 \\
B- &= 3.1 - 3.2 \\
C+ &= 2.85 - 3.0 \\
C &= 2.71 - 2.84 \\
C- &= 2.6 - 2.7 \\
D &= 2.0 - 2.5
\end{align*}
\]

Note: If you earn less than a 3.1 on any assignment, you may resubmit within one week – the highest grade earned for a resubmitted assignment will be 3.1. Students earning a C- in the course are required to retake the course.

MISSED EXAMS AND LATE ASSIGNMENTS

There are no examinations for this course. With the exception of extenuating circumstances, late individual assignments will only be accepted one week after the due date; the grade earned will be lowered by one whole letter grade (A- will become B-). Please inform the instructor of any extenuating circumstances as soon as possible.

EXTRA CREDIT OPTIONS

There is no extra credit available for this course.

ASSIGNMENT AUTHENTICATION AND SUBMISSION

The instructor will authenticate student work via the use of multiple assessments for this
course. Assignments are to be submitted electronically.
ALTERNATE DELIVERY OF ASSIGNMENTS

If insurmountable technical difficulties arise, contact the instructor for alternative delivery of assignments (e.g., face-to-face or U.S. Mail).

COMMUNICATING WITH THE COURSE INSTRUCTOR AND PEERS

Contacting the instructor can be accomplished in a variety of ways, although email is the preferred method. The instructor will be online frequently, Monday through Friday, and will usually respond to all emails within 24 hours (weekend responses may mean a 48 hour response window). Additionally, the instructor will maintain office hours as listed above. Emails sent to the instructor during this time will be answered more quickly. Telephone contact is also an option.

Each student is expected to conduct him/herself in a professional manner during the class – whether face-to-face or online – taking full advantage of the learning opportunities available. This includes active participation in group work, participating in online discussions (forums) and assignments, and adhering to proper netiquette. Netiquette refers to a set of behaviors that are appropriate for online activity – especially with email and threaded discussions. The core rules of netiquette (from Northern Arizona University: e-Learning Center) can be found at: http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php

LIBRARY SUPPORT

Enter through the CSUF Portal and click on “Library.”

PLANNED ASSIGNMENTS

1. **Tracing a Policy from the Federal to Local Level (20%)**: The learning outcome of this assignment is to help you understand how leaders can work with the governing board, district and local leaders to influence policies toward the benefit of students and the improvement of teaching and learning. You are required to select an educational policy that started at the federal level and trace its chronological development from the federal to the state to the local level. (We will have an in class discussion of some of the policies that might be of interest to trace.) A timeline format with sentences or paragraphs annotating the development should be used. No specific length is specified, as the origination date of the policy will determine its length.

<table>
<thead>
<tr>
<th>Weight</th>
<th>Exemplary: 3.6-4.0</th>
<th>Proficient: 3.1-3.59</th>
<th>Unacceptable: &lt;3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The educational policy at the federal level is well documented with through detail.</td>
<td>The educational policy at the federal level is adequately documented.</td>
<td>The educational policy at the federal level is poorly documented.</td>
</tr>
<tr>
<td>2</td>
<td>The educational policy at the state level is well documented with through detail.</td>
<td>The educational policy at the state level is adequately documented.</td>
<td>The educational policy at the state level is poorly documented.</td>
</tr>
<tr>
<td>2</td>
<td>The educational policy at the local level is well documented with through detail.</td>
<td>The educational policy at the local level is adequately documented.</td>
<td>The educational policy at the local level is poorly documented.</td>
</tr>
<tr>
<td>Weight</td>
<td>A timeline format with annotated sentences or paragraphs is used with thorough detail.</td>
<td>A timeline format with annotated sentences or paragraphs is used.</td>
<td>A timeline format with annotated sentences or paragraphs is used.</td>
</tr>
</tbody>
</table>
2. **School Board Meeting Analysis (20%)** The learning outcome of this assignment is to help you understand how leaders can work with the governing board and district and local leaders to influence policies toward the benefit of students and the improvement of teaching and learning. You are required to attend one school board meeting, familiarize yourself with elected board members, and report on your observations. Two keys to success with this assignment follow: (1) research those who serve on the school board prior to the meeting, and (2) arrive at the site of the meeting early enough to obtain a copy of the agenda (made available to the public). You will be required to attach the agenda to your analysis. Your submitted assignment must include the following components:

a. A drawing of the room in which the board meeting is held which contains the seating arrangement of board members/trustees, superintendent, staff members
b. A copy of the board meeting agenda,
c. A biographical description of each school board member (occupation, term serving, educational background, family, platform, photo, etc.)
d. General observations of the meeting environment, identification of those in attendance, and the atmosphere of the meeting.
e. A description of two or three items on the agenda that appeared to be important and report on how they were handled. If there was a ‘hot’ item that generated audience input and/or great discussion by board members, give details/observation.
f. Based on prior knowledge, readings, and class discussions regarding the politics and characteristics of educational governance, give your assessment of the board meeting you attended. If appropriate, use citations from readings to reference your observations.

<table>
<thead>
<tr>
<th>Weight</th>
<th>Exemplary: 3.6-4.0</th>
<th>Proficient: 3.1-3.59</th>
<th>Unacceptable: &lt;3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The drawing of the layout of the meeting with board members and staff locations is detailed and includes names and job titles/positions.</td>
<td>The drawing is adequate with staff and board members identified; job titles/positions of those in the drawing are minimal.</td>
<td>Drawing is missing or does not comply with required components.</td>
</tr>
<tr>
<td>2</td>
<td>A Board Agenda is attached.</td>
<td>Biographical description of each Board Member is thorough (occupation, term, ed. background, photo, family, etc.).</td>
<td>Biographical description of Board Members is missing.</td>
</tr>
<tr>
<td>2</td>
<td>Biographical description of each Board Member is thorough (occupation, term, ed. background, photo, family, etc.).</td>
<td>Biographical description of each Board Member is adequate although some characteristics omitted.</td>
<td>Biographical description of Board Members is missing.</td>
</tr>
<tr>
<td>3</td>
<td>General observation, identification of those in attendance, and atmosphere of the meeting are well described.</td>
<td>There is an adequate description of your observations and general atmosphere of the meeting; identification of attendees is minimal.</td>
<td>Limited or missing observations and identifications of attendees, and atmosphere of meeting</td>
</tr>
<tr>
<td>3</td>
<td>Two or three agenda items are clearly discussed with details of how they were handled. Include a ‘hot item’ that generated audience input or great discussion if applicable.</td>
<td>Two or three agenda items are listed with some detail of how they were handled. A “hot item” that generated audience input or great discussion if applicable was listed.</td>
<td>There is limited, if any, discussion of agenda items. The “hot item” was mentioned without detail.</td>
</tr>
<tr>
<td>Weight</td>
<td>Your assessment of the board meeting</td>
<td>Your assessment of the board meeting</td>
<td>Limited assessment of the board meeting</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------</td>
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</tbody>
</table>

150
3. **Community Relations Assignment (20%)** The learning outcomes of this assignment are to help you: (a) recognize and respect the goals and aspirations of diverse family and community groups; (b) treat diverse community stakeholder groups with fairness and respect; (c) incorporate information about family and community expectations into school decision-making and activities; and (d) understand how community, business, institutional, and civic partnerships strengthen the school. For part of this assignment you are required to draw a community map of your school; consider your school at the center of the map and then designate business and residential areas, parks, churches, schools within a one-mile radius of the school.

In the second part of the assignment, assume you are hired to create a public relations program for your school.

A. Identify how you would identify the values and concerns of the diverse communities that constitute a democracy, particularly those diverse populations found in your school community.

B. Explain why it is important to and how you would involve the community (internal and external) in the life of the school as a part of your community relations program.

<table>
<thead>
<tr>
<th>Weight</th>
<th>Exemplary: 3.6-4.0</th>
<th>Proficient: 3.1-3.59</th>
<th>Unacceptable: &lt;3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The drawing of the community map is detailed, includes actual classifications of businesses, residential areas, schools, parks, churches, etc.</td>
<td>The drawing of the community map is appropriate and includes general classifications of businesses, residential areas, schools, parks, churches, etc.</td>
<td>The drawing of the community map is without detail or not submitted in the written report</td>
</tr>
<tr>
<td>3</td>
<td>There is a clear and concise discussion of the community surrounding the school/district (1-2 paragraphs).</td>
<td>There is a general discussion of the community surrounding the school/district (1-2 paragraphs).</td>
<td>There is a limited discussion of the community surrounding the school/district</td>
</tr>
<tr>
<td>5</td>
<td>There is a clear and concise description of how you would identify the values and concerns of the diverse communities that constitute a democracy, particularly those diverse populations found in your school community.</td>
<td>There is an adequate description of how you would identify the values and concerns of the diverse communities that constitute a democracy, particularly those diverse populations found in your school community.</td>
<td>The description of how you would identify the values and concerns of the diverse communities that constitute a democracy is too brief, incomplete, and/or missing.</td>
</tr>
<tr>
<td>3</td>
<td>The importance of involving the <em>internal</em> community and how that involvement would be accomplished is clearly explained.</td>
<td>The importance of involving the internal community is adequate and how that involvement would be accomplished is discussed.</td>
<td>The importance of involving the internal community and how that would be accomplished is poorly discussed.</td>
</tr>
<tr>
<td>3</td>
<td>The importance of involving the <em>external</em> community and how that involvement would be accomplished is clearly explained.</td>
<td>The importance of involving the external community is adequate and how that involvement would be accomplished is discussed.</td>
<td>The importance of involving the external community and how that would be accomplished is poorly discussed.</td>
</tr>
<tr>
<td><strong>Weight</strong></td>
<td><strong>Writing follows graduate-level standards – COE Writing Standards</strong></td>
<td><strong>Writing follows graduate-level standards – COE Writing Standards Rubric (p. 12)</strong></td>
<td><strong>More than two errors and/or evidence of gross grammatical</strong></td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
</tbody>
</table>
4. Governance Models and Policies Assignment (20%) Different types of schools (public, private, parochial, charter, reconstituted, cyber or online, international, etc.) have different governance models and policy issues. For the purposes of this assignment, students will select, investigate and report on the governance of a school model that is different from the one in which they are currently or have been involved. The submitted report will include the following components:

a) A definition of the type of school with a brief description of the actual school visited.
b) A minimum of five core questions are developed which lead to the understanding of the school’s governance model and key policy issues
c) Results of the interview conducted (five core questions)
d) A clear description and graphic representation of the school’s governance model
e) A list of current members of the governing board and their responsibilities
f) A reporting schematic of members of the school (teachers to directors>principals>headmasters to board)
g) A description of at least three current policy issues

<table>
<thead>
<tr>
<th>Weight</th>
<th>Exemplary: 3.6-4.0</th>
<th>Proficient: 3.1-3.59</th>
<th>Unacceptable: &lt;3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>There is a clear definition of the type of school addressed with a brief description of the actual school visited.</td>
<td>The type of school studied is clearly presented.</td>
<td>The type of school is mentioned without definition. Limited, if any details of school visited.</td>
</tr>
<tr>
<td>3</td>
<td>Core questions were well developed and reflect thoughtful consideration.</td>
<td>Core questions are appropriate and focused on the intent of learning more about the school.</td>
<td>Core questions are over simplistic, reflect little thought, and/or lead to limited understanding of the school</td>
</tr>
<tr>
<td>2</td>
<td>Results of the interview are clear &amp; logically presented; responses to the core questions are clearly addressed.</td>
<td>Answers to all interview questions are provided although the order in which they are presented is not clearly understood.</td>
<td>Interview responses are not discussed or limited. Unclear of their connection to the assignment.</td>
</tr>
<tr>
<td>2</td>
<td>A description and graphic representation of the school’s governance model is presented.</td>
<td>There is a graphic depiction of the governance model of the school. A brief discussion is included.</td>
<td>Either the graphic representation or written description is missing or poor.</td>
</tr>
<tr>
<td>2</td>
<td>A list of current members of the governing board and their responsibilities is clearly delineated.</td>
<td>A list of current members of the governing board and their responsibilities is adequately described.</td>
<td>Either the list of governing board members or their responsibilities is missing or this section is poorly written.</td>
</tr>
<tr>
<td>2</td>
<td>A reporting schematic reflective of all school community members is clearly presented and described.</td>
<td>A reporting schematic reflective of all school community members is adequately presented.</td>
<td>A reporting schematic is unclear or missing.</td>
</tr>
<tr>
<td>5</td>
<td>Detailed descriptions of at least three current policy issues are well presented.</td>
<td>Detailed descriptions of at least three current policy issues are adequately presented.</td>
<td>Fewer than three policies are presented or their descriptions are missing or poorly described.</td>
</tr>
<tr>
<td>Weight</td>
<td>Writing follows graduate-level standards – COE Writing Standards Rubric (p. 12) - devoid of gross grammatical errors (e.g., run-on sentences, fragments, subject-verb agreement)</td>
<td>Writing follows graduate-level standards – COE Writing Standards Rubric (p. 12). One or two minor errors; devoid of gross grammatical errors (e.g., run-on sentences, fragments, subject-verb agreement)</td>
<td>More than two errors and/or evidence of gross grammatical errors (e.g., run-on sentences, fragments, subject-verb agreement)</td>
</tr>
</tbody>
</table>
5. Participation (20%)

Regular attendance and active participation are course expectations. In the absence of compelling reasons, absences in excess of two will result in the loss of all participation points. In the event of an unavoidable conflict with class, students remain responsible for any work or information missed and are advised to identify a class “buddy” who will pick up course materials, etc. In addition to attendance and contributing to class discussions and other planned activities, participation includes the timely completion of assignments, being prepared for group assignments, bringing requested items to class and complying with class norms.

<table>
<thead>
<tr>
<th>Level of Engagement</th>
<th>A: Exemplary Distinguished</th>
<th>B: Proficient Expected</th>
<th>C: Fair Developing</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequently initiates contributions and actively participates at the appropriate time</td>
<td>Initiates contributions and participates regularly</td>
<td>Occasionally contributes but at other times is “tuned out”</td>
<td>Rarely contributes and is generally unengaged</td>
</tr>
<tr>
<td>Preparedness</td>
<td>Arrives fully prepared with all assignments complete</td>
<td>Usually arrives fully prepared with all assignments complete</td>
<td>Sometimes arrives unprepared or with only superficial preparation</td>
<td>Exhibits little evidence of having read or thought about the assigned material</td>
</tr>
<tr>
<td>Respect for Others, Attitude</td>
<td>Always listens without interrupting; never makes inappropriate or disruptive comments</td>
<td>Usually listens without interrupting; rarely makes inappropriate or disruptive comments</td>
<td>Rarely listens to others without interrupting; occasionally makes inappropriate or disruptive comments</td>
<td>Does not listen to others, interrupts, and makes inappropriate or disruptive comments</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>Listens when others talk, both in groups and whole class discussions; student builds on ideas presented by classmates.</td>
<td>Listens when others talk, both in groups and whole class discussions</td>
<td>Does not listen when others talk, both in groups and whole class discussions</td>
<td>Does not listen when others talk and interrupts when others speak.</td>
</tr>
<tr>
<td>Attendance/ Promptness</td>
<td>Student is always prompt and regularly attends class.</td>
<td>Student is usually prompt and regularly attends class.</td>
<td>Student is late more than twice and regularly attends class.</td>
<td>Student is frequently late to class and misses class more than once.</td>
</tr>
</tbody>
</table>

**Students with Special Needs:** Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000 www.fullerton.edu/disabledservices/

**Academic Dishonesty Policy:** Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is
obligated to discuss the matter with the student(s) involved; (2) should possess reasonable
evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf

EMERGENCY PROCEDURE NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University’s emergency response procedures. In the event of an emergency please adhere to the following guidelines

Before an emergency occurs-
1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

When an emergency occurs-
1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area; remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus please follow the evacuation routes established by either parking or police officers.

After an emergency occurs-
1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University's operational status by checking the University's web site at http://www.fullerton.edu, calling the University's hotline number at 657-519-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

All campus phones and cell phones on campus reach the University Police Department by dialing 9-1-1. Non-emergency line: (657) 278-2515; 24-hour recorded emergency information line: (657) 519-0911
### SUMMER 2013 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics &amp; Reading Assignments</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 June 3</td>
<td>Introduction and Overview of Policy, Governance, and Community Relations and Course Expectations; A Framework for Describing Educational Governance</td>
<td></td>
</tr>
<tr>
<td>2 June 10</td>
<td>The &quot;Who&quot; of Educational Governance in California: State READ &quot;The Crazy Quilt,&quot; pp. 28-58 READ Case Study: The Case for Community Engagement</td>
<td></td>
</tr>
<tr>
<td>3 June 17</td>
<td>The &quot;Who&quot; of Educational Governance in California: County, District, School READ &quot;The Crazy Quilt,&quot; pp. 59-82 READ: Dissatisfaction Theory in the 21st Century</td>
<td></td>
</tr>
<tr>
<td>4 June 24</td>
<td>The &quot;What&quot; of Educational Governance in California: Finance and HR READ &quot;The Crazy Quilt,&quot; pp. 85-104 READ: Case Study: When Ethics &amp; Policy Collide</td>
<td>DUE: Community Relations Assignment Submit online June 24</td>
</tr>
<tr>
<td>5 July 1</td>
<td>The &quot;What&quot; of Educational Governance in California: Ed Program READ &quot;The Crazy Quilt,&quot; pp. 105-111 READ: Federal Policy and the States, pp. 1-15</td>
<td>DUE: School Board Meeting Analysis Submit online July 1</td>
</tr>
<tr>
<td>6 July 8</td>
<td>The &quot;How&quot; of Educational Governance in California, READ &quot;The Crazy Quilt,&quot; pp. 115-135 READ: Case Study: Community Decision-Making</td>
<td>DUE: Governance Models and Policies Assignment Submit online July 8</td>
</tr>
<tr>
<td>7 July 15</td>
<td>&quot;Evaluating&quot; Educational Governance in California READ &quot;The Crazy Quilt&quot; pp. 136-152 READ: Case Study: Study Grading Policies</td>
<td></td>
</tr>
</tbody>
</table>

### CSUF, College of Education Writing Standards Rubric

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic &amp; Organization</td>
<td>develops ideas cogently, organizes them logically within ¶'s, connects them with effective transitions; clear and logically consistent organization relating all ideas together</td>
<td>develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together</td>
<td>develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas may seem illogical and/or unrelated</td>
<td>does not develop ideas cogently, organize them logically within paragraphs or connect them with clear transitions; uneven or ineffective overall organization</td>
<td>does not develop ideas cogently, organize them logically within paragraphs and connect them with clear transitions; uneven and ineffective overall organization</td>
</tr>
<tr>
<td>Evidence</td>
<td>ample, relevant, concrete evidence and persuasive support for every debatable assertion; uses multiple, reliable sources which are assessed critically; maintains own voice</td>
<td>relevant, concrete evidence and persuasive support for most debatable assertions; uses multiple or reliable sources which are not always assessed critically</td>
<td>merely adequate evidence and support for most assertions; uses single or multiple sources, which may be unreliable and used uncritically</td>
<td>weak evidence and persuasive support; uses limited source(s), and/or relies predominantly on sweeping generalizations, narration, description, or summary</td>
<td>little or no evidence or support connected to essay's topic or claim, relies solely on author's experiences, questionable sources; outside the genre of academic prose</td>
</tr>
<tr>
<td>Citations (if relevant)</td>
<td>Research support quoted</td>
<td>researched support</td>
<td>researched support</td>
<td>researched support</td>
<td>researched support</td>
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<td>--------------------------</td>
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</tr>
</tbody>
</table>

159
<table>
<thead>
<tr>
<th>applicable)</th>
<th>paraphrased, and cited, and well-integrated into prose</th>
<th>correctly quoted, cited, and paraphrased</th>
<th>adequately quoted, cited, and paraphrased</th>
<th>incorrectly quoted, cited, and paraphrased</th>
<th>incorrectly quoted, cited, and paraphrased</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control of Language</strong></td>
<td>exact control of language, including effective word choice and sentence variety; superior facility with the conventions of standard written English</td>
<td>clear and effective control of language, including word choice and sentence variety; competence with the conventions of standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; minor errors in standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; major errors in standard written English</td>
<td>poor control of language, includes problems with word choice and sentence structure; frequent errors in standard written English</td>
</tr>
<tr>
<td><strong>Presentation Quality</strong></td>
<td>Looks sharp! Very professional!</td>
<td>attractive, quality presentation</td>
<td>neat, no problems</td>
<td>some problems with appearance</td>
<td>very poor quality, shows little pride in the presentation of the work</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>sophisticated and complex</td>
<td>shows understanding of interrelationship, thoughtful</td>
<td>show a grasp of course content</td>
<td>presents only facts, parrots textbook, logical fallacies</td>
<td>no analysis</td>
</tr>
</tbody>
</table>
Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Student Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
a. demonstrate strong foundation of knowledge in their fields of study
b. demonstrate strong implementation of skills in their fields
c. demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
a. promote diversity
b. make informed decisions
c. engage in collaborative endeavors
d. think critically

Outcome 3: Committed and Caring Professionals
a. become change agents
b. maintain professional and ethical standards
c. become life-long learners
Department of Educational Leadership Mission

Our mission is to prepare school leaders who demonstrate strategic, instructional, organizational, political and community leadership; and to provide the community a source of scholarship and assistance in interpretation and application of scholarship.

Goals

The goals of the department are to prepare educational leaders who demonstrate a wide array of knowledge, skills, attributes and commitment.

Strategic Leadership

Leadership requires the ability to develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals and act ethically for educational communities.¹

A school administrator is an educational leader who promotes 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.²

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.³

Instructional Leadership

Leadership requires the ability to design appropriate curricula and instructional programs to develop learner centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction.¹

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instruction program conducive to student learning and staff professional growth.²

Organizational Leadership

Leadership requires the ability to understand, initiate and/or improve the organization, implement operational plans, manage financial resources, and apply effective management processes and procedures.¹

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.¹

Political Leadership

Leadership requires the ability to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to understand and act professionally regarding the ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand.¹

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Community Leadership

Leaders must collaborate with parents and community members; work with community agencies, foundations, and the private sector; respond to community interests and needs in performing administrative responsibilities; develop effective staff communications and public relations programs; and act as mediators for the various groups and individuals who are part of the school community.

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.³

Education leaders for 21st century must demonstrate:

• commitment to high standards;
• strong ethical values;
• credible instructional leadership;
• understanding of social and political trends and changing role of education in our society;
• problem solving ability and skills necessary to promote and adapt to change and use of collaboration to build a shared vision for schools;
• capacity to collaborate effectively with a wide range of non-school agencies and community organizations which can help schools achieve their mission;
• commitment to life long learning which empowers students, staff, and themselves.

We believe that:

- every child must achieve academic success in school; every child must achieve academic success in school.
- every school must educate for American democracy that values the norms and practices of diverse groups and at the same time celebrates shared community values.
- school leaders must be reflective practitioners.
- knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives that enable students to connect their education to their experiences.

¹ NCATE-Approved Curriculum Guidelines for Advance Program in Educational Leadership 1995
² California Professional Standards for Educational Leaders 2001
Course Description from the Catalog: This course focuses on the importance and dimensions of human resource administration and the need to attract, retain, develop, and motivate school personnel in ways that enhance learning and professional development and that lead to positive and productive school settings.

I. CCTC STANDARDS ADDRESSED IN THIS COURSE

3(a) Candidates develop an understanding of the nature of instructional leadership and the responsibilities of an administrator with respect to evaluating and supervising instructional faculty and staff; and evaluating, planning for and implementing short- and long-term professional development strategies to improve the overall performance of all students.

5(f) The program provides each candidate with an opportunity to understand labor relations, contract compliance and collective bargaining as it relates to schooling in a democratic society.

6(c)(1) The program provides an opportunity for the candidate to learn and practice effective methods for attracting, inducting, motivating, retaining, and supporting staff and for the monitoring and supervision of certificated and non-certificated faculty and staff.

6(c)(2) The program provides an opportunity for the candidate to learn and practice effective methods for working with certificated and classified staff with disabilities.

6(c)(7) The program provides an opportunity for the candidate to understand and manage legal and contractual agreements and records in ways that foster a professional work environment and secure the privacy and confidentiality of all students, families and staff, including the respective roles of administrators and the unions in these processes.

6(c)(9) The program provides an opportunity for the candidate to coordinate and equitably align fiscal, human and material resources with the school planning process in the support of learning of all students and all groups of students.

6(f)(3) The program provides opportunities for the candidate to engage in discussions and successfully address authentic, complex school issues, including meeting the needs of staff with disabilities, evaluating employees, and addressing harassment.

12(a) Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.

12(c) Each candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

12(d) Each candidate demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.

12(e) Each candidate demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.

12(h) Each candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.

14(b) Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.

14(k) Each candidate protects the rights and confidentiality of students and staff.

15(b) Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.

15(f) Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. Disposition Statement for Students.

REQUIRED TEXTS


GRADING STANDARDS

There will be five assignments in this course with each one weighted as follows:

Teacher Evaluation Study & Report – 25%
Career Advancement – 25%
Platforms – 15%
Teacher Observation – 25%
Participation – 10%

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>A+ (98-100)</th>
<th>B+ (87-89)</th>
<th>C+ (77-79)</th>
<th>D (0-69)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-97</td>
<td>83-86</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>80-82</td>
<td>70-72</td>
<td></td>
</tr>
</tbody>
</table>

Note: If you earn less than the equivalent of a B- on any assignment, you may resubmit that assignment within one week; the highest grade that can be earned for a resubmitted assignment will be the equivalent of a B-. Students earning a C- in the course are required to retake the course.

MISSED EXAMS AND LATE ASSIGNMENTS

There are no examinations for this course. With the exception of extenuating circumstances, late individual assignments will only be accepted one week after the due date; the grade earned will be lowered by one whole letter grade (A- will become B-). Please inform the instructor of any extenuating circumstances as soon as possible.
THERE IS NO EXTRA CREDIT AVAILABLE FOR THIS COURSE.

RECOMMENDED HARDWARE AND SOFTWARE REQUIREMENTS
To fully participate in this course you will need a computer system capable of color, sound, and video with an operating system installed after 2000; a monitor capable of displaying information at least 800 x 600 pixels; high speed internet connection; CSUF email account; plug ins (Adobe PDF, Real Player, Flash); and Microsoft Office 2007 or higher (Word, PowerPoint, Excel).

TECHNICAL SUPPORT
Technical support for all CSUF students is delivered by the Information Technology Help Desk at (657) 278-7777.

TECHNOLOGY SKILLS

<table>
<thead>
<tr>
<th>Technical Skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-Mail</td>
<td>Students are required to use the CSUF electronic mail system. It is expected that you know how to send and receive e-mail, as well as send and receive attachments. All e-mails from your course instructor will be sent to your CSUF e-mail address. You will automatically receive a CSUF student e-mail account when you enroll at the university and are responsible for checking your student e-mail account regularly. Every two to three days is recommended. All official e-mails and notifications from the university are sent to this address as well.</td>
</tr>
<tr>
<td>World Wide Web</td>
<td>Proficiency in accessing the World Wide Web is necessary to access external web links.</td>
</tr>
<tr>
<td>Word Processing</td>
<td>Students are expected to have a thorough knowledge of word processing including how to create MSWord documents; students are also expected to be proficient in using spelling and grammar reviews</td>
</tr>
<tr>
<td>Scanning</td>
<td>Students are sometimes required to scan documents, particularly those with signatures. Therefore, students need to have access to a scanner to attach certain documents to emails and/or online submissions.</td>
</tr>
<tr>
<td>TITANium</td>
<td>TITANium is the CSUF Web-based Learning Management System that allows instructors to provide course documents and resources to students. Students access TITANium by logging into the CSUF portal and clicking on the TITANium link.</td>
</tr>
</tbody>
</table>

PLANNED ASSIGNMENTS

1.) Teacher Evaluation Study & Report (25%)
Students will be assigned to groups to investigate relevant issues related to teacher evaluation. Students in each group will interview peers and supervisors to inquire about their topic. Each PLC will be provided a
primary source reading related to their topic. Additionally each group member will find an additional professional source on the topic. Time will be allotted in class for groups to meet to discuss their progress. Each group will present their findings to the cohort in a 15-20 minute oral report (15%); in addition, each group member will submit a written report on what was learned (10%).

<table>
<thead>
<tr>
<th>Criterion:</th>
<th>13-15 Points Exemplary</th>
<th>12 Points Very Good</th>
<th>&lt;12 points Does Not Meet Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Exceptional format (creative); style (organized, not read, optimal pace); active audience engagement</td>
<td>Standard format; style includes minimal reading and/or reference to notes; some student engagement</td>
<td>Dull format; stylistically content read from notes or slides; less to no audience engagement</td>
</tr>
<tr>
<td>Content</td>
<td>Important issues addressed; balanced coverage of issues; sources APA correct</td>
<td>Some but not all issues are addressed; covers sides of issue; sources APA correct</td>
<td>Important issues not addressed; coverage is one-sided; problems with APA citations</td>
</tr>
<tr>
<td>Interviews</td>
<td>Strong evidence of use of content of multiple interviews</td>
<td>Interviews evident but not integral part of the content</td>
<td>Interviews receive minimal attention or not used</td>
</tr>
<tr>
<td>Participation</td>
<td>Workload even; teamwork evident; all well prepared; transitions between presenters is transparent</td>
<td>All members of the group are involved and prepared although some hard longer or shorter parts in the presentation</td>
<td>Each part of the presentation served as a “stand alone;” no teamwork evident; not prepared</td>
</tr>
<tr>
<td>Time</td>
<td>15-20 minutes</td>
<td>10-14 minutes</td>
<td>Less than 10 or more than 20</td>
</tr>
<tr>
<td>Handout</td>
<td>Supports audience learning, attention, interaction; error-free</td>
<td>Useful in summarizing the content; minor if any errors</td>
<td>Limited usefulness and/or contains multiple errors</td>
</tr>
</tbody>
</table>

In addition to the group presentation, each student will submit a brief written report that discussed three areas relevant to the issue under study: (1) interviews; (2) learning; and (3) summaries of primary and additional resources. A scoring rubric follows:

<table>
<thead>
<tr>
<th>Criterion:</th>
<th>9-10 Points Exemplary</th>
<th>8 Points Very Good</th>
<th>&lt;8 Points Does Not Meet Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews</td>
<td>Brief description of who was interviewed (no names, just positions); thorough discussion of each of their opinions on the topic</td>
<td>All elements of an A are included; discussion of each interviewee’s opinion could be more detailed</td>
<td>Incomplete or weak discussion</td>
</tr>
</tbody>
</table>
### Learning about topic & dynamics of the group

| Thoughtful reflection of what you learned about the topic, working in a PLC group, and the dynamics of the group; thorough discussion of your contribution to the group | Evidence of thought regarding what was learned about the topic, PLC group, and dynamics of group; your contribution was discussed but lacking examples/detail | Little evidence of what was learned, the group dynamics of the group, and/or your personal contribution to the PLC |

### One-page Summaries of Primary + Add’l Resources

| Comprehensive summary of both articles; clear evidence of your understanding of the content and points raised in each article | Each article is summarized with enough detail to indicate your understanding of the content of each article | Summaries are weak with little or no evidence of your understanding the content |

### Format

| 12 pt. font Arial; double-spaced, 1” margin; sections are clearly labeled | Minor format issue | Incorrect format |

### Writing: See COE Writing Rubric

| Graduate level writing | One or two minor errors | Gross errors or more than two |

### 2.) Career Advancement Assignment (25%)

This assignment is designed to help you launch your transition into an administrative position. It will also help you learn more about the recruitment and selection of quality applicants. The written work must include the following sections:

1. **Job Announcement**: Obtain a job announcement for a position you could apply for when you have completed your program. It must be from a district other than the one where you are now employed. Using a marker highlight the key requirements and attributes necessary for the position.

2. **Letter of Application** for the above position stressing how your background meets or exceeds the key requirements and attributes. Use the terms from the announcement to frame your letter. Do not use phrases like “I feel.” Use words like “I know” or “I can!” Letter should be error-free.

3. **Resume**: Make sure develop your resume from an “administrative” perspective. Limit length to 2 pages or 1000 words. Stress your leadership experience rather than your instructional excellence. Avoid the use of acronyms (e.g. BTSA). Be sure to use the guidelines in the Job Search Guide—especially page 49. Also you need to use a template for your resume that is attractive and professional (see: [http://officeupdate.microsoft.com/templategallery](http://officeupdate.microsoft.com/templategallery)). Resumes must be error-free (i.e., no spelling, grammar, or typographical errors). Draft resumes will be peer-edited in class.

4. **Letter of Recommendation**: Prepare a draft of a letter of recommendation that you could give to a person you would like to have provide a letter of recommendation. Make sure to stress your strengths and how they relate to the job announcement. Avoid the frequent use of your first name. Formal names such Mr./Ms. make an applicant sound more capable. Limit to a single page.
5. References: Make a list of at least four references who are actually willing to write you a strong letter of recommendation. Don’t ask them to do it now—wait until you actually apply for a position; but you should get their agreement now. If you feel they do not know your background very well, take time now to speak with them about your experiences and give them a copy of your resume so they will be ready to write a great recommendation when you need it.

6. Platforms: Select three key issues in education (leadership focus) and write your “platform” on each issue. Each “platform” should be no longer than a page. Write a very short paragraph defining the key issue and your overall beliefs about the issue. Then use bullets or numbered lists to support your position. Your “platforms” should be short and simple so that you can remember them without the paper in front of you during interviews. You will need this information when interviewers ask questions like: “what is the most important issue/problem in education today?”

7. Presentation: The overall appearance of your application package should be professional and invite interest. Add a cover page to Items 1-6 above and place items in order.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>22-25 Points Exemplary</th>
<th>20-21 Points Very Good</th>
<th>&lt;20 Points Does Not Meet Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Announcement</td>
<td>Announcement from a different district; key attributes and requirements are highlighted. Resources, contacts, and web sites are included.</td>
<td>All exemplary elements are included but not as clearly articulated; one or two minor errors.</td>
<td>One or more elements are missing, misrepresented, or incomplete.</td>
</tr>
<tr>
<td>Letter of application</td>
<td>Professional; stresses how your background meets or exceeds key requirements or attributes; uses terms from announcement to frame your letter; error free</td>
<td>All exemplary elements are included but not as clearly articulated; one or two minor errors.</td>
<td>One or more elements are missing, misrepresented, or incomplete.</td>
</tr>
<tr>
<td>Resume</td>
<td>Professional; written from an admin. perspective; stresses your leadership experience rather than instructional excellence; error free, void of acronyms; stresses your leadership experience</td>
<td>All exemplary elements are included but not as clearly articulated; one or two minor errors.</td>
<td>One or more elements are missing, misrepresented, or incomplete.</td>
</tr>
<tr>
<td>Letter of Recommendation</td>
<td>Professional; stresses your strengths and how they relate to the job announcement; avoid use of first name; limit to one page</td>
<td>All exemplary elements are included but not as clearly articulated; one or two minor errors.</td>
<td>One or more elements are missing, misrepresented, or incomplete.</td>
</tr>
<tr>
<td>References</td>
<td>Names, positions, phone numbers, e-mail addressed of 4 references</td>
<td>Four references; one minor contact omissions or error.</td>
<td>One or more elements are missing, or incomplete.</td>
</tr>
</tbody>
</table>
### Platforms (submitted earlier)

<table>
<thead>
<tr>
<th></th>
<th>Each is clear, concise, 1-page; reflects values as well as knowledge; stands on its own; reflects an important issue</th>
<th>All exemplary elements are included; one or two minor omissions or errors.</th>
<th>One or more elements are missing, or incomplete and/or multiple errors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>Professional, orderly, coherent, and devoid of errors. All six parts are complete. There is a cover page and items are in order.</td>
<td>All exemplary elements are included; not as professional or orderly; one or two minor errors.</td>
<td>Not professional, orderly, or coherent; all parts not complete; one part missing</td>
</tr>
</tbody>
</table>

### 3.) Platforms (15%)

An important part of an interview for a position as an assistant principal or principal is your articulation of pertinent school leadership topics. In preparation for a future interview and in preparing your career advancement portfolio, you will be asked to write three (3) platforms. Each platform is should be clear, concise (no more than one page), and reflect your beliefs/values as well as your knowledge. Each platform should stand on its own merit and reflect an important issue/problem.

<table>
<thead>
<tr>
<th><strong>Rubric for Platforms</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion:</strong></td>
</tr>
<tr>
<td><strong>Definition of the Issue</strong></td>
</tr>
<tr>
<td><strong>Your Core Beliefs</strong></td>
</tr>
<tr>
<td><strong>Supporting Statements</strong></td>
</tr>
<tr>
<td><strong>Format</strong></td>
</tr>
</tbody>
</table>

### 4.) Teacher Observation (25%)

One of the most difficult transitions for many teachers into administration is the observation and evaluation of staff. The purpose of this assignment is to provide an opportunity to practice and reflect on the observation/feedback/evaluation process. Follow the six steps below, and write a summary of each step. Your summary should include analysis as well as a reflection,
particularly how you used concepts from the course. Use each step as a subheading in your summary. Your total narrative should be no more than ten pages. Attach to your narrative the notes or instruments you used or made during the observation.

Remember, the observation and feedback provided by an administrator is often the only input teachers receive about their instruction. Make it count!

Step 1: Pre-Observation Planning

- Select a classroom teacher who will agree to participate with you in the process.
- Determine how you will conduct the observation in order to provide appropriate and meaningful feedback to the teacher in the post-observation conference.
- What techniques from the class were used to plan your pre-observation conference?

Step 2: The Pre-Observation Conference

- Hold a pre-observation conference with the teacher.
- Make agreements about issues for which the teacher would like you to observe. Examples include level of questioning, student engagement, student/teacher interactions, providing clear directions, and checking for understanding.
- What skills or techniques from the course did you use to have a successful planning meeting with the teacher?

Step 3: Conducting the Observation

- The observation should be conducted for a full class period in a secondary classroom or a complete lesson in an elementary classroom.
- What instrument did you use? How did it work?
- How was the observation related to concepts from the course?

Step 4: Plan the Post-Observation Conference

- What are the key issues that you believe need to be addressed in your post-observation conference?
- How will you organize the data in order to introduce those issues?
- What questions will you ask?
- How will you reinforce the good things you saw?
- How will you make the teacher feel comfortable?
- What can you use from the course to help you achieve your goals?

Step 5: Conduct the Post-Observation Conference

- Summarize the conference.
- If you were an administrator, what agreements would you focus on in future observations?
- How well did it go?
- What did you cover?
- How did ideas from the course help you?

Step 6: Reflect on what you learned—plan for the future
<table>
<thead>
<tr>
<th>CRITERION:</th>
<th>22-25 Points Exemplary</th>
<th>20 Points Very Good</th>
<th>&lt; 20 Points Does Not Meet Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step One Pre-observation Planning</strong>: Discuss how you will conduct the observation; discuss techniques from the class that were used in planning.</td>
<td>Thorough discussion of a plan and the techniques you plan to use in the pre-observation conference</td>
<td>Good discussion of your plan and techniques; it could have been developed further</td>
<td>Discussion weak; plan not fully 'cooked;' and/or discussion of techniques lacking description.</td>
</tr>
<tr>
<td><strong>Step Two Pre-observation Conference</strong>: Discuss agreements about what the teacher would like you to observe. Discuss skills or techniques from the course used in the pre-conference.</td>
<td>Clear and concise details of agreement about what to observe; techniques and skills learned discussed</td>
<td>Details of agreement are presented although some detail missing; course skills and techniques used are mentioned</td>
<td>The discussion does not fully explain the agreement and/or what course skills learned not well discussed.</td>
</tr>
<tr>
<td><strong>Part Three Conducting the Observation</strong>: Discuss the time, length, and subject/content of the observation; describe the instrument used and how it worked. Discuss how the observation related to concepts from the course.</td>
<td>Discussion is thorough and comprehensive; the reader is clear about the observation, instrument and its effectiveness and what parts of the course supported it.</td>
<td>Discussion is adequate with respect to requirements; instrument described and evaluated; course concepts discussed</td>
<td>Discussion incomplete or inadequately described. Reader left with questions</td>
</tr>
<tr>
<td><strong>Part Four Post-observation Planning</strong>: Discuss the key issues that need to be addressed in your post-observation conference; describe how you will organize the data in order to introduce those issues and the questions will you ask; describe how you will reinforce the good things you saw and how you will make the teacher feel comfortable; discuss what you plan to use from the course to achieve your goals.</td>
<td>Description of issues to discuss is thorough and detailed; how clear data organization will inform questions asked is explained; teacher comfort is well described; course concepts supporting the plan are discussed with detail</td>
<td>Plan adequately covers all required areas; organization of data is appropriate; plan to share positives observed explained; obvious attention to teacher comfort; what was used from course to achieve desired goals in explained.</td>
<td>Discussion is incomplete and/or missing key elements required for Part Four. Reader is unclear about the planning for the post-observation conference.</td>
</tr>
<tr>
<td><strong>Part V Post-observation</strong>: Summarize the conference. Discuss how you, as an admin., would make plans to focus on in future observations. Discuss how well it went and what was covered in the post observation. Which ideas from the course helped you?</td>
<td>The summary is clear and comprehensive; explicit plans for future observations are clearly based on this experience; course ideas described</td>
<td>Conference is summarized with adequate detail; future plans are discussed; ideas from course are included.</td>
<td>Incomplete or inadequate summary of the post observation conference; future plans are not clear; or course ideas missing</td>
</tr>
<tr>
<td><strong>Part Six Reflection</strong>: What did you learn and what to you plan to do in the future?</td>
<td>Articulate, thorough and thoughtful reflection</td>
<td>Evidence of reflection and some thought</td>
<td>Inadequate; vague; or insufficient detail</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>COE Writing Standards Rubric</strong></td>
<td><strong>Format</strong></td>
<td><strong>&lt; 20 Points Does Not Meet Standards</strong></td>
</tr>
<tr>
<td>Graduate level writing</td>
<td>One or two minor errors</td>
<td>Gross errors or more than two minor errors</td>
<td></td>
</tr>
<tr>
<td>All format requirements met</td>
<td>One minor format issues</td>
<td>Not formatted correctly</td>
<td></td>
</tr>
</tbody>
</table>
5.) Participation (10%)

Students learn from each other and construct meaning, in part, by engaging in structured and impromptu discussions with peers. Therefore, small and whole group discussions and activities will occur regularly in class meetings and students are expected to fully engage in them. Students are also expected to participate in discussion forums posted on TITANium as they occur. Additionally, students are encouraged to foster an environment conducive to learning by respecting one another, welcoming disagreement and explanations, asking clarifying questions, and adhering to class norms. Regular attendance is also a course expectation. In the event of an unavoidable conflict with class, students remain responsible for any work or information missed and are advised to identify a class “buddy” who will pick up course materials, etc.

Lack of participation and poor attendance will have a negative impact on your grade.

Assignments are to be submitted on the due dates via hard copy in class as well as electronic copy via e-mail to phouston@fullerton.edu

Students with Special Needs: Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000 www.fullerton.edu/disabledservices/

Academic Dishonesty Policy: Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, Academic Senate UPS Document 300.021.

Two week plan for distance instruction should on-campus instruction be interrupted: (adapt as appropriate) In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

In the event of emergency, contact the University Police at 657-278-3333. http://emergencypreparedness.fullerton.edu/
# COURSE SCHEDULE

## EDAD 563 Human Resources Administration – Fall 2012

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Loc</th>
<th>Topic(s)</th>
<th>Due</th>
</tr>
</thead>
</table>
| 1    | Aug. 30  | Bd. Rm.| Course Overview  
Introductions, Syllabus, Class Norms                                  |                          |
| 2    | Sept. 6  | Conf Rm. 1 | Introduction to Human Resources Administration  
Required reading to be completed before class:  
Smith, Chapter 1            |                          |
| 3    | *Sept. 13| Online | See TITANium for this week’s course information  
Students enrolled in EDAD597 will meet in TLC at 4:00 for information on the Master’s Project.  
Resume Writing - Formats  
CSUF Career Guide (5th Ed.), Chapter 5 | Resume draft for peer review |
| 4    | Sept. 20 | Conf Rm. 1 | Strategic Human Resources Planning  
Required reading to be completed before class:  
Smith, Chapter 2            |                          |
| 5    | Sept. 27 | Bd. Rm. | Recruitment  
Introduction to FRISK  
Required reading to be completed before class:  
Smith, Chapter 3  
FRISK Documentation Model, pp. 1-8 |                          |
| 6    | Oct. 4   | Bd. Rm. | Selection  
FRISK: Facts  
Required reading to be completed before class:  
Smith, Chapter 4  
FRISK Documentation Model pp. 9-35 | Three Platforms |
| 7    | Oct. 11  | Bd. Rm. | Orientation and Induction  
FRISK: Rules  
Required reading to be completed before class:  
Smith, Chapter 5  
FRISK Documentation Model, pp. 36-46 |                          |
| 8    | Oct. 18  | Conf Rm. | Supervision and Evaluation  
FRISK: Impact  
Required reading to be completed before class:  
Smith, Chapter 6  
FRISK Documentation Model, pp. 47-59 |                          |
| 9    | Oct. 25  | Bd. Rm. | Assisting the Marginal Teacher  
FRISK: Suggestions/Directives  
Required reading to be completed before class:  
Smith, Chapter 7  
FRISK Documentation Model, pp. 60-71 | Career Advancement Assignment |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Loc</th>
<th>Topic(s)</th>
<th>Due</th>
</tr>
</thead>
</table>
| 10   | Nov. 1     | Conf Rm. | **Staff Development**<br>FRISK: Knowledge<br *
|      |            |       | Required reading to be completed before class:<br>Smith, Chapter 8<br>FRISK Documentation Model, pp. 72-84 |                               |
| 11   | Nov. 8     | Bd. Rm. | **Collective Bargaining & Contract Management**<br>FRISK: Progressive Discipline<br *
|      |            |       | Required reading to be completed before class:<br>Smith, Chapter 9<br>FRISK Documentation Model, pp. 85-93 |                               |
| 12   | Nov. 15    | Conf Rm. | **Continuity and Legal Issues**<br>Required reading to be completed before class:<br>Smith, Chapter 10 pp. 279-308 | PLC Presentations and Written Reports |
| 13   | Nov. 29    | Bd. Rm. | **Continuity and Legal Issues (cont.)**<br>Required reading to be completed before class:<br>Smith, Chapter 10 pp. 308-331 |                               |
| 14   | Dec. 6     | Bd. Rm. | **The Future of Human Resources**<br>Required reading to be completed before class:<br>Smith, Chapter 11 | Teacher Observation Assignment |
| 15   | Dec. 13    | Bd. Rm. | Mock Interviews | Course Evaluations |

*Regarding Sept. 13:* Dr. Cox will present information on the Masters Project at 4:00 p.m., in Room TLC. The 563 classwork for this week is online, so only students enrolled in 597 need to attend this week.
# CSUF COE Writing Standards Rubric

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Logic &amp; Organization</strong></td>
<td>develops ideas cogently, organizes them logically within ¶'s, connects them with effective transitions; clear and logically consistent organization relating all ideas together</td>
<td>develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together</td>
<td>develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas may seem illogical and/or unrelated</td>
<td>does not develop ideas cogently, organize them logically within paragraphs or connect them with clear transitions; uneven or ineffective overall organization</td>
<td>does not develop ideas cogently, organize them logically within paragraphs and connect them with clear transitions; uneven and ineffective overall organization</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>ample, relevant, concrete evidence and persuasive support for every debatable assertion; uses multiple, reliable sources which are assessed critically; maintains own voice</td>
<td>relevant, concrete evidence and persuasive support for most debatable assertions; uses multiple or reliable sources which are not always assessed critically</td>
<td>merely adequate evidence and support for most assertions; uses single or multiple sources, which may be unreliable and used uncritically</td>
<td>weak evidence and persuasive support; uses limited source(s), and/or relies predominantly on sweeping generalizations, narration, description, or summary</td>
<td>little or no evidence or support connected to essay's topic or claim, relies solely on author's experiences, questionable sources; outside the genre of academic prose</td>
</tr>
<tr>
<td><strong>Citations (if applicable)</strong></td>
<td>Research support quoted, paraphrased, and cited, and well-integrated into prose</td>
<td>researched support correctly quoted, cited, and paraphrased</td>
<td>researched support adequately quoted, cited, and paraphrased</td>
<td>researched support incorrectly quoted, cited, and paraphrased</td>
<td>researched support incorrectly quoted, cited, and paraphrased</td>
</tr>
<tr>
<td><strong>Control of Language</strong></td>
<td>exact control of language, including effective word choice and sentence variety; superior facility with the conventions of standard written English</td>
<td>clear and effective control of language, including word choice and sentence variety; competence with the conventions of standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; minor errors in standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; major errors in standard written English impeding understanding</td>
<td>poor control of language, includes problems with word choice and sentence structure; frequent errors in standard written English</td>
</tr>
<tr>
<td><strong>Presentation Quality</strong></td>
<td>Looks sharp! Very professional!</td>
<td>attractive, quality presentation</td>
<td>neat, no problems</td>
<td>some problems with appearance</td>
<td>very poor quality, shows little pride in the presentation of work</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>sophisticated and complex</td>
<td>shows understanding of interrelationship, thoughtful</td>
<td>show a grasp of course content</td>
<td>presents only facts, parrots textbook, logical fallacies</td>
<td>no analysis</td>
</tr>
</tbody>
</table>
Instructor: Pamela Houston, Ed.D.  Office Ph #: (657) 278-7320 Office Rm. #: CP 520-5 Office Hours: Wed. 12:30-3:30 & by appointment.  Email: phouston@fullerton.edu

Course Description

Prerequisite: This course reviews the federal, state, and local education laws, regulations and other policies that govern schools and the requirements that administrators act in accordance with these laws and regulations in ways that are ethically and legally defensible.

Education Unit Conceptual Framework

A transformational journey toward educational advancement and achievement

Core Values

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.
<table>
<thead>
<tr>
<th>Program Outcomes and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of a program of study, our credential recipients and program graduates are:</td>
</tr>
</tbody>
</table>

**Outcome 1: Knowledgeable and Competent Specialists**

- a) demonstrate strong foundation in subject matter or field of study
- b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- c) demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**

- a) promote diversity
- b) make informed decisions
- c) engage in collaborative endeavors
- d) think critically

**Outcome 3: Committed and Caring Professionals**

- a) become change agents
- b) maintain professional and ethical standards
- c) become life-long learners

---

**PROFESSIONAL STANDARDS**

The California Professional Standards for Educational Leaders (CPSELs) frame all of the activities for this course. Link: [http://www.wested.org/online_pubs/cpsel_standards.pdf](http://www.wested.org/online_pubs/cpsel_standards.pdf)

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairness and in an ethical manner.
6. Understanding, responding to, and influencing the political, social, economic, legal, and cultural context
STUDENT LEARNING GOALS

SLG1: Each candidate will promote equity, fairness, and respect among all members of the school community. (CPSEL 2) Legal Incident Assignment, assigned readings, forum discussions

SLG2: Each candidate will recognize historical and philosophical forces that have given rise to institutional practices, such as systemic forms of racism and sexism that serve to limit students’ access to academic and social success and to create a safe and equitable school setting that establishes and contributes to the physical, social, emotional and intellectual safety of the diverse constituencies of the extended school community. (CPSEL 2) Course readings, discussion forums, quickwrites

SLG3: Each candidate will understand the legal and financial implications of serving students with special needs. (CPSEL 3) Legal Scenario Assignment, assigned readings, forum discussions

SLG4: Each candidate will understand the management of legal and contractual agreements and records in ways that foster a professional work environment and secure the privacy and confidentiality of all students, families and staff, including the respective roles of administrators and the unions in these processes. (CPSEL 3) Legal Scenario Assignment, assigned readings, forum discussions

SLG5: Each candidate will demonstrate an understanding of the personal and professional ethics, integrity, justice, and fairness, and expect the same behavior from others.

analyze school structures and processes that support student learning (CPSEL 5). Legal Incident Assignment, assigned readings, forum discussions

SLG6: Each candidate will understand the parameters of federal, state, and local laws, policies, regulations, and statutory requirements for school operations. (CPSEL 6) Legal Scenario Assignment, assigned readings, forum discussions, final exam

SLG7: Each candidate will develop an understanding of the legal and policy requirements with regard to safety for the purpose of assuring that the school provides a safe, well-maintained and productive environment for learning. (CPSEL 6) Text readings, discussion forums, quizzes, quickwrites, final exam

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. Disposition Statement for Students.

REQUIRED TEXTS


Several articles and selected narratives are/will be posted on TITANium and are required reading. The class schedule identifies the dates for some readings. Others will be noted during the course of the semester.

GRADING POLICY FOR THE COURSE

There will be four assignments in this course, with each one weighted as follows:

1. Legal Incident Interview and Paper – 20%
2. Legal Scenario Assignment – 35%
3. Exam – 25%
4. Forum, Quizzes, Quickwrites – 20%

Grading Scale.

A+ = 98 – 100  B+ = 87 – 89  C+ = 77 – 79  D = 0 – 69
A   = 93 – 97   B   = 83 – 86   C   = 73 – 76   A-  = 90 – 92
B-  = 80 – 82   C-  = 70 – 72

Note: If you earn less than a B- on any assignment, you may resubmit that assignment within one week; the highest grade that can be earned for a resubmitted assignment will be a B-. Students earning a C- in the course are required to retake the course.

MISSED EXAMS AND LATE ASSIGNMENTS
There are no examinations for this course. With the exception of extenuating circumstances, late individual assignments will only be accepted one week after the due date; the grade earned will be lowered by one whole letter grade (A- will become B-). Please inform the instructor of any extenuating circumstances as soon as possible.

EXTRA CREDIT OPTIONS

There is no extra credit available for this course.

ASSIGNMENT AUTHENTICATION AND SUBMISSION

The instructor will authenticate student work via the use of multiple assessments for this course. Assignments are to be submitted electronically.

ALTERNATE DELIVERY OF ASSIGNMENTS

If insurmountable technical difficulties arise, contact the instructor for alternative delivery of assignments (e.g., face-to-face or U.S. Mail).

COMMUNICATING WITH THE COURSE INSTRUCTOR AND PEERS

Contacting the instructor can be accomplished in a variety of ways, although email is the preferred method. The instructor will be online frequently, Monday through Friday, and will usually respond to all emails within 24 hours (weekend responses may mean a 48 hour response window). Additionally, the instructor will maintain office hours as listed above. Emails sent to the instructor during this time will be answered more quickly. Telephone contact is also an option.

Each student is expected to conduct him/herself in a professional manner during the class – whether face-to-face or online – taking full advantage of the learning opportunities available. This includes active participation in group work, participating in weekly online discussions (forums) and assignments, and adhering to proper netiquette. Netiquette refers to a set of behaviors that are appropriate for online activity – especially with email and threaded discussions. The core rules of netiquette (from Northern Arizona University: e-Learning Center) can be found at: http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php
RECOMMENDED HARDWARE AND SOFTWARE REQUIREMENTS

To fully participate in this course you will need a computer system capable of color, sound, and video with an operating system installed after 2000; a monitor capable of displaying information at least 800 x 600 pixels; high speed internet connection; CSUF email account; plug ins (Adobe PDF, Real Player, Flash); and Microsoft Office 2007 or higher (Word, PowerPoint, Excel).

TECHNICAL SUPPORT

Technical support for all CSUF students is delivered by the Information Technology Help Desk at (657) 278-7777.

TECHNOLOGY SKILLS

<table>
<thead>
<tr>
<th>Technical Skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-Mail</td>
<td>Students are required to use the CSUF electronic mail system. It is expected that you know how to send and receive e-mail, as well as send and receive attachments. All e-mails from your course instructor will be sent to your CSUF e-mail address. You will automatically receive a CSUF student e-mail account when you enroll at the university and are responsible for checking your student e-mail account regularly. Every two to three days is recommended. All official e-mails and notifications from the university are sent to this address as well.</td>
</tr>
<tr>
<td>World Wide Web</td>
<td>Proficiency in accessing the World Wide Web is necessary to access external web links.</td>
</tr>
<tr>
<td>Word Processing</td>
<td>Students are expected to have a thorough knowledge of word processing including how to create MSWord documents; students are also expected to be proficient in using spelling and grammar reviews.</td>
</tr>
<tr>
<td>Scanning</td>
<td>Students are sometimes required to scan documents, particularly those with signatures. Therefore, students need to have access to a scanner to attach certain documents to emails and/or online submissions.</td>
</tr>
<tr>
<td>TITANium</td>
<td>TITANium is the CSUF Web-based Learning Management System that allows instructors to provide course documents and resources to students. Students access TITANium by logging into the CSUF portal and clicking on the TITANium link.</td>
</tr>
</tbody>
</table>
PLANNED ASSIGNMENTS

1. Legal Incident Interview and Paper (20%)  
   This assignment entails interviewing a practicing school administrator about a legal incident.
   
   • Devise an interview protocol, a series of questions you will ask the administrator about an actual legal incident that occurred at the school site.
     o The interview should have an open-ended format so that you can gather as much information about the legal incident as possible.
     o Assure the administrator that the information shared with you will remain confidential and that you will not disclose the administrator’s name, the name of the school, or the individuals involved in the situation.
     o Use the Legal Incident Data Shell, below, as a guide to record and compile the information from the interview. (The data shell is only a guide and you do not have to turn it in with the assignment.)
   
   • Format the information you obtained in a written narrative, which describes the incident, analyzes it in terms of school law, and reflects on its implications.
     o Use APA guidelines to cite sources from course readings to support the points you make.
     o Include a cover page and a reference page.
     o Excluding the cover and reference pages, the assignment is limited to a maximum of four (4) typed pages, double spaced, 12-point Arial or Times New Roman font, with 1” margins all around and pages numbered.

   Legal Incident Data Shell

1. Description of the site of the incident
   a. Type of school
   b. Size of school and district
   c. Demographic characteristics of neighborhood
   d. Description of the school culture at the time of the incident

2. Description of the person being interviewed
   a. Title
   b. How long he/she has held this position
   c. Previous experience
   d. Why you chose to interview this person

3. Legal issue being investigated
   a. Principles
   b. Important cases in this area
   c. Ed. Code sections
   d. Board Policy

4. Background of the incident
   a. What led up to the event
   b. Why did the incident occur at that time and place

5. The actual incident
a. Who were the players?
b. Detail what happened in chronological order

6. What were the results?
a. Legal steps taken
b. Impact on the players
c. Impact on the school/district

7. What was learned from the event?
a. Could it have been avoided or handled differently?
b. What can future administrators learn from circumstances like this one?

2. Legal Scenario Assignment (35%) Signature Assignment

A. Group Presentation (20 points)
You will be part of a group assigned to analyze a scenario that reflects the kind of issues school leaders typically encounter. Additionally, your group will initiate and facilitate a forum discussion regarding the scenario. All group members must have equitable contributions/participation in this assignment.

- The instructor will provide you with three scenarios, from which your group will choose one.
- Part I - Prepare a Power Point presentation that:
  o Identifies the legal issues implicit in the scenario.
  o Outlines the laws and case law that govern how administrators in California would evaluate the scenario and respond to it.
  o References specific cases, Education Code, federal/state laws, district policies, constitutional law and other course content that seem to be applicable.
- Part II - Initiate and facilitate a discussion forum that will engage the class in a discussion about the scenario. Send the Power Point presentation and the forum discussion question(s) to the instructor, so they can be posted on TITANium, during your group’s assigned week.

B. Individual Report (15 points)
- Part III – Write an individual summary of your group’s scenario.
  o Provide background information
  o Describe the issues involved (both legal and practical)
  o Identify relevant legal references
  o Recommend a course of action to be taken and explain why and how that action is aligned with law. The objective is to lend theory (case law, statutes, etc.) with practice (knowing how to use legal knowledge in resolving on-the-job issues).
  o Discuss relevance to just, equitable, and inclusive education (JEIE)
    - just – a commitment to meet the needs of all students in a fair, caring, respectful, non-discriminatory manner (NCATE, 2008)
    - equitable – a process that guarantees access to resources necessary for all students to attain high-quality outcomes
    - inclusive – a perspective that respects the knowledge and strengths all students bring from their communities and makes community-based knowledge an integral component of curricular and pedagogical development
  o Limit your summary to 4 pages (not including the cover and reference pages), double-spaced, 12 point font in Times New Roman or Arial, with 1” margins.

3. Forums, Quickwrites, Quizzes (20%)
Much of this course “happens” in the Throughput section on Titanium. It is expected that you visit the course site on TITANium frequently – four to five times
a week. Because of the nature of the content of this course, in addition to and on some weeks in lieu of a forum discussion, there will be quick writes and/or quizzes. In the event of an irreconcilable conflict preventing your ability to actively engage online for a certain forum, group activity, or assignment posting, you are responsible for notifying the instructor in advance. Participation in all online activities constitutes your participation grade. Throughput activities will have deadlines, and adherence to these deadlines impacts the quality of the conversation, as well as your grade. All of your posts will be read and evaluated with particular attention to:

- Evidence of thoughtful reflection
- Relevance to topic
- Evidence of critical thinking (ask questions, posit some explanations and original ideas – What do you think?)
- Frequency of posting
- Appropriate length
- Evidence of sustained engagement over time
- Courtesy (appropriate academic, but informal, discussion)

4. Exam (25%)
   The exam will be an online, multiple choice exam, consisting of 25 questions, based on real-life school law scenarios. The exam will be open-book and open-notes. A study guide will be provided during Week 13 of the course. The exam will be made available in TITANium (in the Quiz feature) during the 14th week of the course and must be taken by December 12, 2013.
<table>
<thead>
<tr>
<th>Element/Points</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Fails to Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduction clearly states where the analysis narrative is headed and identifies any subsections</td>
<td>Introduction covers expectations but at a superficial level</td>
<td>Weak introduction that leaves the reader wondering about content</td>
</tr>
<tr>
<td>3 points</td>
<td>3</td>
<td>2</td>
<td>No recognizable introduction to the paper</td>
</tr>
<tr>
<td>Context</td>
<td>Description of where the incident occurred is engaging and comprehensive. The school level, description, size, culture and demographics are clearly described and provide a basis for the legal incident analysis</td>
<td>Some descriptions of the school included but they are not comprehensive in terms of level, description, size, culture, demographics useful for the legal incident analysis</td>
<td>The description of the context is incomplete and does not provide sufficient details to support the legal incident analysis</td>
</tr>
<tr>
<td>2 points</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Background of the legal incident</td>
<td>A detailed description of what led up to the event, the individuals involved, the location of the incident, and a chronological accounting step-by-step of what happened is provided</td>
<td>A basic description of what led up to the event, the individuals involved, the location of the incident, and a chronological accounting step-by-step of what happened is provided</td>
<td>The description provided does not provide sufficient details regarding what led up to the event, the individuals involved, the location of the incident, and a chronological accounting step-by-step of what happened</td>
</tr>
<tr>
<td>3 points</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Legal issue(s) being investigated</td>
<td>All of the relevant legal principle(s), important cases in this area, Education Code sections, and/or Board Policy pertaining to this legal incident are identified</td>
<td>A few of the relevant legal principle(s), important cases in this area, Education Code sections, and/or Board Policy are identified</td>
<td>Only one of the legal principle(s), important cases in this area, Education Code sections, and/or Board Policy is identified, or the legal principle(s) identified is not relevant</td>
</tr>
<tr>
<td>4 points</td>
<td>4</td>
<td>3-4</td>
<td>1</td>
</tr>
<tr>
<td>Results of the legal incident</td>
<td>Legal steps taken, impact on the players, impact on the</td>
<td>Legal steps taken, impact on the players, impact on the</td>
<td>Legal steps taken, impact on the players, impact on the school/district are not</td>
</tr>
<tr>
<td>2 points</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2 points</td>
<td>school/district are comprehensively presented [2]</td>
<td>school/district are presented with some clarity [1]</td>
<td>presented with clarity [0]</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Learning from the legal incident</strong></td>
<td>This section includes a full, compelling description of what the administrator and others involved learned from the incident, an exploration of how the legal incident could have been anticipated or avoided, alternative actions that could have been taken by the individuals involved are suggested, reflections on what an administrator might do in similar circumstances presented. [4]</td>
<td>A basic description of the learning is included, but is not as compelling or comprehensive as that in a paper that exceeds the standard. [2-3]</td>
<td>Description of learning is missing several elements. [1]</td>
</tr>
</tbody>
</table>

| 4 points | Perfect, no errors | A few errors, but they do not take away from the quality of the work. [2] | The paper has errors that interfere with the reader’s understanding. Exceeds 4-page limit. [1] |
| **Quality of writing – syntax, grammar, spelling, organization, citations, etc.** | | | |
| 2 points | | | |
| **Total ____/20** | | | |

**Legal Scenario Group Presentation Rubric**

<table>
<thead>
<tr>
<th>Element/Points</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Fails to Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>The scenario is presented in a comprehensive, well-ordered, interesting manner. The slides are exceptional in depicting the scenario and related legal concepts. There is evidence that all group members had equitable participation in the assignment. [5]</td>
<td>All elements of the scenario are presented in a straight-forward manner. The slides depict the scenario and relate legal concepts. There is evidence that all members had equitable participation in the assignment. [3-4]</td>
<td>The scenario is presented in a poorly organized manner. Elements of the scenario and/or related legal concepts are missing on the slides. It is not evident that all members had equitable participation in the assignment. [0-2]</td>
</tr>
<tr>
<td><strong>PPT Slides</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group participation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element/Points</td>
<td>Introduction and organization of the paper</td>
<td>Foundational Issues</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>4 points</td>
<td>An introduction provides a full and complete orientation to the legal scenario by outlining the scenario problem.</td>
<td>The foundational issues involved in the scenario are clearly identified by distinguishing between the legal issues and the practical issues.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[4]</td>
<td>[3]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An introduction provides a basic orientation to the legal scenario by outlining the scenario problem.</td>
<td>The foundational issues involved in the scenario are not clearly identified, making it difficult to distinguish between the legal issues and the practical issues.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[2-3]</td>
<td>[1]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The introduction does not provide a clear orientation to the legal scenario or outline the scenario problem.</td>
<td>There is no recognizable introduction to the paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>[0]</td>
<td></td>
</tr>
</tbody>
</table>

**Legal Scenario Individual Report Rubric**

<table>
<thead>
<tr>
<th>Element/Points</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and organization of the paper</td>
<td>An introduction provides a full and complete orientation to the legal scenario by outlining the scenario problem.</td>
<td>An introduction provides a basic orientation to the legal scenario by outlining the scenario problem.</td>
<td>The introduction does not provide a clear orientation to the legal scenario or outline the scenario problem.</td>
</tr>
<tr>
<td>4 points</td>
<td>[4]</td>
<td>[2-3]</td>
<td>[0]</td>
</tr>
<tr>
<td>Foundational Issues</td>
<td>The foundational issues involved in the scenario are clearly identified by distinguishing between the legal issues and the practical issues.</td>
<td>The foundational issues involved in the scenario seem vague without a clear distinction between the legal issues and the practical issues.</td>
<td>The foundational issues involved in the scenario are not clearly identified, making it difficult to distinguish between the legal issues and the practical issues.</td>
</tr>
<tr>
<td>3 points</td>
<td>[3]</td>
<td>[1]</td>
<td>[1]</td>
</tr>
<tr>
<td></td>
<td>[2]</td>
<td>[1]</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Legal References</td>
<td>All relevant statutes, case law, Constitutional law, and other legal</td>
<td>Relevant statutes, case law, Constitutional law, and other legal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>references relevant to the resolution of this scenario are included.</td>
<td>references that apply to the resolution of this scenario are not</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some relevant statutes, case law, Constitutional law, and other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>legal references pertinent to the resolution of this scenario are</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[2]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommended</td>
<td>The recommended course of action selected to use in resolving the</td>
<td>The actions recommended to use in resolving the issues of the</td>
<td></td>
</tr>
<tr>
<td>Course of Action</td>
<td>issues of the scenario is well supported and reflects appropriate</td>
<td>scenario are not well supported and do not indicate an appropriate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>legal backing.</td>
<td>legal backing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[3]</td>
<td>[1]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The action recommended to use in resolving the issues of the</td>
<td>The paper has errors that interfere with the reader’s understanding.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>scenario somewhat supported and reflect appropriate legal backing.</td>
<td>Exceeds 4-page limit.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[2]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A few errors, but they do not take away from the quality of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of writing</td>
<td>Perfect, no errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– syntax, grammar,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>spelling,</td>
<td>[2]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>organization,</td>
<td>A few errors, but they do not take away from the quality of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>citations, etc.</td>
<td>[1]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total ____/15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Forum, Quizzes, Quickwrite Participation Rubric**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting initial</td>
<td>1 point</td>
</tr>
<tr>
<td>response</td>
<td></td>
</tr>
<tr>
<td>Responding to Peer 1</td>
<td>1 point</td>
</tr>
<tr>
<td>Responding to Peer 2</td>
<td>1 point</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each Quickwrite is worth 3 points</td>
</tr>
<tr>
<td></td>
<td>Each Quiz is worth 3 points</td>
</tr>
</tbody>
</table>

**Quizzes and Quickwrites**: On some weeks, a quiz and/or quickwrite will substitute for Forum Discussions. The purpose of these assignments is to provide accountability for the reading and ensure that students know and understand information essential for future administrators. All quizzes and quickwrites are open book.
THE INSTRUCTIONAL WEEK

The instructional week will run from Tuesday through Monday. The flow of the typical instructional week for EDAD 564 is as follows:

- The week begins on Tuesday at 6:00 a.m. PST. The week/module number on TITANium provides the outline of what students need to complete during the instructional week.
- Assigned readings and/or viewings of media will be posted and should be completed by Friday, 6:00 p.m. (16:00) PST.
- You can expect at least one weekly forum (similar to a discussion group), quickwrite and/or quiz related to the week’s content. You will participate in the forum by:
  - Posting an original response to the forum, on TITANium, no later than 11:59 p.m. (23:59) PST on Saturday.
  - Responding to two of your classmates’ postings no later than 11:59 p.m. (23:59) PST on Monday.
- All assignments are due to be submitted in Microsoft Word, to the instructor, via email, at phouston@fullerton.edu no later than 11:59 p.m. (23:59) PST on Monday.

It is expected that students be online several days a week to view and submit assignments, as well as to participate in the forum. The instructor will be online frequently and will maintain a log of students’ online activities.

ON CAMPUS MEETINGS

The following three (3) face-to-face meetings will be held on campus:

Saturday, August 24, 2013    Steven G. Mihaylo Hall   Room 2307
Saturday, October 12, 2013  Room To Be Determined
Saturday, December 7, 2013  Room To Be Determined

Time: TBA and will be posted on TITANIUM

ONLINE LIBRARY RESOURCES

Online library resources can be accessed via the CSUF website at http://www.fullerton.edu

Students with Special Needs: Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses.
**Academic Dishonesty Policy:** Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, [http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf](http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf)

**Two week plan for distance instruction should on-campus instruction be interrupted:** (adapt as appropriate) In case of instruction interruption, please check the course TITANium site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via TITANium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

**Attendance Policy in an Online Course.** Attendance in an online course is evaluated in accordance with the student’s active participation in forums as described in the assignments section, the instructional week section, and the forum participation rubric. Additionally, as noted above students are expected to attend the three (3) face-to-face sessions on August 24, October 12, and December 7, 2013.

**In the event of emergency,** contact the University Police at 657-278-3333.
[http://emergencypreparedness.fullerton.edu/](http://emergencypreparedness.fullerton.edu/)

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**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Due</th>
</tr>
</thead>
</table>
| 1    | Course Overview  
      | Syllabus    |     |
| Aug. 24  
Face-to-Face | Law and the California Schooling System  
Kemerer & Sansom, Chapter 1  
Kauble, Chapter 1 |     |
| 2    | Attendance, Instruction and Assessment |     |
| Sept. 3-9 | | |
### SUPPLEMENTAL RESOURCES

<table>
<thead>
<tr>
<th>Professional Standards</th>
<th>ISSLC Standards</th>
<th>California Commission on Teacher Credentialing</th>
<th>ISTE</th>
<th>Technology Standards for Administrators</th>
</tr>
</thead>
</table>

### Print Resources


**Electronic Resources**

- U.S. Supreme Court
  
  http://supct.law.cornell.edu/supct/index.html/
  
  http://www.fedworld.gov/supcourt/index.htm
  
  http://www.supremecourtus.gov/

- U.S. Courts of Appeal
  

- U.S. Code
  
  http://www4.law.cornell.edu/uscode

- CA Attorney General’s Opinions
  
  http://caag.state.ca.us/opinions

- Law Dictionary
  
  http://www.duhaime.org/dictionary/diction.htm

- Pollack Library
  
  http://guides.library.fullerton.edu/education/

- NSBA Legal Clips
  
  http://www.nsba.org/site/page.asp?TRACKID=&CID=64&DID=196
CSUF Educational Leadership Program Assessment 2013

- FERPA

- Family Policy Compliance Department

School Law
http://www.schoollaw.com/

School Law Resources
http://www.schoollaw.com/html/links.php3#4

School Law Archive
http://www.asbj.com/TopicsArchive/SchoolLawArchive

Findlaw
## COE Writing Standards Rubric

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic &amp; Organization</td>
<td>develops ideas cogently, organizes them logically within ¶’s, connects them with effective transitions; clear and logically consistent organization relating all ideas together</td>
<td>develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together</td>
<td>develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas may seem illogical and/or unrelated</td>
<td>does not develop ideas cogently, organize them logically within paragraphs or connect them with clear transitions; uneven and ineffective overall organization</td>
<td>does not develop ideas cogently, organize them logically within paragraphs and connect them with clear transitions; uneven and ineffective overall organization</td>
</tr>
<tr>
<td>Evidence</td>
<td>ample, relevant, concrete evidence and persuasive support for every debatable assertion; uses multiple, reliable sources which are assessed critically; maintains own voice</td>
<td>relevant, concrete evidence and persuasive support for most debatable assertions; uses multiple or reliable sources which are not always assessed critically</td>
<td>merely adequate evidence and support for most assertions; uses single or multiple sources, which may be unreliable and used uncritically</td>
<td>weak evidence and persuasive support; uses limited source(s), and/or relies predominantly on sweeping generalizations, narration, description, or summary</td>
<td>little or no evidence or support connected to essay’s topic or claim, relies solely on author’s experiences, questionable sources; outside the genre of academic prose</td>
</tr>
<tr>
<td>Citations (if Research support quoted,</td>
<td>researched support correctly quoted,</td>
<td>researched support adequately quoted,</td>
<td>researched support incorrectly quoted,</td>
<td>researched support</td>
<td>researched support</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>applicable</th>
<th>paraphrased, and cited, and well-integrated into prose</th>
<th>cited, and paraphrased</th>
<th>cited, and paraphrased</th>
<th>quoted, cited, and paraphrased</th>
<th>incorrectly quoted, cited, and paraphrased</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control of Language</strong></td>
<td>exact control of language, including effective word choice and sentence variety; superior facility with the conventions of standard written English</td>
<td>clear and effective control of language, including word choice and sentence variety; competence with the conventions of standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; minor errors in standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; major errors in standard written English</td>
<td>poor control of language, includes problems with word choice and sentence structure; frequent errors in standard written English</td>
</tr>
<tr>
<td><strong>Presentation Quality</strong></td>
<td>Looks sharp! Very professional!</td>
<td>attractive, quality presentation</td>
<td>neat, no problems</td>
<td>some problems with appearance</td>
<td>very poor quality, shows little pride in the presentation of the work</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>sophisticated and complex</td>
<td>shows understanding of interrelationship, thoughtful</td>
<td>show a grasp of course content</td>
<td>presents only facts, parrots textbook, logical fallacies</td>
<td>no analysis</td>
</tr>
</tbody>
</table>
Instructor: Pamela Houston, Ed.D.  Office Ph #: (657) 278-7320 Office Rm. #: CP 520-5 Office Hours: Email & by appointment.  Email: phouston@fullerton.edu

Course Description

Prerequisite: Ed Admin 503. Effective management of fiscal resources and business services. Sources of income to public schools: federal, state, local and private (including grants and foundations). Reviews sound budgetary and business procedures for schools.

<table>
<thead>
<tr>
<th>Education Unit Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A transformational journey toward educational advancement and achievement</strong></td>
</tr>
<tr>
<td><strong>Core Values</strong></td>
</tr>
<tr>
<td>We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.</td>
</tr>
<tr>
<td><strong>Based on our core values, our mission is as follows:</strong></td>
</tr>
<tr>
<td><strong>Mission Statement</strong></td>
</tr>
<tr>
<td>Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.</td>
</tr>
</tbody>
</table>
Program Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**

- d) demonstrate strong foundation in subject matter or field of study
- e) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- f) demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**

- e) promote diversity
- f) make informed decisions
- g) engage in collaborative endeavors
- h) think critically

**Outcome 3: Committed and Caring Professionals**

- d) become change agents
- e) maintain professional and ethical standards
- f) become life-long learners

### PROFESSIONAL STANDARDS

The California Professional Standards for Educational Leaders (CPSELS) frame all of the activities for this course. Link: [http://www.wested.org/online_pubs/cpsel_standards.pdf](http://www.wested.org/online_pubs/cpsel_standards.pdf)

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by

1. Facilitating the development, articulation, implementation, and stewardship of a **vision of learning** that is shared and supported by all stakeholders.

2. **Advocating, nurturing, and sustaining a school culture and instructional program** conducive to student learning and staff professional growth.

3. Ensuring **management** of the organization, operation, and resources for a **safe, efficient, and effective learning environment**.

4. **Collaborating with faculty and community members**, responding to diverse community interests and needs, and mobilizing community resources.

5. Acting with **integrity, fairness and in an ethical manner**.

6. Understanding, responding to, and influencing the political, social, economic, legal, and cultural
STUDENT LEARNING GOALS

SLG1: Each candidate understands how to leverage and marshal resources, including technology to implement and attain the vision for all students all subgroups of students. (CPSEL 6) *District and Site Interviews and Written Paper*

SLG2: Each candidate understands how the alignment of fiscal, human and material resources can support the learning of all groups of students. (CPSEL 3). *Site budget Project.* (CPSEL 3)

SLG3: Each candidate understands how resources contribute to a productive school environment that nurtures student learning and supports the professional growth of teachers and support staff. (CPSEL 3) *Site Interview and Written Paper; site budget*

SLG4: Each candidate understands the ethnics and responsibility attached to the use of public resources designed to enhance the educational program, not personal gain. (CPSEL 5). *Discussion Forums; Written Papers*

SLG5: Each candidate understands the public policies that ensure the equitable distribution of resources and support for all students. *Written papers; Forum discussions*

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. *Disposition Statement for Students.*
REQUIRED TEXTS


Several articles and selected narratives are/will be posted on TITANium and are required reading.

GRADING POLICY FOR THE COURSE

There will be five assignments in this course, with each one weighted as follows:

5. Site Interview and Budget Analysis 20%
6. District Interview and Budget Analysis 20%
7. Group Presentation 20%
8. Forums/Quizzes/Quickwrites 20%
9. School Budget Project 20%

Grading Scale

A+ = 98 – 100  B+ = 87 – 89  C+ = 77 – 79  D = 0 – 69
A   = 93 – 97   B   = 83 – 86   C   = 73 – 76
B-  = 80 – 82   C-  = 70 – 72

A-  = 90 – 92

Note: If you earn less than a B- on any assignment, you may resubmit that assignment within one week; the highest grade that can be earned for a resubmitted assignment will be a B-. Students earning a C- in the course are required to retake the course.

MISSED EXAMS AND LATE ASSIGNMENTS

There are no examinations for this course. With the exception of extenuating circumstances, late individual assignments will only be accepted one week after the due date; the grade earned will be lowered by one full grade. Please inform the instructor of any extenuating circumstances as soon as possible.
EXTRA CREDIT OPTIONS

There is no extra credit available for this course.

ASSIGNMENT AUTHENTICATION AND SUBMISSION

The instructor will authenticate student work via the use of multiple assessments for this course. Assignments are to be submitted electronically.

ALTERNATE DELIVERY OF ASSIGNMENTS

If insurmountable technical difficulties arise, contact the instructor for alternative delivery of assignments (e.g., face-to-face or U.S. Mail).

COMMUNICATING WITH THE COURSE INSTRUCTOR AND PEERS

Contacting the instructor can be accomplished in a variety of ways, although email is the preferred method. The instructor will be online frequently, Monday through Friday, and will usually respond to all emails within 24 hours (weekend responses may require a 48 hour response window). Additionally, the instructor will maintain office hours as listed above. Emails sent to the instructor during this time will be answered more quickly. Telephone contact is also an option.

Each student is expected to conduct him/herself in a professional manner during the class – whether face-to-face or online – taking full advantage of the learning opportunities available. This includes active participation in group work, participating in weekly online discussions (forums) and assignments, and adhering to proper netiquette. Netiquette refers to a set of behaviors that are appropriate for online activity – especially with email and threaded discussions. The core rules of netiquette (from Northern Arizona University: e-Learning Center) can be found at: http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php

RECOMMENDED HARDWARE AND SOFTWARE REQUIREMENTS

To fully participate in this course you will need a computer system capable of color, sound, and video with an operating system installed after 2000; a monitor capable of displaying information at least 800 x 600 pixels; high speed internet
connection; CSUF email account; plug ins (Adobe PDF, Real Player, Flash); and Microsoft Office 2007 or higher (Word, PowerPoint, Excel).

TECHNICAL SUPPORT

Technical support for all CSUF students is delivered by the Information Technology Help Desk at (657) 278-7777.

LIBRARY SUPPORT


Research Assistance http://my.fullerton.edu/PortalVSVB/DesktopDefault.aspx?tabindex=2&tabid=259

TECHNOLOGY SKILLS

<table>
<thead>
<tr>
<th>Technical Skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-Mail</td>
<td>Students are required to use the CSUF electronic mail system. It is expected that you know how to send and receive e-mail, as well as send and receive attachments. All e-mails from your course instructor will be sent to your CSUF e-mail address. You will automatically receive a CSUF student e-mail account when you enroll at the university and are responsible for checking your student e-mail account regularly. Every two to three days is recommended. All official e-mails and notifications from the university are sent to this address as well.</td>
</tr>
<tr>
<td>World Wide Web</td>
<td>Proficiency in accessing the World Wide Web is necessary to access external web links.</td>
</tr>
<tr>
<td>Word Processing</td>
<td>Students are expected to have a thorough knowledge of word processing including how to create MSWord documents; students are also expected to be proficient in using spelling and grammar reviews.</td>
</tr>
<tr>
<td>Scanning</td>
<td>Students are sometimes required to scan documents, particularly those with signatures. Therefore, students need to have access to a scanner to attach certain documents to emails and/or online submissions.</td>
</tr>
<tr>
<td>TITANium</td>
<td>TITANium is the CSUF Web-based Learning Management System that allows instructors to provide course documents and resources to students. Students access TITANium by logging into the CSUF portal and clicking on the TITANium link.</td>
</tr>
</tbody>
</table>
1. **Site Interview and Budget Analysis: (20 Points) Due June 25**

Obtain a copy of your site’s (or if you work at the District office, “a” site) operating budget that lists income and expenditures for all funds. Interview a knowledgeable site administrator, generally the principal. Use any other resources to which you have access. Write a 3-5 page paper, 12 pt. Arial, 1” margins, double spaced that addresses the following five parts. Attach the budget summary.

**Part I Introduction:** Identify the position of the person you interviewed, his or her role in the site budget process, and any additional resources you used to complete this assignment, including course resources.

**Part II Site Context and Revenues:** What is the size of enrollment of the school site? What is the total revenue? Identify each of the revenue sources, including categorical funds. What are the limitations placed upon the site administrator in expending funds?

How is the budget related to the school plan? How does attendance affect the budget? What measures does the school take to address attendance, as it relates to budget?

What is the staffing formula and how many teacher FTE’s are currently allocated? Is this number stable or expected to change in the next year? How many classified staff are employed?

**Part III Expenditures and Budget Control:** Referring only to funds the principal controls, what percentage of the total funds of the school site go towards salary and benefits?

What limitations (district or other) are placed on the school site administrator in expending funds? How does the site administrator use the School Site council in preparing, implementing and evaluating the budget? What processes does the administrator use to get input from other parent groups? Staff? Other stakeholders?

Who controls the budget at the site? Does the principal personally check and sign each purchase or warehouse order? If not, how are purchases authorized/approved?

**Part IV Additional Funding Sources:** Identify “other” funds and their sources, e.g., foundations, booster clubs, student body funds, PTA, grants. How do these funds contribute to teaching and learning?
Part V Conclusion: Based on your interview, budget analysis, and course content, what did you find out about the financial status of your site that you found particularly interesting, revealing, comforting and/or cause for concern? Be specific in explaining your conclusions.

Ask your site administrator: What do I, an aspiring school administrator, need to know and understand about site budgets? Based on that response, what are your relative strengths and weaknesses?

2. District Interview and Budget Analysis: (20 Points) Due July 9

Obtain a copy of your district’s (or if you work at the County Office, or a private or non-public school, “a” district’s) operating budget that lists income and expenditures for all funds. Interview a knowledgeable district administrator, generally the Assistant Superintendent of Business Services or the Chief Business Officer (CBO). Use any other resources to which you have access.

Write a 3-5 page paper, 12 pt. Arial, 1” margins, double spaced that addresses the following five parts. Attach the budget summary.

Part I Introduction: Identify the position of the person you interviewed, his or her role in the site budget process, and any additional resources you used to complete this assignment, including course resources.

Part II District Context and Revenues: What is the total District enrollment? What is the long-term (5 years) enrollment projection? What is the difference between the enrollment and ADA (expressed as a percentage). What is the district’s base revenue limit? Does your district receive equalization funds? Explain.

Identify and compare the revenue sources for the current and past year (or adopted budget and projected budget). What if anything is noticeable? What percent of the district total revenues are restricted? Ask your district administrator: How will Governor Brown’s plan for school funding affect our district? Do we have any contingency plans in place?

Part III Expenditures: Examine the expenditures. Have salaries remained relatively constant? If not, what has caused the change? (e.g. new collective bargaining agreement, retirements, staff reductions) What if anything is noticeable? Has recent state legislation allowing “flexibility” affected the budget? In what way?

Part IV Additional Funding Sources: Identify “other “funds and their sources, e.g., bonds, developer fees, etc. What restrictions apply?
Part V Conclusion: Based on your interview, budget analysis, and course content, what did you learn about the financial status of your district that was particularly interesting, revealing, comforting and/or cause for concern?

3. Site Budget Development Assignment: (20 points) Due July 23

Scenario: Congratulations! You are the new principal of Morningside (elementary, middle school, or high school). This was a mid-year hire; your assignment began on March 1. It is now April 1 and the budget for the following year is due May 20. The former principal worked diligently and completed the budget before she left for her new assignment. (She thought.) However, you have been notified by the Assistant Superintendent that your school will be receiving additional unexpected funds from an unrestricted program, in the amount of $80,000, which you must (get to) add to the site budget. Yay! Between now and the May 1 School Site Council Meeting you have the opportunity to gather additional input and consider how the budget can further the shared vision for the school. NOTE: The instructor will provide you with a mock budget worksheet that includes the budget allocation for this unexpected revenue source.

Your task:

- Identify two or three measurable goals for the site and explain how these goals will further the shared vision.
- Describe how you will involve and receive input from stakeholder groups on the goals and budget process.
- Develop a budget that will help move the school toward those goals: Explain the rationale.

Submit the completed budget worksheet with a one-page, double-spaced paper, 12 pt. Arial or Times New Roman, with 1-inch margins that addresses the above elements.

4. Group Presentation (20 points) Due July 20

Each student will be assigned a topic relevant to California school finance on the first face-to-face meeting. Topics may include but are not limited to: Williams Case; Facilities; Equalization; Weighted Funding; Categoricals; Charter Schools. Group members are expected to do research beyond the materials used in class and are encouraged to conduct "I searches" which includes gathering local information via interviews, news articles, and/or archival documents.

Presentations are scheduled for Saturday, July 20, 2013. Students are responsible for coordinating and planning the presentations on their own. Many readings in the semester will include information helpful to the selected topics. Focus on relevance to future administrators: What should a principal know and understand? Presentation must not exceed 20 minutes. Visuals are up to the presenters: power points/Prezi/posters, etc. are all acceptable. A one-page handout or copy of materials presented should be prepared for each student and the instructor. Include references.

5. Forums, Quizzes, Quick Writes (20 points)
Much of this course “happens” in the Throughput section on Titanium. It is expected that you visit the course site on TITANium frequently – four to five times a week. Because of the nature of the content of this course, in addition to and on some weeks in lieu of a forum discussion, there will be quick writes and/or quizzes. In the event of an irreconcilable conflict preventing your ability to actively engage online for a certain forum, group activity, or assignment posting, you are responsible for notifying the instructor in advance. Participation in all online activities constitutes your participation grade. Throughput activities will have deadlines, and adherence to these deadlines impacts the quality of the conversation, as well as your grade. All of your posts will be read and evaluated with particular attention to:

- Evidence of thoughtful reflection
- Relevance to topic
- Evidence of critical thinking (ask questions, posit some explanations and original ideas – What do you think?)
- Frequency of posting
- Appropriate length
- Evidence of sustained engagement over time
- Courtesy (appropriate academic, but informal, discussion)

### RUBRICS

#### Rubric for Site Interview and Budget Analysis

All elements are taken into account but the total score reflects a holistic view of the assignment.

<table>
<thead>
<tr>
<th>Element</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Follows formatting guidelines</strong></td>
<td>Formatting guidelines followed. 12pt Arial, 1” margins, double spaced, 3-5 pages. Budget summary is attached.</td>
<td>Formatting guidelines not followed</td>
<td></td>
</tr>
<tr>
<td>2 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Paper follows the Part I through Part V structure with appropriate headings</td>
<td>Paper does not follow the assigned structure and/or headings</td>
<td></td>
</tr>
<tr>
<td>2 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content: Parts 1-IV</strong></td>
<td>Addresses each element in a compelling fashion, exceeding expectations for accuracy; depth of analysis or details cited</td>
<td>Addresses each element meeting expectations for accuracy; depth of analysis or details cited</td>
<td>May address some or all of the elements but not at the degree of specificity or thoroughness expected.</td>
</tr>
<tr>
<td>Addresses the components of each required element in the assignment description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 points</td>
<td>do not meet criteria for excellent</td>
<td>Conclusion is well developed and reflects an understanding of the variables that can affect site budgeting and financial stability</td>
<td>Conclusion addresses the question but lacks the thoroughness of a 4 or fails to demonstrate a full understanding of the variables</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Content: Part V</strong> Conclusion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 points</td>
<td></td>
<td>Conclusion is well developed and reflects an understanding of the variables that can affect site budgeting and financial stability</td>
<td>Conclusion addresses the question but lacks the thoroughness of a 4 or fails to demonstrate a full understanding of the variables</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 points</td>
<td></td>
<td>Meets graduate level standards with correct conventions</td>
<td>Meets graduate level standards with correct conventions</td>
</tr>
<tr>
<td>Total Points /20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element</td>
<td>Excellent</td>
<td>Meets Standard</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Budget</strong></td>
<td>No errors in formatting, codes, or math; totals are correct</td>
<td>Formatting generally correct; codes correct but may have a minor computational error</td>
<td>Errors in formatting and/or codes make this assignment unacceptable</td>
</tr>
<tr>
<td>12 points</td>
<td>Goals are specific, measureable, attainable, realistic, time-bound and are stated clearly in terms of the school’s shared vision</td>
<td>Goals are measureable; may not have all other elements to be characterized as excellent; connection to vision may not be as clear as that in an excellent paper, or not</td>
<td>Goals are not measureable or poorly articulated;</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2 points | clearly expressed |
---|---|
**Rationale** | A compelling rationale explaining how the budgeted items will further the expressed goals | A reasonable and clear rationale explaining the connection of the budget to the goals | Connection of the budget items not clearly articulated or rationale simply not evident |
2 points | | |
**Plan for Input** | All stakeholder groups are considered in the plan | One or more primary stakeholder groups are excluded |
2 points | | |
**Writing** | Meets graduate level standards with correct conventions | Meets graduate level standards with correct conventions | Errors in conventions affect the reader’s understanding |
2 points | | |
Total Points | /20 |

**Rubric: Presentations**

<table>
<thead>
<tr>
<th>Presentation Element</th>
<th>Excellent</th>
<th>Meets Standard</th>
<th>Fails to Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization, group</strong></td>
<td>Tight, well ordered and orchestrated, visuals add to the</td>
<td>Organization solid; visually designed; participation uneven</td>
<td>Weak organization; visuals poorly designed; participation uneven</td>
</tr>
<tr>
<td>involvement, and visuals</td>
<td>Visuals exceptional; equitable involvement.</td>
<td>presentation; all students participate</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Content rich with clear evidence of research; visuals support student understanding; relevance to a site administrator is clear</td>
<td>Content is comprehensive; some evidence of research; visuals support understanding; relevance to a site administrator may lack clarity of an excellent presentation</td>
<td></td>
</tr>
<tr>
<td>Delivery professional</td>
<td>All members play part well and delivery could not be better (eye contact; no reading of slides; animation)</td>
<td>Presentation is solid; some lapses in delivery or may lack the energy of an excellent presentation</td>
<td></td>
</tr>
<tr>
<td>Engagement of Class</td>
<td>Students are clearly engaged as evidenced by participation and/or questions</td>
<td>Failure to clearly engage students in the presentation</td>
<td></td>
</tr>
<tr>
<td>Handout</td>
<td>Handout summarizes essential information relevant to an aspiring administrator.</td>
<td>Handout misses required information or fails the “relevance” test.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points /20

**Forum, Quizzes, Quickwrite Participation Rubric**

<table>
<thead>
<tr>
<th>Each Forum is worth 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting initial response</td>
</tr>
<tr>
<td>Responding to Peer 1</td>
</tr>
<tr>
<td>Responding to Peer 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Each Quickwrite is worth 2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1 Quiz is worth 3 points</td>
</tr>
<tr>
<td>Chapter 2 Quiz is worth 4 points</td>
</tr>
</tbody>
</table>

**Quizzes and Quickwrites:** On some weeks, a quiz and/or quickwrite will substitute for Forum Discussions. The purpose of these assignments is to provide accountability for the reading and ensure that students know and understand information essential for future administrators. All quizzes and quickwrites are open book.

**THE INSTRUCTIONAL WEEK**
The instructional week will run from Wednesday through Tuesday. The flow of the typical instructional week for EDAD 565 is as follows:

- The week begins on Wednesday at 6:00 a.m. PST. The week/module number on TITANium provides the outline of what students need to complete during the instructional week.
- Assigned readings and/or viewings of media will be posted and should be completed by Friday, 6:00 p.m. (16:00) PST.
- Each week you can expect a discussion forum, quiz, and/or quickwrite related to the week’s content. You will participate in the discussion forum by:
  - Posting an original response to the forum no later than 11:59 p.m. (23:59) PST on Saturday.
  - Responding to two of your classmates’ postings no later than 8:00 a.m. (08:00) PST on Tuesday.
- All assignments are due to be submitted (posted) on TITANium no later than 11:59 p.m. (23:59) PST on Tuesday.

It is expected that students be online several days a week to view and submit assignments, as well as to participate in the forum. The instructor will be online frequently and will maintain a log of students’ online activities.

ON CAMPUS MEETINGS

The following three (3) face-to-face meetings will be held on campus, in conjunction with your EDAD 561 course. Hours: 9:00am – 3:00 pm.

Saturday, June 8, 2013  Steven G. Mihaylo Hall  Room 2405
Saturday, June 29, 2013 Steven G. Mihaylo Hall  Room 2405
Saturday, July 20, 2013  Steven G. Mihaylo Hall  Room 2405
Students with Special Needs: Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000 www.fullerton.edu/disabledservices/

Academic Dishonesty Policy: Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf

Attendance Policy in an Online Course. Attendance in an online course is evaluated in accordance with the student’s active participation in forums as described in the assignments section, the instructional week section, and the forum participation rubric. Additionally, as noted above students are expected to attend the three (3) face-to-face sessions on as scheduled:

In the event of emergency, contact the University Police at 657-278-3333. http://emergencypreparedness.fullerton.edu/
## COURSE SCHEDULE

### EDAD 565 School Finance – Hybrid Version

<table>
<thead>
<tr>
<th>Modules/Weeks</th>
<th>Topic(s)</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module I</strong></td>
<td><strong>Introductions</strong></td>
<td><strong>Due</strong></td>
</tr>
<tr>
<td>June 8, 2013</td>
<td>Course Overview/Syllabus</td>
<td></td>
</tr>
<tr>
<td><strong>Face-to-Face</strong></td>
<td><strong>Formation of Presentation Groups</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Meeting</strong></td>
<td><strong>Introduction to Public School Financing</strong></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module II</strong></td>
<td><strong>Overview of California School Finance</strong></td>
<td><strong>Site Interview and Budget Analysis Due</strong></td>
</tr>
<tr>
<td>June 12-18</td>
<td><strong>Selected Readings</strong>, Chapter 1</td>
<td>(June 25 via email)</td>
</tr>
<tr>
<td>Weeks 2 &amp; 3</td>
<td><strong>Selected Readings</strong>, Chapter 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module III</strong></td>
<td><strong>California School Finance History</strong></td>
<td><strong>Due</strong></td>
</tr>
<tr>
<td>June 19-25</td>
<td>Serrano vs. Priest; Propositions 13, 98; Lottery; Proposition 39; AB1200; The Williams Case</td>
<td></td>
</tr>
<tr>
<td>Weeks 4 &amp; 5</td>
<td><strong>Nuts and Bolts of District Budgeting</strong>: Problems &amp; Challenges</td>
<td><strong>Due</strong></td>
</tr>
<tr>
<td></td>
<td>Chapter 4: <em>Budget Calendar; Restrictive and Non-Restrictive, Basic Aid Districts</em></td>
<td>(June 25 via email)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module IV</strong></td>
<td><strong>Nuts and Bolts of District Budgeting</strong>: Problems &amp; Challenges</td>
<td><strong>Due</strong></td>
</tr>
<tr>
<td>June 26-July 2</td>
<td>Chapter 4 (cont); <em>Budget Timeline</em></td>
<td><strong>Due</strong></td>
</tr>
<tr>
<td>Weeks 6 &amp; 7</td>
<td><strong>Nuts and Bolts</strong>: School Site Budget Process</td>
<td><strong>Due</strong></td>
</tr>
<tr>
<td></td>
<td>Gathering input; School Site Council</td>
<td><strong>Due</strong></td>
</tr>
</tbody>
</table>
Chapter 5 – How Does California Rank?

Module V
June 29
Face-to-Face
Weeks 8 & 9

<table>
<thead>
<tr>
<th>Introduction to Finance Reform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 6 – Concepts of Finance Reform</td>
</tr>
</tbody>
</table>

Module VI
July 3-9
Weeks 10 & 11

<table>
<thead>
<tr>
<th>Equity and Adequacy in School Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings posted on Titanium</td>
</tr>
</tbody>
</table>

Module VII
July 10-16
Weeks 12 & 13

<table>
<thead>
<tr>
<th>Equity and Adequacy in School Finance (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings posted on Titanium</td>
</tr>
</tbody>
</table>

Module VIII
July 20
Face-to-Face
Weeks 14 & 15

<table>
<thead>
<tr>
<th>Group Presentations</th>
</tr>
</thead>
</table>

District Interview and Budget Analysis Due (July 9 via email)

SUPPLEMENTAL RESOURCES

Professional Standards

- ISSLC Standards [http://wps.ablongman.com/ab_bacon_edadmin_1/0,6183,462533-,00.html]
- California Commission on Teacher Credentialing-California Professional Standards for Educational Leaders (CPSEL’s) [http://www.ctc.ca.gov/]
- International Society for Technology in Education (ISTE) [http://www.iste.org]

EdSource

School Services

- Government
  - California Commission on Teacher Credentialing [http://www.ctc.ca.gov/]
  - California State Department of Education [http://cde.ca.gov]

Development of School Culture

- Climate Instruments [http://www.coe.ohio-state.edu/whoy]
- Learning Organizations [http://www.stanford.edu/group/SLOW]
COE Writing Standards Rubric

This rubric is used in conjunction with all writing assignments to delineate specific writing strengths or weaknesses.

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic &amp; Org.</td>
<td>develops ideas cogently, organizes them logically within ¶'s, connects them with effective transitions; clear and logically consistent organization relating all ideas together</td>
<td>develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together</td>
<td>develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas may seem illogical and/or</td>
<td>does not develop ideas cogently, organize them logically within paragraphs or connect them with clear transitions; uneven or ineffective overall</td>
<td>does not develop ideas cogently, organize them logically within paragraphs and connect them with clear transitions; uneven and ineffective overall</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Evidence</th>
<th>ample, relevant, concrete evidence and persuasive support for every debatable assertion; uses multiple, reliable sources which are assessed critically; maintains own voice</th>
<th>related, concrete evidence and persuasive support for most debatable assertions; uses multiple or reliable sources which are not always assessed critically</th>
<th>merely adequate evidence and support for most assertions; uses single or multiple sources, which may be unreliable and used uncritically</th>
<th>weak evidence and persuasive support; uses limited source(s), and/or relies predominantly on sweeping generalizations, narration, description, or summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citations (if applicable)</td>
<td>Research support quoted, paraphrased, and cited, and well-integrated into prose</td>
<td>researched support correctly quoted, cited, and paraphrased</td>
<td>researched support adequately quoted, cited, and paraphrased</td>
<td>researched support incorrectly quoted, cited, and paraphrased</td>
</tr>
<tr>
<td>Control of Language</td>
<td>exact control of language, including effective word choice and sentence variety; superior facility with the conventions of standard written English</td>
<td>clear and effective control of language, including word choice and sentence variety; competence with the conventions of standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; minor errors in standard written English</td>
<td>poor control of language, includes problems with word choice and sentence structure; frequent errors in standard written English</td>
</tr>
<tr>
<td>Presentation Quality</td>
<td>Looks sharp! Very professional!</td>
<td>attractive, quality presentation</td>
<td>neat, no problems</td>
<td>some problems with appearance very poor quality, shows little pride in the presentation of the work</td>
</tr>
<tr>
<td>Analysis</td>
<td>shows understanding of interrelationship, thoughtful</td>
<td>show a grasp of course content</td>
<td>presents only facts, parrots textbook, logical fallacies</td>
<td>no analysis</td>
</tr>
</tbody>
</table>
California State University Fullerton - College of Education - Educational Leadership Department

EDAD 566 - Leadership in the Public Schools
Schedule # 19153: Spring 2013 Fullerton JUHSD Cohort 5

Instructor: Dr. Leigh T. Barton
Days: Tuesdays 4:00 to 6:30 pm

Telephone: (657) 278-3187 (Office)
(714) 779-1314 (H)
E-mail: lbarton@fullerton.edu

Office Hours: CSUF (College Park 520-05) M-Th 10:00 – 2:00 and by appointment
3:00 – 4:00 and 6:30 – 7:30 on Thursdays as needed

I. COURSE DESCRIPTION FROM THE CATALOG: This course focuses on the leadership roles of principals, central office administrators, and supervisors in the public schools. Content includes leadership, reflective practice, human relations, the administrator’s role in group processes, site based decision-making, school climate change agent roles, and planning models. Violence and school safety issues such as gangs will be studied.

Education Unit Conceptual Framework

A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
a) demonstrate strong foundation in subject matter or field of study
b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
c) demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
a) promote diversity
b) make informed decisions
c) engage in collaborative endeavors
d) think critically

Outcome 3: Committed and Caring Professionals
a) become change agents
b) maintain professional and ethical standards
c) become life-long learners
II. PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. [Disposition Statement for Students](#).

California Professional Standards for Educational Leaders (CPSELs)

EDAD 566 is the capstone course for the Educational leadership Program. The CPSELs frame all of the course activities; check TITANium for a hot link to these.

[Link](http://www.acsa.org/MainMenuCategories/ProfessionalLearning/Credentialing/CPSELs.aspx)

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairness and in an ethical manner.
6. Understanding, responding to, and influencing the political, social, economic, legal, and cultural context

III. STUDENT LEARNING GOALS (SLG)

**SLG 1:** Candidates will understand and identify the relationship of the professional standards to the daily work of school leadership. *Assessments: CPSEL Analysis Paper, Case Study Analyses, Forum Participation*

**SLG 2:** Candidates will understand the relationship between educational theory and the context in which real leadership dilemmas exist. *Assessment: Case Study Analysis and Facilitation*

**SLG 3:** Candidates will analyze the context of specific leadership case studies and how the diverse perspectives of stakeholders can affect the outcome. *Assessment: Case Study Analysis*

**SLG 4:** Candidates will know the components of a rational-analytic problem solving model. *Assessment: Case Study Analysis*
SLG 5: Candidates will critique the educational and leadership philosophy of a selected author and compare that philosophy to their own emerging vision. Assessment: Book Study; Book Review; Forum Participation

IV. REQUIRED TEXT


V. GRADING STANDARDS POLICY THE COURSE

The Educational Leadership Department and the professional educational community expect high quality performance from graduate students. Grading in this course will be based on seven areas of weighted performance:

<table>
<thead>
<tr>
<th>Area</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CSPELS Analysis Paper</td>
<td>20%</td>
</tr>
<tr>
<td>2. Case Study Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>3. Case Study Facilitation</td>
<td>15%</td>
</tr>
<tr>
<td>4. Book Study Staff Development (Group Grade)</td>
<td>20%</td>
</tr>
<tr>
<td>5. Book Review</td>
<td>10%</td>
</tr>
<tr>
<td>6. Forum Participation</td>
<td>10%</td>
</tr>
<tr>
<td>7. In-class Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Scale

\[
\begin{align*}
A+ &= 3.9 - 4.0 \\
B+ &= 3.45 - 3.59 \\
C+ &= 2.85 - 3.0 \\
D &= 2.0 - 2.5 \\
A &= 3.71 - 3.89 \\
B &= 3.21 - 3.44 \\
C &= 2.71 - 2.84 \\
A- &= 3.6 - 3.7 \\
B- &= 3.1 - 3.2 \\
C- &= 2.6 - 2.7
\end{align*}
\]

NOTE 1: It is expected that all assignments be submitted on time. Any assignment submitted or posted (online) after the due date will result in one whole letter grade lower than the one earned (A becomes a B; B becomes a C; etc.)

NOTE 2: If you earn less than a 3.1 on any assignment, you may resubmit that assignment within one week; the highest grade that can be earned for a resubmitted assignment will be a B- (3.1). Students earning a C- in the course are required to retake the course.

MISSED EXAMS AND LATE ASSIGNMENTS

There are no examinations for this course. With the exception of extenuating circumstances, late individual assignments will only be accepted one week after the due date; the grade earned will be lowered by one whole letter grade (A- will become B-). Please inform the instructor of any extenuating circumstances as soon as possible.

THERE IS NO EXTRA CREDIT AVAILABLE FOR THIS COURSE.
Academic Dishonesty Policy: Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf

PLANNED ASSIGNMENTS

1. CPSELs Analysis Paper (20%) SLG 1. Standards can be found on TITANium (Moodle)
   Locate card: http://centerx.gseis.ucla.edu/principal-leadership/documents/AdminStandards.pdf

   Locate and attach a current newspaper, magazine, or journal article or fieldwork artifact associated with one of the CPSEL Standards. This article or artifact may provide a positive or negative example of how the standard exists or is represented in real world practice.

   In a 5-7 page (typed, double spaced) paper, 12 pt. Arial, 1 inch margins, address the following elements for one of the CPSEL standards. Include a title page which includes (a) the name and number of the standard you select, and (b) your name. Submit online through TITANium no later than 11:55 pm on Thursday, February 14, 2013.

   *Start your analysis with a strong introductory paragraph that begins with: “The purpose of this paper is …” included in that initial paragraph should be an explanation of how the paper is organized.

   Part I: Artifact. Explain how the artifact you selected relates to the standard (not to exceed 1 page)

   Part II: Key words and concepts. Critically reflect on and explain the language and meaning of this standard—what is confounding, problematic, or confusing about it? Unwrap the standard - what does it really mean? (Not to exceed ½ page)

   Part III: Underlying Assumptions. What are the underlying assumptions of the standard? Interpret the implications of those assumptions for school leaders today. (½ to 1 page)

   Part IV: Impact on Teaching and Learning? Will this standard drive improvement in teaching and learning? (1 page)

   Part V: Diversity. How does this standard promote cultural diversity? (½ to 1 page)

   Part VI: Application to Leadership. Explain the implications of this standard on your current and future role as an educational leader. Be specific – what actions do or will you take to actualize this standard? (1 page)

Appendix: Artifact
### Scoring Rubric for CPSELs Analysis Paper (20%)

Please attach a copy of this rubric to your online submission
Submit through TITANium no later than 11:55 pm Feb. 21, 2013

The rubric provides a guide to students. All sections are not necessarily equal in weight. The instructor will provide specific feedback, but the grade will be based on a holistic view of the submission.

<table>
<thead>
<tr>
<th>Scoring Rubric: CPSELs (worth 20% of your course grade)</th>
<th>Exemplary 4</th>
<th>Good 3</th>
<th>Needs Improvement/Standard not met 2-1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>A contemporary newspaper, magazine, or journal article associated with the standard/domain selected is included and the relationship to the standard is concisely and convincingly articulated</td>
<td>Example is relevant and student's description of the example is thorough and compelling; the reader understands.</td>
<td>Example may be less relevant than a 4 and/or the description less persuasive than a 4 paper</td>
<td>One or more sections is missing or limited</td>
</tr>
<tr>
<td>The standard is identified. Its key words and concepts are identified and defined. There is a critical examination of the language and meaning of this standard: what is confounding, problematic, or confusing about it in terms of leadership roles and expectations?</td>
<td>Thorough; analysis clarifies the standard and the expectations. Demonstrates an acute awareness of the leader's role</td>
<td>Thorough; clarifies but lacks the details of a 4 or demonstrates a limited awareness of the leader's role</td>
<td>One or more sections is missing or limited</td>
</tr>
<tr>
<td>The underlying assumptions of the standard and interpretation of its implications for school leaders is identified. Will this standard drive change in teaching and learning? Promote diversity?</td>
<td>Explicitly identifies the underlying assumptions that guide the standard, specifically the purpose of schooling, who should be educated and the role of the leader.</td>
<td>Identifies key assumptions but may be less explicit than a 4 or miss one or more parts.</td>
<td>One or more sections is missing or limited</td>
</tr>
<tr>
<td>Application to leadership. Implications of this standard for your role as an educational leader with specific action-focused examples.</td>
<td>Discussion is reflective and persuasive. Includes at least one concrete example of how this standard will or does affect your actions as an educational leader</td>
<td>Includes one concrete example of how this standard will or does influence the writer's action, but is less reflective than a 4 or not as persuasive</td>
<td>Example is not relevant or poorly articulated</td>
</tr>
<tr>
<td>Writing follows graduate-level standards – See COE Writing Rubric</td>
<td>Paper is organized around the five sections with appropriate headings; introduction and conclusion tie the key ideas together. No major errors in syntax or mechanics</td>
<td>Paper is organized around the five sections with appropriate headings; introduction and conclusion tie the key ideas together. May have 1 or 2 errors that do not interfere with the reader's understanding</td>
<td>Fails to follow directions for organization and headings; major errors in syntax or mechanics</td>
</tr>
</tbody>
</table>
2. **Case Study Analysis (15%)** SLG 1, 2, 3, and 4. At the first class meeting, each student will randomly choose a case to facilitate and analyze.

For the written **case study analysis**, students will write a three-five page paper inclusive of the six headings/subheadings listed below. Please feel free to incorporate questions in the text as appropriate. Include a professional cover page which includes your name, course title and number, due date, and the name of the case.

**Part I: Framing the Problem**
- a) Main issue. *How serious is the problem? Is it consequential or non-consequential?*
- b) Current state.
- c) Desired state.

**Part II: Causes or Background of the Problem**
*What led to the problem? What are the causal factors? Consider contextual factors including failures of leadership, negative school culture, lack of knowledge, resource limitations or resource management, internal/external conflicts.*

**Part III: Difficulties/challenges in eliminating the gap between the current and desired states**

**Part IV: Possible Solutions/Strategies** - *What options exist in an effort to move from the current state to the desired state?*

**Part V. Preferred Solution/Strategy**

**Part VI. Leadership Standard**
*Which leadership standard(s)/CPSELs are relevant to this case and how?*

SUBMIT ONLINE through TITANium/Moodle & bring a paper copy to class on DUE date.

**Scoring Rubric: Case Study Problem Framing/Analysis**
Attach a copy of this rubric to your submitted paper.

<table>
<thead>
<tr>
<th></th>
<th>Exemplary/Distinguished</th>
<th>Proficient/Expected</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framing the Problem</td>
<td>Main issue, current state, and desired state are correctly identified and adequately discussed</td>
<td>Main issue, current state, and desired state are correctly identified but not adequately discussed</td>
<td>One or more of the following is missing, incorrectly identified: main issue, current state, desired state</td>
</tr>
<tr>
<td>Causes or Background</td>
<td>Issues that led to the problem inclusive of causal and contextual factors are analyzed, clear and specific</td>
<td>Issues that led to the problem inclusive of causal and contextual factors are listed but are not analyzed or specific</td>
<td>Issues that led to the problem do not include causal and contextual factors OR are unclear, not specific, or missing</td>
</tr>
<tr>
<td>Difficulties/Challenges</td>
<td>There is evidence of thoughtful reflection and articulation in determining challenges to be faced in eliminating the gap between current and desired states.</td>
<td>There is evidence of some reflection and articulation in determining challenges to be faced in eliminating the gap between current and desired states.</td>
<td>The challenges and/or difficulties are not adequately identified OR discussed.</td>
</tr>
<tr>
<td>Possible Solutions</td>
<td>A minimum of three (3) possible solutions/strategies are discussed; options reflect realistic and viable solutions or strategies.</td>
<td>A minimum of three (3) possible solutions/strategies are discussed; one option may not be realistic or viable.</td>
<td>Fewer than three (3) solutions offered OR two or more options are not viable</td>
</tr>
<tr>
<td>Preferred Solution</td>
<td>From the three possible solutions, the one preferred is justifiably selected. Reasons for the choice are clearly delineated.</td>
<td>The preferred solution is selected. Reasons for the choice are offered but not clearly delineated.</td>
<td>No solution is selected OR the selected solution is inappropriate or unrealistic.</td>
</tr>
<tr>
<td>Leadership Standard(s)</td>
<td>The appropriate CPSEL Standard is discussed in terms of its relevance to this case.</td>
<td>The appropriate CPSEL Standard is selected but the discussion is limited in terms of relevance to this case.</td>
<td>The selected CPSEL Standard is not relevant to this case.</td>
</tr>
<tr>
<td>Format Writing</td>
<td>Paper has a cover page and is organized around the six labeled sections; all format issues correctly addressed. Writing follows.</td>
<td>Paper has a cover page and is organized around the six labeled sections; all format issues addressed. May have 1 or 2 syntax/mechanic errors.</td>
<td>Fails to follow directions for organization and headings; major errors in syntax or mechanics.</td>
</tr>
</tbody>
</table>
3. **Case Study Facilitation (15%) SLG 1, 2, 3, and 4.**

Students will facilitate a discussion of their selected case on assigned dates. During facilitation, the “audience” is to be treated as a group of preservice school leaders. Items on the rubric delineate the expectations for this 25-30 minute leadership activity: presentation of the case; class activity involving some aspect of the case; and problem-solving strategies. (It is expected that the facilitation will include higher level thinking skills appropriate for graduate level students; this is NOT a parallel to the written case analysis and should be treated as an activity which will involve the class in aspects of the case.)

**Scoring Rubric for the Facilitation of Your Assigned Case Study**

<table>
<thead>
<tr>
<th>Relationship to CPSEL(s)</th>
<th>Exemplary/Distinguished</th>
<th>Proficient/Expected</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clearly articulated and appropriate</td>
<td>Problem is framed; audience expertise is acknowledged; there is a summary of the major issues in the case. (&lt;5 minutes)</td>
<td>Problem not clear; no evidence of respect for the expertise of the audience; and/or summary weak.</td>
</tr>
<tr>
<td>Presentation of the Case</td>
<td>Problem is clearly framed. Facilitation respects the expertise of the audience &amp; concisely summarizes the issues in the case.</td>
<td>There are activities embedded in the presentation; most of the audience participates.</td>
<td>Activities are inappropriate or non-existent.</td>
</tr>
<tr>
<td>Class Activity</td>
<td>Class activities are engaging and appropriate for adult learners; all cohort members are included</td>
<td>Presented solution is acceptable.</td>
<td>Less than professionally presented; too informal; lack of poise and flow during the presentation</td>
</tr>
<tr>
<td>Presentation Behavior</td>
<td>Presenter is very professional, exhibits poise, and looks and sounds like a leader in the presentation of the case and facilitation of the selected activities</td>
<td>Audience participation is part of the presentation; interaction occurs but limited.</td>
<td>Audience engagement is very limited or non-existent</td>
</tr>
<tr>
<td>Cohort Engagement</td>
<td>Class members are actively engaged as evidenced by their interaction with one another and the presenter</td>
<td>Closure to the case facilitation is concise with recommended solution</td>
<td>Lack of or no clear closure to the case. Solution not given or inappropriate.</td>
</tr>
<tr>
<td>Summary</td>
<td>Closure occurs and the presented solution is acceptable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>20-25 minutes</td>
<td></td>
<td>&gt;30 or &lt;20 minutes</td>
</tr>
</tbody>
</table>

4. **Book Study Staff Development by Groups (20%)**

Students will be assigned to book groups based on previous readings and personal preferences. Each group will meet during class over a ten-session period to discuss the book, engage in meaningful dialogue regarding the contents, and plan a one-hour staff development activity for the entire class (May 9 & 16).

The staff development activity (one hour) is designed by the group based on their interpretation of how to teach techniques of what was learned in the book read. Regardless of the presentation format, a handout(s) developed by the group must be distributed to the entire class.

**Rubric for Group Staff Development**

<table>
<thead>
<tr>
<th>Group Staff Development</th>
<th>Exemplary/Distinguished</th>
<th>Proficient/Expected</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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223
| Presentation (staff development) | Clever/creative/motivating staff development that provides the audience with skills needed to implement techniques | Solid presentation/staff development; audience with skills needed to implement techniques | Staff development was uninteresting or hard to follow; there was a lack of enthusiasm; the audience is not appropriately prepared to implement |
5. **Book Review (10%)**

In addition to participating in the group presentation, each student will submit a book review inclusive of the six headings/subheadings listed below. Include a professional cover page which includes your name, course title and number, due date, and the correct APA citation of the book.

Part I: Introduction  
Part II: Summary  
Part III: Author(s) & Sources  
Part IV: Critique, Opinion, Commentary  
Part V: Relevance to just, equitable, and inclusive education  
Part VI: Mechanics

---

**Rubric for Individual Book Report**

<table>
<thead>
<tr>
<th></th>
<th>Exemplary/Distinguished</th>
<th>Proficient/Expected</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Introduction is very interesting and clearly captures the audience’s interest.</td>
<td>Introduction is very interesting and clearly captures the audience’s interest.</td>
<td>Introduction is very interesting and clearly captures the audience’s interest.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Summary consists of a discussion of major themes and ideas. There is paraphrasing of ideas.</td>
<td>Summary consists of a discussion of several themes and ideas.</td>
<td>Summary is mostly an outline of the book – no discussion of major ideas or themes.</td>
</tr>
<tr>
<td><strong>Author &amp; Sources</strong></td>
<td>There is a detailed discussion of the author’s qualifications; sources were examined in detail</td>
<td>There is a limited discussion of the author’s qualifications and sources</td>
<td>The discussion of the author’s qualifications and sources is vague or lacks detail.</td>
</tr>
<tr>
<td><strong>Critique; Opinion; Commentary</strong></td>
<td>Reviewer provides many explanations for reactions to the book throughout the review. Reviewer reacts to the author’s aims and intent, how well it is written, and the overall success or failure of the book.</td>
<td>Reviewer provides some explanations for reactions to the book throughout the review. Reviewer only discusses two aspects (author’s aims and intent, how well it is written, and the overall success or failure of the book.)</td>
<td>Reviewer provides no explanations for reactions to the book throughout the review. Critique equals basic opinions; no attention to author’s aims and intent, how well it is written, and the overall success or failure of the book.</td>
</tr>
<tr>
<td><strong>Relevance to just, equitable, and inclusive education</strong>*</td>
<td>Reviewer provides many explanations of this book’s relevance to just, equitable, and inclusive education*</td>
<td>Reviewer provides some explanations of this book’s relevance to just, equitable, and inclusive education*</td>
<td>Reviewer provides no explanations of this book’s relevance to just, equitable, and inclusive education*</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Writing follows graduate-level</td>
<td>Writing follows graduate-level</td>
<td>Writing is below graduate-level</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>

equitable – a process that guarantees access to resources necessary for all students to attain high-quality outcomes
inclusive – a perspective that respects the knowledge and strengths all students bring from their communities and makes community-based knowledge an integral component of curricular and pedagogical development

6. Forum Participation (10%)
Some of the course “happens” in the Forum. It is expected that you visit the course site at least once a week. Assignments, rubrics, and discussion topics will be listed by week. Your failure to do so will impact the quality of your participation and grades on assignments. Please be advised that ‘logging in’ is not the only indicator of participation; participation includes being prepared for discussions (forum) by reading and/or viewing the course assignments in advance, by actively participating in activities, and by engaging authentically in all group learning activities. In the event of an irreconcilable conflict preventing your ability to actively engage online for a certain forum, group activity, or assignment posting, you are responsible for notifying the instructor in advance. Participation in all online activities constitutes your forum participation grade. I will be participating in some of the discussion forums and will read all of the posts throughout the semester. Discussions will have deadlines, and adherence to these deadlines impacts the quality of the conversation, as well as your grade. All of your posts will be read and evaluated with particular attention to:
- Frequency of posting
- Appropriate length
- Relevance to topic
- Evidence of thoughtful reflection
- Evidence of critical thinking (analysis – ask questions, posit some explanations and original ideas > what do you think?)
- Evidence of sustained engagement over time – all of your posts should not come in the final 20 minutes before deadlines
- Courtesy (appropriate academic, but informal, discussion)

<table>
<thead>
<tr>
<th>Forum Participation Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QUANTITY</strong></td>
</tr>
<tr>
<td>CRITERIA</td>
</tr>
<tr>
<td>The student contributed regularly. Temporal placement suggests sustained engagement with the discussion</td>
</tr>
<tr>
<td>The student’s level of participation was acceptable/average value. Some initial posts do not occur in time for others to read and respond.</td>
</tr>
<tr>
<td>The student hardly contributed or the student's posts all came in the final few minutes before the deadline for ending a particular session. The student rarely responded to other learners.</td>
</tr>
<tr>
<td>The student did not contribute at all</td>
</tr>
</tbody>
</table>
7. Participation (10%)

Success for any course, but especially a course focusing on leadership, is dependent on the preparation and active participation of each member of the cohort. Participation and professional behavior will be assessed based on timeliness, attendance, and class norms, including evidence of preparation for each class session and timely completion of assignments. In addition, each student will be given an opportunity for individual leadership: Leading the class in an analysis of an assigned case study. Absences, arriving late to class, and leaving class early will affect credit for participation. In the absence of compelling circumstances, absences in excess of two will result in loss of all participation points.

<table>
<thead>
<tr>
<th>A: Exemplary Distinguished</th>
<th>B: Proficient Expected</th>
<th>C: Fair Developing</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Engagement</td>
<td>Frequently initiates contributions and actively participates at the appropriate time</td>
<td>Initiates contributions and participates regularly</td>
<td>Occasionally contributes but at other times is “tuned out”</td>
</tr>
<tr>
<td>Preparedness</td>
<td>Arrives fully prepared with all assignments complete</td>
<td>Usually arrives fully prepared with all assignments complete</td>
<td>Sometimes arrives unprepared or with only superficial preparation</td>
</tr>
<tr>
<td>Respect for Others, Attitude</td>
<td>Always listens without interrupting; never makes inappropriate or disruptive comments</td>
<td>Usually listens without interrupting; rarely makes inappropriate or disruptive comments</td>
<td>Rarely listens to others without interrupting; occasionally makes inappropriate or disruptive comments</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>Listens when others talk, both in groups and whole class discussions; student builds on ideas presented by classmates.</td>
<td>Listens when others talk, both in groups and whole class discussions</td>
<td>Does not listen when others talk, both in groups and whole class discussions</td>
</tr>
<tr>
<td>Attendance/Promptness</td>
<td>Student is always prompt and regularly attends class.</td>
<td>Student is usually prompt and regularly attends class.</td>
<td>Student is late more than twice and regularly attends class.</td>
</tr>
</tbody>
</table>

Students with Special Needs: Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000

http://www.fullerton.edu/senate/documents/PDF/300/UPS300-000.pdf

Two week plan for distance instruction should on-campus instruction be interrupted: In case of instruction interruption, please check the course TITANium/Moodle site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via TITANium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

Attendance Policy: It is expected that students attend all class meeting and are on time to class. If there are compelling reasons for missing class, it is expected that you inform your instructor via email as soon as possible. It is the responsibility of each student to make up any missed work (including journal entries);

students are encouraged to arrange for a "buddy" to pick up any handouts and relay class information.

In the event of emergency, contact the University Police at 657-278-3333.

http://emergencypreparedness.fullerton.edu/
### EDAD 566: Leadership in the Public Schools
**Fullerton - Cohort 5 – Spring 2013**

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Course Topics</th>
<th>READ – DO - DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 31</td>
<td><strong>INTRODUCTION; PHOTOS; CLASS NORMS; SEATING; JOURNALING; PARTICIPATION; ASSIGNMENTS; BOOK CLUB; CPSELS; TITANIUM (MOODLE); COMPETENCY COVERSHEET; POSTER SESSION;</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 2     | Feb. 7   | **CPSEL 1:** Vision of Learning  
**Change Cycle:** Change@ Work                                           | **READ** Salerno & Brock: Preface & Intro pp. ix- 25 |
| 3     | Feb. 14  | **CPSEL 1:** Vision of Learning  
**Change Cycle:** What’s the Worst That Could Happen  
STAGE 1: Moving From Loss to Safety  | **READ** Salerno & Brock: pp.27-51            |
| 4     | Feb. 21  | **CPSEL 2:** School Culture & Instructional Program  
**Change Cycle:** Facts Over Fiction  
STAGE 2: Shifting From Doubt to Reality  
**Book Study 1 - - - Presentations** | **READ** Salerno & Brock: pp.53-76 CPSELS DUE   |
| 5     | Feb. 28  | **CPSEL 2:** School Culture & Instructional Program  
**Change Cycle:** Taking Charge of Now  
STAGE 3: Going From Discomfort to Motivation  
**Book Study 2 - - - Presentations** | **READ** Salerno & Brock: pp.77-100            |
| 6     | Mar. 7   | **CPSEL 3:** Safe, Effective Learning Environment  
**Change Cycle:** Decide, Then Take Your Best Step  
STAGE 4: Trekking from Discovery to Perspective  
**Book Study 3 - - - Presentations** | **READ** Salerno & Brock: pp.101-125 CASE Analysis DUE |
| 7     | Mar. 14  | **CPSEL 3:** Safe, Effective Learning Environment  
**Change Cycle:** Making Sense of What Was and What is  
STAGE 5: Understanding the Benefits  
**Book Study 4 - - - Presentations** | **READ** Salerno & Brock: pp.127-149            |
| 8     | Mar. 21  | **CPSEL 4:** Families, Communities, Diverse Needs -  
**Change Cycle:** Change Moves Me  
STAGE 6: Experiencing Integration  
**Book Study 5 - - - Presentations** | **READ** Salerno & Brock: pp.151-170            |
| 9     | Mar. 28  | **CPSEL 4:** Families, Communities, Diverse Needs -  
**Change Cycle:** Change Beliefs  
**Book Study 6 - - - Presentations** | **READ** Salerno & Brock: pp.171-176            |
| 10    | April 4  | **CPSEL 5:** Integrity, Fairness, Ethical Behavior  
**Book Study 7 - - - Presentations** | **READ** Case TBA Grading                      |
| 11    | April 18 | **CPSEL 5:** Integrity, Fairness, Ethical Behavior  
**Book Study 8 - - - Presentations** | **READ** Cases TBA                             |
| 12    | April 25 | **CPSEL 6:** Influencing political, social, economic, legal, cultural context  
**Book Study 9 - - - Presentations** | **READ** Cases TBA                             |
| 13    | May 2    | **CPSEL 6:** Influencing political, social, economic, legal, cultural context  
**Book Study 10** | **READ** Cases TBA                             |
| 14    | May      | Book Presentations/Staff Development | Book Review DUE |
| 15    | May      | Book Presentations/Staff Development |                                               |

**NOTE 1:** Additional readings (from Case Study Presenters) will be assigned a week in
advance of the case being discussed.
NOTE 2: Appropriate YouTube and TED.com videos will be assigned as appropriate and announced a week in advance.
Note 3: Check TITANium frequently for hot links to additional readings/videos/assignments.

## CSUF, College of Education Writing Standards Rubric

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic &amp; Organization</td>
<td>develops ideas cogently, organizes them logically within ¶'s, connects them with effective transitions; clear and logically consistent organization relating all ideas together</td>
<td>develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together</td>
<td>develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas may seem illogical and/or unrelated</td>
<td>does not develop ideas cogently, organize them logically within paragraphs or connect them with clear transitions; uneven or ineffective overall organization</td>
<td>does not develop ideas cogently, organize them logically within paragraphs and connect them with clear transitions; uneven and ineffective overall organization</td>
</tr>
<tr>
<td>Evidence</td>
<td>ample, relevant, concrete evidence and persuasive support for every debatable assertion; uses multiple, reliable sources which are assessed critically; maintains own voice</td>
<td>relevant, concrete evidence and persuasive support for most debatable assertions; uses multiple or reliable sources which are not always assessed critically</td>
<td>merely adequate evidence and support for most assertions; uses single or multiple sources, which may be unreliable and used uncritically</td>
<td>weak evidence and persuasive support; uses limited source(s), and/or relies predominantly on sweeping generalizations, narration, description, or summary</td>
<td>little or no evidence or support connected to essay's topic or claim, relies solely on author's experiences, questionable sources; outside the genre of academic prose</td>
</tr>
<tr>
<td>Citations (if applicable)</td>
<td>Research support quoted, paraphrased, and cited, and well-integrated into prose</td>
<td>researched support correctly quoted, cited, and paraphrased</td>
<td>researched support adequately quoted, cited, and paraphrased</td>
<td>researched support incorrectly quoted, cited, and paraphrased</td>
<td>researched support incorrectly quoted, cited, and paraphrased</td>
</tr>
<tr>
<td>Control of Language</td>
<td>exact control of language, including effective word choice and sentence variety; superior facility with the conventions of standard written English</td>
<td>clear and effective control of language, including word choice and sentence variety; competence with the conventions of standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; minor errors in standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; major errors in standard written English impeding understanding</td>
<td>poor control of language, includes problems with word choice and sentence structure; frequent errors in standard written English</td>
</tr>
<tr>
<td>Presentation Quality</td>
<td>Looks sharp! Very professional!</td>
<td>attractive, quality presentation</td>
<td>neat, no problems</td>
<td>some problems with appearance</td>
<td>very poor quality, shows little pride in the presentation of the work</td>
</tr>
<tr>
<td>Analysis</td>
<td>sophisticated and complex</td>
<td>shows understanding of interrelationship, thoughtful</td>
<td>show a grasp of course content</td>
<td>presents only facts, parrots textbook, logical fallacies</td>
<td>no analysis</td>
</tr>
</tbody>
</table>
Instructor: Leigh T. Barton. Ph.D.
Office Phone Number: (657) 278-3187; Home Phone Number: (714) 779-1314
Office Room Number: CP 520-07; Department Fax: 657-278-3110
Office Hours: M-Th 10:00 – 2:00 & by appointment
Email: lbartion@fullerton.edu

Course Description
Directed fieldwork in administrative areas in school. May be repeated for up to 4 units. Prerequisite: admission to credential and/or M.S. program

A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
• demonstrate strong foundation in subject matter or field of study
• demonstrate strong understanding and implementation of pedagogical skills or skills in their field
• demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
a) promote diversity
b) make informed decisions
c) engage in collaborative endeavors
d) think critically

Outcome 3: Committed and Caring Professionals
• become change agents
• maintain professional and ethical standards
• become life-long learners
Department of Educational Leadership Mission

Our mission is to prepare school leaders who demonstrate strategic, instructional, organizational, political and community leadership; and to provide the community a source of scholarship and assistance in interpretation and application of scholarship.

Goals

The goals of the department are to prepare educational leaders who demonstrate a wide array of knowledge, skills, attributes and commitment.

Strategic Leadership - Leadership requires the ability to develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals and act ethically for educational communities.

A school administrator is an educational leader who promotes 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. ii

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity. ii

Instructional Leadership - Leadership requires the ability to design appropriate curricula and instructional programs to develop learner centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction.ii

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instruction program conducive to student learning and staff professional growth.ii

Organizational Leadership - Leadership requires the ability to understand, initiate and/or improve the organization, implement operational plans, manage financial resources, and apply effective management processes and procedures.i

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.ii

Political Leadership - Leadership requires the ability to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to understand and act professionally regarding the ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand. i

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Community Leadership - Leaders must collaborate with parents and community members; work with community agencies, foundations, and the private sector; respond to community interests and needs in performing administrative responsibilities; develop effective staff communications and public relations programs; and act as mediators for the various groups and individuals who are part of the school community.

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. ii

Education leaders for 21st century must demonstrate:

• commitment to high standards;
• strong ethical values;
• credible instructional leadership;
• understanding of social and political trends and changing role of education in our society;
• problem solving ability and skills necessary to promote and adapt to change and use of collaboration to build a shared vision for schools;
• capacity to collaborate effectively with a wide range of non-school agencies and community organizations which can help schools achieve their mission;
• commitment to lifelong learning which empowers students, staff, and themselves.

We believe that:

• every child must achieve academic success in school.
• every school must educate for American democracy that values the norms and practices of diverse groups and at the same time celebrates shared community values.
• school leaders must be reflective practitioners.
• knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives that enable students to connect their education to their experiences.


Professional Standards and Student Learning Goals

The California Professional Standards for Educational Leaders (CPSELS) frame all of the course activities. Link: http://www.acsa.org/MainMenuCategories/ProfessionalLearning/Promising Practices/CPSELS/CPSELSheet.aspx

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairness and in an ethical manner.
6. Understanding, responding to, and influencing the political, social, economic, legal, and cultural context

STUDENT LEARNING GOALS

SLG1: Each candidate will learn about the California Professional Standards for Educational Leaders (CPSELS) in promoting the success of all students; through exposure to these standards each candidate will begin to develop a strong commitment to cultural diversity and the use of technology as a powerful tool.

SLG2: Each candidate will begin to understand the complex relationships between theory and professional practice.

SLG3: Each candidate will develop, in collaboration with the mentor and university instructor, a viable plan (Plan B) for implementing standards-based fieldwork activities across the five-term Educational Leadership Administrative Credential Program

SLG4: Each candidate will assess his/her experience and knowledge of competencies practicing educational leaders possess; this assessment will occur at the beginning of the Tier I Program and again at the end.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. Disposition Statement for Students.

REQUIRED TEXTS

There is no textbook for any of the fieldwork classes. However, the EDAD567 Fieldwork Handbook serves as an instructional resource that students are required to read thoroughly. The most current version of this handbook is posted on TITANium; students are required to read the handbook thoroughly so that they understand the fieldwork requirements for this semester and for subsequent semesters. Please note that by the end of this program, all
fieldwork activities must be completed as specified in the handbook in order to receive an administrative credential.

GRADING
Students enrolled in the final semester of EDAD 567 will receive a grade based on the quality and timeliness of submission of Competency Coversheets, and Forms C, D, and E.
- All work is expected to be thoroughly completed and meet the requirements.
- All work is expected to be turned in on time.
- Failure to meet these expectations will be reflected in a lower grade.
- A rubric to be used in grading evidence and competency coversheets is attached
  - Competency Coversheets with evidence (15% each) 75%
  - Forms C, D, and E submitted on time 25%

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>3.9 – 4.0</td>
</tr>
<tr>
<td>A</td>
<td>3.71 – 3.89</td>
</tr>
<tr>
<td>A-</td>
<td>3.6 – 3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.45 – 3.59</td>
</tr>
<tr>
<td>B</td>
<td>3.21 – 3.44</td>
</tr>
<tr>
<td>B-</td>
<td>3.1 – 3.2</td>
</tr>
<tr>
<td>C+</td>
<td>2.85 – 3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.71 – 2.84</td>
</tr>
<tr>
<td>C-</td>
<td>2.6 – 2.7</td>
</tr>
<tr>
<td>D</td>
<td>2.0 – 2.5</td>
</tr>
</tbody>
</table>

Students earning a C- in the course are required to retake the course.

MISSED EXAMS AND LATE ASSIGNMENTS
There are no examinations for this course.

THERE IS NO EXTRA CREDIT AVAILABLE FOR THIS COURSE.

EDAD 597: PK-12 Fieldwork

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity or DUE Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 31, 2013</td>
<td>Orientation and Course Introduction</td>
</tr>
<tr>
<td>February 7, 2013</td>
<td>Discussion of Expectations for Submission of Competency Coversheets</td>
</tr>
<tr>
<td>February 21, 2013</td>
<td>Submit the 1st Competency Coversheet with labeled evidence [non-graded] RUBRIC, Competency Coversheet, Form B Page for that standard only, labeled evidence</td>
</tr>
<tr>
<td>March 7, 2013</td>
<td>Submit the 2nd Competency Coversheet with labeled evidence RUBRIC, Competency Coversheet, Form B Page for that standard only, labeled evidence</td>
</tr>
<tr>
<td>March 21, 2013</td>
<td>DUE: Form C: Student Progress Report Typed and signed before online submission</td>
</tr>
<tr>
<td>April 4, 2013</td>
<td>Submit the 3rd Competency Coversheet with labeled evidence RUBRIC, Competency Coversheet, Form B Page for that standard only, labeled evidence</td>
</tr>
<tr>
<td>April 18, 2013</td>
<td>Submit the 4th Competency Coversheet with labeled evidence RUBRIC, Competency Coversheet, Form B Page for that standard only, labeled evidence</td>
</tr>
<tr>
<td>May 2, 2013</td>
<td>Submit the 5th Competency Coversheet with labeled evidence RUBRIC, Competency Coversheet, Form B Page for that standard only, labeled evidence</td>
</tr>
<tr>
<td>Posted No Later Than May 9, 2013</td>
<td>DUE: Form D: Self-Evaluation DUE: Form E: Evaluation by Mentor</td>
</tr>
</tbody>
</table>
# Rubric for Competency Coversheet

Attach this rubric to each set of documentation—One per standard

Your Name: __________________________ Standard: 1 2 3 4 5 6

<table>
<thead>
<tr>
<th>Standard</th>
<th>Exemplary – A</th>
<th>Expected – B</th>
<th>Misses the Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Very professional; directions followed; effectively organized; easily understood</td>
<td>OK; directions followed, organized, understood</td>
<td>Not organized well or directions not followed, or not understood</td>
</tr>
<tr>
<td>Organization of Documentation</td>
<td>Documentation is well organized and easy to understand;</td>
<td>Is organized and clearly related to the standard</td>
<td>Is of low quality or not clearly related to the standard</td>
</tr>
<tr>
<td>Labeled</td>
<td>All documentation is labeled by standard &amp; activity (1.1 = Standard 1, Activity 1)</td>
<td></td>
<td>Not labeled</td>
</tr>
<tr>
<td>Writing</td>
<td>Meets graduate level standards; no gross (major) errors in grammar, spelling, or other conventions</td>
<td>One or two minor errors; no gross errors</td>
<td>Three or more errors and/or gross errors</td>
</tr>
<tr>
<td>Connection</td>
<td>Each activity is connected to the standard; the connection is clearly articulated</td>
<td>Each activity is connected to the standard; minimal articulation</td>
<td>Connection is not clear</td>
</tr>
<tr>
<td>Evidence</td>
<td>Evidence clearly documents the significance of the activity, as well as the candidate’s participation</td>
<td>Evidence is matched to standard/activity; evidence is appropriate</td>
<td>Evidence does not clearly document relevance and/or participation</td>
</tr>
<tr>
<td>Competency Coversheet</td>
<td>All sections completed; Easy to read; Form “stands alone” Form B page included</td>
<td>All sections completed, can be read with some ease, and Form B page present</td>
<td>All section not complete, or it is difficult to read, or Form B page is missing</td>
</tr>
<tr>
<td>Type of Documentation</td>
<td>Wide array of high quality documentation presented Shadowing (at least three across all six standards)</td>
<td>Sufficient documentation</td>
<td>Limited documentation or sloppy documentation</td>
</tr>
<tr>
<td>Use of course assignments</td>
<td>Only used as part of the documentation and has instructor’s high evaluation Must include scoring rubric and/or instructor’s grade</td>
<td>Used with other documentation; shows instructor’s evaluation of at least B work</td>
<td>Used as the only documentation; does not show evaluation, no rubric, or has a low evaluation</td>
</tr>
<tr>
<td>Mentor signature</td>
<td>Signed and dated</td>
<td></td>
<td>Not signed and/or dated</td>
</tr>
<tr>
<td>Rubric</td>
<td>This Rubric is attached.</td>
<td></td>
<td>Rubric not attached.</td>
</tr>
</tbody>
</table>

**NOTE:** Activities were conducted at a variety of school levels and/or settings; this need only be met on one or more standards

**Notes and grade:**
Competency Coversheet
Each standard requires a separate Competency Coversheet. Attach a single page, if needed, to complete this documentation

Student's name_________________________ ID #__________-__________-__________

Email ____________________@______________________________

Cohort started: FALL 2011, Cohort location: Fullerton JUHSD, Cohort night: Thursday

STANDARD # and narrative for that standard

Number and title each activity and write a concise description of how that activity meets the requirements of the standard. Refer to the goals (identified by letters) as necessary to support your competency. In addition

• Describe the setting (organizational level and ethnic, language, economic, or disability diversity).
• Evidence – Describe exactly your documentation/evidence of meeting the standard.

Attachments: Attach and label the evidence, as well as any relevant pages from Form B including mentor initials

SETTINGS:
Activity 1:
Activity 1 Evidence:
Activity 2:
Activity 2 Evidence:
Activity 3:
Activity 3 Evidence:
Activity 4:
Activity 4 Evidence:

Mentor Support of the work:
"This evidence is representative of the work of the student I am mentoring."

Mentor's Signature: _____________________________ Date ____________

Rating by EDAD567 instructor:
This work is: _____exemplary, _____good, _____revise/resubmit

Signature of cohort leader: _____________________________ Date ____________
Instructor: Pamela Houston, Ed.D.
Office Phone Number: (657) 278-7320  Cell Phone Number: (562) 619-0582
Office Room Number: CP 520-5  Department Fax: 657-278-3110
Office Hours: Wed. 1:00-3:30; Thurs. 1:00-2:00 (CP520-5), 3:00-4:00 (FJUHSD); and by appointment
Email: phouston@fullerton.edu

Course Description
Individual research on a graduate project, with conferences with a faculty advisor, culminating in a project. Prerequisite: EDAD 510

Education Unit Conceptual Framework

A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
a) demonstrate strong foundation in subject matter or field of study
b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
c) demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
a) promote diversity
b) make informed decisions
c) engage in collaborative endeavors
d) think critically

Outcome 3: Committed and Caring Professionals
a) become change agents
b) maintain professional and ethical standards
c) become life-long learners
Department of Educational Leadership Mission

Our mission is to prepare school leaders who demonstrate strategic, instructional, organizational, political and community leadership; and to provide the community a source of scholarship and assistance in interpretation and application of scholarship.

Goals

The goals of the department are to prepare educational leaders who demonstrate a wide array of knowledge, skills, attributes and commitment.

Strategic Leadership - Leadership requires the ability to develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals and act ethically for educational communities.

A school administrator is an educational leader who promotes 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. ii

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity. ii

Instructional Leadership - Leadership requires the ability to design appropriate curricula and instructional programs to develop learner centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction.i

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instruction program conducive to student learning and staff professional growth.ii

Organizational Leadership - Leadership requires the ability to understand, initiate and/or improve the organization, implement operational plans, manage financial resources, and apply effective management processes and procedures.i

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.ii

Political Leadership - Leadership requires the ability to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to understand and act professionally regarding the ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand. i

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Community Leadership - Leaders must collaborate with parents and community members; work with community agencies, foundations, and the private sector; respond to community interests and needs in performing administrative responsibilities; develop effective staff communications and public relations programs; and act as mediators for the various groups and individuals who are part of the school community.

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. ii

Education leaders for 21st century must demonstrate:

- commitment to high standards;
- strong ethical values;
- credible instructional leadership;
- understanding of social and political trends and changing role of education in our society;
- problem solving ability and skills necessary to promote and adapt to change and use of collaboration to build a shared vision for schools;
- capacity to collaborate effectively with a wide range of non-school agencies and community organizations which can help schools achieve their mission;
- commitment to lifelong learning which empowers students, staff, and themselves.

We believe that:

- every child must achieve academic success in school.
- every school must educate for American democracy that values the norms and practices of diverse groups and at the same time celebrates shared community values.
- school leaders must be reflective practitioners.
- knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives that enable students to connect their education to their experiences.

i NCATE-Approved Curriculum Guidelines for Advance Program in Educational Leadership 1995
ii California Professional Standards for Educational Leaders 2001
Professional Standards and Student Learning Goals

The California Professional Standards for Educational Leaders (CPSELS) frame all of the course activities. Link: [http://www.acsa.org/MainMenuCategories/ProfessionalLearning/Promising Practices/CPSELS/CPSELSheet.aspx](http://www.acsa.org/MainMenuCategories/ProfessionalLearning/PromisingPractices/CPSELS/CPSELSheet.aspx)

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a **vision of learning** that is shared and supported by all stakeholders.
2. **Advocating, nurturing, and sustaining a school culture and instructional program** conducive to student learning and staff professional growth.
3. Ensuring **management** of the organization, operation, and resources **for a safe, efficient, and effective learning environment**.
4. **Collaborating with faculty and community members**, responding to **diverse community interests and needs**, and mobilizing community resources.
5. Acting with **integrity, fairness and in an ethical manner**.
6. **Understanding, responding to, and influencing** the **political, social, economic, legal, and cultural context**

STUDENT LEARNING GOALS

**SLG1:** Each candidate will understand and be able to define empirical research.

**SLG2:** Each candidate will know and be able to apply APA rules to documents

**SLG3:** Each candidate will understand the overall completion of a master’s project

**SLG4:** Each candidate will begin the process of becoming a reflective practitioner and, from an administrative perspective, identify a problem or issue of practice that can be researched and explored using educational research methods. **Problem of Practice Essay**

**SLG5:** Each candidate will read and evaluate research literature and develop a rationale related to their study purpose. Students will use this process to critically assess the value of related research in helping them develop

**PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES**

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. [Disposition Statement for Students](#).
REQUIRED TEXTS


Note: These texts are also required in EDAD510, Introduction to Educational Research, scheduled for Spring 2013.

GRADING
The Educational Leadership Department and the professional educational community expect high quality performance from graduate students. Grading in this course will be based on the completion of the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Exploratory Interviews</td>
<td>15%</td>
</tr>
<tr>
<td>Working Bibliography</td>
<td>15%</td>
</tr>
<tr>
<td>Annotations</td>
<td>20%</td>
</tr>
<tr>
<td>Problem of Practice Essay</td>
<td>35%</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
</tbody>
</table>

Grading Scale

A+ = 98 – 100
A   = 93 – 97
A-  = 90 – 92
B+ = 87 – 89
B   = 83 – 86
B-  = 80 – 82
C+ = 77 – 79
C   = 73 – 76
C-  = 70 – 72
D = 0 – 69

MISSED EXAMS AND LATE ASSIGNMENTS
There are no examinations for this course. With the exception of extenuating circumstances, late individual assignments will only be accepted one week after the due date; the grade earned will be lowered by one whole letter grade (A- will become B-). Please inform the instructor of any extenuating circumstances as soon as possible.

THERE IS NO EXTRA CREDIT AVAILABLE FOR THIS COURSE.

RECOMMENDED HARDWARE AND SOFTWARE REQUIREMENTS
To fully participate in this course you will need a computer system capable of color, sound, and video with an operating system installed after 2000; a monitor capable of displaying information at least 800 x 600 pixels; high speed internet connection; CSUF email account; plug ins (Adobe PDF, Real Player, Flash); and Microsoft Office 2007 or higher (Word, PowerPoint, Excel).

TECHNICAL SUPPORT
Technical support for all CSUF students is delivered by the Information Technology Help Desk at (657) 278-7777.
TECHNOLOGY SKILLS

<table>
<thead>
<tr>
<th>Technology Skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>e-Mail</strong></td>
<td>Students are required to use the CSUF electronic mail system. It is expected that you know how to send and receive email, as well as send and receive attachments. All e-mails from your course instructor will be sent to your CSUF email address—not to your private e-mail address. Your CSUF email address is: <a href="mailto:student@csu.fullerton.edu">student@csu.fullerton.edu</a>. You will automatically receive a CSUF student e-mail account when you enroll at the university and are responsible for checking your student e-mail account regularly—at a minimum, every two or three days is recommended. All official e-mails and notifications from the university are sent to this address as well.</td>
</tr>
<tr>
<td><strong>World Wide Web</strong></td>
<td>Proficiency in accessing the World Wide Web is necessary to access external web links.</td>
</tr>
<tr>
<td><strong>Word Processing</strong></td>
<td>Students are expected to have a thorough knowledge of word processing including how to create MSWord documents; students are also expected to be proficient in using spelling and grammar reviews.</td>
</tr>
<tr>
<td><strong>Scanning</strong></td>
<td>Students are often required to scan documents, particularly those with signatures. Therefore, students need to have access to a scanner to attach certain documents to emails and/or online submissions.</td>
</tr>
<tr>
<td><strong>TITANium</strong></td>
<td>TITANium is the CSUF Web-based Learning Management System that allows instructors to provide course documents and resources to students. Students access TITANium by logging into the CSUF portal and clicking on the TITANium link.</td>
</tr>
</tbody>
</table>

PLANNED ASSIGNMENTS
1.) Summary of Exploratory Interviews (15%)

Students will informally interview three educators at their site. If students are not currently working in an educational setting, they may identify and interview educators at a site(s) of their choice. In order to get a diverse perspective, the interviewees should include:
1. One administrator—preferably your mentor
2. One teacher colleague with teaching experience similar to yours (same dept./grade span)
3. One teacher colleague with teaching experience different than yours

Purpose of the interviews: To explore what three different educators perceive as issues of concern in their classroom, at their site, or in the larger educational environment. In other words, what could be better or is need of improvement? What, if we understood it better, would improve teaching and learning? This is NOT an invitation to gripe or whine. This assignment is in support of continuous improvement. Focus on areas that can be influenced locally (i.e., not the budget crisis).

Some circumstances clearly affect teaching and learning over which local leaders have little control. An example would be the California State budget. For this assignment, focus on that which can be affected at a local level. In educational research, these issues are called “problems.” A problem is a discrepancy between “what is and what should be.”

Conducting the interviews: Explain to the interviewees that you are in a graduate program and need to identify a topic for your master’s project. Over the next two years you will develop your expertise regarding this topic and collect local information (data) about the issue; you need their help. THIS IS AN INFORMAL PROCESS, an exploration.
Divide your summary into three parts, each with a separate subheading shown below:

Part I: Setting—Describe the local setting. Develop a chart that provides the school size, grade levels, demographics (ethnicity, language proficiency, socio-economic status or percentage of students on free/reduced lunch, students with special needs), number of teachers, number of administrators, and number of classified staff. Explain your role in this setting. Include other information that provides important background: PI status; budget impact (furloughs, reduction in staff). Do not to exceed ½ page.

Part II: Interviews: In separate sections introduce the interviewees, their roles, and years at the current site. List the issues and concerns that emerge from your interviews, and in one or two sentences, describe the concerns. Do not to exceed 1 page.

Part III: Discussion: Explain what you learned. Were there any surprises? Did the interviews help you identify a topic for your project? Do not to exceed ½ page.

Paper Format: The maximum length of this paper is two pages that are typed, double-spaced, using 12 point Arial font with 1” margins on all sides.

| Rubric or Summary of Exploratory Interviews |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| **Criterion:** | 13-15 Points | 12 Points | 11 Points | < 11 Points |
| **Cover Page** | Exceeds Standard | Meets Standard | Below Standard | Unacceptable |
| Includes course title, assignment title, date, your name, and name of instructor. | One or two required elements missing | No cover page or more than three required elements missing |
| **Part I: Setting** | Includes enrollment, grade span, % ethnicity, % English language proficiency, % free/reduced lunch students (SES), % special needs population, number of teachers, administrators, and non-classified employees | One or two required elements describing the setting are missing or poorly described | More than two elements are missing and/or not described. |
| **Part II: Interviews** | For each interviewee: role in school and years at current site provided; issues or concerns that emerged are clearly and succinctly described | For each interviewee: role in school and years at current site provided; issues/concerns are listed as such | For each interviewee: role in school and years at current site provided; issues or concerns not expressed | Years at school and/or role of interviewees are missing; no clarity in identifying the concerns or issues raised is evident |
| **Part III: Discussion** | What I learned, any surprises, and assistance gained in helping to identify a topic is through and clearly articulated | What I learned, any surprises, and assistance gained in helping to identify a topic is stated; discussion limited | One of the three required elements (What I learned, any surprises, and assistance gained in helping to identify a topic) is missing | Two or more of the three required elements (What I learned, any surprises, and assistance gained in helping to identify a topic) is missing |
| **Format** | Typed, doubled-spaced, 12 point Arial font, 1” margin on all sides. A cover page and rubric are included. No more than two pages. | One or two elements missing and/or exceeds two pages | Three or more required elements missing |
2.) Working Bibliography (15%)

The purpose of the Library Orientation (Sept. 12, 2012) is to build students’ skills in accessing resources through the university library. Online access is available through the CSUF portal so that students can use library resources from ‘anywhere.’

For this assignment, students will identify a minimum of 15 written sources related to their selected topic. Appropriate sources must include at least eight peer reviewed scholarly articles. The list of sources must be alphabetized by author and adhere to APA citation guidelines.

NOTE: Although eight of the sources must be peer reviewed, students are encouraged to explore “secondary” sources at the beginning of their investigation in order to get a broad view of their topic. Secondary sources can include some books and general articles about the topic. Practitioner-oriented journals can also help in the initial stages of an investigation.

<table>
<thead>
<tr>
<th>Writing (Use the COE Writing Standards Rubric)</th>
<th>13-15 Points Exceeds Standard</th>
<th>12 Points Meets Standard</th>
<th>11 Points Below Standard</th>
<th>&lt; 11 Points Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate-level standards according to the COE Writing Standards Rubric; paper is error-free.</td>
<td>One or two required elements missing</td>
<td>No cover page or more than three required elements missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate-level standards according to the COE Rubric; no more than two minor errors noted.</td>
<td>14 references are included</td>
<td>Fewer than 14 references are included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate-level standards according to the COE Rubric; several minor errors noted.</td>
<td>No “primary” or no “secondary” sources are included</td>
<td>Only practitioner-oriented or “secondary” sources are used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing problems according to COE Rubric and/or Gross grammatical errors (run-ons, fragments, subject-verb agreement)</td>
<td>A combination of “primary” and “secondary” sources are included; a few practitioner-oriented journals are also included</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>More than 15 references are included</td>
<td>15 required references are included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of sources</td>
<td>8 of the sources are from peer-reviewed journals</td>
<td>At least 7 of the sources are from peer-reviewed journals</td>
<td>Fewer than 7 of the sources are from peer-reviewed journals</td>
<td></td>
</tr>
<tr>
<td>Peer-reviewed</td>
<td>Citations and references follow APA format</td>
<td>Citations and references follow APA format but may contain minor errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA</td>
<td>Typed, double-spaced, 12 point Arial font, 1” margin on all sides. A cover page and rubric are included. No more than two pages.</td>
<td>One or two elements missing and/or exceeds two pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td>More than 8 of the sources are from peer-reviewed journals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of references</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cover Page</td>
<td>Includes course title, assignment title, date, your name, and name of instructor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working Bibliography Rubric</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
3.) Annotations (20%)

Students are expected to annotate a minimum of six (6) sources, half of which should be research-based and from peer reviewed journals. Creswell calls this process “abstracting” (pp. 36-38). Refer also to Project Guidelines 2012, pp. 39-41.

For each source, include a narrative that addresses the following (the use of an MSWord table format is acceptable):

1. Noting the problem being addressed in the article/book
2. Identifying the central purpose or theme
3. Briefly stating information about study participants (if article is based on empirical study)
4. Identifying the key findings, results, and conclusions of the article or book
5. Identifying any issues or problems of logic or methods in the article or book

<table>
<thead>
<tr>
<th>Annotated Bibliography Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion:</strong></td>
</tr>
<tr>
<td><strong>Cover Page</strong></td>
</tr>
<tr>
<td><strong>Number of references</strong></td>
</tr>
<tr>
<td><strong>Problem</strong></td>
</tr>
<tr>
<td><strong>Central purpose or theme</strong></td>
</tr>
<tr>
<td><strong>Participants</strong></td>
</tr>
<tr>
<td><strong>Findings, results, conclusions</strong></td>
</tr>
<tr>
<td><strong>Problems with method or logic</strong></td>
</tr>
<tr>
<td><strong>Format</strong></td>
</tr>
</tbody>
</table>

4.) Problem of Practice Essay (35%)

The culminating product for the first semester of the master’s project sequence is a problem of practice essay; students are required to organize their papers as described below, using the section titles as subheadings.
Background of the problem (1-3 paragraphs): Describe the setting where you will do your research and provide local information that will help the reader understand the problem.

Problem statement: (1 paragraph) Write “The problem my project will address is…….”

Rationale: (3-5 paragraphs) Explain why this topic or problem is important to you as an educator, to others at your site and to educators in general.

Literature: (3-5 paragraphs) Summarize what you have learned about this topic from reading the literature. Cite a minimum of 3 sources, using appropriate APA citations.

Conclusion/Summary (1 page) Write a brief conclusion summarizing the main parts of your essay. Identify any particular concerns or roadblocks that you anticipate as you move forward in your investigation of this issue.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>Includes course title, assignment title, date, your name, and name of instructor.</td>
<td>One or two required elements missing</td>
<td>No cover page or more than three required elements missing</td>
<td></td>
</tr>
<tr>
<td>Background of the Problem</td>
<td>Description of setting is concise and provides necessary details</td>
<td>Description of setting may be less complete or may include unnecessary details or not be clearly presented</td>
<td>There is no mention of the setting where research will occur or no information provided that enhances the reader’s understanding of the problem</td>
<td></td>
</tr>
<tr>
<td>Problem Statement</td>
<td>Clear statement of the problem well supported by the rationale; persuasive argument for the project</td>
<td>Clear statement of the problem; rationale not as persuasive as in an excellent paper</td>
<td>Statement of the problem is vague and/or the rationale is not well supported</td>
<td></td>
</tr>
<tr>
<td>Rationale</td>
<td>Clear articulation of the topic/problem and why it is important to you as an educator, to your school, and to educators in general</td>
<td>There is a clear statement of the rationale, although it is not as persuasive as in an A paper</td>
<td>Rationale is vague and/or weakly developed; although it may be stated, the rationale is not well supported</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>Selected literature clearly presented and adds to understanding of the problem</td>
<td>Selected literature relates to the problem, but connection is not as clearly expressed</td>
<td>Selected literature relates to the problem but the relevance is unclear</td>
<td>Fewer than three citations and/or selected literature is irrelevant</td>
</tr>
<tr>
<td>Conclusion/Summary</td>
<td>Author wraps up the major points effectively</td>
<td>Author summarizes the major points</td>
<td>Author misses major points in the paper</td>
<td></td>
</tr>
</tbody>
</table>
Reference Page (APA) | Citations and references follow APA format | Citations and references follow APA format but may contain minor errors | Citations and references incomplete or contain significant errors
--- | --- | --- | ---
**Format** | Typed, doubled-spaced, 12 point Arial font, 1” margin on all sides. A cover page and rubric are included. No more than five pages. | One or two elements missing and/or exceeds five pages | Three or more required elements missing

5.) **Class Participation (15%)**

Students learn from each other and construct meaning, in part, by engaging in structured and impromptu discussions with peers. Therefore small and whole group discussions and activities will occur regularly in class meetings and students are expected to fully engage in them.

Additionally, students are encouraged to foster an environment conducive to learning by respecting one another, welcoming disagreement and explanations, asking clarifying questions, and adhering to class norms.

Regular attendance is also a course expectation. In the event of an unavoidable conflict with class students remain responsible for any work or information missed and are advised to identify a class “buddy” who will pick up course materials etc.

Lack of participation and poor attendance will have a negative impact on your grade.

**ASSIGNMENT AUTHENTIFICATION AND SUBMISSION**
The instructor will authenticate student work via the use of multiple assessments for this course. Assignments are to be submitted via hard copy in class as well as electronically, via email to the instructor at phouston@fullerton.edu

**Students with Special Needs:** Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000 [www.fullerton.edu/disabledservices/

**Dishonesty Policy:** Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, [Academic Senate UPS Document 300.021](http://emergencypreparedness.fullerton.edu/).  

**Attendance Policy in an Online Course.** Attendance in an online course is evaluated in accordance with the student’s active participation in forums as described in the assignments section and the forum participation rubric.  

**In the event of emergency,** contact the University Police at 657-278-3333.
## Course Schedule

**EDAD 597: Project Cohort 02 – Fall 2012**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic(s)</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Sept. 12</td>
<td>Syllabus; Overview; Philosophy Behind the Master’s Project; Formatting; Writing Requirements&lt;br&gt;• Project Guidelines pp. 4-12&lt;br&gt;Writing for the Behavioral and Social Sciences&lt;br&gt;• APA Publication Manual pp. 9-20&lt;br&gt;Library Orientation (7:00-8:30 p.m.)</td>
<td></td>
</tr>
<tr>
<td>4 Sept. 19</td>
<td>Goals, Activities, &amp; Products by Semester&lt;br&gt;Read Project Guidelines pp. 13-19&lt;br&gt;Q &amp; A About the Master’s Project&lt;br&gt;Read Project Guidelines pp. 27-29</td>
<td></td>
</tr>
<tr>
<td>5 Sept. 26</td>
<td>What is a Research Problem?&lt;br&gt;Read Creswell text: Ch. 1 The Three Types of Designs pp. 3-4; Research Methods pp. 15-16; The Research Problem pp. 18-19</td>
<td></td>
</tr>
<tr>
<td>6 Oct. 3</td>
<td>Problem of Practice; School Leader as Researcher; The Research Literature&lt;br&gt;Read Project Guidelines pp. 31-38</td>
<td></td>
</tr>
<tr>
<td>8 Oct. 10</td>
<td>Annotations that work &amp; APA References&lt;br&gt;Read Creswell Chapter 5 The Introduction pp. 97 – 109; Chapter 2 pp. 36-38; The Annotated Bibliography&lt;br&gt;Read Project Guidelines 2011, pp. 39-41</td>
<td>Summary of Exploratory Interviews</td>
</tr>
<tr>
<td>9 Oct. 17</td>
<td>Moving From Problem to Purpose&lt;br&gt;Read Creswell Ch. 5 The Purpose Statement pp. 111-125</td>
<td></td>
</tr>
<tr>
<td>10 Online&lt;br&gt;Oct. 28- Nov. 3</td>
<td>See TITANium&lt;br&gt;Problem, Purpose, Participants&lt;br&gt;Read Creswell Chapter 5 The Purpose Statement pp. 111-125</td>
<td>Annotations</td>
</tr>
<tr>
<td>11 Nov. 7</td>
<td>Reference Examples&lt;br&gt;APA Manual pp. 193-224</td>
<td></td>
</tr>
<tr>
<td>12 Nov. 14</td>
<td>Writing the Problem Statement</td>
<td>Working Bibliography</td>
</tr>
<tr>
<td>13 Nov. 28</td>
<td>Reducing Bias&lt;br&gt;APA Manual pp. 70-76</td>
<td></td>
</tr>
<tr>
<td>14 Dec. 5</td>
<td>Individual Meetings</td>
<td></td>
</tr>
<tr>
<td>15 Dec. 12</td>
<td>Individual Meetings</td>
<td>Problem of Practice Essay</td>
</tr>
</tbody>
</table>
## COE Writing Standards Rubric

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Logic &amp; Organization</strong></td>
<td>develops ideas cogently, organizes them logically within ¶'s, connects them with effective transitions; clear and logically consistent organization relating all ideas together</td>
<td>develops ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas may seem illogical and/or unrelated</td>
<td>does not develop ideas cogently, organize them logically within paragraphs or connect them with clear transitions; uneven or ineffective overall organization</td>
<td>does not develop ideas cogently, organize them logically within ¶'s, connects them with effective transitions; clear and logically consistent organization relating all ideas together</td>
<td>does not develop ideas cogently, organize them logically within paragraphs or connect them with clear transitions; uneven or ineffective overall organization</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>ample, relevant, concrete evidence and persuasive support for every debatable assertion; uses multiple, reliable sources which are assessed critically; maintains own voice</td>
<td>relevant, concrete evidence and persuasive support for most debatable assertions; uses multiple or reliable sources which are not always assessed critically</td>
<td>merely adequate evidence and support for most assertions; uses single or multiple sources, which may be unreliable and used uncritically</td>
<td>weak evidence and persuasive support; uses limited source(s), and/or relies predominantly on sweeping generalizations, narration, description, or summary</td>
<td>little or no evidence or support connected to essay's topic or claim, relies solely on author's experiences, questionable sources; outside the genre of academic prose</td>
</tr>
<tr>
<td><strong>Citations (if applicable)</strong></td>
<td>Research support quoted, paraphrased, and cited, and well-integrated into prose</td>
<td>researched support correctly quoted, cited, and paraphrased</td>
<td>researched support adequately quoted, cited, and paraphrased</td>
<td>researched support incorrectly quoted, cited, and paraphrased</td>
<td>researched support incorrectly quoted, cited, and paraphrased</td>
</tr>
<tr>
<td><strong>Control of Language</strong></td>
<td>exact control of language, including effective word choice and sentence variety; superior facility with the conventions of standard written English</td>
<td>clear and effective control of language, including word choice and sentence variety; competence with the conventions of standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; minor errors in standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; major errors in standard written English impeding understanding</td>
<td>poor control of language, includes problems with word choice and sentence structure; frequent errors in standard written English</td>
</tr>
<tr>
<td><strong>Presentation Quality</strong></td>
<td>Looks sharp! Very professional!</td>
<td>attractive, quality presentation</td>
<td>neat, no problems</td>
<td>some problems with appearance</td>
<td>very poor quality, shows little pride in the presentation of the work</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>sophisticated and complex</td>
<td>shows understanding of interrelationship, thoughtful</td>
<td>show a grasp of course content</td>
<td>presents only facts, parrots textbook, logical fallacies</td>
<td>no analysis</td>
</tr>
</tbody>
</table>
EDAD Candidate Inventory

Candidate Inventory of Personal Leadership Competency - Copy

Q34 Candidate Inventory of Personal Leadership Competency

Q32 Write your first and last name below

Q28 Write your CWID number

Q29 Please identify your cohort number below.

- Cohort 2, CSUF (1)
- Cohort 85, CAPO (2)
- Cohort 82, Irvine (3)
- Cohort 5, FUHSD (4)
Q35 The purpose of this questionnaire is to provide baseline information regarding your current level of experience and knowledge relative to the standards for educational leaders (CPSELS) adopted by the California Teachers Credentialing Commission (CTCC). This baseline data will be used by you and your instructor and mentor to plan fieldwork experiences that will expand your experiences across all of the standards, but specifically in the areas where you have the least experience and knowledge. At the end of the CSUF credential program, you will have an opportunity to take this survey again. There are approximately 55 items. Take your time and consider each item carefully.
Q36 Please respond to the following general demographic questions. Responses will allow the Department of Educational Leadership to describe the participants in this survey.

Q37 Please use the drop down menu to identify the organizational level of your current assignment.

- Pre K (1)
- Elementary (2)
- Middle School (3)
- High School (4)
- District Office (5)
- Multiple Sites (6)
- Other (7)

Q40 Years of experience as an educator (EXCLUDING the current year).

- Less than 5 years (1)
- 5 - 9 years (2)
- 10 or more (3)

Q39 Gender

- Male (1)
- Female (2)

Q41 Each of the six California Professional Educational Leadership standards (CPSELS) has been operationalized by providing a series of realistic administrative tasks and responsibilities related to the standard. Read each item and respond frankly and honestly. This is NOT A TEST. You will respond to each item twice. One response relates to your level experience regarding the described leadership activity; the other response indicates your level of knowledge. It is quite possible for someone to have knowledge in an area but not actual on-the-job experience. Each dimension, therefore, should be considered separately. The 4-point scale 4 (HIGH) to 1 (LOW). A "4" indicates that you have a high
level of knowledge and/or experience relative to the item; a "1" indicates little or know experience
and/or knowledge. Responses of 2 indicate minimal knowledge or experience, while a 3 indicates
considerable knowledge and experience but room for growth. Take your time.

Q7 Standard 1 Development, articulation, implementation, and stewardship of a vision of learning
that is shared and supported by all stakeholders.

Q6 I am prepared to....

<table>
<thead>
<tr>
<th>Explain how vision and mission affect learning (1)</th>
<th>Level of Experience</th>
<th>Level of knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>High 4 (1)</td>
<td>1 Low (4)</td>
<td>1 Low (4)</td>
</tr>
<tr>
<td>3 (2)</td>
<td>2 (3)</td>
<td>3 (2)</td>
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<tr>
<td>2 (3)</td>
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<td>2 (3)</td>
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<tr>
<td>1 Low (4)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboratively develop and implement a shared vision and mission (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High 4 (1)</td>
</tr>
<tr>
<td>3 (2)</td>
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<tr>
<td>2 (3)</td>
</tr>
<tr>
<td>1 Low (4)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Collect and use data to identify goals and assess effectiveness (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High 4 (1)</td>
</tr>
<tr>
<td>3 (2)</td>
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<tr>
<td>2 (3)</td>
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<tr>
<td>1 Low (4)</td>
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<table>
<thead>
<tr>
<th>Create a local plan to achieve goals (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High 4 (1)</td>
</tr>
<tr>
<td>3 (2)</td>
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<tr>
<td>2 (3)</td>
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<tr>
<td>1 Low (4)</td>
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</tbody>
</table>

If Level of Experience - High 4 Is Selected, Then Skip To Scenario: Your principal asks you to ...

If Level of Experience - High 4 Is Selected, Then Skip To Scenario: Your principal asks you to ...
Q5 Scenario: Your principal asks you to ....

<table>
<thead>
<tr>
<th>Present the school vision and mission to a parent group (1)</th>
<th>Level of Experience</th>
<th></th>
<th></th>
<th></th>
<th>Level of Knowledge</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High 4 (1)</td>
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<td>High 4 (1)</td>
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<tr>
<td>Convene a group of teachers to evaluate progress toward the school vision (2)</td>
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<td>High 4 (1)</td>
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<td>High 4 (1)</td>
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<tr>
<td>Develop a survey to determine teacher buy in to the vision (3)</td>
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<td>High 4 (1)</td>
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<td>High 4 (1)</td>
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<tr>
<td>Access and analyze at least three years of state student achievement data per student subgroup (4)</td>
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<td>High 4 (1)</td>
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<td>High 4 (1)</td>
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<tr>
<td>Evaluate the effectiveness of the reading (or math) intervention program (5)</td>
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<td>High 4 (1)</td>
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<td>High 4 (1)</td>
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</table>
Q10 Standard 2 Promoting the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Q11 I am prepared to

<table>
<thead>
<tr>
<th></th>
<th>Level of Experience</th>
<th>Level of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articulate the components of a positive school culture</strong> and instructional program (1)</td>
<td>High 4 (1)</td>
<td>High 4 (1)</td>
</tr>
<tr>
<td><strong>Assess the rigor and coherence of the curricular program at my school</strong> (2)</td>
<td>3 (2)</td>
<td>3 (2)</td>
</tr>
<tr>
<td><strong>Monitor the differentiation of classroom instruction for linguistically diverse students</strong> (3)</td>
<td>2 (3)</td>
<td>2 (3)</td>
</tr>
<tr>
<td><strong>Evaluate the impact of the instructional program at my site among students with disabilities</strong> (4)</td>
<td>1 Low (4)</td>
<td>1 Low (4)</td>
</tr>
<tr>
<td><strong>Facilitate an IEP meeting for a learning handicapped student</strong> (5)</td>
<td></td>
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</tr>
</tbody>
</table>
### Q13 Scenario: Your principal asks you to ....

<table>
<thead>
<tr>
<th>Task</th>
<th>Level of Experience</th>
<th>Level of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and deliver an inservice program on creating a motivating learning environment for students (1)</td>
<td>High 4 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 (2)</td>
</tr>
<tr>
<td></td>
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<td>2 (3)</td>
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<tr>
<td></td>
<td></td>
<td>1 Low (4)</td>
</tr>
<tr>
<td>Develop an induction plan for new teachers (2)</td>
<td></td>
<td>3 (2)</td>
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<td></td>
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<td>2 (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Low (4)</td>
</tr>
<tr>
<td>Develop recommendations for a daily calendar that will maximize instructional time but stay within contractual guidelines (3)</td>
<td></td>
<td>3 (2)</td>
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<td>2 (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Low (4)</td>
</tr>
<tr>
<td>Design a protocol for the collaborative analysis of benchmark data (4)</td>
<td></td>
<td>3 (2)</td>
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<tr>
<td></td>
<td></td>
<td>2 (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Low (4)</td>
</tr>
<tr>
<td>Facilitate a task force charged with designing a &quot;pyramid of interventions&quot; (5)</td>
<td></td>
<td>3 (2)</td>
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<td></td>
<td></td>
<td>2 (3)</td>
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<tr>
<td></td>
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<td>1 Low (4)</td>
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</tbody>
</table>

### Q15 Standard 3 Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment
Q16 I am prepared to

<table>
<thead>
<tr>
<th></th>
<th>Level of Experience</th>
<th>Level of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the management systems on my campus (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocated for increased resources (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement the teacher evaluation process in my district (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluated the impact of the instructional program at my site (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the components of a motivating learning environment for students (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervise non-instructional staff (6)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- High 4 (1)
- 3 (2)
- 2 (3)
- 1 Low (4)
Q17  Scenario:  Your principal asks you to ...

<table>
<thead>
<tr>
<th>Facilitate the school safety task force (1)</th>
<th>Level of Experience</th>
<th>Level of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High 4 (1)</td>
<td>High 4 (1)</td>
</tr>
<tr>
<td></td>
<td>3 (2)</td>
<td>3 (2)</td>
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<tr>
<td></td>
<td>2 (3)</td>
<td>2 (3)</td>
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<tr>
<td></td>
<td>1 Low (4)</td>
<td>1 Low (4)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Develop recommendations for improving student attendance (2)</th>
</tr>
</thead>
<tbody>
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<tr>
<td></td>
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<td></td>
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<table>
<thead>
<tr>
<th>Assess the performance of the entire staff during the next emergency drill (3)</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify ways to increase opportunities for school leadership (4)</th>
</tr>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lead the staff in development of a priority-based budget (5)</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Click to write Statement 6 (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Q19  Standard 4  Promoting the success of every student by collaborating with faculty and community members, responding to diverse* community interests and needs, and mobilizing community resources.
Q20 I am prepared to....

| Plan and deliver a presentation that involves technological application to share summative and formative data (1) | Level of Knowledge | Level of Experience |
|---|---|---|---|---|
| | High 4 (1) | 3 (2) | 2 (3) | 1 Low (4) | High 4 (1) | 3 (2) | 2 (3) | 1 Low (4) |
| | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Develop and disseminate a community newsletter to diverse* parent and community groups, agencies and businesses (2) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Work with diverse* family and community groups (3) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Conduct a faculty meeting, grade level or subject/department level meeting (4) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
Q12 Scenario: Your Principal asks you to ....

<table>
<thead>
<tr>
<th></th>
<th>Level of Experience</th>
<th>Level of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an inventory of community resources to be shared with your diverse parent and community groups (1)</td>
<td>High 4 (1) 262</td>
<td>1 Low (4) 262</td>
</tr>
<tr>
<td>Conduct a parent meeting in which you share the results of a survey conducted to ascertain interests and needs of each diverse* group represented (2)</td>
<td>3 (2) 262</td>
<td>3 (2) 262</td>
</tr>
<tr>
<td>Address a pertinent educational issue in a collaborative setting (e.g., inquiry group) (3)</td>
<td>2 (3) 262</td>
<td>2 (3) 262</td>
</tr>
<tr>
<td>Facilitate a task force of a variety of parents, civic, political, religious,</td>
<td>1 Low (4) 262</td>
<td>1 Low (4) 262</td>
</tr>
</tbody>
</table>
and business
groups to
solve a
problem (4)

Sponsor a
series of
meetings
with diverse
groups of
parents and
community
members to
discuss
issues of
respect,
fairness, and
"comfort
level" for
parents and
the school
(5)

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Q24   Standard 5  Promoting the success of every student by acting with integrity, fairness, and in an ethical manner.
Q25 I am prepared to ....

<table>
<thead>
<tr>
<th></th>
<th>Level or Experience</th>
<th>Level of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in the observation and evaluation of substitute teachers (1)</td>
<td>High 4 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 (2)</td>
<td>2 (3)</td>
</tr>
<tr>
<td>Participate in the negotiation of the teachers contract on instructional issues (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze an employee grievance relative to an instructional issue (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare an &quot;estimated enrollment&quot; report (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assume responsibility for the supervision of the student-body funds. (5)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q26 Scenario: Your principal asks you to ....

<table>
<thead>
<tr>
<th>Plan and conduct all steps of the clinical supervision model for instructional supervision (1)</th>
<th>Level of Experience</th>
<th>Level of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High 4 (1)</td>
<td>High 4 (1)</td>
</tr>
<tr>
<td></td>
<td>3 (2)</td>
<td>3 (2)</td>
</tr>
<tr>
<td></td>
<td>2 (3)</td>
<td>2 (3)</td>
</tr>
<tr>
<td></td>
<td>1 Low (4)</td>
<td>1 Low (4)</td>
</tr>
<tr>
<td>Develop a local induction plan for the support of new teachers (2)</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
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<tr>
<td></td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Research an instructional topic in California Ed Code (3)</td>
<td>○</td>
<td>○</td>
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<tr>
<td></td>
<td>○</td>
<td>○</td>
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<tr>
<td></td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Assist in planning a character education program for students (4)</td>
<td>○</td>
<td>○</td>
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<tr>
<td></td>
<td>○</td>
<td>○</td>
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<tr>
<td></td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Research and present the contents of the Family Educational Rights and Privacy Act to faculty, staff, and parents (5)</td>
<td>○</td>
<td>○</td>
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<tr>
<td></td>
<td>○</td>
<td>○</td>
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<tr>
<td></td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Click to write</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Statement 6 (6)

Q28 Standard 6 Promoting the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

Q29 I am prepared to ....

<table>
<thead>
<tr>
<th>Access CDE data bases for state and federal accountability reports (1)</th>
<th>Level of Experience</th>
<th>Level of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High 4 (1)</td>
<td>3 (2)</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Critique and educational policy (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Locate library and web resources to access current and reliable research (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Recognize the political, social, and cultural contexts surrounding educational research and their influence on how research is interpreted (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Q30 Scenario: Your principal asks you to ....

<table>
<thead>
<tr>
<th>Level of Experience</th>
<th>Level of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>High 4 (1)</td>
<td>High 4 (1)</td>
</tr>
<tr>
<td>3 (2)</td>
<td>3 (2)</td>
</tr>
<tr>
<td>2 (3)</td>
<td>2 (3)</td>
</tr>
<tr>
<td>1 Low (4)</td>
<td>1 Low (4)</td>
</tr>
</tbody>
</table>

Participate in at least one task force of committee at the district of state level (1)

Participate and/or hold an office in a professional organization (2)

Write a memo to a Board member or district Superintendent (with approval from your immediate supervisor) to gain support for an educational program (3)

Attend a City Council, Local or State Board of Education, or Chamber of Commerce meeting to present a school issue (4)

Interview local and state politicians to understand their positions and seek support for the
improvement of teaching and learning in your school or district (5)

Q43 Click the Arrow button when you have completed the items.
EDAD District Notification Approval

Notice to District Superintendent of Applicant
Master of Science and Preliminary Administrative Credential Program

The Department of Educational Leadership at California State University, Fullerton, works collaboratively with school districts in training future school administrators. The candidate listed below is applying for admission to our credential program and will be seeking letters of reference from three professional leaders. One reference must be from a district level administrator and one from a building level administrator. Please sign this form indicating that you are aware that this person is applying to our program. We seek to place candidates in exemplary, well-managed schools for their fieldwork experience. This individual will require the assistance of a mentor who is an administrator in your district. It is CSUF’s goal that working collaboratively we can select excellent mentor administrators to work with our students. A student who is also earning a Master of Science degree will be doing a district-approved research project based in the district. Use of existing testing data and survey research are common types of data collection methods. The research will be approved by the department as a class activity. Details of the fieldwork plan and the research project also require district approval. If you have any concerns about this arrangement please contact the Department at (657) 278-4023.

Candidate completes this section:

Name of Applicant to a credential program: __________________________
________________________ First name Last name

Site of work assignment:

Program for which candidate is applying:

- Preliminary Administrative Credential
- M.S. Degree and Preliminary Administrative Credential

First semester for which applying, fill in year

- Fall _______ Spring _______

Superintendent completes this section:

The above named candidate may conduct fieldwork and a research project pending district approval as a part of the Educational Leadership program at CSUF. The district agrees to have one of its administrators act as a mentor for this individual.

Concerns, if any:

__________________________________________

__________________________________________

__________________________________________
CSUF Educational Leadership Program Assessment 2013

________________________________________________

___ Signature                                        Date

________________________________________________

(____)_________________________ Print name

___ Address

Please return this form to the candidate who must include it in their application.
District Responsibilities for Fieldwork

For fieldwork to be successful, the selection of a mentor and the site placement for the fieldwork are critically important. The superintendent provides the confirmation that this requirement will be met when the “Notice to District Superintendent of Application” form is signed for the Applicant Portfolio in the admission process. At California State University, Fullerton, students do fieldwork during all the semesters they are enrolled in the program.

Resources the District Provides

- Time for the mentor-administrator to work with the future administrator.
- Some class coverage to allow time for meetings and for fieldwork activities such as visits to other sites or the district office for fieldwork activities such as shadowing an administrator for a day.
- Help for the mentor and the student in arranging fieldwork activities at sites with diverse student populations and at a variety of school levels and settings.

Mentor Qualifications

The mentor must be certified, experienced in school administration, and qualified in supervision. A master's degree in educational administration is preferred.

Mentor Responsibilities

A single administrator should be identified as the mentor and assumes overall responsibility for the entire semester. The mentor's work entails the following:

1. Helping to create a support system for candidates for the administrative credential;
2. Planning the fieldwork activities in collaboration with the candidate;
3. Conferring with the candidate on a regular basis with respect to expectations, advice, and assessment of the candidate's work. Mentoring should reflect the candidate's changing needs as s/he progresses through the program;
4. Assuring that the planned fieldwork activities are balanced to provide (a) an awareness of a full range of administrative responsibilities, (b) both site level and district level functions, (c) experiences with diverse populations, and (d) experience at more than one school level (e.g. primary, upper grades, middle/junior high, high school, adult school);
5. Verifying that the candidate has completed the activities;
6. Evaluating the effectiveness with which the field experiences were accomplished;

The candidate, to the extent that qualifications permit, should actually play the role of assistant administrator in the areas assigned and contribute to better instruction, personnel administration, community relations, business services, or other school functions.

It is true that mentoring of a candidate seeking such experience will take some time, but it is also true that the candidate can become an efficient right arm of the mentor/administrator in making administration more complete and effective.
EDAD First Annual Master’s Symposium

First Annual Educational Leadership
Master of Science
Exhibition and Symposium
An Interactive Poster Session

Saturday, April 28, 2012
9:00 a.m.-11:00a.m.
2600 Nutwood Ave. Suite 550 & 560
Fullerton, CA 92831
Erika Berg
Effectiveness and Staff Satisfaction of Three Discipline Policies at San Clemente High School
Capistrano Unified School District

Nicholas Clark
Peer Coaching and the Implications for a High Performing School
Garden Grove Unified School District

Sean Dishong
Professional Learning Communities: Effect on Teacher Perception and Student Achievement
Garden Grove Unified School District

Paige A.W. Dupont
English Language Learners: An Inquiry on Degrees of Connectedness at El Dorado High School Placentia-Yorba Linda Unified School District

Chris Holmes
PLCs: The Impact of Collaboration on Stakeholder Confidence and Student Performance
Walnut Valley Unified School District

Shaista Javeed
Declining Enrollment: Issues and Solutions
Private Parochial School

Robin Kirk
Causal Comparative Study of 8th Grade Algebra Students in Intervention
Westminster School District

Carlos Lopez
The English Language Learner's Path To Reclassification
Orange Unified School District

Larissa Martus
The Factors That Encourage and Discourage the Use of Common Assessments
Capistrano Unified School District

Charles Massaro
Cross-Aged Tutoring: The Benefits of the Big Buddy/Little Buddy Program
Capistrano Unified School District

Julie Matters
A Case Study of Professional Learning Communities at Ladera Ranch Middle School
Capistrano Unified School District

José Luis Morales
Staff Perceptions of the Walkthrough Process in Relationship to School Improvement
Pomona Unified School District

Adrian Olmedo
Career Pathways: Are They Worth It?
Anaheim Union High School District

Jay Olpin
Effectiveness of the Lifeboat Intervention Program
Irvine Unified School District

Dennis Orgeron
Revitalizing a PLC and Improving Teacher Collaboration at Las Flores Middle School
Capistrano Unified School District

Baldwin Pedraza
The Resource Center Experience: Revelations of Student Perceptions at Pacifica High School
Garden Grove Unified School District

Marcella Pena
The Relationship Between Intervention Math 7 and Student Outcomes
Garden Grove Unified School District

Alejandra Rosales
Latino Pathways to College: An Inquiry on Encountering Barriers and Overcoming Obstacles in Pursue of Higher Education El Rancho Unified School District

Daniel Sepulveda
Effectives of After School Mathematics Tutorials
Paramount Unified School District

Nata Shin
Fundamental Schools and Their Success
Santa Ana Unified School District

Amanda Snyder
21st Century Skills in a Waldorf Charter School
Capistrano Unified School District

Jason Sorrell
Responsiveness of CVHS Programs and Instruction in Meeting the Needs of English Learners Capistrano Unified School District

Joell Sparks
What Lures Parents to School Functions: A Study of Ten Immigrant Parents
Garden Grove Unified School District

Ying Tan
Chinese International Students’ Lives at American High Schools: A Case Study of Three Chinese International Students at Oxford School
Oxford School

Michael Young
Positive Behavior Support and School Culture: A Comparison of Teacher and Student Perceptions at a Suburban Middle School
Placentia-Yorba Linda Unified School District
EDAD Second Annual Master’s Symposium

Second Annual Educational Leadership
Master of Science Exhibition and Symposium
An Interactive Poster Session

Saturday, May 4, 2013
9:00 a.m.-10:15 a.m.
2600 Nutwood Ave. Suite 560
Fullerton, CA 92831
Program

9:00 - 9:20 Group 1 Presentations
9:20 - 9:40 Group 2 Presentations
9:40 - 10:00 Group 3 Presentations

Presenters

Ryan Thomas Alvarez
Factors That Increase Teacher Participation in Common Assessments and Their Impact on Teacher Collaboration
Ontario High School
Chaffey Unified High School District

Joseph Armet Archival
Instructional Practices and Intervention Strategies of Biology Teachers at OVHS
Ocean View High School
Huntington Beach Unified School District

Jennifer Lynne Arthur
Co-Teaching Effects on Academic Achievement
Orange High School
Orange Unified School District

Daryl Anthony Beck
The Effectiveness of Math Intervention at Giano Intermediate School
Giano Intermediate School
Rowland Unified School District

Tiffany Jane Dominguez
The Effectiveness of an Early Literacy Program for Latino Families Washington Elementary
Bellflower Unified School District

Jessica Marie Fernandes
Mainstreamed Special Needs Students: Collaboration Efforts to Facilitate Successful Transitions Buena Park High School
Fullerton Joint Union High School District

Jack Huang
The Impact of Double-Block Scheduling on Student Achievement and Classroom Practice in Mathematics
Elsinore Middle School
Lake Elsinore Unified School District

Charles Hwang
Bullying in High School: Teachers’ Perceptions
Fullerton Joint Union High School District

Steve Nguyen
Starting School in August
Esperanza High School
Placentia-Yorba Linda Unified School District

Rashida Robinson
The Equity and Effectiveness of GATE Testing and Placement
John Muir Middle School
Burbank Unified School District

Alma Ramírez Vieyra
Technology Integration in Instruction
District Specialist
Garden Grove Unified School District

Tina Zarate
Educating the Digital Natives: Training and Support for Teachers
Sunkist Elementary School
Bassett Unified School District

Aihua Zhang
A Case Study of A Chinese Girl Pursuing an American High School Education
International Student
### Overall Program Evaluation

<table>
<thead>
<tr>
<th>Item</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>The program at CSUF achieved its mission to prepare credential</td>
<td>15</td>
<td>94</td>
</tr>
<tr>
<td>candidates to be educational leaders</td>
<td>30</td>
<td>97</td>
</tr>
<tr>
<td>The program at CSUF is committed to high standards for students and</td>
<td>14</td>
<td>88</td>
</tr>
<tr>
<td>faculty</td>
<td>30</td>
<td>97</td>
</tr>
<tr>
<td>My experience in the Educational Leadership program was beneficial</td>
<td>14</td>
<td>93</td>
</tr>
<tr>
<td>to me</td>
<td>30</td>
<td>94</td>
</tr>
</tbody>
</table>

| How do you rate the program on the quality of the full time faculty?| 4    | 25   | 7    | 44   |
|                                                                  | 5    | 31   | 0    | 0    |
|                                                                   | 5    | 16   | 21   | 68   |
|                                                                  | 5    | 16   | 0    | 0    |
| How do you rate the quality of part time faculty?                 | 6    | 38   | 5    | 31   |
|                                                                  | 5    | 31   | 0    | 0    |
|                                                                   | 4    | 13   | 15   | 48   |
|                                                                  | 4    | 13   | 1    | 3    |

| The credential program and its curriculum met my needs as I        | 8    | 50   | 6    | 38   |
| prepared to become a good educational leader                       | 13   | 42   | 12   | 39   |
|                                                                   | 6    | 19   | 0    | 0    |

Note: Not all items have an N of 16 (2013) or 32 (2012)
## CSUF Educational Leadership Program Assessment 2013

### CCTC Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>True</td>
<td>Mostly True</td>
</tr>
<tr>
<td>VISION OF LEARNING: Each candidate is able to promote the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>success of all students by facilitating the development,</td>
<td></td>
<td></td>
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<tr>
<td>articulation, implementation, and stewardship of a vision of</td>
<td></td>
<td></td>
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<tr>
<td>learning that is shared and supported by the school</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>community</td>
<td>19</td>
<td>63</td>
</tr>
<tr>
<td>STUDENT LEARNING AND PROFESSIONAL GROWTH: Each candidate</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>is able to promote the success of all students by advocating,</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>nurturing, and sustaining a school culture and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>instructional program conducive to student learning and staff</td>
<td></td>
<td></td>
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<tr>
<td>professional growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORGANIZATIONAL MANAGEMENT FOR STUDENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEARNING: Each candidate promotes the success of all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>by ensuring management of the organization, operations and</td>
<td></td>
<td></td>
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<tr>
<td>resources for a safe, efficient, and effective learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>environment</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>WORKING WITH DIVERSE FAMILIES AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNITIES: Each candidate promotes the success of all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>students by collaborating with families and community</td>
<td></td>
<td></td>
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<tr>
<td>members, responding to diverse community interests and needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and mobilizing community resources.</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>PERSONAL ETHICS AND LEADERSHIP CAPACITY: Each candidate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>promotes the success of all students by modeling a personal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>code of ethics and developing professional leadership</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>capacity</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td>POLITICAL, SOCIAL, ECONOMIC, LEGAL AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CULTURAL UNDERSTANDING: Each candidate promotes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the success of all students by understanding, responding to,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and influencing the larger political, social, economic,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>legal, and cultural context</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>63</td>
</tr>
</tbody>
</table>

280
## Specific Issues Evaluation

<table>
<thead>
<tr>
<th>Item</th>
<th>Outstd N</th>
<th>Outstd %</th>
<th>Strong N</th>
<th>Strong %</th>
<th>Accept N</th>
<th>Accept %</th>
<th>Weak N</th>
<th>Weak %</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you rate the availability of program information such as requirements, schedules, procedures?</td>
<td>5</td>
<td></td>
<td>31</td>
<td></td>
<td>6</td>
<td></td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>How do you rate advisement about professional placement as an administrator?</td>
<td>1</td>
<td></td>
<td>6</td>
<td></td>
<td>4</td>
<td></td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>How do you rate advisement about the academic program?</td>
<td>2</td>
<td></td>
<td>13</td>
<td></td>
<td>6</td>
<td></td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>How do you rate the program on helping you build connections with professionals and associations?</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td>3</td>
<td></td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>How do you rate the guidance, assistance, and feedback on fieldwork?</td>
<td>3</td>
<td></td>
<td>19</td>
<td></td>
<td>5</td>
<td></td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>How do you rate the use of cohorts to build a support network?</td>
<td>6</td>
<td></td>
<td>38</td>
<td></td>
<td>6</td>
<td></td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>The program provided an appropriate mix of theoretical ideas and practical strategies, and I learned about the links between them.</td>
<td>7</td>
<td></td>
<td>44</td>
<td></td>
<td>7</td>
<td></td>
<td>44</td>
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</tr>
<tr>
<td>The program held me accountable for performing significant leadership/administrative activities for my fieldwork.</td>
<td>12</td>
<td></td>
<td>75</td>
<td></td>
<td>4</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>My project addressed a &quot;real world&quot; problem in my school/district.</td>
<td>18</td>
<td></td>
<td>67</td>
<td></td>
<td>3</td>
<td></td>
<td>11</td>
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</tbody>
</table>

281
## Self Assessment

<table>
<thead>
<tr>
<th>Item</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>True</td>
<td>Mostly True</td>
</tr>
<tr>
<td></td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>Completing my project was a significant milestone for me</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>My research project helped me to become more analytical in how I</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>approach issues in my school/district</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I improved my writing skills while completing my project</td>
<td>14</td>
<td>52</td>
</tr>
</tbody>
</table>

| 2013 | 2012 |
| Yes | No | Yes | No |
| N % | N % | N % | N % |
| Have you already applied for an administrative position?            | 6    | 38  | 10  | 63  |
| Have you already assumed an administrative position?                | 2    | 13  | 14  | 88  |

## Professional Goals 2012

<table>
<thead>
<tr>
<th>Next Year</th>
<th>2-3 yrs</th>
<th>4-5 yrs</th>
<th>5yrs+</th>
<th>Not interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>When do you plan to seek a position requiring an administrative credential?</td>
<td>13</td>
<td>42</td>
<td>8</td>
<td>26</td>
</tr>
</tbody>
</table>

| Remain a teacher | Asst. Principal | Principal | Supt. /Asst.Supt. | Other Dst. Adm |
| N %     | N %     | N %     | N %     | N %     |
| Which of the following is an ultimate goal in education? | 1     | 3      | 1      | 1      | 3  | 9  | 28  | 6    | 19   | 15  | 47  |
### Professional Goals 2013

<table>
<thead>
<tr>
<th>When do you plan to seek a position requiring an administrative credential?</th>
<th>Next Year</th>
<th>2-3 yrs</th>
<th>4-5 yrs</th>
<th>5yrs+</th>
<th>Not interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>10</td>
<td>63</td>
<td>3</td>
<td>19</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Remain a teacher</th>
<th>Asst. Principal</th>
<th>Principal</th>
<th>Supt./Asst. Supt.</th>
<th>Other Dst. Adm</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>3</td>
<td>19</td>
<td>2</td>
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</tbody>
</table>
## Overall Program Evaluation

<table>
<thead>
<tr>
<th>Item</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The program at CSUF achieved its mission to prepare credential candidates to be educational leaders</td>
<td>15</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>97</td>
</tr>
<tr>
<td>The program at CSUF is committed to high standards for students and faculty</td>
<td>14</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>97</td>
</tr>
<tr>
<td>My experience in the Educational Leadership program was beneficial to me</td>
<td>14</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>94</td>
</tr>
</tbody>
</table>

| How do you rate the program on the quality of the full time faculty? | 4     | 25 | 7   | 44 |
|                                                                      | 5     | 31 | 0   | 0  |
| How do you rate the quality of part time faculty?                    | 6     | 38 | 5   | 31 |
|                                                                      | 5     | 31 | 0   | 0  |

| The credential program and its curriculum met my needs as I prepared to become a good educational leader | 8     | 50 | 6   | 38 |
|                                                                                                                   | 13    | 42 | 12  | 39 |

Note.-Not all items have an N of 16 (2013) or 32(2012)
# CCTC Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>True</td>
<td>Mostly True</td>
</tr>
<tr>
<td>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</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>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</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>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.</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>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.</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>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.</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>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</td>
<td>4</td>
<td>25</td>
</tr>
</tbody>
</table>
## Specific Issues Evaluation

<table>
<thead>
<tr>
<th>Item</th>
<th>Outstd N %</th>
<th>Strong N %</th>
<th>Accept N %</th>
<th>Weak N %</th>
<th>Outstd N %</th>
<th>Strong N %</th>
<th>Accept N %</th>
<th>Weak N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you rate the availability of program information such as</td>
<td>5 31 5</td>
<td>31</td>
<td>6 38</td>
<td>0 0</td>
<td>4 13 15</td>
<td>47 12</td>
<td>38 1</td>
<td></td>
</tr>
<tr>
<td>requirements, schedules, procedures?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you rate advisement about professional placement as an</td>
<td>1 6 3</td>
<td>19</td>
<td>7 44</td>
<td>5 31</td>
<td>2 6 6</td>
<td>19 19</td>
<td>61 4</td>
<td></td>
</tr>
<tr>
<td>administrator?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you rate advisement about the academic program?</td>
<td>2 13 6</td>
<td>38</td>
<td>6 38</td>
<td>2 13</td>
<td>2 6 17</td>
<td>53 12</td>
<td>38 1</td>
<td></td>
</tr>
<tr>
<td>How do you rate the program on helping you build connections with</td>
<td>0 0 3</td>
<td>19</td>
<td>4 25</td>
<td>9 56</td>
<td>1 4 9</td>
<td>35 9</td>
<td>35 7</td>
<td></td>
</tr>
<tr>
<td>professionals and associations?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you rate the guidance, assistance, and feedback on fieldwork</td>
<td>3 19 5</td>
<td>31</td>
<td>5 31 3</td>
<td>19 0</td>
<td>0 5 17</td>
<td>9 30</td>
<td>16 53</td>
<td></td>
</tr>
<tr>
<td>How do you rate the use of cohorts to build a support network?</td>
<td>6 38 6</td>
<td>38</td>
<td>4 25</td>
<td>0 0</td>
<td>13 41 15</td>
<td>47 3</td>
<td>9 1</td>
<td></td>
</tr>
<tr>
<td>The program provided an appropriate mix of theoretical ideas and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>practical strategies, and I learned about the links between them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program held me accountable for performing significant</td>
<td>12 75 4</td>
<td>25</td>
<td>0 0 0</td>
<td>0 0</td>
<td>16 52 5</td>
<td>16 10</td>
<td>32 0</td>
<td></td>
</tr>
<tr>
<td>leadership/administrative activities for my fieldwork.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My project addressed a “real world” problem in my school/district.</td>
<td>18 67 3</td>
<td>11</td>
<td>6 22</td>
<td>0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
## Self Assessment

<table>
<thead>
<tr>
<th>Item</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>True: N %</td>
<td>Mostly True: N %</td>
</tr>
<tr>
<td>Completing my project was a significant milestone for me</td>
<td>9 60</td>
<td>4 27</td>
</tr>
<tr>
<td>My research project helped me to become more analytical in how I</td>
<td>9 60</td>
<td>3 20</td>
</tr>
<tr>
<td>approach issues in my school/district</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I improved my writing skills while completing my project</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes: N</th>
<th>%</th>
<th>No: N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you already applied for an administrative position?</td>
<td>6 38</td>
<td></td>
<td>10 63</td>
<td></td>
</tr>
<tr>
<td>Have you already assumed an administrative position?</td>
<td>2 13</td>
<td></td>
<td>14 88</td>
<td></td>
</tr>
<tr>
<td>Have you ever recommended to a colleague or family member to enroll in the Educational Leadership Program at CSUF?</td>
<td>11 69</td>
<td></td>
<td>5 31</td>
<td></td>
</tr>
</tbody>
</table>

## Professional Goals 2012

<table>
<thead>
<tr>
<th>Item</th>
<th>Next Year N</th>
<th>%</th>
<th>2-3 yrs N</th>
<th>%</th>
<th>4-5 yrs N</th>
<th>%</th>
<th>5yrs+ N</th>
<th>%</th>
<th>Not interested N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>When do you plan to seek a position requiring an administrative</td>
<td>13 42</td>
<td></td>
<td>8 26</td>
<td></td>
<td>4 13</td>
<td></td>
<td>5 16</td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>credential?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Remain a teacher</th>
<th>Asst. Principal</th>
<th>Principal</th>
<th>Supt. /Asst.Supt.</th>
<th>Other Dst. Adm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Which of the following is an ultimate goal in education?</td>
<td>1 3</td>
<td></td>
<td>1 3</td>
<td></td>
<td>9 28</td>
</tr>
</tbody>
</table>

287
## Professional Goals 2013

| When do you plan to seek a position requiring an administrative credential? | Next Year N | % | 2-3 yrs N | % | 4-5 yrs N | % | 5yrs+ N | % | Not interested N | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 10 | 63 | 3 | 19 | 1 | 6 | 2 | 13 | 0 | 0 |

<table>
<thead>
<tr>
<th>Remain a teacher N</th>
<th>Asst. Principal N</th>
<th>Principal N</th>
<th>Supt./Asst. Supt. N</th>
<th>Other Dst. Adm N</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>3</td>
<td>19</td>
<td>2</td>
<td>13</td>
<td>6</td>
<td>38</td>
<td>5</td>
<td>31</td>
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</tbody>
</table>
**EDAD Mentor Employee Survey 2012**

**Department of Educational Leadership**
**2011-2012**

**PK-12 EDAD Employer/Mentor Survey of Graduate Candidates**
**N=28**

<table>
<thead>
<tr>
<th>General Impressions</th>
<th>%Yes</th>
<th>%NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you ever recommended that a colleague or family member enroll in the Educational Leadership program at CSUF?</td>
<td>61</td>
<td>39</td>
</tr>
<tr>
<td>2. Do you believe that the program at CSUF is committed to high standards for students and faculty?)</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>3. In comparison to students who completed credential programs at other institutions, CSUF students are prepared as well or better.</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elements Rate program based on mentoring</th>
<th>Outstanding %</th>
<th>Strong %</th>
<th>Acceptable %</th>
<th>Weak %</th>
<th>No Ans %</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Quality of faculty</td>
<td>32</td>
<td>54</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>5. Guidance, assistance &amp; feedback on fieldwork</td>
<td>29</td>
<td>60</td>
<td>4</td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards Quality of preparation</th>
<th>Outstanding %</th>
<th>Strong %</th>
<th>Acceptable %</th>
<th>Weak %</th>
<th>No Ans %</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Vision of Learning</td>
<td>60</td>
<td>39</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. Student Learning and Professional Growth</td>
<td>79</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Organizational Management for Student Learning</td>
<td>82</td>
<td>14</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. Working with Diverse Families and Communities</td>
<td>57</td>
<td>39</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10. Personal Ethics and Leadership Capacity</td>
<td>68</td>
<td>32</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11. Political, Social, Economic, Legal and Cultural Understanding</td>
<td>54</td>
<td>46</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>
## EDAD Employer/Mentor Survey 2011-2012 (cont.) N=28

<table>
<thead>
<tr>
<th>Focus on Student Fieldwork</th>
<th>%Yes</th>
<th>%NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. During the program, the university got input from the mentor</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>about the student’s progress in fieldwork using the required fieldwork forms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The program held students accountable for performing significant leadership/administrative activities for fieldwork.</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>14. The program gathered evidence using the forms that the student worked with a fieldwork mentor at their work site</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>15. The program stressed the importance of fieldwork in preparation for educational leadership.</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>About You</th>
<th>%Yes</th>
<th>%NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Are you a graduate of a CSUF administrative credential program?</td>
<td>64</td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Work Site</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Elementary</td>
<td>3</td>
</tr>
<tr>
<td>18. Middle/Jr. High</td>
<td>16</td>
</tr>
<tr>
<td>19. High School</td>
<td>9</td>
</tr>
</tbody>
</table>
# CSUF Educational Leadership Program Assessment 2013

## EDAD Mentor Employee Survey 2013

**Department of Educational Leadership**  
2012-2013

**PK-12 EDAD Employer/Mentor Survey of Graduate Candidates**  
N=8

### General Impressions

<table>
<thead>
<tr>
<th></th>
<th>%Yes</th>
<th>%NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you ever recommended that a colleague or family member enroll in the Educational Leadership program at CSUF?</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>2. Do you believe that the program at CSUF is committed to high standards for students and faculty?</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>3. In comparison to students who completed credential programs at other institutions, CSUF students are prepared as well or better.</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

### Elements Rate program based on mentoring

<table>
<thead>
<tr>
<th></th>
<th>Outstanding %</th>
<th>Strong %</th>
<th>Acceptable %</th>
<th>Weak %</th>
<th>No Ans %</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Quality of faculty</td>
<td>25</td>
<td>62.5</td>
<td>12.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Guidance, assistance &amp; feedback on fieldwork</td>
<td>25</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Standards Quality of Preparation

<table>
<thead>
<tr>
<th></th>
<th>Outstanding %</th>
<th>Strong %</th>
<th>Acceptable %</th>
<th>Weak %</th>
<th>No Ans %</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Vision of Learning</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Student Learning and Professional Growth</td>
<td>75</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Organizational Management for Student Learning</td>
<td>75</td>
<td>25</td>
<td></td>
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<tr>
<td>9. Working with Diverse Families and Communities</td>
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<td>10. Personal Ethics and Leadership Capacity</td>
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<td>11. Political, Social, Economic, Legal and Cultural Understanding</td>
<td>37.5</td>
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EDAD Employer/Mentor Survey 2011-2012 (cont.) N=28

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<th>Focus on Student Fieldwork</th>
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<tr>
<td>12. During the program, the university got input from the mentor about the student’s progress in fieldwork using the required fieldwork forms.</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>13. The program held students accountable for performing significant leadership/administrative activities for fieldwork.</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>14. The program gathered evidence using the forms that the student worked with a fieldwork mentor at their work site</td>
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<td></td>
</tr>
<tr>
<td>15. The program stressed the importance of fieldwork in preparation for educational leadership.</td>
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<table>
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<tr>
<th>About You</th>
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<th>%NO</th>
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<tr>
<td>16. Are you a graduate of a CSUF administrative credential program?</td>
<td>100</td>
<td></td>
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<table>
<thead>
<tr>
<th>Current Work Site ??????? + 10</th>
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<tr>
<td>17. Elementary</td>
</tr>
<tr>
<td>18. Middle/Jr. High</td>
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<td>19. High School</td>
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Comments

<table>
<thead>
<tr>
<th>Strengths of the credential program</th>
<th>Recommendations for improvement</th>
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</thead>
<tbody>
<tr>
<td>Impressed with the number of quality fieldwork experiences</td>
<td>Not sure you don’t do this already: I believe what we do in schools is a form of social justice, and I hope there is some time spent on this concept. We as leaders can deliver on creating situations that are conducive to opportunity and success for all students.</td>
</tr>
<tr>
<td>Mrs. X was expected to work very hard, learned a lot about administration; she did excellent fieldwork and is prepared for a career in administration</td>
<td></td>
</tr>
<tr>
<td>Fieldwork for candidates to complete</td>
<td>Online feedback for mentors between the candidate and CSUF</td>
</tr>
<tr>
<td>The credential program encouraged hands-on participation. A focus on CSPSLs was outstanding!</td>
<td>Overall, the program was phenomenal and students benefited from the support. Only a few faculty members</td>
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</tbody>
</table>
End 2012-2013 Employer Survey Results

demonstrated a gap in communication efforts/ They were the exception—not representative of the overall work and culture of the program
EDAD Project Guidelines

Project Guidelines
2012

These guidelines will help you find your way to graduation on schedule!
[Type text]
PROJECT GUIDELINES

HOW TO FIND YOUR WAY TO GRADUATION ON SCHEDULE!

2011
Developed by

Dr. Ken Stichter Dr.
Keni Brayton Cox Dr.
Leigh Barton
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Educational Leadership Department

Project Guidelines

2012 Edition

INTRODUCTION

The 2012 edition of the Project Guidelines reflects major revisions to the Master’s Project when compared with the guidelines used during the prior 10 years. These revisions were two years in the making. The result, we hope, is a master’s project that now serves to better inform school leadership practice than did the previous project design.

A master’s project is the culminating activity of your degree program. It demonstrates that you are able to manage the complex process of completing the project and that you are able to use the related research and writing skills that make you worthy of being a Master of Education.

The purpose of these guidelines is to assist students during all phases of completing their Master’s Project. While the focus of each student project is different, the final product must comply with specific expectations regarding structure, organization, and formatting.

Another goal in providing these guidelines is to ease some of the anxiety students feel when facing the fact that success on the project is critical to success in the Master’s Program. Your project is really like a “long-term assignment” that begins with your first semester in the program and culminates during your last semester. Hopefully, knowing the expectations along the way will make it easier for you to focus on the purposes of your specific project.

Because the Master’s Project is ultimately a product of work you will do throughout the Educational Leadership program, this handbook is also designed to parallel your coursework experiences. You will receive specific assistance in various courses. It begins in your first semester in EDAD597 – Project Supervision. Work continues during the second semester in Introduction to Educational Research, EDAD 510. In a second EDAD 597 course during your third semester, you continue to work on your project. In the final semester in the program, during a third EDAD597 course, the master’s project is concluded with a culminating product and structured poster session activity. Details
regarding expected outcomes of your Master's Project are provided in this handbook.
OVERVIEW OF WHAT IS AHEAD

As noted earlier, the process of completing the Master's Project is tied to instructional experiences throughout the EDAD program. The following overview gives you a sense of the expectations during each of your semesters in the program – regardless of whether you start in the fall or spring. Details of what will be required of each student during the semesters outlined below are the focus of the remaining sections of this handbook.

Semester 1

During your first semester you will be enrolled in three courses. One of these courses is EDAD597 – Project Supervision. In the 597 course you will be introduced to the Master's Project. Students develop working knowledge of the Project Guidelines, Publication Manual of the American Psychological Association (APA), and the relationship between conducting research and reading the work of those who have conducted related research. Students will define their project topic and begin the process of becoming somewhat of an expert in the selected area of study. One result of this semester will be the development of a limited annotated bibliography focused on the project topic.

Semester 2

During the second semester you will take EDAD510 – Research Design. The focus of this course is on helping students to become practicing consumers of educational research. Students will be introduced to the major forms of quantitative and qualitative research used in education. Building on experience and work in their previous EDAD597 class, students will begin the process of learning how to move their project topic through the process of identifying a study purpose and research questions, identifying appropriate study methods, and establishing a plan to complete their study, including a timeline for collecting and analyzing data. Students will expand their annotated bibliography. Some students may complete their instruments this semester.

Semester 3

During the third semester the student will not have a course dedicated to work on the Master's Project. However, the groundwork done in the EDAD510 class should be expanded on to operationalize the project. If students have completed their instruments, Semester 3 is the time to collect data. Others should be working on their instrument(s) during this semester.
Semester 4

During this semester the student will be enrolled again in an EDAD597 course. The critical purpose of this semester it to gather and analyze the data for their study. Given the expectations in the final semester, the student will want to have the process of data gathering and analysis completed by the end of this semester.

Semester 5

The final semester EDAD597 course focuses on the culminating activities surrounding completion of the Master’s Project. There are two major components to be completed during this semester. Together, the two components comprise the culminating activities for the project. The first is the Master’s Project Portfolio. The second is the Master’s Project Structured Poster Session.

As you can see, each semester in the EDAD program brings with it expectations tied to your Master’s Project. The organization of this manual reflects the sequence of expectations.
THE PHILOSOPHY BEHIND THE MASTER’S PROJECT

Fundamental to the curriculum and instruction of the Educational Leadership department is a belief that our focus must be on the realities of practice for school leaders. We must draw on research in an effort to foster sound leadership practices for our graduates. To that end the intent of the project speaks to the kinds of experiences graduating students need if they are to be well positioned to compete for school leadership positions in the changing public education environment. That said, the project is based on the following assumptions:

1. Students need to be critical consumers of research.
2. Students need to be skilled in representing the implications of research and in facilitating the use of research by school faculty and staff.
3. Students need to embrace the diversity of those impacted by leader facilitated or directed decision making.
4. Students need to use research and inquiry focused processes to inform leadership practices.
5. Students need to have a working understanding about how to use qualitative and quantitative data effectively for decision making.
6. Students need to know that data useful to decision making endeavors must encompass a wide array of data sources and make use of appropriate data gathering instruments and analytical processes.
7. Students need to be effective written, oral, and visual communicators in presenting information and/or data-based decisions to a variety of audiences.
8. Students need to have quasi-leadership experiences that clarify the diverse roles of the modern school leader and provide a link between leadership theory and practice in school settings.
9. Students need to engage in learning experiences that foster the use of inquiry based knowledge and skills to promote continuous school improvement.
10. Students need to develop a personal philosophy of leadership and to use that philosophy as a frame of reference for reflective thinking as a school leader.

These foundational assumptions provide a frame of reference for the proposed Inquiry Focused Master’s Project Benchmarks outlined on the next page.
FORMATTING REQUIREMENTS

Throughout the five semesters in the EDAD program you will produce work that contributes to your Master’s Project. To ensure that Culminating Project Portfolio consists of work that reflects common standards of format, it is important that work produced over the five semesters adheres to the formatting standards outlined below.

Each EDAD597 and EDAD510 product which will eventually appear in the Culminating Project Portfolio must reflect the formatting standards. Thus, each item, when turned into an instructor, must have the appropriate title page (see sample), and must reflect the formatting requirements outlined below.

**Paper**
- Use 8 ½” x 11”, white, 20-pound weight paper.

**Font and line spacing**
- Use standard Arial font that is 12-point.
- Use double line spacing for all written narrative
- Use hanging indentation and double line spacing for APA format references

**Numbers**
- As a general rule, spell the numbers zero to nine and use the numerals for numbers 10 and above.
- Do not begin sentences with Arabic numbers (1, 2, etc.). You must spell out the number at the beginning of a sentence.

**Layout**
- Left justify all text except centered headings and subheadings.
- Do not justify right. Leave the right margin floating
- Every page must have a one-inch margin on the top, bottom, and sides.
- Double space between all lines of the manuscript, whether these involved quotations, references, headings, etc.
- Indent one-half inch on first line of every paragraph by setting and using a tab.
- Do not break words at the end of a line.
- Do not break tables or figures on two pages.
- No single sentence or heading should appear as the only material on a page.
- Do not put a heading at the bottom of a page with the text beginning on the next page.
- Follow all APA requirements regarding headings.
Page numbers
1. Page numbers are to be centered at the bottom of the page.
2. The title page for each item is not to be numbered.
3. The first page after the title page will be page “1”.

Citations
1. In-text citations mark places in the text where information has been used that is from other sources. Place the citation as near as possible to the text that is based on the author’s ideas or actual words. Cite each time you refer to the same source, except when all of the sentences in a paragraph refer to the same source. Then in the first reference you do a full citation and in subsequent citations just use page numbers if necessary. This can only be done as long as there is no mention of another source that would confuse the reader.
2. There must be a citation with a page number for every quotation.
3. All citations must be designed according to APA guidelines.

References
1. Every source cited must be listed in the reference section.
2. Every source listed in the reference section must be cited in the body of the Paper.
3. All references must be designed according to APA guidelines.

Tables and Figures
When tables or figures are used, they must be preceded by explanatory text. Tables are referred to as tables and all graphs, pictures, or drawings are referred to as figures. Tables and figures cannot do the entire job; they supplement the text. Provide sufficient narrative to make them intelligible; always tell the reader what to look for in tables and figures. Always label the rows and columns in a table and all parts of a figure. Tables and figures are numbered sequentially throughout your project. All tables and figures must have a title. Please consult the APA handbook for details regarding the structure of tables and figures.

It is important to note that faculty expects students to turn in work that meets all formatting expectations. There is no excuse for failure to produce work that aligns with all formatting requirements. Refer to the APA Edition 6 handbook for clarification on tables, figures, references and citations.
WRITING REQUIREMENTS

Enough cannot be said about the importance of well-written work. The expectation of faculty is that students will produce written work that meets what is generally referred to as “university graduate-level standards.” Such work should reflect mastery of the conventions of English grammar and discourse methods. The work should be thorough, cogent, and compelling. In essence, faculty should be reading student work for purposes of evaluating content and alignment with prescribed purposes and/or outcomes. Faculty should not have to teach the basic conventions of writing. If students are to meet these expectations, attention must be paid to the quality of written work.

The information provided below is aimed at helping the student produce work that is aligned with Educational Leadership Department expectations. The purpose here is not to address all the conventions of grammar, spelling, and writing styles. Those are the responsibility of the student. What follows provides some guidelines more specific to the work that will be required of the EDAD student in completing the Master's Project.

- Students are advised that the CSUF College of Education has writing standards that all students are required to meet. During your second semester in the EDAD510 class you will be required to write a Methods of Inquiry paper which will be evaluated, in part, using the Educational Leadership Writing Assessment Rubric. (See Some Helpful Information, page 30)

- A good portion of the writing a student will do for the Master’s Project, as well as that done for most EDAD courses, requires the student to use the American Psychological Association (APA) Publication Manual (6th Edition). Students should adopt a habit of referencing the manual for useful guidelines including, but not limited to, writing style, citations, references, headings, tables and figures, quotations, and grammar and punctuation requirements related to research writing.

Collaborative Work The department does not allow "joint projects" where the names of two or more students appear on one project. We have suggested that students could do their own projects, but work with others who have a similar topic by working as editing buddies and searching for literature sources on the topic. However, there are important cautions you should keep in mind.

a. You must write your own project. For example, you may use some of the same sources, but your annotations must be done individually. Your work must focus on the specifics of your research question and the site of your study.
b. Each student must have his or her own research setting. Two students doing projects on different topics may use the same school or district as a research site. But, two students may not research the same topic using the same research site.

c. You may not use the same set of data as another student. You must collect your own data. It is possible for a group of students to embed a few specific questions in survey instruments or observation forms in order to compare data across your various sites. But each student must design his or her own instrument (questionnaire, observation rubric, interview template, etc.).

d. You may not quote each other's projects or cite their contents.

e. You may not share the same text.

1. **Clear writing** is a critical skill for school leaders, and so it is too for the project. The writing style for the project should be sophisticated enough to do justice to the component parts, but not so dense that the reader needs a post-graduate course to “wade” through it. Do not use a style that is too informal and conversational. On the other hand, you should not try to use words or styles that are ornate or overly elaborate. Do not make assumptions in your writing that lead to overly simplistic results. Nor should you try and impress with work that is philosophical and lacking in clarity.

2. **Gender Pronouns** The APA Manual warns against the use of sexist bias when always using the pronouns of a single gender to refer to individuals who are of both genders. You can solve this problem by making the subject of the sentence plural and using “they” or “their”. A less attractive alternative is to use “s/he”, “she/he”, “his/her” or alternate between the genders.

3. **Past tense** When you read a book about events that have already occurred, it is written in the past tense because the events are in the past. In the same way, you will write your project in the past tense even though you may be carrying out some of the steps/procedures/methods as you are writing about them. Instead of saying, “I am going to select a random sample,” you should say “a random sample was selected.”

4. **Third person** In most academic writing the use of first person pronouns such as “I,” or “me” is avoided. Instead of writing, “I researched the appropriate way to conduct an interview,” you should write, “research was conducted to ascertain the ideal methods used in conducting interviews.” Using “I” or “me” a limited number of times when it makes the meaning clear and the writing less complex is acceptable.
Affect and Effect: The misuse of these words is a common problem in writing projects. First, there is the confusion about which spelling to use in a particular context. Second, students are likely to claim that there is a “cause and effect” relationship between two things. For example: improved self-esteem results in improved learning (next to impossible to prove). We advise that you avoid making cause-effect claims in your project. But you also need to check for the correct spelling each time you use “affect” or “effect”. (English teachers, if you have a better way to explain this, please let us know about it.) The following chart may help.

<table>
<thead>
<tr>
<th>HOW IT IS USED</th>
<th>PART OF SPEECH</th>
<th>CORRECT WORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A feeling</td>
<td>noun</td>
<td>affect</td>
</tr>
<tr>
<td>A final result</td>
<td>noun</td>
<td>effect</td>
</tr>
<tr>
<td>To influence</td>
<td>verb</td>
<td>affect</td>
</tr>
<tr>
<td>To bring about</td>
<td>verb</td>
<td>effect</td>
</tr>
</tbody>
</table>
SEMESTER 1

EDAD 597

Goals, Activities & Products

As noted earlier, the first semester in the EDAD program introduces the student to the role of research in education. It is important for the student to understand the relationship between research endeavors and the practice of leading and administering schools. To this end, students need to become consumers of education research.

Another goal of the first EDAD597 course is an introduction to the Master’s Inquiry Project. This introduction is focused on assisting the student in developing identifying research topic. The topic will be a problem of practice that will become the focus of their Master’s Inquiry Project. In support of this goal the student is introduced to the concept of “reading the research literature” in support of inquiry into a problem of educational practice.

Goals

This first semester of EDAD597 encompasses several learning goals.

1. Students will understand the scope and expectations related to the Master’s Inquiry Project.
2. Students will be able to conduct a focused search for the literature relevant to their project topic.
3. Students will know the components of a research article (problem, purpose, literature review, methods, findings, and discussion) and be able to efficiently write an abstract of articles related to their topic.
4. Students will be able to describe the problem of practice related to their topic and how this problem affects teaching and learning.

Activities

Students will engage in several instructional activities during this first semester, including but not limited to the following.

1. Students will be involved in a guided review of the project guidelines.
2. Students will participate in a Library Orientation conducted by the CSUF library staff.
3. Students will participate in individual and small group reviews of selected research articles.
Course Products

Each student will produce the products noted below. These items must be completed according to the specifics of the assignment and must be aligned with the formatting and writing guidelines outlined earlier in this handbook. Each product will ultimately be a part of the Master’s Inquiry Project Portfolio compiled during the final EDAD597 course during the last semester in the program.

1. Students will develop a working bibliography with a minimum of 15 sources.
2. Students will complete an Annotated Bibliography of at least six research articles related to their research topic.
3. Students will write a three to five page Problem of Practice essay identifying the topic of their project, the related problem of practice, and how the problem is manifested in teaching and learning at their school.
4. Students will complete the EDAD597 Semester 1 Documentation.

Textbooks and Other Resources

The following information is aimed at helping the student meet the expectations of the first EDAD597 course. Much of this information will also be covered by the course instructor.

1. The common textbook for all EDAD597 courses and the EDAD510 course is Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.). Los Angeles, CA: SAGE. Students should use Creswell as both a textbook with assigned reading and as a coursework reading and as a reference during the course of completing their projects.

2. A second common textbook, which serves more as a reference, is the 2010 Publication Manual of the American Psychological Association, Sixth Edition. Also known as APA, the manual provides valuable guidance on all manner of need to know information.

3. Under the Some Helpful Information section of this handbook (See the Table of Contents) there is documentation on the following:

   a. Problem of Practice
   b. The School Leader as Researcher
   c. The Research Literature
   d. Annotated Bibliography
EDAD510 – Research Design

Goals, Activities, & Products

The focus of EDAD510 is on helping students to become practicing consumers of educational research. Students are introduced to the major forms of quantitative and qualitative research used in education. Through reading, class discussion, and assignments a great deal of research methods knowledge is imparted to the student during this semester.

Building on the experience in the first semester EDAD597 students are introduced to the methods available in researching their selected Master’s Inquiry Project topic. Drawing on the EDAD510 experiences students will develop the methods and procedures to be followed in implementing the investigation into their identified topic and problem of practice.

Goals

During the EDAD510 course

1. Students will study examples of research applied to issues and problems of practice in the K-12 educational environment.
2. Students will develop an understanding of the appropriate methods for investigating different types of issues within education.
3. Students will develop an understanding of the appropriate methods to be used in evaluating educational programs.
4. Students will continue to develop their skill at critically reading and evaluating educational research literature.
5. Students will develop a working knowledge of basic quantitative and qualitative research methods.
6. Students will develop a working knowledge of appropriate methods for gathering and evaluating descriptive data.
7. Students will develop a working knowledge of appropriate methods for gathering and evaluating qualitative data.

Activities

1. Students will read and discuss sample articles of educational research to include
the following approaches to educational research.
o Quantitative research, including survey research
  o Qualitative research, including case studies

2. APA – Students will apply APA editorial standards to all of their work.

3. IRB Tutorial – Students will learn about the Institutional Review Board and will complete the CSUF IRB Tutorial.

4. Study Authorization – Students will acquire written permission to conduct their study from their school Principal or district designee.

Products

1. Students will expand their Annotated Bibliography to include 20 scholarly sources. Fifty percent of these must be peer reviewed sources.

2. Students will write a Methods of Inquiry paper that includes the following components regarding their research topic/problem:
   a. Statement of the research problem and appropriate background
   b. A rationale justifying the need for conducting the study
   c. Identification of the research question(s) driving the study
   d. An annotated list of the boundaries that will limit how the study is conducted
   e. Identification of the data that must be gathered to answer the research questions
   f. Identification of the participants in the study
   g. Description of the instrument(s) to be used in gathering the data. The data instrument(s) is a critical component in the project completion process. Before data can be gathered, the student must get permission to use each instrument.
   h. Description of the methods to be used in analyzing the gathered data
   i. The procedures to be used in gathering the data. This includes a timeline for implementing the data gathering phases.
   j. Identification of the references (literature based) that support the methods to be used in the student’s study

3. Complete the IRB Tutorial (This is an online tutorial that will be discussed in class.)

4. Obtain written authorization from their school district to conduct their planned study.

5. Complete the EDAD510 Documentation

6. Students will complete a final examination on qualitative and quantitative research methods that are typically applied to problems of practice in education.
SEMESTER 3

On Your Own

During this third semester in the EDAD program, the student working on a Master’s Inquiry Project is on her/his own. However, such acknowledgement comes with a caveat – there is much to be done and failure to take seriously the information below could be very problematic when the fourth semester rolls around.

During the EDAD510 course the student was asked to put together a plan to conduct a study focused on a research topic/problem. This plan included a timeline for gathering the identified study data. It also included the instruction that the student could not gather data until his/her instrument(s) received the approval of a faculty member. If the instrument(s) was developed and approved during the EDAD510 course, the student is prepared to collect identified data. Gathering of the data can be done during the third semester if the instrument(s) has been approved.

However, it may be that the student enters the third semester without an approved instrument(s). In that case the semester should be used to develop and obtain approval of the instrument(s). Once approved, data can be gathered.

The student must keep in mind that the demands during the final two semesters are such that failure to use the third semester expeditiously could mean a failure to get the Master’s Inquiry Project done in a timely manner. The message here – do not waste your time during the third semester.
The goal of EDAD597 during this next to last semester is on analyzing the gathered data and reporting of the findings. This goal, of course, assumes that the student gathered the needed data during the third semester, or at the latest, during the beginning of this fourth semester. It must be stressed that the student needs to have analyzed the data and identified the findings by the end of the semester.

During the course of this semester your instructor will work with you to complete your data analysis and develop your findings. For students who move expeditiously through this phase of the project, the instructor will provide guidance in translating the findings into responses to the research questions.

**Goals**

1. Students will, if they have not already done so, develop and get approved their instrument for collecting data.
2. Students will collect data described in their Methods of Inquiry paper which was completed in the EDAD510 course.
3. Students will analyze the collected data and develop appropriate tables and/or figures to illustrate findings.
4. Students will begin the process of developing a narrative that discusses the results of their data analysis and uses appropriate tables and/or figures.

**Activities**

1. Collect study data
2. Analyze study data

**Products**

1. Approved data collection instrument(s)
2. Students will complete the EDAD 597 Semester 4 Documentation
3. A written Summary of Data Collection Process and Data Collected.
Much is expected of the student during this final semester. If you are a student who started the program in a fall semester, you may think you have lots of time to complete your project. However, as your EDAD597 instructor will indicate, the timeline is short and the expectations are great. If you started during the spring semester the crunch on your time is even greater.

**The student who does not complete the Master’s Inquiry Project on time will have to enroll in another semester in order to complete. See comments to this effect in the Q & A section of this handbook.**

**Goals**

1. Students will understand the implications for leadership and management of research guided inquiry into issues of educational practice.
2. Students will be able apply appropriate data analysis methods data collected as part of their Master’s Project study.
3. Students will be able to identify findings suggested by the analysis of data collected as part of their Master’s Project study.
4. Students will be able to communicate implications, conclusions, and decisions based on the findings of their Master's Project study.

**Activities**

1. Students will discuss their findings and conclusions with the instructor.
2. Students will engage in peer review of work produced for the portfolio and presentation.

**Products**

Each student will complete a Master’s Project Portfolio that consists of the prescribed project work done during the three EDAD597 courses and the EDAD510 course. The Portfolio will include the following:

a. Part I – The products from the EDAD 597 Semester 1:
   i. The working bibliography
ii. Problem of Practice Essay  
iii. The EDAD 597 Semester I Documentation sheet

b. Part II – The products from the EDAD 510 Semester  
   i. The expanded Annotated Bibliography  
   ii. The Methods of Inquiry (MOI) paper  
   iii. The IRB Tutorial  
   iv. Letter of district/school authorization to conduct the study  
   v. The EDAD 510 Semester Documentation sheet

c. Part III – The products from EDAD 597 Semester 4:  
   i. The EDAD 597 Semester 4 Documentation sheet  
   ii. A completed and signed data gathering instrument approval form.  
   iii. The data gathering instrument(s).  
   iv. A written Summary Of Data Collection Process and Data Collected

d. Part IV – The products from EDAD 597 Semester 5:  
   i. Artifacts from the Poster Session (e.g.: photos, handouts, etc.)  
   ii. Abstract: A single page summary of the project purpose, findings, and implications distributed during the Poster Session.  
   iii. A Master’s Project Culminating Essay that addresses the following:   
      1. Data analysis methods used  
      2. Data analysis findings  
      3. Implications of findings for the problem of practice topic of the study  
      4. Conclusions  
   iv. The EDAD 597 Semester 5 Documentation sheet

e. Part V – References and Appendix:  
   i. A reference section to support any APA citations in the narratives  
   ii. Any additional appendix items not accounted for in other Portfolio sections.

The next two sections of this handbook go into detail describing the following:

1. How the portfolio is to be completed  
2. How the Structured Poster Session will be conducted.
MASTER’S PROJECT PORTFOLIO

The Master’s Project Portfolio is one part of the culminating activity for completing the Master’s Project. What follows are details regarding the assembly and presentation of the portfolio. The other half is the Master’s Project Structured Poster Session which is outlined in the next section of this handbook.

Now, the student will purchase a presentation binder which will allow the student, over the 5 semesters in the program, to gradually create the portfolio by adding completed pieces each semester. As a result, when the student completes the products for the fifth semester and adds it to the binder the task is complete.

The Portfolio

Details regarding the binder required for the portfolio are as follows:

- The binder must be purchased from Staples.
- The store purchase price is $5.99 (As of August, 2011)
- It can be purchased online at [http://www.staples.com](http://www.staples.com), however, you have to pay for shipping.
- The official product title is: Staples Presentation Binder, 24 Sleeve Capacity, Blue
- The following is a photo of the binder as it appears online and in the store:

  ![Binder Image]

  - The 24 plastic sleeves will hold your project products.
  - The front is hard clear plastic and is a sleeve for the title page of the project
  - The binding is also clear plastic sleeve to hold student name, year, and project title.
Organizing the Portfolio (Samples, Models, Templates are available in Forms)

1. Project Cover:
   a. Title Page: The clear hard plastic cover of the binder allows the student to slip in the title page for the project. The student must duplicate the layout of the sample title page with his/her title and name inserted.
   b. Spine: Duplicate the model for the spine insert. (Name, Title, Year)

2. First sleeve: A duplicate copy of the title page with the date

3. First sleeve (back): EDAD597s and EDAD510 instructors’ page. Copy the page with your title, name, date, and list of course instructors.


5. Third sleeve: Semester One cover sheet. Follow the sample in the Helpful Resources section.

6. Third sleeve (back): Insert the original EDAD 597 Semester One Documentation sheet that has been completed by you and includes the “Instructor’s Verification” signatures.


8. Fifth sleeve: Annotations (All pages in same sleeve).


10. Seventh sleeve: Semester Two cover sheet.

11. Seventh sleeve (back): Insert original EDAD 510 Semester Two Documentation sheet that has been completed by you and includes the “Instructors Verification” signatures.

12. Eighth sleeve: Annotated Bibliography (All pages in same sleeve).


14. Tenth sleeve: Authorizations Inc. IRB tutorial verification and Permission to do research (All pages in same sleeve).

15. Eleventh sleeve: Semester Four cover sheet.

16. Eleventh sleeve (back): Insert original EDAD 597 Semester Four Documentation sheet that has been completed by you and includes the “Instructors Verification” signatures.

17. Twelfth sleeve: Copy of Instrument and Instrument Approval (All pages in same sleeve).

18. Thirteenth sleeve: Data Collection and Organization (All pages in same sleeve).

19. Fourteenth sleeve: Data displays (All pages in same sleeve).

20. Fifteenth sleeve: Semester Five cover sheet. Follow the sample in the Helpful Resources section.

21. Fifteenth sleeve (back): Insert original EDAD 597 Semester Five Documentation sheet that has been completed by you and includes the “Instructor’s Verification” signatures.

22. Sixteenth sleeve: Master's Project Culminating Essay (All pages in same sleeve).

24. Eighteenth sleeve: A color photo or color digital copy of the poster.
25. Nineteenth sleeve: Additional artifacts as appropriate, e.g., a copy of the Master of Science Exhibition and Symposium

Note: The above outlined information speaks to the sequence of inserting items in the portfolio. However, some items may need more than one sleeve to accommodate the number of pages. If this is the case, the student can incorporate additional sleeves without disrupting the order of the sequence. It simply means that the last sleeve may be one other than #19. It is important that the order of the items be maintained. The twenty-four sleeves should be sufficient to accommodate any needs beyond nineteen.
MASTER’S PROJECT STRUCTURED POSTER SESSION

The Master’s Project Structured Poster Session is the second piece of the Master’s Project culminating activity. The session takes place at the Annual Educational Leadership Inquiry Project Exhibition.

In designing the Educational Leadership Master’s Project, the department faculty sought to ensure that greater emphasis was placed on the practicality of the project experience. To this end the project is focused on a “problem of practice.” Your experience in completing the project should reflect an effort to study an educational problem within the context of your school or district. However, from our point of view as former practitioners, another step in completing the project was needed. Drawing on the reality of site-level based research, the decision was made to require that students engage in a presentation of their work. After all, while good administrators should be gathering and analyzing data regarding the effectiveness of practice, the real value comes in presenting to faculty and staff the results of findings. Whether at the school or district office, presentations are a critical part of efficacious leadership.

The Annual Educational Leadership Inquiry Project Exhibition is designed to reflect the value of presenting and sharing the results of practice based research. It also reflects the kind of experience one might have in exhibiting research results at a typical research conference poster session. Such a session requires a brief oral presentation followed by a group discussion.

The poster session requires the student to succinctly display and orally communicate the inquiry into the selected problem of practice. The expectation is that both the visual representation (poster) and the presentation will exhibit professional quality. The ability of the student to respond to observer questions and inquiry must also show that students are both knowledgeable and well versed on the implications of their inquiry work.

The Poster

The poster is a visual display of the inquiry focused process and outcomes. However, as noted below, space for displaying items is limited. So, the best way to think about organizing your display is to consider the strengths and weaknesses of a good PowerPoint.

A good PowerPoint slide presents information PARSIMONIOUSLY. That is, it provides only the most important of ideas that serve as a springboard for more detailed information provided by the presenter. Where it is necessary to provide details, they are usually presented in a simple bulleted format with the emphasis on minimal narrative and not on long and complete sentences.
A bad PowerPoint slide is one that provides information overload. If all the viewer has time for is reading the slide, then nothing of what the presenter says will be heard.

The structure and organization of the poster should meet the following criteria:

As a general rule, the poster should look like the following in how it is designed and laid out:

- The three panels hinged together make it possible to free-stand the poster on a table.
- Overall height of the poster must not exceed 3 feet.
- The width of the poster may not exceed 4 feet
- The minimum font size for any text included on the poster is Arial 24 point.

Beyond the parameters provided above, students have substantial latitude in designing and displaying their work on the poster. HOWEVER, THE EXPECTATION IS THAT THE QUALITY OF THE POSTER RESTS WITH ITS ACCURATE REPRESENTATION OF THE MASTER'S PROJECT INQUIRY ENDEAVORS AND NOT WITH UNNECESSARY ACCOUTRAMENTs.

* This project collected information from respondents for the purpose of training in research methods and is not intended for publication or dissemination
The Presentation

First, and foremost, the presentation must not amount to reading that which is on the poster. Such action bears the same faults as reading each slide in a PowerPoint presentation. The expectation is that the presenter speaks with the knowledge of someone whose expertise interacts with the posted items. Thus, the poster serves as an organizational guide and the presentation elaborates on the guide—highlighting important information and elaborating where the poster is not able to provide details.

The Logistics

The Annual Educational Leadership Inquiry Project Exhibition will take place on a Saturday morning (usually late April or early May) beginning at 8:00 am and concluding before 12:00 noon.

- Students will have about 45 minutes for registration and setup between 8:00 and 8:45 am.
- The first round of presentations will begin about 9:00 am.
- Table space will be provided for each student to set up his/her poster and, if necessary, lay out any handouts or exhibits.
- As a handout, each student will have a SINGLE PAGE summary of the poster components.
- Depending on the number of students participating as presenters, there will be multiple rounds of presentations. As an example, if there are 30 students presenting, there will probably be three rounds of 10 students presenting in each round.
- Each round of presentations will be scheduled for 15 minutes. During that round presentations are taking place at 10 different posters. If a total of 30 students are involved in the presentations that day, the 20 students not presenting during any given round will serve as observers equally distributed among the 10 presentations.
- In addition, students from all EDAD597 and 510 courses will be in attendance and divided among the 10 poster sessions per round.
- Following each presentation within the 15 minutes allotted, those serving as observers will ask questions and engage the presenter in a discussion.
- There will be a 15 minute transition between each round. The transition period allows those scheduled to present in the next round with the time needed to get set up.
- When all presentations are complete, students are responsible for the removal of their poster (and any other components) and the cleanup of their assigned location.
Q & A ABOUT THE MASTER’S PROJECT

Typically students have questions about how to proceed with their Master’s Project in the event that foreseen and unforeseen events disrupt course and Educational Leadership Department timelines. The following questions (Q) and answers (A) are meant to help you in the event of such disruption. However, as circumstances will have it, there is the chance that a given student’s experience is not addressed in the following. In such a case, it is incumbent upon the student to contact the instructor and/or the department chair and seek advice.

1. **What do I do if, after the first 597 course, there is a change in my job title or employment location that makes it difficult, if not impossible, to continue with my chosen project topic?**

   The answer to this dilemma depends on where in the Master’s Project process the student is at the time of the interruption. If the problem occurs during or soon after the first 597 course the problem is not significant. However, if the problem occurs after the EDAD510 course the problem must be addressed through substantial changes to the original topic. The following narrative should help in answering the above questions. However, the information is generic and your specific situation may vary. Therefore, it is important that you consult with your 597 and or 510 instructor(s).

   It is not uncommon for a student to experience changes in teaching assignments and or school or job title during the course of working on the Master’s Project. In some instances it is possible to make modifications to the original topic and move forward without problem. If the problem takes place after the first 597 class and before the student is well into the 510 course the problem can usually be resolved through modifications to the original topic. However, you are still early in the project game so you may be required to find a new topic and begin the process of developing a new annotated bibliography. You will still be credited for any work completed in 597, but during the 510 class it will be necessary to change your project topic and the expanded 510 annotated bibliography will need to reflect the new topic.

   The big problem occurs after one completes the EDAD510 class. While the student remains responsible for completing the Master’s Project, it may be necessary to make substantial changes to the intent of the project topic. Where this is the case the student needs to consult closely with the Department Chair and/or Graduate Advisor. Situations such as this will be handled on a case by case basis.
2. What do I do if it is necessary to take a leave of absence from the EDAD program?

There are a variety of very viable reasons why students may take a leave of absence from the program. However, when students return they are often out of sequence with their cohort and the course of study. Sometimes the next courses in the sequence are not readily available or require the student to make substantial adjustments in their program of study. However, assuming there is no change in work responsibilities or location that would disrupt completion of the Master’s Project, the student will move forward with the original topic. Discussions with the Graduate Advisor will help establish a new timeline for completing the project. On the other hand, if the student’s work situation has changed, it may be necessary to make substantive changes in the Master’s Project topic. Again, this will require working with the graduate advisor to alleviate this problem.

3. What do I do if my school or district will not let me conduct my study?

This is a serious problem and usually results from faulty assumptions made by the student, and sometimes their school administrator. Students often think that because they teach or work at a school there will be no problem obtaining permission to conduct a study. Likewise, a student’s immediate supervisor (assistant principal or principal) may indicate there will be no problem. However, history tells a much different story. The story begins with two realities. First, the California Education Code spells out restrictions on the involvement of students in survey or interview based research. Second, school districts are very concerned about issues surrounding student rights and privacy. Schools and school districts shy away from involvement in research. They have good reason to be cautious as all too often research is poorly conducted and allowing graduates to conduct research ends up backfiring on the school or district.

Having raised the flag of caution here, we come back to the original question. The answer is to not make assumptions about your ability to conduct a study in your school or district. What is required is written authorization in advance. Long before you go down the road of designing the study methods and developing the research instruments in the EDAD510 class, the student must obtain written authorization to conduct their study. This reality is discussed at length in the EDAD510 class.

4. What if other students have the same topic?

The expectation of the Educational Leadership Department is that each student will do their own Master’s Project. Students will not be authorized to do joint projects.
5. **What do I do if my writing skills are not sufficient to meet the expectations of one or more of my 597 and 510 professors?**

The Educational Leadership Department will be able to refer you to a writing coach. Academic writing at the graduate level requires planning and revision. Often, students fail to plan appropriately for the time that revision requires.

6. **What happens if I do not complete the Master’s Project during the final semester?**

Students not completing the Master’s Project during the final semester EDAD597 course will be required to enroll in an additional EDAD597 course during the semester(s) to follow until the project is completed. The maximum time for completing the Master’s degree following admission is five academic years. Each additional semester, however, requires re-enrollment and additional fees.
SOME HELPFUL INFORMATION

The purpose of this section is to provide some helpful information that should make your task of completing the Master’s Project a little easier.

The following is an index of the items included in this section:

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The School Leader as Researcher.............................................. 34
The Research Literature............................................................ 35
The Annotated Bibliography ..................................................... 39
IRB (Institutional Review Board)............................................... 42
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Problem of Practice

The task of identifying a problem of practice worthy of inquiry is often troubling for students unfamiliar with the process of conducting research. During the Semester 1 EDAD597 course the student will be introduced to the role of the research problem in conducting a research study. In addition, the student will be directed to appropriate sections in Creswell (2009). In essence a problem in education is anything which interferes with teaching and learning. What follows is additional commentary that may help the student in understanding the concept of a research problem that is connected to leadership practice in the school workplace.

1. We must be able to identify a problem that warrants some investigation. Thus, it is necessary that we be able to write a cogent statement that pin-points the problem. In accomplishing this it is critical that we be able to say “The problem is…….” The result must be a declarative sentence. Remember, if someone unfamiliar with the problem and its context reads your statement the/she needs to be able to understand what makes your issue a problem. If they do not, you need to rework your statement.

2. The following are some examples of problem statements that may be found in schools.
   - The problem is that students who take Algebra 1 in 5th and 6th periods of the school day tend to perform poorly when compared to students who take Algebra I during periods 1, 2, and 3 of the school day.
   - The problem is teachers do not recognize the electronic credit recovery programs as a legitimate alternative for students at risk of not graduating from high school within the traditional four years.
   - The problem is parents are not taking advantage of the expanded efforts of our school to engage them in their student’s learning through the use of electronic communication.
   - The problem is that most of our school teachers are not using available technology to enhance their teaching.
   - The problem is that the CAHSEE review class has not improved CAHSEE pass rates in mathematics.
3. One of the challenges students often have is the task of expressing the problem succinctly and in a way that presents the issue as a problem and not a belief statement or statement of what the student wants to prove. The listener or reader should be able to say “Yes, I can see that you have identified a real problem.” You do not want to hear “I do not understand!” Nor do you want the reader to think you are trying to prove something.

4. The task of developing a succinct problem statement can be elusive. Often this elusiveness rests with the reality that we really do not know enough about the problem. Think of it this way, you may know you have a problem because the picture on your big screen HD TV is not clear. However, knowing what to attribute the cause of this problem to may not be possible until you start reading the large owner’s manual. Such reading may help to clarify the problem, but not the picture. So, you go to the experts at Best Buy for an answer. What happens is that the more you consult the experts the closer you are going to come to understanding exactly what the problem may be.

So, you must begin to read the literature on the subject of your problem while at the same time trying to pinpoint the problem. This initial reading of the literature is important. It will be followed by more in-depth reading.

5. Once you have stated the problem, a good idea is to make a list of existing evidence that you think supports your claim that this is a problem. If you are going to justify to others that a problem exists, then you need to be able to cite evidence of support. Remember, your gut feeling or professional observation may not be sufficient to justify the existence of the problem, but it is a starting point.

6. Once you have stated the problem, and made a list of existing evidence, make a list of questions you have about the problem. Examples could be:

   a. Why is this problem important?
   b. Do I need to narrow the problem to make it more understandable/ manageable?
   c. What do I really need and want to know about my problem?
   d. What is the scope of the problem?
   e. What other issues/problems are associated with the problem?
   f. What would be the ideal if the problem did not exist?
   g. Is this problem actionable? In other words, is there a potential for solving this problem?
7. Once you have clarified your problem and written your problem statement, you need to read the literature (research and otherwise) exhaustingly to enhance your knowledge and understanding of the problem and its related variables. Points to consider:

a. Chances are very rare that you will identify a problem that no one has researched.

b. Remember, other researchers may not identify the problem in the same terms that you do. They may identify a larger or smaller problem of which yours is a sub or component problem.

c. Problems are usually associated with a surrounding setting or context; suggesting that the same problem in different settings may appear to be different.

d. If your problem is such that there is little or no direct literature related, you may need to take the “proxy” approach and read literature on the fringes of the problem or literature that mirrors the problem. For example, if the problem is one of whether there is credibility to computer based credit recovery programs the concept may be too new to be supported by a healthy amount of research literature. However, there is a lot of research regarding what makes for effective teaching and learning experience for at risk students. By reading around the problem you are able to be much more informed.
The School Leader as Researcher

In their book *Using Educational Research: A School Administrator’s Guide*, Haller and Kleine (2001) express well the foundation upon which your Master’s Project is based.

We believe that the competent practice of school administration requires practitioners to be sophisticated and critical consumers of educational research. Such practitioners are attentive to the importance of reasons and evidence when considering a solution to an educational problem in their schools. (p. xv)

Haller and Kleine go on to note that being a critical consumer means that the school leader is able to identify the issues and questions suggested by their problem. They know how to find the relevant research that has implications for their problem. And they know what evidence they need in order to create and support practical courses of action in response to their problem.

If Haller and Kleine (2001) are not right in their assessment of the importance of school leaders being practical consumers of educational research, then we are left to accept the misguided conclusion that effective leadership in our schools exists separate from critical thinking. Who among us is willing to admit that we can effectively and efficiently administer schools without reason and logic? The practical school leader, when confronted with significant problems of practice, must understand that problem solving involves processes and one avenue to solutions is rooted in research endeavors.

A valuable resource for the student interested in the school leader as researcher can be found in the first four chapters of the Haller and Kleine (2001) text. The chapter titles provide some insight into what one can learn:

1. What Is Research in Educational Administration?
2. Research and Practice: The Case of EEO (Equality of Educational Opportunity)?
3. Finding and Using Research to Address Educational Problems
4. Evaluating Research

The task of identifying a problem worthy of research is a beginning. In order to do anything constructive with a suspected problem, we must develop a credible level of knowledge and understanding of the problem. We must develop a kind of expertise that is informed by the legitimate breadth and depth of research literature surrounding the problem. This admonition sounds logical if not easy. In reality the task of reading and studying relative research literature is a very time consuming and tedious endeavor with several pitfalls.

Unfortunately, we often, as education practitioners, have a passion for the context of the problem. We sense a problem because, if you will, we are a part of the problem. We work in the milieu that is the classroom, school or district where the problem exists. Because of our closeness to the problem it is difficult for us to stand back and really see the problem in context or in its various parts. It is the proverbial “forest through the trees” issue. We are often just too close to the problem to really make concrete sense of it. That is one reason we need to read what others have to say.

At another level, it is often difficult to ascertain the value of literature we do read and glean from it the desired information. One way to look at the process of reading the literature is to consider the target metaphor for the value of a comprehensive and critical reading of the literature. The concept makes use of the bull’s eye theory. If the bull’s eye represents a concise, thorough, and compelling statement and understanding of our problem, then the bull’s eye is our reading objective. Each of the concentric circles around the bull’s eye represents a layer of literature that, if read and studied, will allow us to get closer to the heart of the problem – the bull’s eye. When we first start reading the literature we are using the shotgun approach and hoping that some of what we read informs us regarding the problem we have identified. As we read we gain knowledge and insight that improves our focus and makes it possible to shoot closer to the center of the target. Like any skill of value, the art of reading and studying the research is developed over time.

Of course, it is not just a matter of reading. We must read with purpose and treat the literature as would a consumer consider information before buying. Initially it may be a good idea to read secondary sources, articles in periodicals, chapters in textbooks, pamphlets, or other sources that serve to educate and inform us. In much of this secondary literature you will be exposed to some of the key terms, research and
researchers associated with your problem. You will begin to see the various schools of thought regarding your interest. At some point it is critical that you turn your reading attention to research literature – peer reviewed research articles in various hard copy and online journals. Locating such articles is, in itself, sometimes difficult task. Often one must put forth a lot of work to locate an article, only to find that it is not as useful as anticipated.

As you read the actual research you are challenged to understand the background, purpose, research methods, findings, and conclusions that inform your knowledge of the problem. Some literature will be exactly what you were looking for, and you will be elated. Much will not, and you will be frustrated. In many instances you will have to work to see the link between the literature and your interests. In reality, it is common to find yourself steeped in stacks of books, journals, and photo copied articles, and wondering what to make of it all. Do not be dismayed. It is here, in the milieu of the research literature that you begin to see the issues, the variables associated with your problem. You also begin to see how your problem can be studied, and considered from different perspectives. All of this informs your approach to the problem. All of this takes you closer to the expertise you are seeking at the center of the target.

Enough cannot be said about the importance of reading the literature. Granted, it can be novel and exasperating experience. Many research authors are not easy to read and if brevity is not part of their thinking, the task can be daunting. But it is nevertheless essential that we probe deep and thoroughly into the literature of our interest.

Of course in the process of reading and deconstructing the contents of particular articles we must be wary of our own limitations. Our own experience, helpful as it may be, can also get in our way. The trap is one of preconditioned beliefs. An existing belief system can prevent us from being open to the literature. We must learn to let the literature speak to us. We must let it inform, challenge, and question us. We must be willing to admit we are not well informed and, perhaps, even misinformed. If we are not willing to let the literature do its thing to us, then we will miss the value and remain well removed from the bull’s eye we seek.

We must also learn that it is not enough to do a partial read of the pertinent literature. In so doing we cheat our intellect and enhance our bias and thereby fail to develop a comprehensive understanding. All too often students will read just enough to feel empowered, but not enough to have a thorough and compelling picture of the literature. A thorough reading of the literature requires work, time, and yes, expense. Another metaphor helps to illustrate this point. For example, you cannot say you really know Hawaii if all you have seen is Waikiki. You cannot say you really know Hawaii if you
have only been to Oahu, Maui, and Kauai. You have not yet been to the big island, and
thus your picture of Hawaii is only partially complete. So, yes, the task of a comprehensive reading of the literature is not easy, but it is essential.

It is a big mistake to do a limited read of the literature and then to try and move on to a research purpose statement that will guide your study of the problem. If you do so you will find that the conceptual framework (how you organize your thoughts) of your study and the subsequent research methods are poorly informed. In taking the limited read approach you are trying to force the issue. To continue down the path of developing a research approach to your study without a thorough reading of the literature is to mock the concept of academic research. As such, you will be open to criticism. In the end, the puzzle will only appear to be complete. A close examination will reveal missing pieces. It will raise questions. It will suggest a weak study. It will question your veracity. It will render your findings and conclusions meaningless.

Finally, a major mistake of many students of the research literature is the failure to give a role to reflection. All too often when we read an article we highlight pieces, make comments in the margins, and perhaps take some notes. Then we move on to the next article. What we really need to do before moving on to the next article is to reflect on the one just finished. It often pays to have a conversation with yourself regarding the value of the article. A simple question to ask is “What’s the value of this article to my problem?” Another question might be “Are there any aspects of this article that I need to investigate further?” Or, “What have I learned from this article?” Reflecting on an article is important, even if it means rereading the article to ensure that you have truly understood it and are able to identify its value.

Of course, making use of what you read in the research literature is the goal of your reading. Creswell (2009) and Haller and Kleine (2001) and others have written a good deal about making use of the literature and the methods a one can use to organize thoughts drawn from the literature. The goal here is to stress the value of a thorough reading of the literature.

A good investigation of the research literature begins with a thorough and honest reading of the research literature related to your topic or problem of interest. Focusing your efforts and time on exploring the literature should be your goal. If you do justice to this goal you will find it much easier to think and talk about the issues and knowledge related to your research problem. Remember, too, that reading the research literature can also inform you on how others have approached research inquiry to your problem of practice. If you understand the methods of key pieces of the research literature you will find it much easier to design your study of the problem.
As a final note, failure to thoroughly and compellingly read the literature will find you victim of the old saw that *ignorance is bliss*. You will not even know what you do not know. And this can be embarrassing when you are supposed to be the school leader with the knowledge and skill needed to lead others towards solving problems of practice.


The Annotated Bibliography

It is not uncommon for students to think of references and bibliography as the same. However, they are not.

References comprise a list at the end of a study or journal article. The list includes only the sources that are referred to in the article citations. Any citation must have an accompanying reference appear in the reference section. The citations and references must align with APA standards.

A bibliography consists of a list of works that may or may not be cited in an article. Often, a researcher will gather information and knowledge from reading a wide range of works. Some works may be primary peer reviewed articles. Others may be textbooks and secondary sources of information read for background purposes. However, only a portion of the works read may end up being cited in an article that comes out of the researcher’s work. Thus, the bibliography serves a much different purpose than the references.

Some articles and books may contain a bibliography that looks like a reference list because it contains the same information about the author(s), publication date, title, and publisher. But one characteristic of the bibliography item that is very much different is that it may include descriptive notes – also known as an annotation. Such notes often capsulate information about the purpose or contents of the referenced work.

For the Master’s Project the student will be engaged in considerable reading of research and other literature pertaining to his/her problem of practice. Sometimes the reviewed literature will be of value and at other times it will be of little or no value. However, the task of keeping track of the value of what is read is not always easy. This is where the Annotated Bibliography comes into the picture.

For our purposes, the Annotated Bibliography provides a concise abstract of the information provided in the referenced work and also includes an analysis or evaluation of the author’s point of view. Turning to your textbook for the Master’s Program, Creswell (2009) does not use the term annotation but prefers, instead, to discuss the process of Abstracting Studies. For each bibliography item the process involves a narrative that addresses the following:

- Noting the problem being addressed in the article/book
- Identifying the central purpose or theme
• Briefly stating information about study participants (if article is based on empirical study)
• Identifying the key findings and results and conclusions of the article or book
• Identifying any issues or problems of logic or methods in the article or book

What Creswell is suggesting is that if you conclude your review of pertinent literature by noting information regarding these five domains, you end up with a concise capsule of information that you can reference later. Such information allows you to later have quick access to information about articles you have reviewed. It is much easier to go back and remind yourself about what it is that you found while conducting your review of the literature.

With Creswell’s suggestions in mind, along with the experience of working with Master’s Students, the authors of this handbook have developed the following guidelines to assist you in completing the annotated bibliography requirements for the EDAD597 and EDAD510 courses.

Our first example is from a hypothetical journal article where we expect to find the kind of information that informs us about empirical research. Immediately we see the APA citation. This is followed by information about the study and the findings.


The problem this study addressed focused on is the controversy regarding the inflation of grades for honors classes (A=5 pts, etc.). Many colleges accept the inflated GPAs for college entrance; some do not.

The purpose of the study was to investigate student attitudes. A total of 203 seniors in a single high school were surveyed, 58% of them non-honors students.

Findings suggest that honors students (95%) favor the policy and expressed belief in the fairness of the practice due to increased workload and expectations. The non-honors students were divided, with 35% expressing disagreement with the practice.

Implications for this study include issues of equity, opportunity, and grading practice at the high school level.
Our second example is more qualitative and reflects what we might find if reading an article in a professional journal where the article is more historical in nature and not the result of empirical research.


Conner investigated the expansion of IB in the United States and the “migration” of the International Baccalaureate program from international schools to inner-city school systems. The author’s purpose was to understand the intentions and the implementation of IB in settings not envisioned by the founders of the program. He examined historical accounts by journalists and educators to identify what he calls the “first principles” of the IB program: 1) the IB assessment system; 2) emphasis on promoting intercultural competence, both of which he describes thoroughly. He then asks, what are the implications for these principles within the American school system? Can IB remain true to these principles in an American school context?

The author concludes that although the first principles of IB explain the broad appeal of the program, these components are nevertheless vulnerable, challenged by the constraints and conventions of the American schooling system. Survival of the IB philosophy in America’s inner-city settings will require an intentional effort to balance the often-conflicting interests of progressive and standards-based education, and access vs. prestige.

NOTE: The author discusses the prevalence of IB in the US and, especially, in California.
During your first EDAD597 course your instructor will introduce you to the basic elements of empirical research. As part of this process you will likely be asked to read selected articles taken from typical journals that publish educational research. In the EDAD510 course the focus on reading and discussing research articles will be expanded.

One aspect of most education based empirical research articles will be a discussion of those who were participants in the studies. Usually these include participant subjects such as students, teachers, parents, administrators, and others. In addition to reading the articles and discussing study participants, your instructors will introduce you to the research sensitivity associated with studies that involve the “use of human subjects.”

Studies involving human subjects have long been a part of education research and research in other fields such as psychology, medicine, and sports, to name a few. However, in recent decades the issue of protecting the privacy and health and welfare of study participants has become increasingly important. Such concern led to federal legislation in the 1990s that sought to protect the rights of human subjects participating in research.

Your EDAD510 instructor will discuss at length the process used at CSUF to ensure that all human subject based research adheres to what is known as IRB regulations. Each student will be required to complete the CSUF IRB Tutorial (IRB Test) and submit a printed copy of the results to the 510 instructor. The IRB Test can be found at the following location:

www.ogc.fullerton.edu/tutorial/humanIntro.asp

Your Master’s Project will probably not involve issues that come under the umbrella of IRB regulations. However, it is imperative that all Educational Leadership students understand the rights of any human subjects participating in a study.
What is Meant by “DATA”

The word “data” is often misconstrued by students new to the field of research. The first misunderstanding is the idea that the word is singular. Actually, “data” is plural. The singular form of the word is “datum.” Therefore, the grammatically correct reference to data is “data are” or “data include” or the “the assessment data reveal that....” The second misunderstanding is to define “data” as referring to quantifiable information only; in other words, “data” are often construed to be numerical by definition. Data include any type of information that informs a study. Data may be expressed as words and often are. Qualitative research focuses on data that are expressed as words, often statements from interviews or from documents.

In the design and completion of your inquiry project, you will identify specific research questions that you want to answer. The data (i.e., information) you seek may be quantitative data, such as assessment data, the results from surveys, or demographic data. Equally likely, is that you will be investigating questions that can only be answered with qualitative data, such as that gleaned from interviews and expressed in words, the words spoken by your participants.

In short, data refer to all types of information and may be expressed numerically or verbally. The word “data” is always plural.

One final note: The display of quantitative data (numbers) is often summarized and displayed in tables or figures. Qualitative data may also be displayed in tables, but those data are more often summarized in narrative form.
<table>
<thead>
<tr>
<th>Trait</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic &amp; Organization</td>
<td>develops ideas cogently, organizes them logically within &quot;’&quot;’s, connects them with effective transitions; clear and logically consistent organization relating all ideas together</td>
<td>develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together</td>
<td>develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas may seem illogical and/or unrelated</td>
<td>does not develop ideas cogently, organize them logically within paragraphs or connect them with clear transitions; uneven or ineffective overall organization</td>
<td>does not develop ideas cogently, organize them logically within paragraphs and connect them with clear transitions; uneven and ineffective overall organization</td>
</tr>
<tr>
<td>Evidence</td>
<td>ample, relevant, concrete evidence and persuasive support for every debatable assertion; uses multiple, reliable sources which are assessed critically; maintains own voice</td>
<td>relevant, concrete evidence and persuasive support for most debatable assertions; uses multiple or reliable sources which are not always assessed critically</td>
<td>merely adequate evidence and support for most assertions; uses single or multiple sources, which may be unreliable and used uncritically</td>
<td>weak evidence and persuasive support; uses limited source(s), and/or relies predominantly on sweeping generalizations, narration, description, or summary</td>
<td>little or no evidence or support connected to essay’s topic or claim, relies solely on author’s experiences, questionable sources; outside the genre of academic prose</td>
</tr>
<tr>
<td>Citations</td>
<td>research support quoted, paraphrased, and cited, and well-integrated into prose</td>
<td>researched support correctly quoted, cited, and paraphrased</td>
<td>researched support adequately quoted, cited, and paraphrased</td>
<td>researched support incorrectly quoted, cited, and paraphrased</td>
<td>researched support incorrectly quoted, cited, and paraphrased</td>
</tr>
<tr>
<td>Control of Language</td>
<td>exact control of language, including effective word choice and sentence variety; superior facility with the conventions of standard written English</td>
<td>clear and effective control of language, including word choice and sentence variety; competence with the conventions of standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; minor errors in standard written English</td>
<td>intermittent control of language, including word choice and sentence variety; major errors in standard written English impeding understanding</td>
<td>poor control of language, includes problems with word choice and sentence structure; frequent errors in standard written English</td>
</tr>
<tr>
<td>Presentation Quality</td>
<td>looks sharp! Very professional!</td>
<td>Attractive, quality presentation</td>
<td>neat, no problems</td>
<td>some problems with appearance</td>
<td>very poor quality, shows little pride in the presentation of the work</td>
</tr>
<tr>
<td>Analysis</td>
<td>sophisticated and complex</td>
<td>shows understanding of interrelationships, thoughtful</td>
<td>shows a grasp of course content</td>
<td>presents only facts, parrots textbook, logical fallacies</td>
<td>no analysis</td>
</tr>
</tbody>
</table>
FORMS

The forms on the following pages are referenced in the guidelines. They are presented here as templates that are to be completed by the student. Below is a list of the forms and the pages where they can be found.

Portfolio Cover page .................................................. 46
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EDAD 510 Semester Two Documentation .................... 56
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  Methods of Inquiry Essay (Semester 2)...................... 61
  Culminating Essay (Semester 5)................................. 64
  Abstract (Semester 5)................................................. 66
The Title of Your Project Goes Here

A Project
Presented to the
Faculty of
California State University, Fullerton

In Partial Fulfillment
Of the Requirement for the Degree
Master of Science
In Education

By
Student’s name here

May 19, 2011
The Motivational Factors of Orange County High School Sophomores

Morales
2012
The Title of Your Project Goes Here

A Project
Presented to the
Faculty of
California State University, Fullerton

In Partial Fulfillment
Of the Requirement for the Degree
Master of Science
In Education

By
Student’s name here

May 19, 2011
The Title of Your Project Goes Here

A Project
Presented to the
Faculty of
California State University, Fullerton

By
Student’s name here
May 19, 2011

Faculty Members

Semester One (EDAD 597): Dr. Abcd Efghijk
Semester Two (EDAD 510): Dr. Lmnop Qrstuv
Semester Four (EDAD 597): Dr. Wx Yzabc
Semester Five (EDAD 597): Dr. Defghij Klmnopqrst
Portfolio Table of Contents

Semester One Fall 2011 – EDAD 597
  Documentation and Instructor’s Verification
  Semester One Products:
  I.  Working Bibliography
  II. Annotations
  III. Problem of Practice Essay

Semester Two Spring 2012 – EDAD 510
  Documentation and Instructor’s Verification
  Semester Two Products:
  I.  Annotated Bibliography
  II.  Method of Inquiry Paper
  III.  Authorization

Semester Four Fall 2012 – EDAD 597
  Documentation and Instructor’s Verification
  Semester Four Products:
  I.  Instrument & Approval
  II.  Data Collection and Organization
  III.  Data

Semester Five Spring 2013 – EDAD 597
  Documentation and Instructor’s Verification
  Semester Five Products:
  I.  Essay
  II.  Portfolio
  III.  Poster Presentation
Semester One

Fall 201-

EDAD 597

Instructor

Dr. Ghi Jklmnop
Semester Two

Spring 201-

EDAD 510

Instructor

Dr. Ghi Jklmnop
Semester Four

Fall 201-

EDAD 597

Instructor

Dr. Ghi Jklmnop
Semester Five

Fall 201-

EDAD 597

Instructor

Dr. Ghi Jklmnop
EDAD 597 Semester One Documentation

Candidate Information (typed)

Full Name: __________________________ CWID: __________
Cohort No.: _____ Location: ____________ Semester: Fall ___ Spring ___
Year: __________
Instructor: ____________________________

This serves as an introduction to Part I of the student’s Master’s Project Portfolio. Documentation for EDAD 597 Semester One must be completed and signed by the EDAD 597 instructor AND inserted into the student’s Master’s Project Portfolio, followed by the products listed below. Students not completing these assignments will earn an “incomplete (I).”

EDAD597 Semester One Products

I. Working Bibliography (with a minimum of 15 sources)

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Instructor’s Verification</th>
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II. Annotations (with a minimum of 6 articles)

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<th>Student Signature</th>
<th>Instructor’s Verification</th>
<th>Date Completed</th>
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III. Problem of Practice Essay (3-5 pages)

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<th>Student Signature</th>
<th>Instructor’s Verification</th>
<th>Date Completed</th>
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NOTE: The Master’s Project Portfolio is a cumulative product. Each student is responsible for keeping the portfolio up to date and submitting the completed product at the conclusion of the 5-semester program.
EDAD 510 Semester Two Documentation

Candidate Information (typed)

Full Name: __________________________ CWID: __________

Cohort No.: _____ Location: ________________ Semester: Fall ___ Spring ___

Year: _______

Instructor: ______________________________________

This serves as an introduction to Part II of the student’s Master’s Project Portfolio. Documentation for EDAD 510 Semester Two must be completed and signed by the EDAD 510 instructor AND inserted into the student’s Master’s Project Portfolio, followed by the products listed below. Students not completing these assignments will earn an “incomplete (I).”

EDAD510 Semester Two Products

iv. Annotated Bibliography (at least 20 sources; 50% peer reviewed)

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<th>Student Signature</th>
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v. Methods of Inquiry Paper

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vi. Authorizations (IRB Tutorial & Letter of Permission from School/District)

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<th>Student Signature</th>
<th>Instructor’s Verification</th>
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NOTE: The Master’s Project Portfolio is a cumulative product. Each student is responsible for keeping the portfolio up to date and submitting the completed product at
the conclusion of the 5-semester program.
EDAD 597 Semester Four Documentation

Candidate Information (typed)

Full Name: ___________________________ CWID: __________
Cohort No.: _____ Location: _______________ Semester: Fall __ Spring ___
Year: __________
Instructor: ____________________________

This serves as an introduction to Part II of the student’s Master’s Project Portfolio. Documentation for EDAD 597 Semester Four must be completed and signed by the EDAD 597 instructor AND inserted into the student’s Master’s Project Portfolio, followed by the products listed below. Students not completing these assignments will earn an "incomplete (I)."

EDAD597 Semester Four Products

VII. Instrument Approved

<table>
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<th>Student Signature</th>
<th>Instructor’s Verification</th>
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VIII. Data Collection Process

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IX. Data (tables, figures, recordings, transcriptions, photos, etc.)

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<th>Student Signature</th>
<th>Instructor’s Verification</th>
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EDAD 597 Semester Five Documentation

Candidate Information (typed)

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<tr>
<th>Full Name:</th>
<th>CWID:</th>
<th>Cohort No.:</th>
<th>Location:</th>
<th>Semester:</th>
<th>Fall</th>
<th>Spring</th>
<th>Year:</th>
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Instructor: 

This serves as an introduction to Part II of the student’s Master’s Project Portfolio. Documentation for EDAD 597 Semester Five must be completed and signed by the EDAD 597 instructor AND inserted into the student’s Master’s Project Portfolio, followed by the products listed below. Students not completing these assignments will earn an "incomplete (I)."

### EDAD597 Semester Five Products

**x. Essay** (Findings, Conclusions, and Implications)

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<th>Student Signature</th>
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**xi. Portfolio**

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**xii. Poster Presentation** (photo of poster, abstract, etc.)

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<tr>
<th>Student Signature</th>
<th>Instructor’s Verification</th>
<th>Date Completed</th>
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EDUCATIONAL LEADERSHIP DEPARTMENT

FACULTY APPROVAL OF RESEARCH INSTRUMENTS

Each Instrument Requires Separate Approval

All instruments (questionnaires, interview protocols, observation protocols, etc.) must be approved prior to seeking permission to conduct research at a site or district. The approval must be from an instructor in EDAD597 or EDAD510. Attach a copy of this coversheet to each instrument. Keep in mind that this approval coversheet and the instrument must be in the appendix of your Master’s Project. NOTE: if you change the instruments after obtaining approval, it will be necessary to have the instruments approved again.

NAME: __________________________________________

DATE ______________

COHORT #: __________

PURPOSE OF RESEARCH:

RESEARCH QUESTION(S) RELATED TO THIS INSTRUMENT (Attach separate page if needed)

TYPE OF INSTRUMENT: ☐ questionnaire, ☐ interview protocol, ☐ observation protocol/checklist
☐ other__________________________________________

*RESEARCH SITE(S):

RESEARCH SUBJECTS/PARTICIPANTS
☐ Students ☐ Teachers ☐ Administrators ☐ Parents ☐ Other________________

APPROVED BY: ______________________________________ DATE__________

Instructor Signature
*Written permission from research site required
Problem of Practice Essay Template

Semester One

Format: 3-5 pages, typed, double-spaced, 12 pt. Arial, 1” margins; attach Rubric

Must have a Title Page and a Reference Page (cite only those sources you used in this paper)
Organize your paper as described below, using the section titles as Level 2 subheadings (flush left, bold, indent text below; see APA for further examples)

Title of Paper (Level 1, Centered, Bold)

Background of the Problem (Level 2 heading, flush left, bold)

(1-3 paragraphs): Describe the setting where you will do your research and provide local information that will help the reader understand the problem.

Problem Statement

(1 paragraph) Write “The problem my project will address is…….”

Rationale (Level 2 heading)

(3-5 paragraphs) Explain why this topic or problem is important to you as an educator, to others at your site and to educators in general.

Literature:

(3-5 paragraphs) Summarize what you have learned about this topic from reading the literature. Cite a minimum of 3 sources, using appropriate APA citations.

Conclusion/Summary

(1 page) Write a brief conclusion summarizing the main parts of your essay. Identify any particular concerns or roadblocks that you anticipate as you move forward in your
investigation of this issue.
Methods of Inquiry Template

Semester Two

In EDAD 510 (Semester two), students will write a Methods of Inquiry paper that includes the following components regarding their research topic/problem. Use the subheadings below to organize your essay.

Format: 12” Arial, 1-inch margins, double space
Title Page: Include project title, course title (EDAD 510), date, instructor name, your name

Title (Level 1 heading, bold, centered)

Research Problem and Background (Level 2 heading, bold, flush left) - should be 2-5 pages in length.

Describe the problem of practice that is the focus of your project. The statement of the problem must include:
1) A description of the problem that:
   a. appeals to broad audience (what Creswell calls the “hook”) - to both academics and non-academics;
   b. establishes a connection between the broad representation of the problem (as mentioned in “a” above) and the problem as it exists uniquely at the local site being studied;
2) Pertinent background that helps the reader understand the issue, detailing specifically:
   a. the background information about the local site being studied; for whatever issue is being studied (e.g., PLC or EL Intervention or Parent Involvement) at the local site, it is necessary to describe details such as: the goals/expectations, the way things are implemented and whatever historical/background information on the current problem, prior to conducting this study.
   b. the outcomes/indicators that are believed to be related to the problem being studied. An example of this is the low percentage of EL students advancing an ELD level, during the first two years of the EL Intervention.
   c. the urgency of the problem is tied to “b” above and refers to the outcomes as a basis for stressing the urgency for studying this issue- and how the issue cannot defer to other pressing issues. This is the opportunity for students to emphasize, through the consequences, the extent to which what is being studied is a
serious problem.
Rationale (half page- 1 page in length)

Explain the need for conducting the study. Who will benefit? This refers to the need to explicitly state what the “actionable purpose” is in the study. It asks the question: to what end are you doing this study? In this section, it is vital for students to explain, in concrete terms, what tangible/concrete change they are working towards. As an example, students should be able to say: the findings in this study will be the basis of/for ______________(some type of tangible change).

Research Questions (2 paragraphs to half page in length)

List the research questions that will guide your study. The number of questions should range between 2-4 research questions. Briefly explain their relevance. The questions should be formed on the basis of: 1) consulting the literature and examining how research questions in similar studies were posed; 2) connecting to what has been established in problem/background section and the rationale sections; 3) the person/professional questions which originated from the students’ own curiosity authentically.

Boundaries (2 paragraphs to half page in length)

Set the boundaries for the study. The research questions take care of most of this; however, you will find that there are even multiple ways of answering those research questions. After having read the literature around your topic, it is important to determine, as specifically as possible, what the focus of your study is, and what aspects of the problem will be addressed in the study and what will not. If this is not determined, you may be penalized for overlooking important aspects of the problem being studied.

Data (half page- 1 page in length)

Describe the data (information) you intend to collect to answer the research questions. This section should be organized by research question. The narrative under each research question should identify one or more data sources that will be examined to answer each research question. This narrative should include an explanation as to why these data (among others) are most appropriate. It is important to mention that you have reviewed the literature, and are aware of the different data sources used to answer research questions similar to your own. This will add credibility to your narrative here, which will also need to carefully explain the decisions you make about what data to use, and why you chose those sources.
Instrument(s) (about 1 page in length)

Describe the instrument(s) to be used in gathering the data. The data instrument(s) is a critical component in the project completion process. Before data can be gathered, the student must get permission to use each instrument. (See instrument approval form). Like the Data section above, it is necessary to cite the literature, to establish your knowledge of how other researchers have used various instruments to collect data in studies that are related to the problem in your own study. This will lead into your identifying which instruments you selected, and why, given the literature you have reviewed, is most appropriate, given what you are asking in your research questions.

Data Analysis (about 1 page in length)

Describe the methods you will use to analyze the gathered data. This section should also be organized by research question. It is helpful to think of this section as an extension of the 'Data' section above. The narrative in this section should review what data source(s) had been selected first, followed by naming the analysis method(s) selected to analyze these data. As in the sections above, it is necessary to cite literature and how other studies have analyzed the kinds of data being examined in your own study. Once this is established, you will explain: 1) what the analysis method(s) is and what kinds of results it produces- in a generic sense, not applied to the details of your study; and 2) why the analysis methods you have chosen then, is a good fit for the kinds of answers you are searching for in your research questions.

Procedures (half page- 1 page in length)

Explain your data collection plan. This explanation must address: 1) who the participants are and the consent they have given to participate; 2) your own documentation that you have completed the Institutional Review Board (IRB) tutorial, which reviews the guidelines for conducting research ethically; and 3) a sequence of events that indicate the order in which you will collect various data, analyze that data and write up the report. It is important to include an actual timeline within this section.

References

Identify the references (e.g., Creswell) which support your data collection and analysis decisions. Cite appropriately (APA) and include the complete citations on a reference page.
Master's Project Culminating Essay

Semester Five

The purpose of the culminating essay is to provide a summary of the research conducted and the implications for practice. The headings below are designed to ensure a complete and well-organized essay. Students will recognize that the format replicates that used in many, if not all, of the research literature they read and annotated.

Format: Arial or Times Roman (12” font) and one inch margins. Include a title page and a reference page. Double space throughout. Expected length: 7 – 12 pages excluding title page and reference page.

TITLE OF PROJECT (All CAPS)

Introduction (Level 1 heading))

Introduce your project in a single paragraph. Explain the problem and why it was of interest to you.

Purpose of the Project (Level 2 heading)

Identify the purpose of the project in 1-3 sentences.

Research Questions

1.
2.
Etc.

Methodology

Setting. Describe the location of the study.

Participants. Describe the participants, the number of participants, and why they were appropriate for your project. If you have many participants, with diverse characteristics, you may need a table to describe them. If not, provide a brief description. For example, “Ten teachers were interviewed by the researcher. They included four English teachers, three math teachers, and three science teachers. All of the teachers were male and the range of teaching experience was five to 10 years.”

Instrument(s). Describe the instrument(s) and how and when it was administered. (Descriptors include the number of items and the type of items, e.g., “open ended” or, on an equal interval scale).
Findings

Organize your findings according to each research question. Use the research question as a heading.

Question 1:
Introduce the data, show the data, explain the data.

Question 2:
(See examples of quantitative data presentations and qualitative data presentations)

Conclusions and Implications

Write a 2-3 sentence introduction to your conclusions and implications.

Conclusions

What are your overall conclusions based on the findings? What did you discover? Were you surprised? Not surprised?

How did your findings confirm or contradict what you read about the topic. Refer specifically to the literature you read.

Implications

What are the implications for you as a researcher and a leader? For your site? For others in education?

Recommendations

What are your recommendations based on these findings? In other words, what actions should take place?

References

Reference page is separate and must follow all APA guidelines.

This project collected information from respondents for the purpose of training in research methods and is not intended for publication or dissemination.
ABSTRACT

You will prepare a single-page abstract of your study. The abstract is included in your portfolio.

Format: 1 inch margins; 12 pt. Arial or Times New Roman, double-space, single paragraph/

All degree candidates will provide copies of their abstracts for distribution during the Symposium and Poster Session. The following model provides a template for the abstract; do not use subheadings but follow the sentence “stems” provided below. Note the inclusion of the “disclaimer.”

<table>
<thead>
<tr>
<th>Your name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your email address</td>
</tr>
<tr>
<td>Title of your study</td>
</tr>
<tr>
<td>Date: 04-28-12</td>
</tr>
</tbody>
</table>

ABSTRACT

The purpose of this study was … The research questions that guided this study were: (1), (2), and (3), … Participants included … Data were collected using xxx (surveys, interviews, logs, etc.) … Findings …

Conclusions …

This project collected information from respondents for the purpose of training in research methods and is not intended for publication or dissemination (Note: Disclaimer is single space and indented)
EDAD Signature Assignments

Signature Course Assignments According to Course and Alignment with Standards

“Signature” assignments are assignments identified as benchmarks for each course and expected of every student and instructor. Each of these assignments align closely with the professional standards of leadership competence and are designed to ensure vertical alignment among the courses and across the five semesters of the program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Professional Standards</th>
<th>Signature Course Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD505 Instructional leadership</td>
<td>Standards: 1: Vision 2: Culture, student learning and professional growth 4: Collaboration, diverse community interests 5: Fairness, equity, ethics</td>
<td>Diversity Assignment</td>
</tr>
</tbody>
</table>
| EDAD597 Project EDAD510 Research | Standards: 2 Culture, student learning and professional growth 4: Collaboration, diverse community interests | Master’s Project Products  
  a. Problem of Practice Paper  
  b. Final Essay |
<table>
<thead>
<tr>
<th>Course</th>
<th>Professional Standards</th>
<th>Signature Course Assignments</th>
</tr>
</thead>
</table>
| **4** EDAD 563 Human Resources Supervision | Standards:  
2. Culture, student learning, professional growth  
3. Organizational management, safe, effective learning environment  
5. Fairness, equity, ethics | Classroom Observation |
| **5** EDAD 564 School Law     | Standards:  
3. Organizational management, safe, effective learning environment  
6. Political, social, economic legal and cultural understanding | Legal Incident Paper |
| **6** EDAD 565 Finance        | Standards:  
3. Organizational management, safe, effective learning environment  
6. Political, social, economic legal and cultural understanding | School Budget |
| **7** EDAD 561 Governance     | Standards  
4. Collaboration, diverse community interests  
5. Fairness, equity ethics  
6. Political, social, economic legal and cultural understanding | Community Relations Plan |
| **8** EDAD 566 Organizational Leadership | Standards 1-6                                                                      | CPSEL Assignment |

EDAD 566 is the culminating course for the program
<table>
<thead>
<tr>
<th>9</th>
<th>EDAD 567 Fieldwork</th>
<th>Standards 1-6</th>
<th>Fieldwork Plan B Fieldwork Competencies with Documentation</th>
</tr>
</thead>
</table>

Fieldwork is a 5-semester endeavor with Forms C and D collected Semester 3 as an interim assessment
## EDAD Standards, Course, Assignment Alignment

**Linkage between Courses, Professional Standards, and Selected Assignments**

As per The Form B Checklist, candidates may use one course assignment, per standard, for fieldwork. Appropriate assignments are listed below matched to the course and the relevant Standard(s). **Note:** Some assignments may relate to more than one standard but **may only be used once** to document student fieldwork experience. Assignments are course embedded and the basis for assessment of candidate preparation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Professional Standards</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1 EDAD505 Instructional leadership | Standards:  
10: Vision  
11: Culture, student learning and professional growth  
13 Collaboration, diverse community interests  
14: Fairness, equity, ethics | *Data Analysis Assignment  
*Diversity Assignment  
Inquiry Group Project |
| 2 EDAD597 Project       | 11 Culture, student learning and professional growth  
13: Collaboration, diverse community interests | Master's Project Products  
- Problem of Practice Paper  
- Method of Inquiry  
- Instrument development  
- Portfolio  
- Poster presentation |
| 3 EDAD 503 Organizational le Development | Standards:  
10.Vision  
11. Org. management for a safe and effective learning environment  
13. Collaboration, diverse community interests  
14. Fairness, equity, ethics | *Organizational Analysis |
| 4 EDAD 563 Human Resources Supervision | Standards:  
11. Culture, student learning, professional growth  
12. Organizational management, safe, effective learning environment  
14 Fairness, equity, ethics | *Classroom Observation Assignment |
| 5 | EDAD 564 School Law | Standards:  
12. Organizational management, safe, effective learning environment  
15. Political, social, economic legal and cultural understanding | Student investigation and presentation on specific law(s) |
<table>
<thead>
<tr>
<th></th>
<th>Course Code and Title</th>
<th>Standards</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>EDAD 565 Finance</td>
<td>12. Organizational management, safe, effective learning environment</td>
<td>*Development of a school budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. Political, social, economic legal and cultural understanding</td>
<td>Interview with DO CFI (chief financial officer)</td>
</tr>
<tr>
<td>7</td>
<td>EDAD 561 Governance</td>
<td>14. Collaboration, diverse community interests</td>
<td>*School Board Meeting Report and Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. Fairness, equity ethics</td>
<td>*Community Relations Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16. Political, social, economic legal and cultural understanding</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>EDAD 566: Public School Leadership</td>
<td>Standards 10-15</td>
<td>*CPSEL Analysis Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Case Study Analyses</td>
</tr>
<tr>
<td>9</td>
<td>EDAD 567: Supervision of Fieldwork</td>
<td>Standards 10-15</td>
<td>Pre Inventory and Self Assessment of Candidate Competence (Sem 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fieldwork is a 5-semester endeavor with Forms C and D collected Semester 3 as interim or formative assessments</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Competency Coversheets (summative program assessment, Sem 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post Inventory of Candidate Competence (Sem 5)</td>
</tr>
</tbody>
</table>
# EDAD Standards Course Alignment Matrix

## Standards and Course Alignment Matrix

<table>
<thead>
<tr>
<th>Standards Emphasized</th>
<th>COURSES REQUIRED FOR PRELIMINARY CREDENTIAL WITH A MASTER’S DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sem 1</td>
</tr>
<tr>
<td>10 Vision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>505</td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>11 Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>12 Management</td>
<td></td>
</tr>
<tr>
<td>13 Family/Community</td>
<td>✓</td>
</tr>
<tr>
<td>14 Ethics/Lead</td>
<td>✓</td>
</tr>
<tr>
<td>15 Pol/Soc/Econ/Law</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Not required for credential-only candidates*
**EDAD 503 Organizational Leadership Performance Matrix**

For each dimension and subdimension, reflect on your strengths and weaknesses as a potential school leader. Using the matrix, put an "X" in the cell that best indicates your overall perception for each dimension. Then, do the same for each of the subdimensions. Remember, you are evaluating yourself from the perspective of a potential school leader, not as a teacher.

* Adapted from Reeves, D. B. (2004) Assessing educational Leaders

<table>
<thead>
<tr>
<th>Dimension</th>
<th>N/M stand</th>
<th>Progress</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0 Resilience</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Constructive reaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1.2 Admit to error</td>
<td></td>
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<tr>
<td>1.3 Constructive handling of disagreement</td>
<td></td>
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<tr>
<td>1.4 Constructive handling of dissent</td>
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<tr>
<td>1.5 Explicit improvement on evaluations</td>
<td></td>
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<tr>
<td><strong>2.0 Personal Behavior</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2.1 integrity</td>
<td></td>
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<tr>
<td>2.2 Emotional self-control</td>
<td></td>
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<tr>
<td>2.3 Comply w/ legal and ethical (Staff)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2.4 Comply w/ legal and ethical (Students)</td>
<td></td>
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<tr>
<td>2.5 Tolerate different view points</td>
<td></td>
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<tr>
<td>2.6 Organized (calendar, desk, office, etc.)</td>
<td></td>
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<tr>
<td><strong>3.0 Student Achievement</strong></td>
<td></td>
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<tr>
<td>3.1 Planning and goal setting</td>
<td></td>
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<td></td>
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<tr>
<td>3.2 Student achievement results</td>
<td></td>
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<tr>
<td>3.3 Reporting student achievement to all</td>
<td></td>
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</tr>
<tr>
<td>3.4 Data driven instructional lead decisions</td>
<td></td>
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<tr>
<td>3.5 Understand academic standards</td>
<td></td>
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<tr>
<td></td>
<td>3.6 Changes based on performance data</td>
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<tr>
<td></td>
<td>3.7 Decisions reflect specific student needs</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
**4.0 Decision Making**

<table>
<thead>
<tr>
<th>N/M Stand</th>
<th>Progress</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Data driven</td>
<td></td>
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</tr>
<tr>
<td>4.2 Decision making levels in school</td>
<td></td>
<td></td>
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<tr>
<td>4.3 Use of vision, mission &amp; priorities</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4.4 Decisions reviewed for effectiveness</td>
<td></td>
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</tbody>
</table>

**5.0 Communication**

<table>
<thead>
<tr>
<th>N/M Stand</th>
<th>Progress</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Two-way communication w/ students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 Two-way communication w/ staff</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.3 Two-way communication w/ parents</td>
<td></td>
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</tr>
</tbody>
</table>

**6.0 Faculty Development**

<table>
<thead>
<tr>
<th>N/M Stand</th>
<th>Progress</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Understand staff proficiencies</td>
<td></td>
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</tr>
<tr>
<td>6.2 Personal participation staff development</td>
<td></td>
<td></td>
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<tr>
<td>6.3 Formal and informal feedback</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**7.0 Leadership Development**

<table>
<thead>
<tr>
<th>N/M Stand</th>
<th>Progress</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Mentor assistants to take on leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2 Recruit and build new leaders</td>
<td></td>
<td></td>
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<tr>
<td>7.3 Delegate, empower, trust assistants</td>
<td></td>
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<td></td>
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</tbody>
</table>

**8.0 Time/Task/Project Management**

<table>
<thead>
<tr>
<th>N/M Stand</th>
<th>Progress</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Daily task list is prioritized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.2 Manages time well</td>
<td></td>
<td></td>
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<tr>
<td>8.3 Projects have clear objectives &amp; plans</td>
<td></td>
<td></td>
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<tr>
<td>8.4 Project completion on schedule w/in $</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**9.0 Technology**

<table>
<thead>
<tr>
<th>N/M Stand</th>
<th>Progress</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Use tech to improve teaching &amp; learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.2 Proficient use electronic communication</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10.0 Learning</td>
<td></td>
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<td>----------------</td>
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<td></td>
</tr>
<tr>
<td>10.1 Uses research to guide leadership</td>
<td></td>
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<tr>
<td>10.2 Has personal professional dev. Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.3 Professional development focus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.4 Application of learning</td>
<td></td>
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</tr>
</tbody>
</table>
EDAD 503 Organizational Analysis

Analysis of District and School Organizational Structure (20%)

Using the material covered in Chapters 1-6 of Chance, review your school and district organizational structures and processes as they reflect the concepts presented in Chance. Indicate where the school and district are similar and different as well as your observations/concerns regarding your findings. Using APA guidelines cite sources from the reading(s) and discussions (in addition to Chance) to support the points you make. Include a cover page and a reference page.

Excluding the cover and reference pages, the assignment is limited to a maximum of four (4) typed pages, double spaced, 12-point Arial or Times New Roman font, with 1” margins all around and pages numbered.
EDAD 503 Tenets and Philosophy

1. End of Term Paper: Tenets and Philosophy (20%)
   More than we sometimes realize, personal beliefs and values guide our actions as educators and as leaders. The purpose of this assignment is to encourage your personal reflection on the beliefs and values that you consider important and how you will honor them as a leader. Remember, beliefs and values are not specific to our work as educators; these are the tenets that we live by as individuals, as citizens, as family members. Drawing on your learning in EDAD 503, your total experience as an educator and student of education, and your reflection on your personal beliefs and values, you should frame your end of term assignment around the following parts:

   • An introduction that tells the reader where the essay is going
   • Identify at least three (3) and not more than five (5) tenets upon which your philosophy is based. (These are your values and beliefs.)
   • A narrative that spells out your leadership philosophy. Your philosophical narrative should transfer the tenets to action. Based on your beliefs and values how will you behave as a leader?
   • A summary that synthesizes your essay.

   Make use of the material covered in class, so it is evident that you have done the following in developing your philosophy:
   • Reflected on the theories proffered by Chance
     o Organization structure (Chapters 1-4)
     o Leadership of organizations (Chapters 5-10)
   • Drawn on the appropriate leadership matrix concepts of Reeves
   • Incorporated the ideas/theories discussed in class via discussion forums and face-to-face meetings, including your book study and presentation and discussion.

   There is no expectation that you will incorporate all the ideas, theories, and concepts of your text, Reeves, or alternative readings. There is, however, the expectation that you have reflected thoroughly on the reading and are positioned to draw together appropriate and sufficient support for your position.

   While the objective is to develop a statement of philosophy that would guide you as a leader at the school or district office level, the expectation is that your work will avoid the first person reference and reflect the highest standards of graduate level writing.

   Format:
   • Double-spaced and numbered pages.
   • Margins 1” all around
   • Font - 12 point Times New Roman or Arial.
   • A cover page with your name, assignment title, course name, date, and name of instructor.
   • A reference page
   • Two page limit, excluding the cover and reference pages
<table>
<thead>
<tr>
<th>Element/Points</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and organization of the paper</td>
<td>Introduction clearly states where the analysis narrative is headed and identifies any subsections</td>
<td>Introduction covers expectations, but lacks polish or is superficial</td>
<td>Weak introduction that leaves the reader wondering about content</td>
</tr>
<tr>
<td>3 points</td>
<td>[3]</td>
<td>[2]</td>
<td>[1]</td>
</tr>
<tr>
<td>Describes 3 to 5 tenets upon which the philosophy is based</td>
<td>Description is clear, thorough, and compelling.</td>
<td>Description is present, but lacks the clarity of a paper that exceeds the standard</td>
<td>Description is confusing and/or superficial</td>
</tr>
<tr>
<td>5 points</td>
<td>[5]</td>
<td>[3-4]</td>
<td>[2-1]</td>
</tr>
<tr>
<td>Philosophy narrative is well-structured, action-oriented, compelling, and aligned with tenets.</td>
<td>Narrative is well-structured and well-aligned with tenets. Leadership perspective is clear with relevant behaviors as support.</td>
<td>Philosophy is present, but not well-organized and/or does not align well with tenets. May lack a clear leadership perspective/actions</td>
<td>What serves as a philosophy is disjointed and/or not aligned with tenets</td>
</tr>
<tr>
<td>5 points</td>
<td>[5]</td>
<td>[3-4]</td>
<td>[2]</td>
</tr>
<tr>
<td>Course readings and forum discussions are used cogently in the narrative to support writer’s assertions.</td>
<td>Philosophy, tenets, and narrative incorporate well the course readings and forum discussions. (At least 3 references to course readings)</td>
<td>Use of course readings and discussions is present, but not in a cogent and compelling way</td>
<td>Some use of readings and forum discussion, but may not be relevant to assertions</td>
</tr>
<tr>
<td>4 points</td>
<td>[4]</td>
<td>[3]</td>
<td>[2]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Limited or no use of readings and forum discussions</td>
</tr>
<tr>
<td>Quality of writing-syntax, grammar, spelling, APA citations, page numbering, cover page, reference page, and other parameters of the work are appropriate.</td>
<td>Writing meets graduate level standards. Each paragraph is centered on a single idea supported by relevant examples or references. Varied sentence structure; grammatically perfect.</td>
<td>Reads well at the paragraph level, but may be overly simplistic or include a few errors that do not detract from the reader’s understanding</td>
<td>Errors interfere with the reader’s understanding or paragraph development weak or nonexistent</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>3 points</td>
<td>[3]</td>
<td>[2]</td>
<td>[1]</td>
</tr>
</tbody>
</table>

Total ____/20
EDAD 505/566 Book Study List


EDAD 505 Cultural Proficiency Continuum

Cultural Proficiency Continuum of Your School/District

After reading Chapters 3 & 4 of *Cultural Proficiency: A Manual for School Leaders*, you are to determine where your school or district is on the Cultural Proficiency Continuum relative to practices, behaviors, and policies, regarding students, parents and the community. You may also find it helpful to refer to the Response Sheet on pages 277-279 for additional descriptions. Complete the chart below by providing specific examples of practices, behaviors, and policies at your school/district; place your examples in the appropriate columns.

<table>
<thead>
<tr>
<th>Cultural Destructiveness</th>
<th>Cultural Incapacity</th>
<th>Cultural Blindness</th>
<th>Cultural Precompetence</th>
<th>Cultural Competence</th>
<th>Cultural Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reactive &gt;&gt;&gt;&gt; Tolerance</td>
<td></td>
<td></td>
<td>Proactive &gt;&gt;&gt;&gt; Transformative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EDAD 505 Cultural Proficiency Forums

Question 1: Diversity - - - When did you begin working in the field that is now called "diversity?" What was it called when you started?

Question 2: Competence/Proficiency - - - Have you heard the terms 'cultural competence' or 'cultural proficiency' before reading this book? In what context?

Question 3: Which Decade - - - With which decade described on pages 8-11 do you most closely identify? Explain why you identify with that time (maybe your age at that time or an experience which you had).

Find someone else in the cohort who may have selected the same decade; discuss your posts. If you can't find anyone else who chose your decade, start a discussion with someone whose response is of interest to you.

FORUM: OVERT DISCRIMINATION

Interview someone who has experienced overt discrimination because of his or her ethnicity, gender, sexual orientation, social class, primary language, ableness, or faith. Without disclosing the person's name, tell their story of overt discrimination - their lived experience - in this posting.

After posting their story, include your reaction or response to their story. Although there is no requirement to respond (reply) to each other's posts, feel free to do so if you so choose.

FORUM: TELLING YOUR STORY

This forum is based on a modification of Activity A2, p. 167-169.

Using the list of social experiences from the first column on page 169 of your Cultural Proficiency text, tell your story by sharing an experience you have had based on only one of the seven experiences listed. After 'telling your story' discuss your experiences among the members of your group.

FORUM: THE FIRST TOOL: Overcoming Barriers

For this forum you are to answer each of the three questions listed below:

1. Entitlement
2. Personal Change
3. Organizational Change

Open each question and post a response to each no later than 11:59 pm on Wednesday. Between Thursday and Saturday, respond to "one" post in each of the three areas. Try to respond to someone to whom you've not usually replied.
FORUM: THE GUIDING PRINCIPLES

After reading Chapter 6 of *Cultural Proficiency*, choose two of the nine principles to discuss in terms of real life examples.

1. identify each of the two chosen principles by name;

2. discuss your understanding of each principle; and

3. relate each principle to something that has happened in your school or district. (If you cannot relate it to your professional life, you may use something from your personal experience).

FORUM: THE CULTURAL PROFICIENCY CONTINUUM

After reading Chapter 7 of our Cultural Proficiency text, use the six stages to describe an event in your life (personal or professional) where you experienced or observed an example of each stage. Make sure that you describe the event in terms of what you learned about characteristics of each particular stage.

Click on each stage before entering your described event. Do not respond to each other's posts this week; you need the time to work on your Collaborative Inquiry Group Project.

FORUM: The Essential Elements of Cultural Competence

After reading Chapter 8 of *Cultural Competency: A Manual for School Leaders*, develop descriptions of the essential elements of cultural competence that relate to your classroom, school, or district. Label and number each essential element before writing and explaining your description of each one:

1. Assessing Your Culture

2. Valuing Diversity

3. Managing the Dynamics of Difference

4. Adapting to Diversity

5. Institutionalizing Cultural Knowledge
“Data-based decision making” is rapidly becoming a cliché in today’s world of educational accountability and our focus on assessment. Gathering the data is considered time-consuming but easy; doing something with the data after you’ve collected it is difficult; doing the “right thing” is imperative.

Over the course of the semester, students will gather a variety of information (data assignments) relative to students, staff, and faculty. Each assignment will be have detailed instructions regarding what to collect, how to collect it, and opportunities for students to share what they have learned. As appropriate, individual scoring rubrics will be posted on TITANium. Full credit is earned for completion and clarity of each assignment based on formatting, accuracy, and analysis.

Students will be involved in data mining activities, as well as conducting informal interviews and/or surveys. The compilation and presentation of all of the data assignments will constitute the data diary. As appropriate some data assignments will be used in the completion of other assignments (for example, test results for two subgroups at their school for the Causal Analysis Paper; collection of school demographic information and completion of the Instructional Leadership Behavioral Checklist required for the Diversity Assignment).

Data Assignment #1: Staff and Programs
Data Assignment #2: Subgroup Achievement
Data Assignment #3: Instructional Leadership Behavioral Checklist
Data Assignment #4: Underlying Values at School (Activity D4 in Cultural Proficiency) Data Assignment #5: Attendance and Discipline
Data Assignment #6: Student Achievement

<table>
<thead>
<tr>
<th>Data Diary Scoring Rubric</th>
<th>Exceeds Standards A</th>
<th>Meets Standards B</th>
<th>Does Not Meet Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive of All Six Data Assignments [weight: 10]</td>
<td>All six data submissions are included; data are represented in a clear, accurate manner; there is overwhelming evidence that the student was thorough in gathering and reporting data found</td>
<td>All six data submissions are included; data are represented in a clear, accurate manner; there is some evidence that the student gathered and reported data found</td>
<td>One or more of the data submissions are missing and/or inaccurate; data are represented but not clearly; there is evidence that the student was not thorough in gathering and reporting data found</td>
</tr>
<tr>
<td>What I learned Each data assignment includes student learning elements [weight: 5]</td>
<td>Synthesis and analysis are clearly used in the descriptions of what was learned</td>
<td>Application and analysis are applied in describing learning that resulted in completing these assignments</td>
<td>Knowledge and comprehension are evidence in the descriptions of what was learned in completing each assignment</td>
</tr>
<tr>
<td>Writing [weight: 5]</td>
<td>Graduate-level standards according to the COE Writing Standards Rubric; paper is error-free</td>
<td>Graduate-level standards according to the COE Writing Standards Rubric; minor errors noted.</td>
<td>Gross grammatical errors (run-ons, fragments, subject-verb agreement)</td>
</tr>
<tr>
<td>Format [weight: 5]</td>
<td>Typed, double-spaced, Arial 12 pt. font, 1&quot; margin (all four sides), and a cover page with course title, assignment title, date, 10-digit phone number, and name of professor.</td>
<td></td>
<td>Format elements missing</td>
</tr>
</tbody>
</table>
EDAD 505 Diversity Assignment

EDAD 505A Diversity Assignment:
Analysis of Instructional Leadership Practices at Your School (20%)
The EDAD Diversity Assignment is established to assure candidates have the opportunity to work with schools and/or school districts that serve students who are ethnically/culturally/linguistically/gender/social-economic/sexual orientation/ and ability-wise diverse from themselves. To that end, students are required to write a 12-15 page paper that analyzes the instructional leadership practices at their school site. Each part of the paper should be clearly labeled and satisfy the requirements listed below:

Part I: Complete an analysis of your school and district profile reflecting current demographics and student diversity. Using information you have collected, explain the percentage of student population that is diverse from you and in what ways.

Part II: Identify at least two board of education policies in your district (cite the Board Policy Number for each policy) related to student access; critically analyze each board policy indicating the extent to which the instructional needs of diverse populations are being met. In addition, locate the Uniform Complaint Procedures (UCP) and Williams Case notifications for your school/district; briefly discuss how or if you were made aware of these two policies.

Part IIIA: Create a table similar to the one below that indicates each of the specialized and/or supplemental instructional programs being implemented in your school and the population for whom each program is intended (ELLS, SpEd, GATE, Title 1, etc.). Do not include programs that are intended for (a) a single grade level or (b) the entire school population.

<table>
<thead>
<tr>
<th>Specialized/Supplemental Instructional Program</th>
<th>Intended Population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part IIIB: Select one required content area for which you have achievement data (usually reading, language arts, math) and for which a need for improvement is evident. Analyze the extent to which the instruction in this content area is effective in meeting the instructional needs of at least one subgroup of students based on economic advantage, special needs status, English proficiency, gender, etc.

Part IV: Articulate your personal vision of instructional leadership and how you would develop, articulate, and implement your vision for improving instruction that places student and adult learning at the center of your school’s enterprise.

Part V: Evaluate the instructional leadership practices at your school by completing and attaching the Instructional Leadership Behavioral Checklist (reproducible at go.solution-tree.com/literacy and on TITANium). Organize and discuss the results by what’s working and what’s not according to each of the seven steps. The overarching question to be answered for each step is - What are we doing to improve the teaching and learning in my school? Use the following chart to summarize your findings

<table>
<thead>
<tr>
<th>Step</th>
<th>A strong instructional leader -</th>
<th>What’s Working</th>
<th>What’s Not Working</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Establishes, implements, and achieves standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Is an instructional resource to staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Creates a school climate and culture conducive to learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Communicates the vision and mission of the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sets high expectations for staff and self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Develops teacher leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Establishes and maintains positive relations with students, parents, &amp; teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part VI: Write your personal recommendations for improving the overall instructional program at your school to promote the success of all students. Write your recommendations from a prospective principal’s point of view and not from a teacher’s point of view. Include and label three short term goals and three long term goals that would set high expectations for improving student achievement at your school.

EDAD Diversity Assignment Scoring Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Weight</th>
<th>Final Score</th>
</tr>
</thead>
</table>

393
### Part I: Analysis of current demographics & student diversity of your school & district. Explain how your students are diverse from you and in what ways.

<table>
<thead>
<tr>
<th>School/district demographics/diversity critically analyzed. Pct. of student population that is diverse from you &amp; in what ways is described.</th>
<th>Data comparisons of school &amp; district demographics &amp; student diversity are presented; % different from you is mentioned</th>
<th>School or district described but not both; or missing any reference to diversity compared to you.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/district demographics/diversity critically analyzed. Pct. of student population that is diverse from you &amp; in what ways is described.</td>
<td>Data comparisons of school &amp; district demographics &amp; student diversity are presented; % different from you is mentioned</td>
<td>School or district described but not both; or missing any reference to diversity compared to you.</td>
</tr>
<tr>
<td>Part II:</td>
<td>Identify &amp; critically analyze at least two board policies; indicate extent instructional needs are met. Brief discussion of UCP/Williams Case &amp; how if you were made aware of these two policies.</td>
<td>At least two Board policies with # are identified/critically analyzed and appropriately related to student access and instructional needs of diverse populations. A discussion of UCP/Williams case &amp; your awareness</td>
</tr>
<tr>
<td>Part IIIA:</td>
<td>Table: specialized and/or supplemental instructional programs being implemented</td>
<td>Table lists appropriate specialized/supplemental instructional programs and clearly defines the group of students for whom the programs are intended.</td>
</tr>
<tr>
<td>Part IIIB:</td>
<td>Select one required content area that achievement data shows a need for improvement; analyze how instruction in this content area is effective in meeting the instructional needs of at least one subgroup.</td>
<td>The subgroup and content area are clearly articulated; evidence is presented that indicates a need for academic improvement of the selected subgroup. Effectiveness of instruction in content area with subgroup is analyzed.</td>
</tr>
<tr>
<td>Part IV:</td>
<td>Personal vision of instructional leadership placing student/adult learning at center of school’s enterprise.</td>
<td>A personal vision is clearly articulated; included is how you would develop, articulate, &amp; implement your vision for improving instruction</td>
</tr>
<tr>
<td>Part V:</td>
<td>Summarize the instructional practices at your school in chart form: what’s working and what’s not. Attach the Instructional Leadership Behavioral Checklist</td>
<td>Chart is used to effectively summarize instructional practices at your school according to each of the 7 Steps of Effective Instructional Leadership. Checklist is attached</td>
</tr>
<tr>
<td>Part VI:</td>
<td>Personal recommendations for improving overall instructional prog. at your school; include/label 3 short and 3 long term goals</td>
<td>Recommendations effectively promote success of all students. Short &amp; long term goals (min. 3 each) set high expectations for improving student achievement.</td>
</tr>
<tr>
<td>Complete/attach Instructional Leadership Checklist</td>
<td>Chart is typed, double-spaced, using 12-pt. Arial font, with numbered pages. Each part is clearly labeled.</td>
<td>Chart is completed and attached.</td>
</tr>
<tr>
<td>Format</td>
<td>Paper is typed, double-spaced, using 12-pt. Arial font, with numbered pages. Each part is clearly labeled.</td>
<td>Not formatted correctly.</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing adheres to the COE Writing Standards Rubric (last page of syllabus)</td>
<td>One or two minor errors; no fragments or run-on sentences.</td>
</tr>
</tbody>
</table>

A “half-score” (.5) may be assigned if performance is determined to fall between two levels. For example: If performance is determined to be better than a 3, but less than a 4, a score of 3.5 would be assigned. Passing Score: Average of 3.0 or higher.
EDAD 561 Community Relations Plan

Community Relations Assignment

SCORING RUBRIC

(Include a copy of this rubric at the end of your paper before submission)

For part of this assignment you are required to draw a community map of your school; consider your school at the center of the map and then designate business and residential areas, parks, churches, schools within a one-mile radius of the school. In the second part of the assignment, assume you are hired to create a public relations program for your school.

A. Identify how you would identify the values and concerns of the diverse communities that constitute a democracy, particularly those diverse populations found in your school community.

B. Explain why it is important to and how you would involve the community (internal and external) in the life of the school as a part of your community relations program.

<table>
<thead>
<tr>
<th>Weight</th>
<th>Exemplary: 3.6-4.0</th>
<th>Proficient: 3.1-3.59</th>
<th>Unacceptable: &lt;3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The drawing of the community map is detailed, includes actual classifications of businesses, residential areas, schools, parks, churches, etc.</td>
<td>The drawing of the community map is appropriate and includes general classifications of businesses, residential areas, schools, parks, churches, etc.</td>
<td>The drawing of the community map is without detail or not submitted in the written report</td>
</tr>
<tr>
<td>3</td>
<td>There is a clear and concise discussion of the community surrounding the school/district (1-2 paragraphs).</td>
<td>There is a general discussion of the community surrounding the school/district (1-2 paragraphs).</td>
<td>There is a limited discussion of the community surrounding the school/district</td>
</tr>
<tr>
<td>5</td>
<td>There is a clear and concise description of how you would identify the values and concerns of the diverse communities that constitute a democracy, particularly those diverse populations found in your school community.</td>
<td>There is an adequate description of how you would identify the values and concerns of the diverse communities that constitute a democracy, particularly those diverse populations found in your school community.</td>
<td>The description of how you would identify the values and concerns of the diverse communities that constitute a democracy is too brief, incomplete, and/or missing.</td>
</tr>
<tr>
<td>3</td>
<td>The importance of involving the internal community and how that involvement would be accomplished is clearly explained.</td>
<td>The importance of involving the internal community is adequate and how that involvement would be accomplished is discussed.</td>
<td>The importance of involving the internal community and how that would be accomplished is poorly discussed.</td>
</tr>
<tr>
<td>3</td>
<td>The importance of involving the external community and how that involvement would be accomplished is clearly explained.</td>
<td>The importance of involving the external community is adequate and how that involvement would be accomplished is discussed.</td>
<td>The importance of involving the external community and how that would be accomplished is poorly discussed.</td>
</tr>
<tr>
<td>3</td>
<td>Writing follows graduate-level standards – COE Writing Standards Rubric (p. 12) - devoid of gross grammatical errors (e.g., run-on sentences, fragments, subject-verb agreement)</td>
<td>Writing follows graduate-level standards – COE Writing Standards Rubric (p. 12). One or two minor errors; devoid of gross grammatical errors (e.g., run-on sentences, fragments, subject-verb agreement)</td>
<td>More than two errors and/or evidence of gross grammatical errors (e.g., run-on sentences, fragments, subject-verb agreement)</td>
</tr>
</tbody>
</table>
EDAD 561 Policy Paper

Tracing a Policy from the Federal to Local Level

SCORING RUBRIC
(Include a copy of this at the end of your paper before submission)

The learning outcome of this assignment is to help you understand how leaders can work with the governing board, district and local leaders to influence policies toward the benefit of students and the improvement of teaching and learning. You are required to select an educational policy that started at the federal level and trace its chronological development from the federal to the state to the local level. (We will have an in class discussion of some of the policies that might be of interest to trace.) A timeline format with sentences or paragraphs annotating the development should be used. No specific length is specified, as the origination date of the policy will determine its length.

<table>
<thead>
<tr>
<th>Weight</th>
<th>Exemplary: 3.6-4.0</th>
<th>Proficient: 3.1-3.59</th>
<th>Unacceptable: &lt;3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The educational policy at the federal level is well documented with through detail.</td>
<td>The educational policy at the federal level is adequately documented.</td>
<td>The educational policy at the federal level is poorly documented.</td>
</tr>
<tr>
<td>2</td>
<td>The educational policy at the state level is well documented with through detail.</td>
<td>The educational policy at the state level is adequately documented.</td>
<td>The educational policy at the state level is poorly documented.</td>
</tr>
<tr>
<td>2</td>
<td>The educational policy at the local level is well documented with through detail.</td>
<td>The educational policy at the local level is adequately documented.</td>
<td>The educational policy at the local level is poorly documented.</td>
</tr>
<tr>
<td>3</td>
<td>A timeline format with annotated sentences or paragraphs is used with through detail.</td>
<td>A timeline format with annotated sentences or paragraphs is used.</td>
<td>A timeline format with annotated sentences or paragraphs is used.</td>
</tr>
<tr>
<td>1</td>
<td>Writing follows graduate-level standards – COE Writing Standards Rubric (p. 12) - devoid of gross grammatical errors (e.g., run-on sentences, fragments, subject-verb agreement)</td>
<td>Writing follows graduate-level standards – COE Writing Standards Rubric (p. 12). One or two minor errors; devoid of gross grammatical errors (e.g., run-on sentences, fragments, subject-verb agreement)</td>
<td>More than two errors and/or evidence of gross grammatical errors (e.g., run-on sentences, fragments, subject-verb agreement).</td>
</tr>
</tbody>
</table>
EDAD 563 Teacher Observation

Teacher Observation (25%)

One of the most difficult transitions for many teachers into administration is the observation and evaluation of staff. The purpose of this assignment is to provide an opportunity to practice and reflect on the observation/feedback/evaluation process. Follow the six steps below, and write a summary of each step. Your summary should include analysis as well as a reflection, particularly how you used concepts from the course. Use each step as a subheading in your summary. Your total narrative should be no more than ten pages. Attach to your narrative the notes or instruments you used or made during the observation.

Remember, the observation and feedback provided by an administrator is often the only input teachers receive about their instruction. Make it count!

Step 1: Pre-Observation Planning

- Select a classroom teacher who will agree to participate with you in the process.
- Determine how you will conduct the observation in order to provide appropriate and meaningful feedback to the teacher in the post-observation conference.
- What techniques from the class were used to plan your pre-observation conference?

Step 2: The Pre-Observation Conference

- Hold a pre-observation conference with the teacher.
- Make agreements about issues for which the teacher would like you to observe. Examples include level of questioning, student engagement, student/teacher interactions, providing clear directions, and checking for understanding.
- What skills or techniques from the course did you use to have a successful planning meeting with the teacher?

Step 3: Conducting the Observation

- The observation should be conducted for a full class period in a secondary classroom or a complete lesson in an elementary classroom.
- What instrument did you use? How did it work?
- How was the observation related to concepts from the course?

Step 4: Plan the Post-Observation Conference

- What are the key issues that you believe need to be addressed in your post-observation conference?
- How will you organize the data in order to introduce those issues?
- What questions will you ask?
- How will you reinforce the good things you saw?
- How will you make the teacher feel comfortable?
- What can you use from the course to help you achieve your goals?

Step 5: Conduct the Post-Observation Conference

- Summarize the conference.
- If you were an administrator, what agreements would you focus on in future observations?
- How well did it go?
• What did you cover?
• How did ideas from the course help you?

**Step 6: Reflect on what you learned—plan for the future**
EDAD 564 Legal Incident Assignment

Legal Incident Assignment – Paper, Presentation, & Interview
You will need to make contact with a practicing school administrator. This could be an assistant principal, principal, or staff member of a district office. Interview this person about an actual incident that focused on a specific legal issue. The interview should have an open-ended format so that you can gather as much information about the incident as possible. You can assure the person you are interviewing in confidentiality and that you will not use the name of the school or the people involved, if that is necessary to gather the information. In order to assure that all interviews collect comparable baseline data, you should use the "Legal Incident Data Shell" as a guide to recording and studying the information from the interview. The data shell is only a guide; it will not be turned in.

LEGAL INCIDENT DATA SHELL

1. Description of the site of the incident
   A. Type of school
   B. Size of school and district
   C. Demographic characteristics of neighborhood
   D. Description of the school culture

2. Description of the person being interviewed
   A. Title
   B. How long they held this position
   C. Previous experience
   D. Why did you pick this person to interview

3. Legal issue being investigated
   A. Principles
   B. Important cases in this area
   C. Ed. Code sections
   D. Board Policy

4. Background of the incident
   A. What led up to the events
   B. Why did it occur at that time and place

5. The actual incident
   A. Who were the players?
   B. Step-by-step what happened--use a chronological order
6. What were the results?
A. Legal steps taken (reprimand, legal case, etc.)
B. Impact on the players
C. Impact on the district/school

7. What was learned from the event?
   A. Could it have been avoided?
   B. Could it have been managed better?
   C. What should future administrators know about circumstances like these?

In completing the Legal Incident Assignment you will also need to become the class expert on the laws, cases, and legal implications involved in the incident.

**Legal Incident Paper**

The paper is to be not more than five typed, double spaced, pages in Times New Roman 12 point font. In completing the paper, which is to be written in narrative (not outline) form, address all of the following in a cogent and orderly style.

1. Who are the parties involved? Identify and briefly describe.
2. Describe the incident with sufficient detail as to make the issues and evident.
3. What event(s) caused this case to arise?
4. What are the contentions of the sides/parties involved?
5. Clearly note the legal issues at stake.
6. Identify the laws and case law applicable to this incident
7. Identify how the administrator handled the incident.
8. Indicate whether the administrator handling and results were consistent with legal expectations.
9. What are the implications of this incident and accompanying legal issues for the practicing administrator.
EDAD 565 Budget Assignment

Site Budget Development Assignment: (20 points)

Scenario: Congratulations! You are the new principal of Morningside (elementary, middle school, or high school). This was a mid-year hire; your assignment began on March 1. It is now April 1 and the budget for the following year is due May 20. The former principal worked diligently and completed the budget before she left for her new assignment. (She thought.) However, you have been notified by the Assistant Superintendent that your school will be receiving additional unexpected funds from an unrestricted program, in the amount of $80,000, which you must (get to) add to the site budget. Yay! Between now and the May 1 School Site Council Meeting you have the opportunity to gather additional input and consider how the budget can further the shared vision for the school. NOTE: The instructor will provide you with a mock budget worksheet that includes the budget allocation for this unexpected revenue source.

Your task:

- Identify two or three measurable goals for the site and explain how these goals will further the shared vision.
- Describe how you will involve and receive input from stakeholder groups on the goals and budget process.
- Develop a budget that will help move the school toward those goals: Explain the rationale.

Submit the completed budget worksheet with a one-page, double-spaced paper, 12 pt. Arial or Times New Roman, with 1-inch margins that addresses the above elements.
EDAD 565 District Interview and Budget Analysis

District Interview and Budget Analysis: 20%

Obtain a copy of your site’s (or if you work at the District office, “a” site budget) operating budget that lists income and expenditures for all funds. Interview a knowledgeable site administrator, generally the principal. Use any other resources to which you have access. Write a 3-5 page paper, 12 pt. Arial, 1” margins, double spaced that addresses the following five parts. Attach the budget summary.

Part I Introduction Identify the position of the person you interviewed, his or her role in the site budget process, and any additional resources you used to complete this assignment, including course resources.

Part II Site Context and Revenues What is the total District enrollment? What is the long-term (5 years) enrollment projection? What is the difference between the enrollment and ADA (expressed as a percentage). What is the district’s base revenue limit? Does your district receive equalization funds? Explain Identify and compare each revenue source for the current and past year (or adopted budget and projected budget). What if anything stands out? What percent of the district total revenues are restricted?

Part III Expenditures Examine the expenditures. Have salaries remained relatively constant? If not, what has caused the change? (e.g. new collective bargaining agreement, retirements, staff reductions) Identify anything that stands out. Has recent state legislation allowing “flexibility” affected the budget? In what way?

PART IV Additional Funding Sources Identify “other “funds and their sources, e.g., bonds, developer fees, etc. What restrictions apply?

PART V Conclusion Based on your interview, budget analysis, and course content, what did you find out about the financial status of your site that you found particularly interesting, revealing, comforting and/or cause for concern? Be specific in explaining your conclusions.

Ask your district administrator: What do I, an aspiring school administrator, need to know and understand about site budgets? Based on that response, what are your relative strengths and weaknesses?
RUBRIC: District Interview and Budget Analysis

NOTE: All elements are taken into account but the total score reflects a holistic view of the assignment. Any element “needing improvement” may result in a “redo” which is due one week following the return of the assignment.

<table>
<thead>
<tr>
<th>Area</th>
<th>Exceeds Standard 4</th>
<th>Meets Standard 3</th>
<th>Needs Improvement* 0-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows formatting guidelines</td>
<td>Formatting guidelines followed</td>
<td></td>
<td>Formatting guidelines not followed</td>
</tr>
<tr>
<td>Organization</td>
<td>Paper follows the Part I through Part V structure with appropriate headings</td>
<td></td>
<td>Paper does not follow the assigned structure and/or headings</td>
</tr>
<tr>
<td>Content: Parts 1-IV:</td>
<td>Addresses each element in a compelling fashion, exceeding expectations in terms of details and analysis</td>
<td>Addresses each element meeting expectations for accuracy; depth of analysis or details cited do not meet criteria for a 4</td>
<td>May address some or all of the elements but not at the degree of specificity or thoroughness expected.</td>
</tr>
<tr>
<td>Content: Part V Conclusion</td>
<td>Conclusion is well developed and reflects an understanding of the variables that can affect district budgeting and financial stability</td>
<td>Conclusion addresses the question but lacks the thoroughness of a 4 or fails to demonstrate a full understanding of the variables</td>
<td>Conclusion is cursory or may reflect a misunderstanding of the variables that can affect district budgeting and financial stability</td>
</tr>
<tr>
<td>Writing</td>
<td>Meets graduate level standards with correct conventions</td>
<td>Meets graduate level standards with correct conventions</td>
<td>Errors in conventions affects the reader’s understanding</td>
</tr>
</tbody>
</table>
EDAD 566 Case Study Analysis

Case Study Analysis (15%) SLG 1, 2, 3, and 4. At the first class meeting, each student will randomly choose a case to facilitate and analyze.

For the written case study analysis, students will write a three-five page paper inclusive of the six headings/subheadings listed below. Please feel free to incorporate questions in the text as appropriate. Include a professional cover page which includes your name, course title and number, due date, and the name of the case.

Part I: Framing the Problem
   a) Main issue. How serious is the problem? Is it consequential or non-consequential?
   b) Current state.
   c) Desired state.

Part II: Causes or Background of the Problem
   What led to the problem? What are the causal factors? Consider contextual factors including failures of leadership, negative school culture, lack of knowledge, resource limitations or resource management, internal/external conflicts.

Part III: Difficulties/challenges in eliminating the gap between the current and desired states

Part IV: Possible Solutions/Strategies - What options exist in an effort to move from the current state to the desired state?

Part V: Preferred Solution/Strategy

Part VI: Leadership Standard
   Which leadership standard(s)/CPSELs are relevant to this case and how?

Submit online through TITANium/Moodle & bring a paper copy to class on DUE date.

Scoring Rubric: Case Study Problem Framing/Analysis

<table>
<thead>
<tr>
<th>Framing the Problem</th>
<th>Proficient/Expected</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main issue, current state, and desired state are correctly identified and adequately discussed</td>
<td>Main issue, current state, and desired state are correctly identified but not adequately discussed</td>
<td>One or more of the following is missing, incorrectly identified: main issue, current state, desired state</td>
</tr>
<tr>
<td>Issues that led to the problem inclusive of causal and contextual factors are analyzed, clear and specific</td>
<td>Issues that led to the problem inclusive of causal and contextual factors are listed but are not analyzed or specific</td>
<td>Issues that led to the problem do not include causal and contextual factors OR are unclear, not specific, or missing</td>
</tr>
<tr>
<td>There is evidence of thoughtful reflection and articulation in determining challenges to be faced in eliminating the gap between current and desired states.</td>
<td>There is evidence of some reflection and articulation in determining challenges to be faced in eliminating the gap between current and desired states.</td>
<td>The challenges and/or difficulties are not adequately identified OR discussed.</td>
</tr>
<tr>
<td>A minimum of three (3) possible solutions/strategies are discussed; options reflect realistic and viable solutions or strategies.</td>
<td>A minimum of three (3) possible solutions/strategies are discussed; one option may not be realistic or viable.</td>
<td>Fewer than three (3) solutions offered OR two or more options are not viable</td>
</tr>
<tr>
<td>From the three possible solutions, the one preferred is justifiably</td>
<td>The preferred solution is selected. Reasons for the choice are offered</td>
<td>No solution is selected OR the selected solution is inappropriate</td>
</tr>
</tbody>
</table>

Attach a copy of this rubric to your submitted paper.
<table>
<thead>
<tr>
<th>Leadership Standard(s)</th>
<th>selected. Reasons for the choice are clearly delineated.</th>
<th>but not clearly delineated.</th>
<th>or unrealistic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The appropriate CPSEL Standard is discussed in terms of its relevance to this case.</td>
<td>The appropriate CPSEL Standard is selected but the discussion is limited in terms of relevance to this case.</td>
<td>The selected CPSEL Standard is not relevant to this case.</td>
<td></td>
</tr>
<tr>
<td>Format Writing</td>
<td>Paper has a cover page and is organized around the six labeled sections; all format issues correctly addressed. Writing follows graduate-level standards - devoid of major errors in syntax or mechanics (See COE Writing Rubric)</td>
<td>Paper has a cover page and is organized around the six labeled sections; all format issues addressed. May have 1 or 2 syntax/mechanic errors that do not interfere with the reader’s understanding</td>
<td>Fails to follow directions for organization and headings; major errors in syntax or mechanics</td>
</tr>
</tbody>
</table>
EDAD 566 CPSEL Analysis

**CPSELS Analysis Paper (20%)** SLG 1. Standards can be found on TITANium (Moodle)

Locate and attach a current newspaper, magazine, or journal article or fieldwork artifact associated with one of the CPSEL Standards. This article or artifact may provide a positive or negative example of how the standard exists or is represented in real world practice.

In a 5-7 page (typed, double spaced) paper, 12 pt. Arial, 1 inch margins, address the following elements for one of the CPSEL standards. Include a title page which includes (a) the name and number of the standard you select, and (b) your name. Submit online through TITANium no later than 11:55 pm on Thursday, February 14, 2013.

*Start your analysis with a strong introductory paragraph that begins with: “The purpose of this paper is ..." included in that initial paragraph should be an explanation of how the paper is organized.

**Part I: Artifact.** Explain how the artifact you selected relates to the standard (not to exceed 1 page)

**Part II: Key words and concepts.** Critically reflect on and explain the language and meaning of this standard—what is confounding, problematic, or confusing about it? Unwrap the standard - what does it really mean? (Not to exceed ½ page)

**Part III: Underlying Assumptions.** What are the underlying assumptions of the standard? Interpret the implications of those assumptions for school leaders today. (½ to 1 page)

**Part IV: Impact on Teaching and Learning?** Will this standard drive improvement in teaching and learning? (1 page)

**Part V: Diversity.** How does this standard promote cultural diversity? (½ to 1 page)

**Part VI: Application to Leadership.** Explain the implications of this standard on your current and future role as an educational leader. Be specific – what actions do or will you take to actualize this standard? (1 page)

**Appendix: Artifact**

---

**Scoring Rubric for CPSELS Analysis Paper (20%)**

Please attach a copy of this rubric to your online submission
Submit through TITANium no later than 11:55 pm Feb. 21, 2013

<table>
<thead>
<tr>
<th>Scoring Rubric: CPSELS (worth 20% of your course grade)</th>
<th>Exemplary 4</th>
<th>Good 3</th>
<th>Needs Improvement/Standard not met 2-1-0</th>
</tr>
</thead>
</table>

The rubric provides a guide to students. All sections are not necessarily equal in weight. The instructor will provide specific feedback, but the grade will be based on a holistic view of the submission.
<table>
<thead>
<tr>
<th>Category</th>
<th>Thorough; analysis clarifies the standard and the expectations. Demonstrates an acute awareness of the leader’s role</th>
<th>Thorough; clarifies but lacks the details of a 4 or demonstrates a limited awareness of the leader’s role</th>
<th>One or more sections is missing or limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example relevance and student’s description of the example is thorough and compelling; the reader understands.</td>
<td>Example may be less relevant than a 4 and/or the description less persuasive than a 4 paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A contemporary newspaper, magazine, or journal article associated with the standard/domain selected is included and the relationship to the standard is concisely and convincingly articulated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The underlying assumptions of the standard and interpretation of its implications for school leaders is identified. Will this standard drive change in teaching and learning? Promote diversity?</td>
<td>Explicitly identifies the underlying assumptions that guide the standard, specifically the purpose of schooling, who should be educated and the role of the leader.</td>
<td>Identifies key assumptions but may be less explicit than a 4 or miss one or more parts.</td>
<td>One or more sections is missing or limited</td>
</tr>
<tr>
<td>Application to leadership. Implications of this standard for your role as an educational leader with specific action-focused examples.</td>
<td>Discussion is reflective and persuasive. Includes at least one concrete example of how this standard will or does affect your actions as an educational leader</td>
<td>Includes one concrete example of how this standard will or does influence the writer’s action, but is less reflective than a 4 or not as persuasive</td>
<td>Example is not relevant or poorly articulated</td>
</tr>
<tr>
<td>Writing follows graduate-level standards – See COE Writing Rubric</td>
<td>Paper is organized around the five sections with appropriate headings; introduction and conclusion tie the key ideas together. No major errors in syntax or mechanics</td>
<td>Paper is organized around the five sections with appropriate headings; introduction and conclusion tie the key ideas together. May have 1 or 2 errors that do not interfere with the reader’s understanding</td>
<td>Fails to follow directions for organization and headings; major errors in syntax or mechanics</td>
</tr>
</tbody>
</table>
**EDAD 561 School Board Meeting Analysis**

**School Board Meeting Analysis**

**SCORING RUBRIC**

(Include a copy of this at the end of your paper before submitting)

Two keys to success with this assignment follow: (1) research those who serve on the school board prior to the meeting, and (2) arrive at the site of the meeting early enough to obtain a copy of the agenda (made available to the public). You will be required to attach the agenda to your analysis. Your submitted assignment must include the following components:

a. A drawing of the room in which the board meeting is held which contains the seating arrangement of board members/trustees, superintendent, staff members

b. A copy of the board meeting agenda,

c. A biographical description of each school board member (occupation, term serving, educational background, family, platform, photo, etc.)

d. General observations of the meeting environment, identification of those in attendance, and the atmosphere of the meeting.

e. A description of two or three items on the agenda that appeared to be important and report on how they were handled. If there was a ‘hot’ item that generated audience input and/or great discussion by board members, give details/observation.

f. Based on prior knowledge, readings, and class discussions regarding the politics and characteristics of educational governance, give your assessment of the board meeting you attended. If appropriate, use citations from readings to reference your observations.

<table>
<thead>
<tr>
<th>Weight</th>
<th>Exemplary: 3.6-4.0</th>
<th>Proficient: 3.1-3.59</th>
<th>Unacceptable: &lt;3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The drawing of the layout of the meeting with board members and staff locations is detailed and includes names and job titles/positions.</td>
<td>The drawing is adequate with staff and board members identified; job titles/positions of those in the drawing are minimal.</td>
<td>Drawing is missing or does not comply with required components.</td>
</tr>
<tr>
<td>2</td>
<td>A Board Agenda is attached</td>
<td>No Board Agenda attached.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Biographical description of each Board Member is thorough (occupation, term, ed, background, photo, family, etc.).</td>
<td>Biographical description of each Board Member is adequate although some characteristics omitted.</td>
<td>Biographical description of Board Members is missing.</td>
</tr>
<tr>
<td>4</td>
<td>General observation, identification of those in attendance, and atmosphere of the meeting are well described.</td>
<td>There is an adequate description of your observations and general atmosphere of the meeting; identification of attendees is minimal.</td>
<td>Limited or missing observations and identifications of attendees, and atmosphere of meeting</td>
</tr>
<tr>
<td>3</td>
<td>Two or three agenda items are clearly discussed with details of how they were handled. Include a “hot item” that generated audience input or great discussion if applicable.</td>
<td>Two or three agenda items are listed with some detail of how they were handled. A “hot item” that generated audience input or great discussion if applicable was listed.</td>
<td>There is limited, if any, discussion of agenda items. The “hot item” was mentioned without detail</td>
</tr>
</tbody>
</table>

410
<table>
<thead>
<tr>
<th>Weight</th>
<th>Your assessment of the board meeting includes documented references to class discussions and readings.</th>
<th>Your assessment of the board meeting includes references to class discussions and readings.</th>
<th>Limited assessment of the board meeting; few if any references to class discussions and readings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Writing follows graduate-level standards – COE Writing Standards Rubric (p. 12) - devoid of gross grammatical errors (e.g., run-on sentences, fragments, subject-verb agreement)</td>
<td>Writing follows graduate-level standards – COE Writing Standards Rubric (p. 12). One or two minor errors; devoid of gross grammatical errors (e.g., run-on sentences, fragments, subject-verb agreement)</td>
<td>More than two errors and/or evidence of gross grammatical errors (e.g., run-on sentences, fragments, subject-verb agreement)</td>
</tr>
</tbody>
</table>
Expedited Review for Off-campus or Distance Education Programs

Program Overview

Briefly describe the following:

1. **Name of degree or program proposed.**
   Master of Science in Education: Concentration in Educational Administration.

2. **Type of program (distance education or off-campus). If off-campus, provide the address of the new site. If the program will be delivered in a hybrid/blended format, briefly explain how the program will be delivered (example: The program contains a combination of face-to-face courses held on-campus, online courses, and several weekend residencies at an off-campus location).**

   Courses will be delivered online using Moodle, a university supported learning management system. The primary format will be asynchronous, although synchronous is possible and may be used to support individual student learning and for office hours. A community of learners approach will be used, supported by discussion forums, student to student interactions, student/instructor interactions, and group projects.

3. **Is this program currently offered through another method of delivery (i.e., on campus, via distance education, or at an off-campus location)? If so, please explain. If the program was approved by Substantive Change within the past five years, explain how the institution responded to WASC recommendations about the program at the time of approval.**

   The program is currently in a face-to-face modality on campus and at off campus locations. No on-line courses are currently offered as part of the program. The current Educational Administration M.S. program received full accreditation in 2007. No courses have been fully converted to on-line delivery.

   Required Courses for Masters of Science: Concentration in Educational Leadership. All others will be converted by Fall 2013.

<table>
<thead>
<tr>
<th>Course Number (units)</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Classes (10 units)</td>
<td></td>
</tr>
<tr>
<td>EDAD 505 (4)</td>
<td>Instructional Leadership*</td>
</tr>
<tr>
<td>EDAD 510 (3)</td>
<td>Research Design</td>
</tr>
<tr>
<td>EDAD 503 (3)</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>Concentration (17 Units, No Grade &lt;C)</td>
<td></td>
</tr>
<tr>
<td>EDAD 561 (2)</td>
<td>Policy, Governance and Community Relations</td>
</tr>
<tr>
<td>EDAD 565 (3)</td>
<td>School Finance</td>
</tr>
</tbody>
</table>
EDAD 563 (2)  |  Human Resources Administration  
EDAD 564 (3)  |  School Law and Regulatory Process  
EDAD 566 (3)  |  Leadership in Public Schools  
EDAD 567 (4)  |  Fieldwork*  
Project (3 units)  |  
EDAD 597 (3)  |  Project*  

*Conversion in process for planned delivery Fall 2012

4. **What is the anticipated start date of classes?**

Fall 2012

5. **Provide the enrollment projections for the first three years of the program.**

We anticipate an average of 25 - 40 new students per year.

**Program Description**

6. **Provide an overall description of the program including the alignment of the program philosophy, curricular design, and pedagogical methods/instructional theory with the target population, modality and degree nomenclature selected.** (CFRs 2.1, 2.2)

The MS in Educational Administration is designed for teachers, counselors and other qualified P – 12 school professionals who are interested in pursuing a career in administration. Completion of the MS qualifies students to apply for the preliminary (Tier I) administrative credential.

Students who have an earned master’s degree in a related field may opt to earn a credential only.

Our mission is to prepare school leaders who demonstrate strategic, instructional, organizational, and political and community leadership qualities that are essential for a successful career.

Designed with extensive input from administrative professionals and former students, our program is well grounded in both relevant classroom preparation and professional fieldwork experience. The fieldwork component is completed under the direction of a qualified mentor, usually at the student’s home school, and is supervised by university faculty.

Based on the applicants’ work schedules and locations, groups of up to 25 students are formed into cohorts and are assigned a specific evening of the week to attend class at either the Cal State Fullerton campus, our Irvine campus, or at a district location. The 5-semester program includes one summer session for those beginning in the fall semester and two summer sessions for those beginning in the spring.

The on-line conversion will meet the needs of our practitioner candidates. Three full-day
Saturday sessions (9:00 a.m. – 4:00 pm) each semester will provide face-to-face interactions and opportunities for presentation of group projects.

7. How has the curricular design and pedagogical approach been adapted to the modality of this program? If this program exists in another modality/location, explain any significant differences in the design of this program. (CFR 2.1)

Courses will be delivered online using Moodle, a university supported learning management system. The primary format will be asynchronous, although synchronous is possible and may be used to support individual student learning and for office hours. A community of learners approach will be used, supported by discussion forums, student to student interactions, student/instructor interactions, and group projects. Saturday sessions will provide opportunities for additional shared learning experiences.

8. Attach a list of courses for the major, identifying which are required and including the units earned in each course. Also include the number of elective units required for the program, if any and provide a link to the institution’s GE requirements (for undergraduate programs). (CFR 2.2)

<table>
<thead>
<tr>
<th>Course Number (units)</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Classes (10 units)</td>
<td></td>
</tr>
<tr>
<td>EDAD 505 (4)</td>
<td>Instructional Leadership</td>
</tr>
<tr>
<td>*EDAD 510 (3)</td>
<td>Research Design</td>
</tr>
<tr>
<td>EDAD 503 (3)</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>Concentration (17 Units, No Grade &lt;C)</td>
<td></td>
</tr>
<tr>
<td>EDAD 561 (2)</td>
<td>Policy, Governance and Community Relations</td>
</tr>
<tr>
<td>EDAD 565 (3)</td>
<td>School Finance</td>
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<tr>
<td>EDAD 563 (2)</td>
<td>Human Resources Administration</td>
</tr>
<tr>
<td>EDAD 564 (3)</td>
<td>School Law and Regulatory Process</td>
</tr>
<tr>
<td>EDAD 566 (3)</td>
<td>Leadership in Public Schools</td>
</tr>
<tr>
<td>EDAD 567 (4)</td>
<td>Fieldwork</td>
</tr>
<tr>
<td>*Project (3 units)</td>
<td></td>
</tr>
<tr>
<td>EDAD 597 (3)</td>
<td>Project</td>
</tr>
</tbody>
</table>

*Not required for credential-only candidates

9. Attach program learning outcomes that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree. (CFRs 2.3, 2.4)

The six California Professional Standards for Educational Leaders (CPSELS) define the program learning outcomes for the MS in Educational Administration. These outcomes are supported by the Conceptual Framework of the College of Education. The CPSELS were adopted by the
Commission on Teaching Credentialing in 2003 and are WASC Program Standards 10-15.

**California Professional Standards for Educational Leaders**

An instructional leader promotes the success of every student by…

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

3. Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

5. Acting with integrity, fairness and in an ethical manner.

6. Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

10. Attach a curricular map articulating the alignment between program learning outcomes and course learning outcomes and demonstrating the progression from introductory to advanced levels. (CFR 2.3)
### The Alignment between Program Learning Outcomes and Course Learning Outcomes

<table>
<thead>
<tr>
<th>Core Classes</th>
<th>Program Learning Outcomes</th>
<th>Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 505 (4) Instructional Leadership</td>
<td>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. (CPSEL 1)</td>
<td>Each candidate will...a) Understand the use of data from multiple measures of student learning and relevant qualitative indicators to facilitate a shared vision toward the achievement of all students. b) Demonstrate how to include the influence of diversity to improve teaching and learning.</td>
</tr>
<tr>
<td></td>
<td>...advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. (CPSEL 2)</td>
<td>a) Promote equity, fairness and respect among all members of the school community. b) Understand how to provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility. c) Know how to utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.</td>
</tr>
<tr>
<td><strong>EDAD 561 (2)</strong></td>
<td><strong>Governance</strong></td>
<td><strong>Each candidate is able to promote the success of all students by</strong></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------</td>
<td>---------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Each candidate will…** | **Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (CPSEL 4)** | a) Recognize and respect for the goals and aspirations of diverse family and community groups.  

b) Treat diverse community stakeholder groups with fairness and respect.  

c) Incorporate information about family and community expectations into school decision-making. |

| **…collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (CPSEL 4)** | **a)** Recognize the goals and aspirations of diverse family and community groups.  

b) Be able to communicate information about the school through a variety of media.  

c) Understand how mobilizing and leveraging community support services support the equitable success of all students and all subgroups of students... |

| **…modeling a personal code of ethics and developing professional leadership capacity. (CPSEL 5)** | **a)** Demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.  

b) Reflects on leadership practices and recognizes their impact and influence on the performance of others.  

c) Protects the rights and confidentiality of students and staff. |

| **Each candidate is able to promote the success of all students by** |
| **Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (CPSEL 4)** | **Each candidate will…** |
| a) Recognize and respect for the goals and aspirations of diverse family and community groups.  

b) Treat diverse community stakeholder groups with fairness and respect.  

c) Incorporate information about family and community expectations into school decision-making. |
<table>
<thead>
<tr>
<th>d) Understand how community, business, institutional, and civic partnerships strengthen the school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.</td>
</tr>
<tr>
<td>b) Understand how relevant data and research about effective teaching and learning, leadership, management practices, and equity inform decisions.</td>
</tr>
<tr>
<td>c) Understand how to protect the rights and confidentiality of students and staff.</td>
</tr>
</tbody>
</table>

**...Modeling a personal code of ethics and developing professional leadership capacity. (CPSEL 5)**

| a) Understand how leaders can work with the governing board and district and local leaders to influence policies toward the benefit of students and the improvement of teaching and learning. |
| b) Be prepared to support the school via two-way communication with key decision-makers in the school community. |
| c) Understand the need to open the school to the public and facilitating constructive conversations about how to... |

**...Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (CPSEL 6)**
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 510 (3) Research Design</td>
<td><em>Each candidate is able to promote the success of all students by</em>&lt;br&gt;...advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth <em>(CPSEL 2)</em></td>
<td><em>Candidates will...</em>&lt;br&gt;a) understand how to evaluate schools structures and processes that support student learning&lt;br&gt;b) Know how multiple assessments are necessary to evaluate student learning&lt;br&gt;c) Be a critical consumer of educational research&lt;br&gt;d) Know the value of research to educational practice</td>
</tr>
<tr>
<td></td>
<td><em>Each candidate is able to promote the success of all students by</em>&lt;br&gt;...facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders <em>(CPSEL 2)</em></td>
<td><em>Each candidate will...</em>&lt;br&gt;a) Develop a plan of inquiry to address a problem of practice&lt;br&gt;b) Understand how data can inform practice and decision making</td>
</tr>
<tr>
<td>Course</td>
<td>Each Candidate will...</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>EDAD 597 (3)</td>
<td>Each Candidate will...</td>
<td></td>
</tr>
<tr>
<td>Semesters 1, 4, 5</td>
<td>Each candidate is able to promote the success of all students by</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Identify a problem of practice that is a barrier to accomplishing the vision (i.e. interferes with teaching and learning).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Develop instruments for the collection of data needed to address an identified problem of practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Collect, analyze, and report findings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Students will understand how to evaluate schools structures and processes that support student learning (CPSEL 2)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modeling a personal code of ethics and developing professional leadership capacity (CPSEL 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each Candidate will...</td>
</tr>
<tr>
<td>a) Understand and demonstrate personal and professional ethics in the design of empirical research</td>
</tr>
<tr>
<td>b) Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (CPSEL 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each Candidate will...</td>
</tr>
<tr>
<td>a) Understand and demonstrate personal and professional ethics in the design of empirical research</td>
</tr>
<tr>
<td>b) Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity</td>
</tr>
</tbody>
</table>

<p>| 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 all stakeholders (CPSEL 1) |
| Each candidate will... |
| a) Identify a problem of practice that is a barrier to accomplishing the vision (i.e. interferes with teaching and learning). |
| b) Develop instruments for the collection of data needed to address an identified problem of practice |
| c) Collect, analyze, and report findings |
| d) Students will understand how to evaluate schools structures and processes that support student learning (CPSEL 2) |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSUF Educational Leadership Program Assessment 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>... Acting with integrity, fairness and in an ethical manner. (CPSEL 5)</td>
<td>e) Students will understand and demonstrate personal and professional ethics in the design of empirical research. 5</td>
</tr>
<tr>
<td></td>
<td>... Understanding, responding to, and influencing the political, social, economic, legal, and cultural context. (CPSEL 6)</td>
<td>f) Students will identify the practical implications of their research findings for policy and action</td>
</tr>
<tr>
<td>EDAD 564 (3) School Law</td>
<td>Each candidate is able to promote the success of all students by …</td>
<td>a) Promotes equity, fairness, and respect among all members of the school community. (CPSEL 2).</td>
</tr>
<tr>
<td></td>
<td>....advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. (CPSEL 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>... ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment. (CPSEL 3)</td>
<td>b) Understands how the management of legal and contractual agreements and records affects a professional work environment and secures privacy and confidentiality for all students and staff.</td>
</tr>
<tr>
<td></td>
<td>...modeling a personal code of ethics and developing professional leadership capacity. (CPSEL 5)</td>
<td>c) Demonstrates an understanding of the personal and professional ethics, integrity, justice, and fairness, and expects the same behavior from others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) Understands how to protect the rights and confidentiality of students and staff.</td>
</tr>
</tbody>
</table>
| EDAD 565 (3)  | Each candidate is able to promote the success of all students by facilitating  
| School Finance | *facilitating*  
|  | ...facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (CPSEL 6)  
|  | Each candidate will…  
|  | a) Understand how to leverage and marshal resources, including technology, to implement and attain the vision for all students and all subgroups of students...  
|  | b) Understands how the alignment of fiscal, human and material resources can support the learning of all groups of students.  
|  | c) Understands how resources contribute to a productive school environment that nurtures student learning and supports the professional growth of teachers and support staff...  
|  | d) Understands the ethics and responsibility attached to the use of public resources designed to enhance the educational program, not personal gain.  

...understanding, esponding to, and influencing the larger political, social economic, legal, and cultural context. (CPSEL 6)

e) Understands the parameters of federal, state, and local laws, policies, regulations, and statutory requirements for school operations.

...ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. CPSEL 3

...modeling a personal code of ethics and developing professional leadership capacity. (CPSEL 5)
<table>
<thead>
<tr>
<th>EDAD 563 (2)</th>
<th><strong>Each candidate is able to promote the success of all students by facilitating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources</td>
<td>... advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. (CPSEL 2)</td>
</tr>
<tr>
<td></td>
<td>c) Understands the public policies that ensure the equitable distribution of resources and support for all students.</td>
</tr>
<tr>
<td></td>
<td>e) Understands and advocate a culture of high expectations for each student as evident in rigorous academic work</td>
</tr>
<tr>
<td></td>
<td>b) Understands and employs a process for instructional evaluation with adherence to equity fairness and respect.</td>
</tr>
<tr>
<td></td>
<td>e) Assesses professional strengths and needs and develops a plan for personal professional growth.</td>
</tr>
<tr>
<td></td>
<td>f) Protects the rights and confidentiality of students and staff.</td>
</tr>
<tr>
<td></td>
<td>g) Is prepared to monitor and evaluate program and staff.</td>
</tr>
<tr>
<td></td>
<td>h) Understands and is prepared to manage contractual agreements and record in ways that foster a professional work environment.</td>
</tr>
</tbody>
</table>

...understanding, responding to, and influencing the larger political, social economic, legal, and cultural context. (CPSEL 5)

...modeling a personal code of ethics and developing professional leadership capacity. (CPSEL 5)

Each candidate is able to promote the success of all students by... ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (CPSEL 3)
<table>
<thead>
<tr>
<th>EDAD 503 Organizational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Each candidate is able to promote the success of all students by facilitating</strong></td>
</tr>
<tr>
<td>Facilitating the development articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community (CPSEL 1)</td>
</tr>
<tr>
<td>a) Analyzes organizational structure in terms of the school vision and mission</td>
</tr>
<tr>
<td>b) Is able to align school programs, plans and activities to ensure that they are integrated, articulated through the grades and consistent with the vision.</td>
</tr>
<tr>
<td>…advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. (CPSEL 2)</td>
</tr>
<tr>
<td>c) Provides opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.</td>
</tr>
<tr>
<td>…ensuring management of the organization operations, and resources for a safe, efficient, and effective learning environment (CPSEL 3)</td>
</tr>
<tr>
<td>d) Analyzes school structures and processes that support student learning</td>
</tr>
<tr>
<td>…: understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (CPSEL 6)</td>
</tr>
<tr>
<td>e) Understand how school leaders can work with the board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.</td>
</tr>
<tr>
<td>EDAD 566 (3)</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Leadership in Public Schools</strong></td>
</tr>
<tr>
<td>Each candidate is able to promote the success of all students by …</td>
</tr>
<tr>
<td>: facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community <strong>CPSEL 1)</strong></td>
</tr>
<tr>
<td>...advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth (<strong>CPSEL 2)</strong></td>
</tr>
<tr>
<td>...Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment (<strong>CPSEL 3)</strong></td>
</tr>
<tr>
<td>...Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (<strong>CPSEL 4)</strong></td>
</tr>
<tr>
<td>a) Is prepared to facilitate the development of a shared vision for the achievement of all students</td>
</tr>
<tr>
<td>b) Is able to identify and address barriers that inhibit the vision</td>
</tr>
<tr>
<td>c) Promotes equity, fairness, and respect among all members of the school community</td>
</tr>
<tr>
<td>d) Shapes a culture of high expectations</td>
</tr>
<tr>
<td>e) Utilizes effective problem-solving and decision-making techniques</td>
</tr>
<tr>
<td>f) Recognizes and respects the goals and aspirations of diverse family and community groups.</td>
</tr>
<tr>
<td>g) Treats diverse community stakeholder groups with fairness and respect</td>
</tr>
</tbody>
</table>
...Modeling a personal code of ethics and developing professional leadership capacity *(CPSEL5)*

| h) Reflects on personal leadership practices and recognizes their impact and influence on the performance of others  
| i) Demonstrates skills in decision-making, problem solving, change management, planning, conflict management, and evaluation  

...Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context *(CPSEL 6)*

| i) Ensures that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements  
| j) Views oneself as a leader of a team and also as a member of a larger team  

**EDAD 567 (4) Fieldwork**

| Each candidate is able to promote the success of all students by facilitating facilitating  
| CPSELs 1-6 provide the criteria for planning, executing and evaluating fieldwork  

| a) Develops and completes five semesters of fieldwork experiences encapsulating the 6 CPSELs under the direction of a site mentor and supervised by EDAD instructors  
| b) Reflects regularly on fieldwork experience and how fieldwork has contributed to their leadership knowledge, skills and dispositions  
| c) Demonstrates competence in each of the CPSELs via artifacts, evaluations, and personal narrative  
| d) Is able to articulate how each CPSEL is actualized in the work of educational leaders  

11. Describe the plan for assessing the program at various stages in the first year including achievement of student learning outcomes. How will findings from the review be used to improve the program? Attach the assessment plan. (The attached assessment template is provided as a model, but is not required. Feel free to modify the template as appropriate). (CFRs 2.6, 4.7)

12. If this program already exists in another modality, please describe any changes that have been incorporated into the program as a result of the annual learning outcomes assessment and/or program review that have implications for this program.

11 & 12: In 2007, the College of Education developed a comprehensive assessment system. This system considers College-wide as well as University outcomes in assessing program performance. Evaluation data are collected that measure key program effectiveness.

The assessment system is designed with the conceptual framework serving as the foundation for specific outcomes that guide the operation of all initial and advanced programs in the unit. The program outcomes described in the previous section provide benchmarks for the assessment of the knowledge, skills and dispositions, expected of program graduates.

The assessment system is organized to measure candidate proficiencies that are aligned with professional standards. Data are collected in predetermined classes and analyzed to determine proficiency in meeting these standards. The online program, as all department programs, will be evaluated following the requirements of the unit assessment system. This assessment system includes assessing writing proficiency; measuring master’s students’ ability to work with populations different from oneself; and a mid-point and end-of-program survey that assessing master’s candidates’ ability to take on leadership roles and to understand connections of theory to practice. We will ensure that our expected outcomes for our new online program match or exceed our expectations and previous data for our regular program.

In addition to a College-wide assessment approach, the department will also conduct the following assessment:

- an evaluation study (for the first 3 to 5 years). This will include
  - student perceptions
    - of learning in the program from active candidates
    - of their needs and interests from those who attend live or virtual program overviews or orientations (e.g., cohort presentations, district recruitment/presentations)
  - teaching/learning -- Evaluation of online teaching and learning techniques

These data will be used to ensure program effectiveness and to make revisions and improvements in the program where needed.

Students are also required to maintain an average grade point average of 3.0. If a student’s gpa
drops below a 3.0, the student will be required to retake the course or an equivalent course to earn the master’s degree. Our Graduate Advisor advises all students of this and tracks their progress each semester. Students who fail to complete their Master’s Project within the 5-semester program will be required to enroll in an additional semester of EDAD 597 and work under the advisement of the assigned faculty member.

Faculty Resources

13. Provide the number and FTE of faculty (distinguishing between full-time and adjunct/part-time) allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness.
Include plans for new hires as enrollment grows. (CFRs 3.1, 3.2)

Release time will be offered to faculty selected to design and support program development. Five faculty members will be selected to convert courses to an online format. Each will receive three units release time for the conversion of one course. One faculty member will receive three units release time to create an infrastructure to support the faculty development of the courses and to assess the success of the program in a new online format. This process will include required Faculty Development Center training sessions, completions of paperwork for curriculum committee approval, online and face-to-face discussion sessions, integration of the current technology, and other elements to ensure that these online classes meet the standards for our program.

In addition to release time and the new department infrastructure, Cal State Fullerton has a well developed faculty support system in our Faculty Development Center. All faculty are able to receive training on effective teaching, technology, and online course development. Educational leadership has two current faculty searches in progress with hires expected during the 2012-2013 academic year. A priority for these positions is the knowledge and ability to deliver instruction in a web-based environment.

<table>
<thead>
<tr>
<th>Course</th>
<th>Faculty who will complete the conversion</th>
<th>Rank</th>
<th>Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 505</td>
<td>L. Barton</td>
<td>Asst. Professor</td>
<td>Course coordinator</td>
</tr>
<tr>
<td>EDAD 567</td>
<td>K. Cox</td>
<td>Asst. Professor</td>
<td>Course Coordinator</td>
</tr>
<tr>
<td>EDAD 510</td>
<td>D. Choi</td>
<td>Asst. Professor</td>
<td>Course Coordinator</td>
</tr>
<tr>
<td>EDAD 597</td>
<td>K. Cox, L. Barton</td>
<td>Asst. Professors</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>EDAD 503</td>
<td>K. Cox</td>
<td>Asst. Professor</td>
<td>Course Instructor</td>
</tr>
<tr>
<td>EDAD 563</td>
<td>K. Cox</td>
<td>Asst. Professor</td>
<td>Course Coordinator</td>
</tr>
<tr>
<td>EDAD 564</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 565</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 561</td>
<td>L. Barton</td>
<td>Asst. Professor</td>
<td>Course Instructor</td>
</tr>
<tr>
<td>EDAD 566</td>
<td>L. Barton</td>
<td>Asst. Professors</td>
<td>Course Instructors</td>
</tr>
</tbody>
</table>

Physical Resources
14. For off-campus locations, describe the physical resources provided to support the proposed program(s/site. This includes, but is not limited to the physical learning environment, such as classrooms, study spaces, student support areas. (CFR 3.5) Please attach SIGNED MOU’s or other agreements that support the proposed location or program.

This program will be online so there is no need for additional physical resources. We will utilize Moodle to facilitate online learning.

**Budget**

15. Provide the budget projections for at least the first three years of the proposed program, based on the enrollment projections and including projected revenues and costs. The budget should include all budgetary assumptions. (The attached budget template is provided as a model of the level of detail the Committee expects, but use of this template is not required. The template may be modified as appropriate.)(CFRs 3.5, 4.1-4.3)

**Three Year Budget for Converting MS in Education to Online Modality**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>$ 174,213</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td></td>
</tr>
<tr>
<td>Operating expenses</td>
<td></td>
</tr>
<tr>
<td>Payroll: Faculty (1)</td>
<td>53,550</td>
</tr>
<tr>
<td>Payroll: Staff (2)</td>
<td>16,500</td>
</tr>
<tr>
<td>Equipment (3)</td>
<td>3,400</td>
</tr>
<tr>
<td>Marketing</td>
<td>20,000</td>
</tr>
<tr>
<td>Curriculum Development (4)</td>
<td>75,000</td>
</tr>
<tr>
<td>Facilities and Administration (5)</td>
<td>70,050</td>
</tr>
<tr>
<td><strong>Total operating expenses</strong></td>
<td>238,500</td>
</tr>
<tr>
<td>Net Income</td>
<td>64,288</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>313,583</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td></td>
</tr>
<tr>
<td>Operating expenses</td>
<td></td>
</tr>
<tr>
<td>Payroll: Faculty</td>
<td>107,100</td>
</tr>
<tr>
<td>Payroll: Staff</td>
<td>16,500</td>
</tr>
<tr>
<td>Equipment</td>
<td>NA</td>
</tr>
<tr>
<td>Marketing</td>
<td>10,000</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>25,000</td>
</tr>
<tr>
<td>Facilities and Administration</td>
<td>123,600</td>
</tr>
<tr>
<td><strong>Total operating expenses</strong></td>
<td>285,600</td>
</tr>
<tr>
<td>Net Income</td>
<td>27,983</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>392,771</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td></td>
</tr>
<tr>
<td>Operating expenses</td>
<td></td>
</tr>
<tr>
<td>Payroll: Faculty</td>
<td>133,875</td>
</tr>
<tr>
<td>Payroll: Staff</td>
<td>16,500</td>
</tr>
<tr>
<td>Equipment</td>
<td>NA</td>
</tr>
<tr>
<td>Marketing</td>
<td>10,000</td>
</tr>
<tr>
<td>Category</td>
<td>Amount</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>NA</td>
</tr>
<tr>
<td>Facilities and Administration</td>
<td>150,375</td>
</tr>
<tr>
<td><strong>Total operating expenses</strong></td>
<td>310,750</td>
</tr>
<tr>
<td>Net Income</td>
<td><strong>82,021</strong></td>
</tr>
</tbody>
</table>
YEAR 4
Revenue 392,771

Operating expenses
Payroll: Faculty 133,875
Payroll: Staff 16,500
Equipment NA
Marketing 10,000
Curriculum Development NA
Facilities and Administration 150,375
Total operating expenses 310,750

Net Income 82,021

Footnotes:
(1) Faculty payroll @ $85,000 (FTF) plus 26% for benefits adjusted for time base
(2) Staff payroll @ $25,000 plus 32% for benefits
(3) Equipment costs include: secondary storage, webcams, microphones, headphones, misc.
(4) Curriculum Development : conversion to on-line delivery 10 course @ $10,000/course
(5) Facilities and Administration costs include: facilities and facility maintenance, IT, Library and administration and student services
COE Unit-Wide Advanced Program Midpoint Survey

Thank you for your willingness to participate in a survey for the College of Education at CSU Fullerton. Your responses to the next few questions will help us determine if you are eligible to participate in a Master's Program midpoint survey.

Please select your program.

- Elementary and Bilingual Education
- Reading Education
- TESOL
- Secondary Education
- Educational Leadership
- Science Education
- Special Education

Display This Question: If Department Is Equal to TESL EDEL Or SCED

Are you currently in your first or last semester of your Master's program?

- This is my FIRST semester of the Master's program.  Skip to End of Survey
- This is my LAST semester of the Master's program.  Skip to End of Survey
- No, this is neither my first nor last semester.

Display This Question: If Department Is Equal to TESL EDEL Or SCED

How many courses have you completed toward your current Master's program?

- Less than 5 courses  Skip to End of Survey
- 5 or more courses

Display This Question: If Department Is Equal to TESL EDEL Or SCED

Students who are midway through their Master's program are asked to complete a brief survey called the "College of Education Midpoint Survey." This survey is about your experiences in the program.

Have you previously taken the "College of Education Midpoint Survey" during your current Master's program?

- Yes.  Skip to End of Survey
- No.
- I'm not sure.
You have been selected to complete the "College of Education Midpoint Survey." This survey is about your experiences in the program. Your responses will be aggregated with other selected students responses to help improve our programs. We estimate that it will take you approximately 15-20 minutes to complete the survey. Your responses will remain strictly confidential.

If at any point during the survey you need to take a break, you may close the survey and come back to it later using the same link that you were provided in your email. Be sure to finish the page that you are working on and click the Submit button at the bottom of the page. The next time you click on the survey link you will be taken to the page where you left to complete the survey.

Click ">>" to begin the survey.

Please think about your experiences this far in your program. Mark how strongly you agree or disagree with the following statements.

My program provides appropriate advisement.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

My program provides ways to help me begin preparing my culminating experience (project, thesis, qualifying exam, NBPTS certification submission).
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

My program provides quality online instruction (Blackboard, online modules and/or courses).
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
Please think about your experiences in the courses this far in your program. Mark how strongly you agree or disagree with the following statements.

The courses in my program include assignments that are appropriate to course goals.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The courses in my program include fairness in assessment.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The courses in my program include intellectual challenge.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The courses in my program include ample opportunities to expand my knowledge of research that is relevant to my field of study.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The courses in my program include assignments that help me link theory to practice.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
Please think about your experiences with the faculty this far in your program. Mark how strongly you agree or disagree with the following statements.

The faculty demonstrate models of good teaching.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The faculty demonstrate strong subject matter knowledge.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The faculty are responsive to students.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
Please mark how strongly you agree or disagree with the following statements. As a graduate student in this program,...

I am improving my ability to collaborate with other professionals in school settings.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am improving my ability to use technology as a resource to support teaching and learning, or as appropriate to my role in schools.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am becoming better prepared to make informed decisions about problems that I face as a professional.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am increasing my ability to promote equity and diversity.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am applying my understanding of professional and ethical standards in my work with colleagues, students, families, and community.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
I am increasing my knowledge of the foundational research that informs my field of study.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am increasing my knowledge base required to successfully explain the key concepts in my field of study.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am becoming more knowledgeable about professional, state, and institutional content standards that guide my field of study.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am increasing my ability to design and implement instruction for diverse learners.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am increasing my ability to design and implement assessments that are aligned with instructional goals and learner characteristics.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am becoming more able to identify needed change.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
I am improving my ability to influence decision-making within my professional setting.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am beginning to feel qualified to accept leadership roles.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I continue to be motivated to seek professional growth opportunities.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am improving my abilities as a reflective and ethical practitioner.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am increasing my understanding of how policy shapes practice and impacts the context of student learning.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am increasing my ability to foster relationships among schools, families, and community to enhance student learning.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
Based on the courses you have taken this far, what are the strongest aspects of this program?

What recommendation do you have to strengthen this program?

Would you recommend this program to a colleague?
- Yes
- No

Do you have any additional comments?
You are on the last page of the survey! Your responses to this survey will remain confidential. Only aggregated data will be reported.

**What type of culminating experience do you anticipate completing?**
- Project
- Thesis
- Qualifying Exam
- NBPTS Certification Submission
- Manuscript for journal submission
- Conference presentation/poster session
- Grant proposal

**How are you taking this program?**
- On campus
- Online
- Online hybrid
- On campus cohort
- Off campus cohort

Please complete the following information about where you currently work. If you are not currently working in a school setting, please write NA.

- **District**
- **School(s)**
- **Years of experience in your profession**
- **Where you received your preliminary credential**

**What is your current position?**
- Administrator
- K-12 teacher
- Resource
- Other
What is the next professional step you want to make?

Please select your gender.
- Male
- Female

Using California Ed-Data categories, please indicate your race or ethnicity (optional).
- American Indian
- Asian
- Pacific Islander
- Filipino/a
- Hispanic
- African American
- White
- Multiple/No Response
COE Unit-wide Masters and Advanced Programs Exit Survey

Thank you for participating in the College of Education Exit Survey. The survey will take approximately 15-20 minutes. We will use the information you have given us to help improve our programs. Your responses are confidential.

Please select your program.
Elementary and Bilingual
- Education
- Reading Education
- TESOL

Secondary Education
- Educational Leadership
- Science Education

Special Education

Please think about your learning experiences in the program that you are about to complete, and respond to the following questions.

My program provided appropriate advisement.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

My program provided preparation for my culminating experience (project, thesis, qualifying exam, NBPTS certification submission).
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

My program provided quality online instruction (Blackboard, online modules and/or courses).
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The courses in my program included assignments that were appropriate to course goals.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
The courses in my program included fairness in assessment.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The courses in my program included intellectual challenge.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The courses in my program included ample opportunities to expand knowledge of research that is relevant to my field of study.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The courses in my program included assignments that helped me link theory to practice.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The faculty demonstrated models of good teaching.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The faculty demonstrated strong subject matter knowledge.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The faculty were responsive to students.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
As a graduate of this program...

I have improved my ability to collaborate with other professionals in school settings.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have increased my ability to use technology to support teaching and learning, or as appropriate to my role in schools.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am better prepared to make informed decisions about problems I face as a professional.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have increased my ability to promote equity and diversity.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
I apply my understanding of professional and ethical standards in my work with colleagues, students, families, and community.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have increased my knowledge of the foundational research that informs my field of study.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have the knowledge base required to successfully explain the key concepts in my field of study.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have become more knowledgeable about professional, state, and institutional content standards that guide my field of study.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have increased my ability to design and implement instruction for diverse learners.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
I have the ability to design and implement assessments that are aligned with instructional goals and learner characteristics.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am more able to identify needed change.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have improved my ability to influence decision-making within my professional setting.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I feel more qualified to accept leadership roles.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I continue to be motivated to seek professional growth opportunities.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
I have improved my abilities as a reflective and ethical practitioner.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I understand how policy shapes practice and impacts the context of student learning.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have increased my ability to foster relationships among schools, families, and community to enhance student learning.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Overall, what were the strongest aspects of this program?

What recommendation do you have to strengthen this program?

Do you have any other comments?
Would you recommend this program to a colleague?
- Yes
- No
- Maybe

Please explain:

What type of culminating experience are you completing or have you completed?
- Project
- Thesis
- Qualifying Exam
- NBPTS Certification Submission
- Conference presentation/poster
- Grant proposal
- Manuscript for journal submission

How did you complete this program?
- On campus
- Online
- Online hybrid
- On campus cohort
- Off campus cohort

Please select your current position.
- Administrator
- K-12 teacher
- Resource
- Other

What is the next professional step you want to make?

You are on the last page of the survey! Please complete the following information about yourself so that we may follow up with you in one year. Your responses to this survey will
remain confidential. Only aggregated data will be reported.

Please complete the following information about where you currently work. If you are not currently working in a school setting, please write NA.

- **District**
- **School(s)**
- **Years of experience in your profession**
- **Where you received your preliminary credential**

Please select your gender (optional).
- Male
- Female

Using California Ed-Data categories, please indicate your race or ethnicity (optional).
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- African American
- White
- Multiple/No Response