



California State University, Fresno
Department of Educational Research
Master of Art in Education
Option: Educational Leadership and Administration

Semester/Year

*Syllabus for EAD 269
Site-Based Leadership
4 units*

Leadership for Diverse Communities
**Our mission is to prepare credible and relevant
leaders in education.**

Course Description

This course is designed to prepare the candidate to use a guiding vision of improving student learning and achievement to manage and lead all facets of school operations. Candidates will actively engage in structured activities and use processes and tools to develop knowledge and appropriate leadership skills relative to: (a) educational legal issues, (b) educational finance, budget preparation and implementation, (c) policies and practices related to human resource management, (d) dealing with conflict and engaging in crucial conversations, (e) decision-making, (f) student discipline, (g) teacher leadership, and (h) meeting management and facilitation. Embedded fieldwork is included in this course.

Class Information

Date and Time	Classroom number
Instructor	Instructor Email
Instructor Phone #	Office hours:

Prerequisites

The prerequisites for this course are admission to the Educational Leadership and Administration Program and the following courses: ERA 288, EAD 261, EAD 262, EAD 263, EAD 272, and EAD 274.

Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Primary Learning Outcomes

As the culminating course for the program, the candidate will synthesize information from previous courses and develop and expand his/her knowledge and skill to manage and lead all operations of a school.

Specific learning outcomes for the course are derived from the standards of the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential and standards of the National Council for Accreditation of Teacher Education (NCATE):

1. The candidate develops knowledge and skill to coordinate and equitably align fiscal, human (faculty, staff, volunteer, community) and material resources with the school planning process in support of learning of all students and all groups of students. 6I(9) and 12(d)
2. *The candidate develops the knowledge and skill to operate the school consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory and fiscal requirements. 6(f)(1) and 15(b)*
3. The candidate examines the context within which the school operates, including the school district, employee bargaining units, the school board, and other governmental entities and to understand how the policies from several levels of government influence teaching and learning at the school site. 6(f)(2)
4. The candidate develops the knowledge to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students. 6(f)(4) and 15(e)
5. The candidate develops the knowledge to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students. 10I
6. The candidate develops the knowledge and skill to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program. 12(a)
7. The candidate develops the knowledge to establish school operations, patterns, and processes that support student learning. 12(b)
8. The candidate develops the knowledge and skill 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. 12I and 14(k)
9. The candidate demonstrates the knowledge and skill 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(e)
10. The candidate develops the knowledge and skill to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively. 12(f)
11. The candidate develops the knowledge and skill to use effective and positive nurturing practices in establishing student behavior management systems. 12(g)
12. The candidate develops the knowledge and skill to effectively evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration. 12(i)

Required Texts and Instructional Materials

Conzemius, A. & O'Neil, J. (2002). *The handbook for SMART school teams*. Bloomington, IN: Solution Tree.

Additional materials will be available on the electronic Blackboard system for the course. **It is a course requirement that candidates check their designated email and the course on Blackboard at least once a week**, preferably several days before the class, during the entire semester.

Embedded Fieldwork

There are four embedded fieldwork assignments for this course: Interview Simulation; Attendance, Observation and Write-Up for two meetings (Board of Education and ELAC); Site Leader Interview (Suspension Process) and Summary/Reflection Paper; Budget/Funding Inventory of Current State. The templates and requirements for each assignment are included at the end of this syllabus.

Signature Assignments

There are four signature assignments for this course: Personnel Discipline Letter based on Case Scenario; Personal Professional Growth Plan; Culminating Simulation for Administrative Position (Statement of Philosophy, Resume, Practicum, and Interview); and Capstone Paper/Current State and Desired Future. The templates and requirements for each assignment are included at the end of this syllabus.

Other Assignments

As part of the ongoing assessment of the effectiveness of this course, there is an expectation that students will assess the activities, processes and assignments used to support learning outcomes. The professor will distribute this assessment protocol, and candidates' honest feedback will assist in continuing to make this course relevant for future students.

Grading

Grading will be as follows:

A = Outstanding achievement; exceeds expectations

B = Graduate quality; meets expectations

C = Below expectations

F = Does not meet program requirements

University Policies and Regulations

Policy on Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and

evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Computers: “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.”

It is expected that you have access to Blackboard. If you do not have access, please call 278-7373 (Digital Campus) and provide your instructor with an update on the situation and status.

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”

Cheating and Plagiarism: “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University’s policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the

instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

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Policy and regulations including but not limited to adding and dropping courses, the honor code, including cheating and plagiarism, copyright, and computer usage are located in the Class Schedule (www.csufresno.edu/ClassSchedule) and Catalog (www.csufresno.edu/catoffice/current/policies.html).

Course Schedule

Instructors provide a Session breakdown of topics, readings, and assignments. The following is a **Sample schedule for this course.**

Seminar Session	Seminar Content Focus	Actions: Outside Class Sessions
Session 1	<ul style="list-style-type: none"> ➤ Course Introduction ➤ Seminar Expectations and Syllabus ➤ Group Development ➤ Introduce Capstone Paper <p>7:00 p.m. (Dr. Unruh) Seminar 1: Introduction to the Master's Project</p>	<ul style="list-style-type: none"> ➤ Obtain the required textbook ➤ Complete Session Written Reflection
Session 2	<ul style="list-style-type: none"> ➤ Meeting Management and Facilitation 	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Blackboard Readings
Session 3	<p>Educational Law Roberta Rowe (Lozano-Smith)</p> <ul style="list-style-type: none"> ➤ Student Discipline: expulsion and suspension; search and seizure; investigations; presenting expulsion case ➤ Discrimination, Harassment, and Retaliation ➤ Mandated Reporting ➤ Custody issues ➤ Personnel Issues: Certificated and Classified (Evaluations, Progressive Discipline, Dismissal Process, etc.) ➤ Managing Labor Relations ➤ Overview of Board Policy & Administrative Regulations ➤ Special Education 	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Site Leader Interview (Suspension) ➤ Blackboard Readings
Session 4	<ul style="list-style-type: none"> ➤ Education Information: Knowledge Rating <p>Application of Handbook for SMART School Teams</p>	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Write-Ups for 2 Meetings (BOE & ELAC) ➤ Work on Resume and Philosophy of Education—due May 13 ➤ Blackboard Readings

Session 5	<ul style="list-style-type: none"> ➤ Dealing with Difficult People ➤ Resolving Conflicts in the Workplace ➤ Holding Crucial Conversations 	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Work on Resume and Philosophy of Education—due May 13 ➤ Blackboard Readings
Session 6	<p>Educational Finance Dr. Terry Bradley</p> <ul style="list-style-type: none"> ➤ Finance and Budgets ➤ Appropriately Allocating Resources 	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Budget/Funding Inventory ➤ Work on Resume and Philosophy of Education—due May 13 ➤ Blackboard Readings
Session 7	<p>Human Resources Panel of Personnel Administrators from Valley Districts</p> <ul style="list-style-type: none"> ➤ Recruiting, Hiring, Supporting and Retaining Exemplary Employees ➤ Issues Facing the New Administrator <p>7:00 p.m. (Dr. Unruh) Seminar 2: Master’s Project Format</p>	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Work on Resume and Philosophy of Education—due May 13 ➤ Blackboard Readings
Session 8	<ul style="list-style-type: none"> ➤ Documenting Unsatisfactory Employee Performance: FRISK Documentation Model (Facts, Rule, Impact, Suggestions/Directives, Knowledge) ➤ Decision-Making ➤ Application of Handbook for SMART School Teams 	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Personnel Discipline Letter ➤ Work on Resume and Philosophy of Education ➤ Blackboard Readings
Session 9	<ul style="list-style-type: none"> ➤ Student Discipline ➤ Positive Behavior Support Model ➤ Application of Handbook for SMART School Teams 	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Work on Resume and Philosophy of Education—due May 13 ➤ Blackboard Readings
Session 10	<ul style="list-style-type: none"> ➤ In-Box Simulations ➤ Practicum ➤ Complete End-of-Program Survey ➤ Capstone Paper: Current State/Desired Future DUE 	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Work on Resume and Philosophy of Education—due May 13 ➤ Blackboard Readings

Session 11	<ul style="list-style-type: none"> ➤ Graduate Research & Creative Arts Symposium ➤ Applications for the Preliminary Administrative Credential 	<ul style="list-style-type: none"> ➤ Complete Symposium Written Reflection ➤ Complete Resume and Philosophy of Education for Interview on May 13 ➤ Blackboard Readings
Session 12	<ul style="list-style-type: none"> ➤ Mock Interview ➤ Interview Panel Feedback ➤ End-of-Course & End-of-Program Reception and Celebration 	<p>Congratulations!!!!!!!!!!</p>

This syllabus is subject to change. Any modification of required work for students will be announced in advance.

EAD 269: Site-Based Leadership Embedded Fieldwork Assignments

- ◆ **Embedded Fieldwork Assignment 1: Attend, Observe and Take Notes on the Content, Process, and Group Dynamics of one Board of Education Meeting and one English Learner Advisory Council (ELAC) Meeting**

Product: 1-2 page summary and reflection paper for each meeting. Attach agenda for each meeting.

- ◆ **Embedded Fieldwork Assignment 2: Site Leader Interview of Student Suspension Process**

Product: 2-3 page summary and reflection that includes steps in the process, Ed. Code references, key points/administrator guidance, candidate insights and key learnings and candidate's next steps to develop capacity in this leadership area.

- ◆ **Embedded Fieldwork Assignment 3: Allocation of Resources: Budget/Funding Inventory of Current State**

Product: Completed budget inventory template depicting the current state of resource allocation at a designated school site: Funds received (General and Categorical), purpose of funds, category allocations and amounts expended, allocation priorities, intended outcomes, and goal alignment.

- ◆ **Embedded Fieldwork Assignment 4: Interview Simulation for an Entry-Level Administrative Position with Prospective Employers**

Product: Participation in an interview simulation for an entry-level administrative position. Interviewers are perspective employers throughout the Central Valley represented by Superintendents, Human Resource Administrators, Principals and Learning Directors/Vice-Principals. Participation in follow-up debrief session with professor/instructor for the course.

EAD 269: Site-Based Leadership
Embedded Fieldwork Assignment 3
 Appropriately Allocating Resources
 Budget/Funding Inventory: Current State

District:		School:		Level:	
Student Enrollment:		#of Certificated Staff:		# of Classified Staff:	
District Categorical Funding Sources	Federal, State or Local Funds	Purpose of the Funds	✓Funding Sources School Site Receives	Expenditures Allocation Priorities	Goal Alignment

Site Discretionary Budget - - Amount Received: _____

Category Allocation	Purpose of the Funds	Amount Allocated	Intended Outcomes

Other Budgets Administered

Budget	Purpose of the Funds	Intended Outcomes

How does your school decide how to spend funds? Describe all processes used.

EAD 269: Site-Based Leadership Signature Assignments

Signature Assignment 1 - Personnel Discipline Letter based on Case Scenario: Candidate will select one of the given hypothetical scenarios: Classified Employee Hypothetical or Certificated Employee Hypothetical. Candidate will decide what action, the evaluator should take based on the conduct in the hypothetical and document the conduct in the hypothetical by writing an appropriate memorandum (Conference Summary Memo, Warning Letter, Letter of Reprimand) based on the FRISK (Facts, Rule, Impact, Suggestions/Directives, Knowledge) Documentation Model. Candidate will write a justification explaining the reasons for evaluator actions and a reflection about his/her key insights and learnings as a result of this assignment.

Signature Assignment 2 - Personal Professional Growth Plan: The candidate will reflect on current and past coursework (leadership topics and student learning outcomes). Candidate will prepare a plan for her/his professional growth based on coursework and assessed needs. The candidate will share the plan with his/her immediate supervisor for feedback and support and obtain supervisor's signature. See Professional Growth Plan template.

Personnel Discipline Letter based on Case Scenario; Personal Professional Growth Plan; Culminating Simulation for Administrative Position (Statement of Philosophy, Resume, Practicum, and Interview); and Capstone Paper/Current State and Desired Future. The templates and requirements for each assignment are included at the end of this syllabus.

Signature Assignment 3 - - Culminating Simulation for an Entry-Level Administrative Position: The candidate will complete four assignments relative to the application and hiring process to be selected for an administrative position.

1. **Statement of Philosophy:** The candidate will write a statement of philosophy for use in the interview simulation.
2. **Resume:** The candidate will prepare a resume for use in the interview simulation.
3. **Practicum:** The candidate will respond in writing to a practicum that will be used during the interview simulation.
4. **Interview Simulation:** The candidate will participate in an interview simulation for an entry-level administrative position.

Signature Assignment 4 - - Capstone Paper/Current State and Desired Future

Format for Final Paper will be introduced at the beginning of the semester and worked on throughout the semester.

EAD 269: Site-Based Leadership
Signature Assignment 4
Capstone Paper/Current State and Desired Future

ASSIGNMENT GUIDELINES

Analysis/Reflection Papers (Each Class Session)

Format: APA Format

1-2 pages

Current Reality to Desired Future (Vision)
Actions Necessary (Reallocation of Resources)
Incorporate data sources – Outcome Data and Process Data
Consider readings and presentations from guest speakers

Final Paper

Format: APA Format

10-15 pages

Current Reality

Using the Single Plan for Student Achievement, describe your site student performance targets. Examine specific site subgroups for strengths and weaknesses in students' achievement levels. Include the allocation of all resources.

- * People
- * Time
- * Capacity of System
- * Money
- * Capacity of Individuals

Desired Future

Fast-forward five years:

1. How have resources, including funds, been reallocated to address student achievement goals and district student performance targets? Examine specific site subgroups for strengths and weaknesses in students' achievement levels.
2. How have fiscal resources been reallocated?
3. How has the use of time been rethought?
4. How have roles and responsibilities shifted?
5. What was done to build capacity?

Analysis

1. Provide rationale, including research and class learnings, for the shift from current reality to desired future.
2. Incorporate reflections from previous assignments
3. Describe barriers and how they were addressed
4. Acknowledge supports