



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

Syllabus for  
**EAD 278T Transforming Schools**

**Clear Administrative Services Credential**

**Course Description**

This course is designed to assist you in taking the next steps in educational leadership. The course content reflects the tremendous challenges facing educational organizations today and the belief that quality leadership is essential in meeting those challenges.

The course is designed to be reflective and interactive. While there will be direct instruction, participants are expected to be energetic participants in the class discussions. The discussions will be designed to assist class members in forming a *vision* for educational leadership, developing *communication skills* to build effective learning communities, and cultivation of strong *relationships* with the people who work and learn in school buildings. All of the CPSELs will be taken into account in this course with special emphasis on CPSEL 1. Shared Vision of Learning and 2. Culture of Teaching and Learning.

**EAD 278T Transforming Schools**

Fall semester

Educational Leadership and Administration Program

1 unit

Friday (5-9PM) and Saturday (8-6PM)

Dr. Donald Wise and program faculty

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**Prerequisites**

The prerequisite for this course is to hold a current Preliminary Administrative Services Credential and be employed as a school or district administrator.

**Course requirements and expectations:**

This is a graduate level course designed for experienced educators who are currently in supervisory positions. All students are expected to make important contributions to the course by participating collaboratively and actively in all class discussions as mentioned above. Quality participation is expected in the discussions, class presentations, and other oral and written assignments. Students are expected to be punctual in class attendance and with any/all assignments. Late assignments and/or attendance will be reflected in the course grade. Any special problem or situation should be discussed with the instructor privately. This course will follow the university's policy on cheating and plagiarism as found in the General Catalog.

Notes: Students with special needs addressed by the Americans with Disabilities Act should notify the instructor immediately so that any necessary special provisions can be made. The class schedule, procedures, and topics are subject to change in the event of extenuating circumstances.

### **Culminating Exercise**

All students will write a reflective paper (double space, 12 point font) explaining how they will apply specific new learnings to their site and relate these learning to the CPSELs. This paper is due by 5:00 PM, on the Monday two weeks after the completion of course instruction.

### **Course Dates and Topics**

Friday

Introductions (5:00)

What is transformational leadership?

Leadership and the Art of Possibility

Develop Operational Definition of Transformational Leadership

Set the stage for Saturday (8:00)

Saturday

Leadership Review

Transformation – Interview with a leader/coach

Coaching as Leading

What the research says

What the leaders say (panel discussion)

Closing Comments and Evaluation – Plus and Delta

### **The CPSELs**

In order to be credible and relevant to the school districts that we serve, the Clear Administrative Services Credential program has been designed to provide a logical structure of learning activities that also allows for a high degree of individualization to meet the learning needs to prepare instructional leaders for our schools. The program is designed around the California Professional Standards for Educational Leaders (CPSELs) with the following six major areas of focus:

- 1. Shared Vision of Learning** – 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. Culture of Teaching and Learning** – A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- 3. Management of the School in the Service of Teaching and Learning** – 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.

- 4. Working With Diverse Families and Communities** – 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.
- 5. Personal Ethics and Leadership Capacity** – 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.
- 6. Political, Social, Economic, Legal and Cultural Understanding** – 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.

After completing any major activity and any coursework in the program, candidates are asked to provide a written reflection on their learning with regard to one or more CPSELs and the CPSELs in general. This reflection should indicate how the learning has affected the candidate's development as a leader and administrator. The reflection does not need to be more than two pages, double space, and the writing should be of graduate quality.

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