



California State University, Fresno

**Educational Leadership and Administration Program
Option: Educational Leadership and Administration**

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

Introduction and Course Description

<p>SYLLABUS FOR</p> <p><i>Introduction to Education Administration (EAD 261)</i></p> <p><i>Semester: Fall 2016</i></p>	
Fall 2016	California State University, Fresno
Course Information:	Instructor Name:
Units: three (3)	Office Number
Day of Week: Time Dates:	E-Mail
Location	Telephone
Website	Office Hours

University Course Catalogue Description

Initial course in Education Administration sequence. Development of knowledge and skills central to leading and managing educational organizations.

Program Course Description

The course is designed for individuals who aspire to lead a school as Principal in a K-12 school system and is designed to assist transition from present responsibilities to the “world” of education administration. The course specifically focuses on leadership and development of effective education organizations. During this semester, students explore the relationships between and among organization structures, systems, groups, cultures and approaches to leadership using a variety of highly interactive strategies. A series of opportunities encourage students to think more deeply and systematically about leadership and to increase personal capacities as a leader. A substantial portion of class is devoted to group and inter-group interactions. As such, it is a social “laboratory” for exploring the dynamics of power, leadership, authority, change, adaptive work, groups and teams.

Prerequisites

The prerequisite for this course is admission to the Education Administration Program. This is one of three first-semester courses in the program sequence: EAD 261, EAD 272, EAD 280T, EAD 263, EAD 274, EAD 262 and EAD 269.

Required Textbooks and Materials

Conzemius, Anne & O’Neill, Jan. (2014). *The Handbook for SMART School Teams* (2nd ed).
Solution Tree

Fullan, Michael. *The Principal: Three Keys to Maximizing Impact* (2014). Jossey-Bass.

Publication Manual of the American Psychological Association. (6th ed).(any published manual)

Spring, Joel (2011). *American Education* (17th ed) . McGraw Hill.

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Primary Learning Objectives

California Administrator Performance Expectations (CAPEs) applied to ensure effective educational leaders strive for equity of educational opportunity and culturally responsive practices that promote student academic success and well-being.

1. Development and Implementation of a Shared Vision

CAPE 1A: Developing a Student-Centered Vision of Teaching and Learning

CAPE 1B: Developing a Shared Vision and Community Commitment

CAPE 1C: Implementing a Vision

2. Instructional leadership

CAPE 2A: Personal and Professional Learning

CAPE 2B: Promoting Effective Curriculum, Instruction and Assessment

CAPE 2C: Supporting Teachers to Improve Instruction

3. Management and Learning Environment

CAPE 3A: Operations and Resource Management

CAPE 3B: Managing Organizational Systems and Human Resources

CAPE 3C: Managing the School Budget

4. Family and Community Engagement

CAPE 4A: Parent and Family Engagement

CAPE 4B: Community Involvement

5. Ethics and Integrity

CAPE 5A: Reflective Practice

CAPE 5B: Ethical Decision-Making

CAPE 5C: Ethical Action

6. External Context and Policy

CAPE 6A: Understanding and Communication Policy

CAPE 6B: Representing and Promoting the School

Specific learning outcomes for the course aligned with CAPEs :

1. Understand the role of Principal, as manager and leader of a complex education system
2. Understand how political, social, human resources and cultural contexts influence and affect school planning and actions
3. Apply 4-Frames theoretical model to describe and analyze a school structure, systems, human resources, culture and politics
4. Apply protocols to determine antecedents and outcomes (results) of actions
5. Identify potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers
6. Identify and articulate important federal, state and local laws, regulations and guidelines related to public schools and the educational process.
7. Recognize and apply effective public speaking, presentation and writing skills to diverse audiences and contexts that promote school vision, accomplishments and needs.
8. Articulate and apply principles of effective meeting management and strategies for trust building, team building, consensus building a conflict resolution and for promoting a sense of shared responsibility among all members of the multi-cultural educational community.
9. Apply expository, persuasive and narrative writing skills necessary to advocate for the school, its accomplishments and its needs.
10. Respond effectively to unpredictable circumstances or unintended consequences of decisions and/or school events.
11. Communicate about, model, and hold oneself and others accountable for the exhibition of personal and professional ethics, integrity, justice, and fairness
12. Model self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one's own performance

Program Course Matrix *(I= Introduce; P= Practice; A= Assessment)*

California Administrator Performance Expectations (CAPEs)	EAD 261	EAD 272	EAD 280T	EAD 263	EAD 274	EAD 262	EAD 269
CAPE 1A: Developing Student-Centered Vision	I, P, A	P, A	P, A		P, A	P, A	P, A
CAPE 1B: Developing a Shared Vision and Community Commitment	I, P					P, A	P, A
CAPE 1C: Implementing a Vision	I, P	P, A	P, A	P, A	P, A	P, A	P, A
Cape 2A: Personal and Professional Learning	I, P	P, A	P, A	P, A			
CAPE 2B: Promoting Curriculum, Instruction, Assessment	I, P	P, A	P, A	P, A			
CAPE 2C: Supporting Teachers to Improve Instruction	I, P	P, A	P, A	P, A			
CAPE 2D: Feedback on Instruction	I, P	P, A	P, A	P, A			
CAPE 3A: Operations and Resource Management	I, P	P, A	P, A		P, A	P, A	P, A
CAPE 3B: Managing Organ. Systems and Human Resources	I, P		P, A	P, A		P, A	
CAPE 3C: Managing the School Budget	I, P					P, A	P, A
CAPE 4A: Parent and Family Engagement	I, P					P	P, A
CAPE 4B: Community Involvement	I, P					P	P, A
CAPE 5A: Reflective Practice	I, P	P, A		P, A			P, A
CAPE 5B: Ethical Decision-Making	I, P	P, A		P, A	P, A	P, A	P, A
CAPE 5C: Ethical Action	I, P			P	P, A	P, A	P, A
CAPE 6A: Understanding and Communication Policy	I, P				P, A	P, A	P, A
CAPE 6B: Representing and Promoting the School	I, P	P, A	P, A		P, A	P, A	P, A

Assignment and Examination Schedule

Grading

Each major assignment/learning project will receive a grade. Grading will be as follows:

A = 90-100%	Outstanding achievement; exceeds expectations
B = 80-89%	Graduate quality; meets expectations
C = 70-79%	Below expectations
F = Below 70%	Does not meet program requirements

Grading criteria and scoring rubrics are available for all major tasks (assignments). Candidates should review grading criteria and rubrics prior to completing and submitting assignments.

- The candidate must earn 80% on every signature, exam and major assignment/learning project to earn a grade of “B” (Graduate quality; meets expectations) in the course.
- *The candidate will be required to correct/re-do and resubmit any assignments or exam receiving less than 80 % of total points possible.*
- Should a candidate choose not to redo and resubmit a major assignment/learning project and or an exam to earn 80%, the candidate will earn a final grade of “C” or below. An average score below 70% will earn a grade of “F” (Does not meet program requirements).

Major Assignments (Tasks)	Possible Points	Met	Not Met	
Foundation Task 1: Leadership in Action	60	54	48	Below 48
Foundation Task 2: Meeting Management	30	27	24	Below 24
Foundation Task 3: Facilitating Problem Solving	30	27	24	Below 24
Foundation Task 4: Leading Peer Learning	15	13	12	Below 12
Competency Task 1: Cohort Vision/Mission	15	13	12	Below 12
Exam	25	23	20	Below 20
Participation *	25	23	20	Below 20
E-Portfolio	Pass/ Fail	Pass	Pass	Fail
Total Points Possible	200			Below 180

** Participation includes attendance, discussions, presentations, collaborations and activities*

For free tutoring on campus, contact the [Learning Center](http://www.fresnostate.edu/studentaffairs/lrc/) (<http://www.fresnostate.edu/studentaffairs/lrc/>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 278-3052. Our campus has developed [SupportNet](http://www.fresnostate.edu/studentaffairs/supportnet/) (<http://www.fresnostate.edu/studentaffairs/supportnet/>) to connect students with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if you need the services provided by SupportNet to succeed in this course."

Subject to Change Statement

This course section is presented as a 7-week Seminar. To participate fully in the seminar and to appropriately prepare for all assignments, it is critical that all Advanced Preparation assignments and activities be completed and completed on time. It is also anticipated in-class group activities will require planning and collaboration outside designated class time.

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Policies & Safety Issues

Course Requirements:

Blackboard and E-Mail.

It is expected that students have access to University e-mail and Blackboard. It is a course requirement that candidates check their designated email at least once a week, preferably several days before the class and frequently during the entire semester. Students will be required to utilize electronic tools routinely to access, upload, download, view media and share documents and materials. *All assignments must be uploaded on Blackboard to receive credit.* Course communication will be conducted through Blackboard. **It is, therefore, a course requirement that candidates access the course on Blackboard at least twice a week** throughout the seminar. A Blackboard tutorial is available. Contact TILT (Blackboard) or the e-mail help desk, immediately, to resolve access problems.

Seminar Expectations

Attendance required. Much of the work and activities of the class meetings depend on the interaction of students and the faculty leader; therefore, attendance is required at **all** class meetings. Candidates are expected to actively participate in class dialogue and discussions and demonstrate leadership during activities, exercises and discussions. Emergencies and unusual situations that could possibly cause an absence should be *discussed in advance* with the instructor. Make-up for any absence should be contracted with the instructor.

Program Policies

E-Mail and Blackboard

Students are expected to use a Fresno State e-mail account and Blackboard. Students should check their Fresno State email a couple times a week, preferably several days before the class and frequently during the entire semester. Most course communications will be conducted through Blackboard; therefore, students should access the course of focus on Blackboard at least twice a week throughout the 18-month program. Students will be required to utilize electronic tools routinely to access, upload, download, view media, and share documents and materials. All competency tasks must be uploaded on Blackboard to receive credit. Students are expected to read Blackboard 9.1 accessed at <http://www.fresnostate.edu/academics/blackboard/students>. For help with any one Blackboard task, students should access On Demand Video Tutorials at <http://www.fresnostate.edu/academics/blackboard/students/student-tutorials.html>. To resolve access problems, contact the Technology Services Help Center at <https://help.fresnostate.edu/content/email.php>. For Blackboard support, refer to the Blackboard webpage at <http://www.fresnostate.edu/academics/blackboard/students/>.

Class Meeting Structure and Attendance

Class sessions are learning laboratories – interactive learning sessions. Many of the activities and much of the work conducted in face-to-face class meetings depend on the interaction of students and the faculty leader; therefore, attendance is required at **all** class meetings. Candidates are expected to actively participate in class dialogue and discussions and demonstrate leadership during

activities, exercises and discussions. Emergencies and unusual situations that could cause an absence should be *discussed in advance, if possible*, with the instructor. Make-up for any absence should be contracted with the instructor. A final course grade of “B” is the highest grade attainable if absences exceed 6 hours.

Grading

Candidates must earn a grade of “A” (Competent and of Quality) or “B” (Competent) on each Competency Task in a program course, therefore, candidates must redo and resubmit any task not assessed as Competent/Quality. If a candidate wishes to redo and resubmit a task to move from a grade of “B” (*Competent*) to a grade of “A” (*Competent and of Quality*), a candidate may do so if the instructor of the course deems that there is a reasonable amount of time for resubmission and grading prior to the date for final grade reports.

Should a candidate choose not to redo and resubmit a competency task assessed as “Below Competent/Quality,” the candidate will earn a final course grade of “C” (Below expectations). However, if the average score for all course competency tasks equates to a grade below 70%, the candidate will earn a final course grade of “F” (Does not meet program expectations).

Earning a "C" grade in a master's or program course in the Educational Leadership and Administration program is not considered to be a satisfactory grade. The first "C" obtained places a student on probation and the second "C" acquired will mean dismissal for the student. If a grade below a "C" is earned, the course must be retaken without replacement (meaning the original grade received remains on the transcript and is included in GPA calculations).

Graduate Writing Competency

During the first course in the program, EAD 261, candidates will produce a competent written argument on an assigned topic. This graduate writing task will determine the candidate’s ability to write knowledgeably about a topic and present ideas clearly, logically and analytically, so as to establish a sound scholarly argument. The written task will be used to demonstrate competence in graduate level writing and used as a pre-requisite for advancement to candidacy. The graduate writing competency assessment/task is optional for students who have already earned a master’s degree and are enrolled in the program to earn a Preliminary Administrative Services Credential only (assessment information will be used for student feedback only).

Candidates must receive competent score on the writing competency assessment. The instructor of the course (EAD 261) will be the primary evaluator of each candidate’s writing. The instructor will notify all candidates of the results of the writing competency assessment. If the candidate earns a competent score, the candidate will be considered to have successfully met the graduate writing competency.

If the instructor scores the candidate’s writing as *not competent*, the written sample will be referred to the Department Review Committee for evaluation. The Department Review Committee will consist of at least two graduate full-time faculty in addition to the instructor. If the Committee as a whole scores the candidates written sample as *competent*, the candidate will be considered to have successfully met the graduate writing competency.

If the Department Review Committee determines that the candidate has not demonstrated competence, the instructor will inform the candidate of the non-pass through written and verbal

communication methods. The instructor will advise the candidate of appropriate methods of remediation that may include, but not limited to, assistance from the Writing Center, tutoring, additional coursework, or other support.

The candidate will have two additional opportunities to meet the writing competency requirement prior to the Advancement to Candidacy process. The candidate must seek assistance to improve his/her writing in targeted areas based on feedback and must evidence that self-help was initiated and remediation was attempted before the graduate writing competency assessment will be administered for a second or third time. The candidate will complete and submit an Assistance Validation Form to verify that writing support was obtained prior to retaking the assessment.

Department Review Committee will formally evaluate second and third attempts of the graduate writing competency. The committee will report the decision (pass/competent or non-pass/not competent) to the Program Coordinator. The Program Coordinator will inform the candidate of the results of the graduate writing competency assessment through written communication. If the Committee determines that the candidate earns a competent score, the candidate will be considered to have successfully met the graduate writing competency. If a candidate does not earn a competent score on the graduate writing competency on the third attempt, the candidate will not be eligible to advance to candidacy.

University Policies

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 the Henry Madden Library, Room 1202 (278-2811).

Honor Code:

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

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) 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.” If you are going to use this statement, include it here.

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).

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](http://www.kennelbookstore.com) (<http://www.kennelbookstore.com>). 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."

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 an 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."

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not

modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Tentative Course Schedule

Course Assignment and Activity Schedule

This course section is presented as a 7-week Seminar. To participate fully in the seminar and to appropriately prepare for all assignments, it is critical that all *Advanced Preparation* assignments and activities be completed and completed on time. It is also anticipated in-class group activities will require planning and collaboration outside designated class time.

Note: This syllabus and Course Assignment Schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Assignment and Activity Schedule

Date	Content Focus	Assignment Due	Advanced Preparation
Session 1			
Session 2			
Session 3			
Session 4			
Session 5			
Session 6			
Session 7			

Graduate Writing Requirement

(1-4 scoring)

Graduate Writing Requirement Purpose:

In keeping with the Graduate Writing Requirement of California State University, Fresno, all students enrolled in the Master's of Arts degree in Education with an option in Administration and Supervision must demonstrate competence in graduate level writing prior to applying for advancement to candidacy. The graduate writing requirement is designed to determine students' ability to write clearly, logically, analytically, and knowledgeably. The Students must pass the writing prompt in order to advance to candidacy.

Graduate Writing requirement Directions:

Student will complete a two-hour writing assessment on an assigned topic related to school leadership. Student will use evidence from readings on research and/or best practices in education to make connections and support arguments.

**Kremen School of Education and Human Development
Graduate Writing Competency
Assistance Validation Form**

Student's Name: _____

Date: _____

The graduate writing competency requirement determines the graduate student's ability to write knowledgeably about a topic and to present ideas clearly, logically and analytically, so as to establish a sound scholarly argument.

Students who fail to pass the writing assessment may retake the exam every eight weeks for a total of three times. Students must show evidence that remediation was initiated and attempted by the student before a graduate writing competency assessment can be retaken.

The **Assistance Validation Form** serves as evidence that the student initiated, secured and attempted remediation. Complete and submit this form to the current instructor prior to scheduling a graduate writing competency assessment. This form must be completed following a non-passing score (0-2) on the graduate writing competency assessment and before the assessment will be administered.

List identified areas of writing deficiencies.

Complete the table below. Provide date(s) and actions taken to correct deficiencies and to improve graduate-level writing skills. Obtain signature of the individual(s) who provided support.

Date	Action Taken	Support Provider Signature

Student Signature

Date

Major Assignments

EAD 261: Introduction to Education Administration
Foundation Task 1 (Field Experience): Leadership in Action
(CAPEs 1 A; 1 B; 1C; 2 A; 2B, 2C; 3A, 3B; 3C; 4A; 4B; 5A; 5B; 6A; 6B)

Candidate will interview one (1) elementary (K-6) and one (1) secondary (7-12) Principal in an attempt to clarify and deepen understanding about the Principal's role as manager and leader of a school. Candidate will collaborate with members of a triad to analyze interview data to determine correlations between and across schools and as the findings relate to CAPEs (California Administrator Performance Competencies). Candidate, as member of a Triad, will display and present findings. Candidate will complete an individual written summary of interview findings and make connections between the field experience, in-class discussions/ activities, research and important laws and state/district policies/regulations that impact and guide Principal decisions as leader and manager of a school. Candidate will explain actions that the Candidate intends to take, as an aspiring leader, to support and/or improve school-related processes or procedures as a result of the learning experience

Instructions

PART 1. Field Experience

Using the interviews questions provided, conduct two (2)separate interviews with school Principals: one (1) elementary (K-6) and one (1) secondary (7-12)

Following the interviews, collaborate in a triad to:

- a) Share interview responses.
- b) Analyze interview data to determine similarities, differences, trends and patterns between and across schools and grade levels.
- c) Relate findings to CAPEs (California Administrator Performance Competencies).
- d) Collaborate to develop a visual representation of findings. Present findings to Cohort members.

PART 2. Field Experience Written Response

Complete a written response based on the interviews experience, in-class activities, research, review of CAPEs and analysis of laws and state/district policies/regulations that impact and guide a principal's decisions.

[Paper Template]

Background

Establish purpose of the field experience, explaining the what and why of the Principal interviews. Share school/ district visions. Include demographic information and other important background information about the Principals, schools, communities, geographical locations and stakeholder groups (parents and teachers) to help build context. *Cite references using APA format.*

Principal Interviews

Interview Settings. In a short introductory paragraph, describe each of the interview settings: when, where and how the interviews were conducted.

Interview Findings. Based on information obtained from the interviews, describe the Principal as manager and leader of the school. Use quotes and examples to enrich and support findings. *Reference and include interview responses in Appendix A.*

Connections to CAPEs

Review the California Administrator Performance Competencies (CAPEs). Relate findings of the interviews to the CAPEs. *Incorporate Principal's quotes, research, readings and class discussions, to support your findings. Cite resources.*

Laws and State/District Policies and Regulations

Review CAPE 6. Connect the field experience to in-class discussions/activities, research and important laws and state/district policies/regulations that impact and guide a principal's decisions, as leader and manager of a school. Cite references. Include cited District policies in Appendix C. *Upload policies into e-portfolio, References, folder.*

Conclusion, Professional Reflection and Next Steps

Draw connections between the field experience, CAPEs, in-class discussions/ activities, research and important laws and state/district policies/regulations that impact and guide Principal decisions as leader and manager of a school.

Reflect on key leadership learnings, insights, and questions generated as a result of the field experience. Explain actions that you intend to take, as an aspiring leader, to support and/or improve school-related processes or procedures as a result of this learning experience.

References

Include data resources, text, readings, research and documents used to collect, analyze information and write the paper. Use APA format.

Appendix

Include observation field notes (Appendix A), interview responses (Appendix B), cited policies and/or regulations (Appendix C) related to leadership and management of a school facility and other appropriate artifacts.

EAD 261: Introduction to Education Administration
Foundation Task 1: Leadership Interview Questions

Use this form to record two (2) Principal interview responses. Attach as Appendix A.

Principal:

Level (*elementary or secondary*):

Interview Question	Principal Interview Response
<p>1. What are your major leadership roles and responsibilities as Principal?</p> <p>Which of these do you consider most important and why?</p>	
<p>2. What processes were used to create your school vision and goals?</p> <p>How do you communicate your school vision and goals to stakeholders?</p> <p>How do you measure progress toward attainment of school goals?</p>	
<p>3. How much time do you spend in classrooms?</p> <p>What is the purpose for the visits?</p>	
<p>4. How do you build effective relationships with staff?</p> <p>What role do teachers play in decision making?</p>	
<p>5. What professional learning opportunities are available for teachers?</p> <p>What drives professional learning decisions?</p>	
<p>6. What opportunities do teachers have to collaborate?</p> <p>What is the purpose of the collaboration?</p> <p>What role do teachers play in instructional decisions?</p> <p>What processes and measures are used to determine teacher effectiveness?</p>	

<p>How do you support new and struggling teachers?</p>	
<p>7. What do you do to align the written, taught and tested curriculum?</p> <p>How are focus standards selected? How is progress toward mastery measured?</p> <p>What is the purpose of school/department short-term ELA/literacy assessments? Math assessments?</p> <p>What are the expectations for use of short-term assessments and results?</p>	
<p>8. How do you encourage a culture of inclusion and high expectation for all students?</p> <p>What are your greatest challenges?</p>	
<p>9. How do you build effective relationships with parents and community ?</p> <p>What role do parents play in planning and decision making?</p>	
<p>10. What processes are used to create improvement plans?</p> <p>What role do budgets and resources play in development of your plans?</p> <p>How are plans communicated to stakeholders? How do you monitor and measure progress?</p>	
<p>11. What Board policies and/or laws most impact your actions and decisions as school leader? Explain.</p>	
<p>12. What personal professional values guide your decisions as a leader?</p> <p>What leadership advice would you offer a new administrator preparing to lead in the 21st Century?</p>	
<p>13. What leadership beliefs and values guide your decisions?</p> <p>What advice in instructional leadership do you have to offer for new administrators ?</p> <p>What advice in school management do you have to offer new administrators, especially as it relates to student achievement, school safety and efficient and effective use of resources?</p>	

EAD 261: Introduction to Education Administration
EAD 261 Foundation Task 1 (Field Experience): Leadership in Action

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent
Criteria	Descriptors	Competency Level 1-3
Content: Background	Purpose statement builds context. Detailed background information profiles and connects the Principal, stakeholders, school and community.	
Content: Interview Field Experience	<p>Discussion and analysis of Principal interview experiences are woven together to frame and clearly depict the Principal as manager and leader of a school.</p> <p>The Principal’s voice is evident throughout and used to describe, clarify, create understanding, support findings and explain the role and responsibilities of the Principal.</p> <p>A discussion of the leader’s values, goals, vision and long and short-term plans for how the leader will achieve these goals is included.</p>	
Content: CAPEs	<p>Clear connections are drawn between (CAPEs) and Principal interview responses to explain how the leader is able to influence and contribute to school success.</p> <p>Discussion delineates interview responses referenced in CAPEs from CAPEs not evidenced. Speculation is made regarding non-documented CAPEs.</p>	
Content: Laws and Regulations	<p>Discussion provides examples to explain how laws, policies and regulations, selected for discussion, impact and influence principal’s decisions, as leader and manager of a school.</p> <p>Important relationships are drawn and references are made to role/responsibilities of the Principal, CAPE 18, and field experience.</p>	
Content: Conclusion. Professional Reflection and Next Steps.	<p>Conclusion: Assessment of the field experience and review of CAPEs serves as basis for conclusion. Evidence to support conclusion drawn from interviews, discussions, activities, research and readings.</p> <p>Reflection and Next Steps. Analysis and assessment of Candidate's current leadership capacity includes lessons learned, implications and evaluation of current knowledge/skills. Next step Candidate leadership actions are relevant, measureable and aligned to CAPEs</p>	
Structure, Grammar and Organization	<p>Writing applies appropriate grammar, punctuation and APA guidelines. References page includes research, readings and data sources.</p> <p>Multiple forms of data and evidence are referenced/cited in paper and available in Appendix, including interview responses, documents and important laws and/or regulations related to management and leadership of a school facility.</p>	

EAD 261: Introduction to Education Administration
Foundation Task 2 (Field Experience): Meeting Management
(CAPEs 1B; 1C; 3A)

Candidate will attend and observe a school stakeholder meeting as an impartial, non-participant observer. Candidate will compare/contrast processes and protocols applied in the meeting with effective meeting management practices to achieve results. Candidate will assess the facilitator(s) impact on the proceedings and influence of the facilitator on the work of the participants. Candidate will complete an individual and Cohort consensogram to evaluate effectiveness of observed various meeting management processes and procedures. Candidate will discuss findings with Cohort members. Candidate will complete a written reflection on Candidate leadership learnings and discuss actions the Candidate intends to take, as an aspiring leader, to support and/or improve stakeholder meeting outcomes.

Instructions

Part 1: Field Experience.

Attend and observe a *formal* school stakeholder meeting in which you are an impartial, non-participant observer. Analyze and evaluate meeting effectiveness. Collect meeting artifacts as evidence to support findings and conclusions..

Part 2: Field Experience Written Response.

Background Information. Explain the purpose of the assignment. Discuss the relationship between facilitation skills/knowledge, effective meetings and school success.

Meeting Analysis. Explain the intended purpose of the meeting. Describe the meeting, including date/time, structure, stakeholder group (s) in attendance and facilitators and/or leaders of the meeting. Compare and contrast observed and written processes and protocols applied in the meeting with known effective meeting management protocols and practices.

Meeting Evaluation and Recommendations. Evaluate the meeting experience and discuss how the facilitator(s) impacted the proceedings and influenced the work of the participants. Recommend alternative meeting processes and/or protocols to enhance or improve meeting effectiveness. Cite references to research and documented best practices.

Professional Reflection and Next Steps. Reflect on key leadership learnings, insights, and questions generated as a result of the field experience and assignment. Discuss Candidate actions you intend to take, as an aspiring leader, to support and/or improve stakeholder meeting outcomes.

References. Include research and other documents used to analyze and complete paper. Use APA format.

Appendix. Include meeting documents, agenda and meeting support materials in Appendix

**EAD 261: Introduction to Education Administration
EAD 261 Foundation Task 2 (Field Experience): Meeting Management**

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent
Criteria	Descriptors	Competency Level 1-3
Content: Background	Purpose clearly explained. Description of meeting builds context and includes meeting structure, stakeholder group (s) in attendance, facilitators and/or leaders meeting leaders.	
*Content: Analysis and Evaluation	<p>Analysis of meeting compares and contrasts planned, written and observed processes and protocols with known meeting management best practices.</p> <p>Evaluation of the experience includes discussion of the facilitator(s) impact on proceedings and how selected strategies, interactions and decisions influenced the work of the participants.</p> <p>Alternative meeting processes and/or protocols are recommended.</p>	
Content: Reflection	<p>Reflection includes lessons learned, implications and evaluation of current knowledge/skills related to facilitation and meeting management.</p> <p>Next step actions are relevant, realistic, and measureable and designed to the Candidate intends to support and/or improve stakeholder meeting outcomes..</p>	
Structure, Grammar and Organization	<p>Writing applies appropriate grammar, punctuation and APA guidelines.</p> <p>References page includes research, readings and data sources.</p> <p>Multiple forms of data and evidence are referenced in paper. and available in Appendix, including meeting agenda, notes, evidence of protocol/activities use, field notes, interview responses, documents and important laws and/or regulations related to management and leadership of a school facility.</p>	

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Foundation Task 3 (Field Experience): Facilitating Problem Solving, Building Consensus and Decision-Making (CAPEs 1B; 2A; 3A; 4B; 5B)

Candidate will facilitate application of 1-2 best practice protocol(s) to problem solve, build consensus and/or make a decision with an identified group. Candidate will collect multi-media artifacts as evidence of task completion. Candidate will complete a written summary and analysis of the facilitation experience, including group setting, purpose of protocol(s), steps taken to complete the task and results. Candidate will assess effectiveness of the facilitation experience and outline actions to improve outcome. Candidate will explain how the protocol(s) will be applied in other settings to problem solve, build consensus and/or make decisions.

Instructions

Part 1. Field Experience:

1. Select a stakeholder group (students, teachers, parents, community members) and identify a problem and/or decision to be made.
2. Select and plan use of two (2) protocols designed to collaboratively problem solve, build consensus and make decisions.
3. Facilitate activities. Collect artifacts to serve as evidence. Gather feedback from participants using an informal data collection tool to assist in evaluation of the process and outcome (s).

Part 2. Written Response:

Complete a written response based on the facilitation experience:

Background. Explain the purpose of the field experience. Describe the selected stakeholder group (faculty, staff, students, parents or community) and explain why the group was chosen. Describe the participants and setting (date, time, physical environment).

Facilitation Experience. Describe the protocols and explain why the protocols were selected. Analyze and assess the effectiveness of the process. What worked? What did not, and why? Discuss any plans for improvement and/or changes in application of protocols, processes. Relate findings to research, class discussions, readings, etc. Cite resources.

Extension of Learning. Explain how the protocol(s) used could be applied in other settings to problem solve, build consensus and make decisions. Reflect on key leadership learnings, insights, and questions generated as a result of the field experience. Discuss next step actions you intend to take to develop leadership skills related to facilitation, problem solving and decision making. Cite references to research.

References. Include data resources, text, research and other documents used to analyze and complete paper. Use APA format.

Appendix. Include multi-media evidence from the field experience.

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EAD 261 Foundation Task 3 (Field Experience): Facilitating Problem Solving, Building Consensus and Decision-Making

Grading Rubric

1 – Not Competent 2- Somewhat Competent 3- Competent		
Criteria	Descriptors	Competency Level 1-3
Content: Background	<p>Purpose for meeting and facilitation related to meeting management, leadership best practices and research.</p> <p>Rationale for and description of selected stakeholder group (s) clearly stated to build context.</p>	
Content: Facilitation	<p>A minimum of two protocols are applied in group setting (s). Selected protocols and strategies are known best practices designed to assist and respond to identified need(s) of the group. Rationale for selection of protocols aligned with and tied to research.</p>	
Content Assessment	<p>Evidence gathered during and following activities used to analyze and evaluate effectiveness of facilitation and applied processes. Analysis reveals strengths and areas for leadership growth in use of protocols to collaborate, build consensus, problem solve and/or make decisions.</p> <p>Suggested improvements and/or changes in application of protocols and/or processes clearly explained and related to research, class discussions, readings and other important leadership resources.</p>	
Content: Reflection	<p>Conclusion clearly reveals ability to transfer and extend learning. Discussion includes examples of potential use of applied protocol(s) in other settings to collaborate, problem solve, build consensus and make decisions.</p> <p>Reflection on personal growth includes lessons learned, implications and evaluation of current knowledge/skills. Next step actions are relevant, realistic, and measureable and designed to build leadership capacity in use of protocols to collaborate, create effective change and sustain school improvement.</p>	
Structure, Grammar and Organization	<p>Writing applies appropriate grammar, punctuation and APA guidelines. References page includes research, readings and data sources. Multiple forms of data and evidence are referenced in paper. and available in Appendix, including agenda, multi-media evidence of applied protocol/activities and facilitation feedback.</p>	

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Foundation Task 4: Leading Peer Learning

(CAPEs 2A; 3B; 5A; 5B; 6A; 6B)

Candidate will collaborate in small groups (3-4 members) to plan and facilitate professional learning related to equity in education, federal/state laws and school improvement presented in *American Education* by Joel Spring. Candidate will complete a written reflection of the collaborative professional learning experience,

Instructions

Outcomes:

Students will:

- Explain how political, social, human resources and cultural contexts influence and affect school planning and actions (CE VL-6)
- Identify potential barriers to school success and effective ways to work with others to address and overcome barriers (CE VL-10)
- Identify and articulate important federal, state and local laws, regulations and guidelines related to public schools and the educational process. (CE OSL-1)
- Recognize and apply effective public speaking, presentation, skills, diplomacy skills, writing skills and advocacy skills to diverse audiences and contexts that promote school vision, accomplishments and needs. (CE CL-9)

Instructions:

1. Working with your triad, read, discuss and analyze an assigned chapter from the book, *American Education*, by Joel Spring (2013). Determine the implications for education and Principals, as school leaders.
2. Collaborate to prepare a 20-25-minute presentation and activity to share major themes and important content. Relate the information to your experiences using examples, stories, metaphors, videos, etc to help make connections to new information.
3. Create an agenda and provide copies to participants. Include outcomes, topics, processes, time and facilitator(s). Select a timekeeper and process observer.
4. Engage the audience in the learning through active discussion, role play, scenarios, and/or other strategies.
5. Collaborate to analyze peer feedback and self-assess presentation. Submit written findings and improvement discussion on Blackboard
6. Upload powerpoint in e-Portfolio.

**EAD 261: Introduction to Education Administration
Foundation Task 4: Leading Peer Learning**

Grading Rubric

1 – Not Competent 2- Somewhat Competent 3- Competent

Criteria	Descriptors	Competency Level 1-3
Content: Concepts and Law/Policy Implications	<p>Presentation presents important concepts and practical implications for leadership are explored. Equity in education addressed. Impact of laws and/or policies school leadership addressed.</p> <p>Examples, stories, metaphors, videos, etc create connections.</p>	
Content: Activities	Activities aligned with reading content. Interactions designed to expand learning, encourage reflection and develop understanding of important concepts.	
Content: Facilitation	Protocols and processes used to organize, share and engage the audience	
Presentation: Organization	Information presented in logical, interesting sequence	
Presentation: Graphics	Powerpoint graphics explain and reinforce text and presentation.	
Structure, Grammar and Organization	Writing applies appropriate grammar, punctuation and APA guidelines.	

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Competency Task 1: Cohort Vision and Mission (CAPEs 1A)

Candidate will team to create an EAD Cohort Vision and Mission, using known best practice protocols to brainstorm, build consensus and make decisions. Candidate will complete a written reflection on the experience and discuss the protocols used to create the guiding statements, including team building efforts to collaborate, problem solve and reach agreements. Candidate will explain protocols and discuss plans to create a vision and mission for a stakeholder group .

Instructions

Outcomes:

Students will:

- Understand and create a shared vision and mission to support a learning organization
- Know and apply skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies (CE VL-3)
- Know and apply skills and strategies to support collaboration, distributive leadership, reflection, shared decision making and problem solving (CE PLGL 2)
- Know and apply skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the educational community (CE CL-6)
- Know strategies for addressing the concerns of stakeholders who may find change threatening and to overcome barriers to change (CE CL-7)

Instructions:

- 1 As a Cohort, learn and apply known best practice protocols and processes to brainstorm ideas, encourage participation, build consensus and create a Cohort vision and mission.
- 2 Complete a written reflection on the experience:
 - Explain the purpose of a vision and a mission. Cite research.
 - Describe the protocols used to collaborate, problem solve and reach agreements. Explain the how the tools were applied to create the vision and the mission.
 - Discuss plans to create a vision and a mission for a stakeholder group (who, why and when). Include a discussion of the protocols and processes you intend to use and rational for selection of each tool.
- 3 Upload a copy of the Cohort Mission and Vision in e-Portfolio.

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EAD 261: Competency Task 1: Cohort Vision and Mission

Grading Rubric

1 – Not Competent 2- Somewhat Competent 3- Competent

Criteria	Descriptors	Competency Level 1-3
Content: Purpose of vision and mission	Purpose of a vision and a mission clearly established and research-based.	
Content: Applied protocols	Discussion of vision and mission development includes, purpose, description and results of applied protocols	
Content: Vision and mission planning	Plan for development of identified stakeholder vision and mission includes rationale for selection of stakeholder group and a discussion of the protocols and processes to be used. Selected tools and processes are known best practices designed to encourage participation, gather ideas, build consensus and make decisions.	
Structure, Grammar and Organization	Writing applies appropriate grammar, punctuation and APA guidelines. Research cited. Resource page is included	

Other Exams and Assignments

Exam. Candidates will complete a written exam to demonstrate understanding of important laws, policies, concepts and terminology related to education, leadership and school management.

e-Portfolios. Candidates will create an e-Portfolio for use during the program to showcase assignments and serve as a depository for research, best practice examples, protocols and processes. The research section will include a listing of annotated references. Protocols and processes will include examples and/or products.

Additional Assignments may include presentations, discussion forums, scenarios, role-playing and other assignments designed to provide practice of leadership skills, such as data analysis, reflection, planning, problem solving and decision making.

Course Assessment

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