University of San Diego

Preliminary Administrative Services Credential

Program Review

Submitted to the California Commission

on Teacher Credentialing

December 2016 and Revised Jan 2017

Component 1 Program Description

1.1 Brief description of < 500 words providing context for the review team. Goal is to provide understanding of remaining evidence submitted.

The Educational Leadership Development Academy (ELDA) was founded to deliver a Preliminary Administrative Services credential program to prepare administrators for success in leading system-wide reform. Created in 1999 through a grant from the Broad Foundation, the goal of the ELDA program has been to train principals and vice principals to study, apply, and emulate models of strong leadership practice that will give them the ability to lead schools around the improvement of instruction.
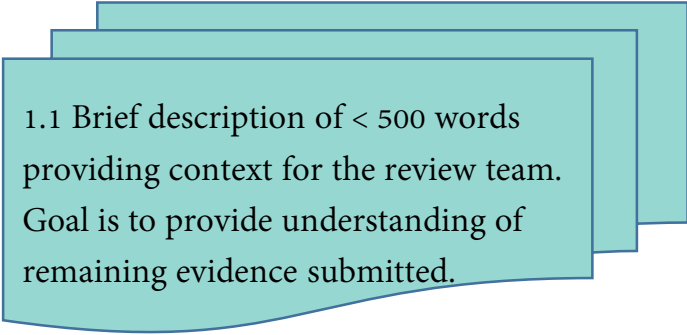
ELDA is a traditional, in-person delivery cohort model housed (see Table 1.1.1) in the Department of Leadership Studies within the School of Leadership and Education Sciences (SOLES) at the University of San Diego (USD). The Director of ELDA reports to the Department Chair, who in turn, reports directly to the Dean of the School of Leadership and Education Sciences (see Figure 2.1).

Faculty from Leadership Studies, along with adjunct and part-time instructors, teach courses and supervise fieldwork/clinical practice (see Tables 3.1 & 3.2). SOLES selection protocols are used in selecting course instructors. Experience and qualifications for part-time/adjunct staff include specific requirements establishing expertise in K-12 leadership (see Figure 3.3). Should the PAS ELDA program hire any full-time faculty members in the future, the policies and procedures explicated in the USD SOLES Faculty Recruitment Handbook will be followed (see Figure 3.4).

ELDA candidates complete a 24-unit course of study (see Table 4.1), taking 6 units of credit per semester in a two-year cohort program. The curriculum is aligned with the California Administrator Performance Expectations and candidates are afforded various opportunities to learn, practice, and master competencies covered in their courses (see Table 5.1).

Fieldwork activities are embedded in courses throughout the program. A minimum of 200 hours is allotted for completion of the activities designated for the five-unit practicum sequence: LEAD 597p/598p (see Table 6.1). Completion of fieldwork activities, rather than clock hours, is used to determine candidate success (see supplement to Table 6.1). A list of fieldwork activities and rubrics are shared with students, supervisors and mentor principals in the program handbooks and manuals.

Component 1
Program
Description
(*continued*)

1.1 Brief description of < 500 words providing context for the review team. Goal is to provide understanding of remaining evidence submitted.

A USD supervisor and a mentor principal, usually the candidate's site principal, supervise fieldwork activities. When a mentor, other than a candidate's site principal, is required, the ELDA director works with District leadership to identify qualified mentor principals to ensure appropriate fieldwork placements for all candidates (Appendix 6.4 PAS ELDA Field Placements). In addition to the introductory letter that accompanies the MOU (Figure 6.2), all parties receive the program handbook (Appendix 6.2a ELDA Handbook and Clinical Practice Manual) to review roles and expectations prior to signing the partnership agreement (Appendix 6.2b MOUs).

University Supervisors receive a separate handbook that outlines expectations, responsibilities, and assessments used throughout the program (Appendix 6.3 ELDA Supervisor Handbook and Clinical Practice Manual). Quarterly meetings with the ELDA Director provide training, review of program changes, and monitoring of candidates progress.

The majority of PAS ELDA candidates come from the San Diego Unified School District, therefore a continuing partnership has been established and includes nomination of candidates for the program, identification of best principals to serve as mentors and discussion of authentic fieldwork activities. Quarterly sponsored meetings of superintendents from throughout the county allow for input from other districts ensuring their interests are also served. The close partnerships have resulted in valuable input in shaping the training materials for supervisors, the field placement process, and the essential content in handbooks, manuals, assessments, and syllabi (see Figure 6).

Candidate progress is monitored throughout the program, and formally documented by University Supervisors using the progress monitoring form at the end of the second semester and after the third semester (Appendix 7.2 ELDA Candidate Progress Monitoring Form). Upon completion of the program the Credential Analyst ensures only qualified candidates are recommended for the Preliminary Administrative Services credential (see Figure 7.1) by verifying that candidates have met all requirements set forth by the Commission and the PAS ELDA program (Appendix 7.1.1a PAS Credential Evaluation Form). If a candidate does not have an offer of employment then the candidate is recommended for the Certificate of Eligibility (Appendix 7.1.1b PAS Credential Application).

Component 1 Program Description (*continued*)

1.2 Table showing delivery models (online, in-person, hybrid) and other options/pathways (intern, traditional, etc.) for each location.
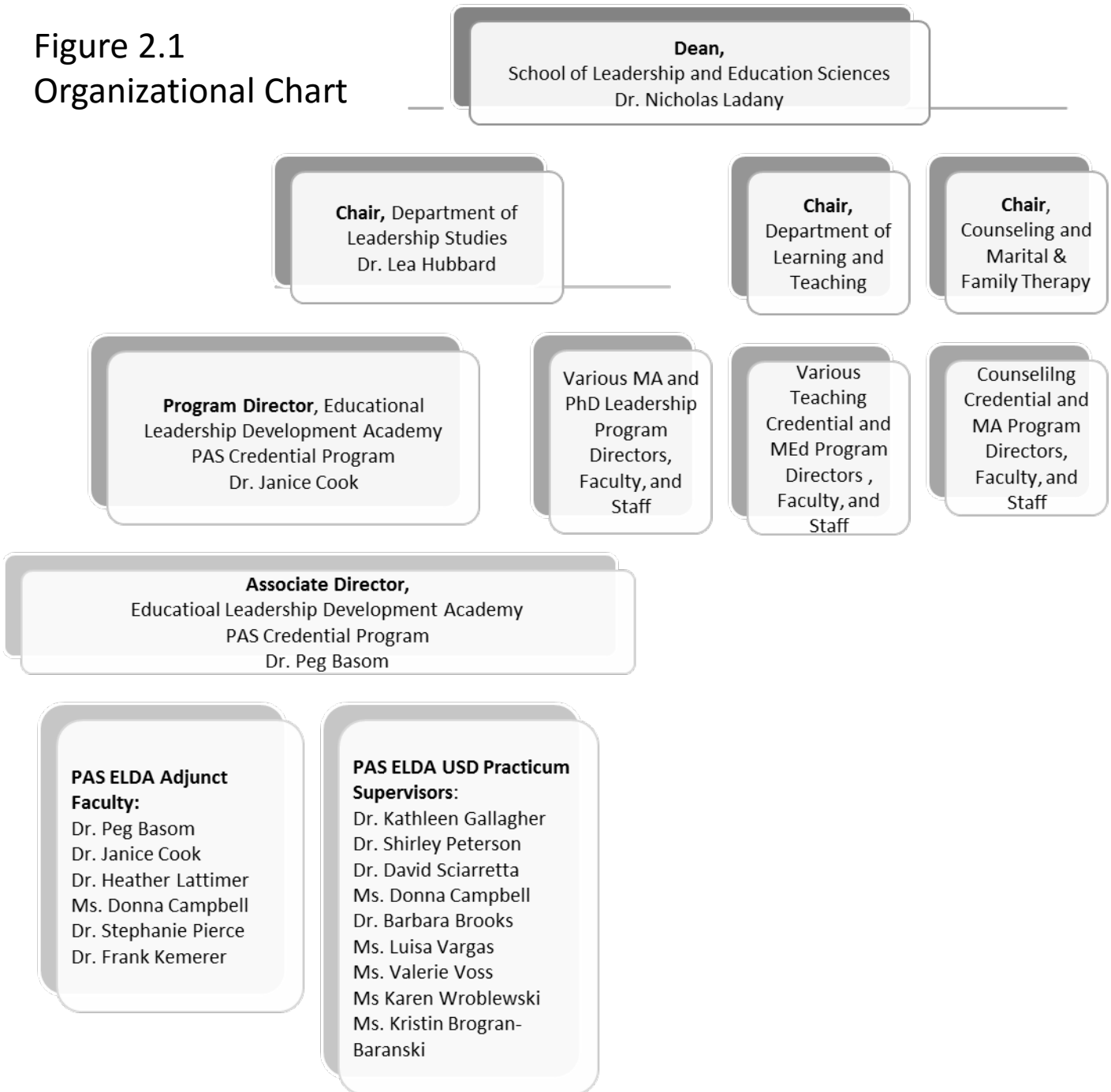
Table 1.1.1 USD-PAS Program Location, Delivery Model, and Pathway

Type of Program Preparation	Program Location	Delivery Model	Preparation Pathway
Preliminary Administrative Services Credential	University of San Diego Campus	In-Person Cohort Model	Traditional

Component 2 Organizational Structure

2.1 Graphic to show how the program leadership and faculty/staff are organized; how program fits into the unit, includes faculty in non-teaching roles, field placements. Should depict the chain of authority and include up to dean/superintendent.

Figure 2.1 Organizational Chart

Dean,
School of Leadership and Education Sciences
Dr. Nicholas Ladany

Chair, Department of Leadership Studies
Dr. Lea Hubbard

Chair, Department of Learning and Teaching

Chair, Counseling and Marital & Family Therapy

Program Director, Educational Leadership Development Academy
PAS Credential Program
Dr. Janice Cook

Various MA and PhD Leadership Program Directors, Faculty, and Staff

Various Teaching Credential and MEd Program Directors, Faculty, and Staff

Counselilng Credential and MA Program Directors, Faculty, and Staff

Associate Director,
Educatioal Leadership Development Academy
PAS Credential Program
Dr. Peg Basom

PAS ELDA Adjunct Faculty:
Dr. Peg Basom
Dr. Janice Cook
Dr. Heather Lattimer
Ms. Donna Campbell
Dr. Stephanie Pierce
Dr. Frank Kemerer

PAS ELDA USD Practicum Supervisors:
Dr. Kathleen Gallagher
Dr. Shirley Peterson
Dr. David Sciarretta
Ms. Donna Campbell
Dr. Barbara Brooks
Ms. Luisa Vargas
Ms. Valerie Voss
Ms Karen Wroblewski
Ms. Kristin Brogran-Baranski

Component 3 Faculty Qualifications

3.1 Overview of Faculty

Table 3.1 Faculty Distribution*

Number of PAS ELDA Full Time Faculty	Number of PAS ELDA Part-Time USD Faculty (Tenured Professors)	Number of PAS ELDA Part-Time USD Faculty (Non-Tenure-Line Faculty)	Number of PAS ELDA Part-Time Adjunct Faculty	Total Number of PAS ELDA Faculty
0	1	3	2	6

*Please note that all PAS ELDA faculty are part-time or adjunct faculty for the program. They all hold a full time position at USD or a local school district, or have recently retired from one.

Component 3
Faculty Qualifications
continued

3.2 Annotated faculty list including name, degree, employment status (full-time, part-time, adjunct), and list of courses taught by each. Name links to vitae while course links to syllabus.

Table 3.2 Annotated Faculty List

Name, Degree CV Link	Employment Status with PAS ELDA Program*	Faculty Status with University	Course Link to Syllabus
Janice Cook, EdD	PAS ELDA Program Director and Adjunct Professor	Part-Time, USD Non-Tenure-Line Faculty	**LEAD 584: Special Topics: The Principalship II** **LEAD 591: Curriculum Development: Access, Assessment, and School Improvement II**
Margaret (Peg) Basom, PhD	PAS ELDA Program Associate Director and Adjunct Professor	Part-Time, USD Non-Tenure-Line Faculty	**LEAD 583: Special Topics: The Principalship I** **LEAD 590: Curriculum Development: Access, Assessment, and School Improvement II** **LEAD 597P/598P: Practicum in School Administration I &II**
Heather Lattimer, EdD	Associate Professor and Interim Executive Director-Institute for Entrepreneurship in Education	Part-Time, USD Tenured Professor	**LEAD 588: Diversity and Community of School Leaders** **LEAD 591: Curriculum Development: Access, Assessment, and School Improvement II**
Frank Kemerer, PhD	Professor-in-Residence and Associate Director for Research and Academic Affiars, Center for Education Policy and Law	Part-Time, USD Non-Tenure-Line Faculty	**LEAD 552: Legal Framework for School Leadership**
Donna Campbell, MA	Adjunct Lecturer/Supervisor and Retired District Office Administrator, Principal, and Vice Principal	Part-Time Adjunct Faculty	**LEAD 553: Instructional Leadership & Supervision I** **LEAD 554: Instructional Leadership and Supervision II**
Stephanie Pierce, PhD	Adjunct Lecturer/Supervisor and Assistant Superintendent of Santee School District	Part-Time Adjunct Faculty	**LEAD 558 Leadership and the Dynamics of School Organization** **LEAD 597P/598P: Practicum in School Administration I &II**

*Please note that all PAS ELDA faculty are part-time or adjuncts for the program. They all hold a full time position at USD or a local school district, or have recently retired from one.

Component 3 Faculty Qualifications *continued*

3.3 Published documentation regarding experience and qualifications to select faculty.

Figure 3.3 Adjunct/Part-Time Faculty Experience and Qualifications are posted on the SOLES website at:

http://www.sandiego.edu/soles/documents/Adjunct%20Experience%20and%20Qualifications%20Requirements.pdf

Educational Leadership
Development Academy
Mother Rosalie Hill Hall,
Room 271
5998 Alcalá Park
San Diego, CA 92110-2492
P: (619) 260-8839

University of San Diego

ELDA Program Faculty
Adjunct Experience and Qualifications Requirements

The Educational Leadership Development Program (ELDA) within the School of Leadership and Education Sciences is a principal preparation program, which recruits cohorts of 20-25 aspiring school principals. With a goal designed to transform low-performing schools into learning environments that result in high performance for all students, ELDA is committed to providing a rigorous, research and practice based curriculum, developed by working collaboratively with local school district personnel.
The curriculum, aligned to national and state standards, encompasses areas of study in strategies for student learning, data analysis for school improvement, culture for school success, all aligned with 21st century leadership and organizational management skills. Candidates will participate in authentic experiences and experiential learning that will challenge their thinking and build the skills required for transformational leadership. Assessment, continuous feedback, and self-reflection will support growth and success. Additionally, the program includes a clinical experience with supervising site principals, selected for their effective and successful leadership.

Qualifications:

Education:

- Minimally a Masters in Educational Leadership or related field is required. A terminal degree in Educational Leadership or closely related field of study is preferred.

Experience/Training:

- Preference is given to candidates with a record of leadership experience in public schools at the campus or district levels.
- Experience in university level teaching, assessment, practicum supervision, grant writing, and familiarity with school administration certification are all desirable.
- Excellent communication skills.
- Leadership abilities with a vision to develop and enhance programs in the department.
- Ability and desire to address the educational needs of a diverse population.

Responsibilities and related duties

- Teach graduate level courses in principal preparation program
- Willingness to collaborate and sustain a collegial environment
- Monitor the academic progress of students and develop growth plans as needed.
- Serve as a community liaison, building relationships with local school districts.

Component 3
Faculty
Qualifications
continued

3.4 Faculty Recruitment Documents

Should the PAS ELDA program hire a full-time faculty member in the future, the policies and procedures explicated in the USD SOLES Faculty Recruitment Handbook will be followed.

Figure 3.4 Faculty Recruitment Handbook Cover and Table of Contents

Component 4 Course Sequence

USD uses a cohort model for PAS ELDA credential candidates and suggests the following sequence of courses:

Click here to Access Course Sequence Excerpt From Catalog

Table 4.1 PAS ELDA Cohort Course Sequence (24 units)			
Course Number	**Title**	**Units**	**Scheduled Program Year and Semester**
LEAD 558	Leadership and the Dynamics of School Organization	3	Year 1 – Fall
LEAD 583	Special Topics	1	Year 1 – Fall
LEAD 590	Curriculum Development: Access, Assessment and School Improvement I	2	Year 1 – Fall
LEAD 591	Curriculum Development: Access, Assessment and School Improvement II	2	Year 1 – Spring
LEAD 552	Legal Framework for School Leadership	3	Year 1 – Spring
LEAD 598P	Practicum in School Administration	1	Year 1 – Spring
LEAD 584	Special Topics	2	Year 2 – Fall
LEAD 588	Diversity and Community for School Leaders	2	Year 2 – Fall
LEAD 598P	Practicum in School Administration	2	Year 2 – Fall
LEAD 553	Instructional Leadership and Supervision I	2	Year 2 – Spring
LEAD 554	Instructional Leadership and Supervision II	2	Year 2 – Spring
LEAD 597P	Practicum in School Administration	2	Year 2 – Spring

Component 5 Course Matrix

5. A matrix denoting the candidates' opportunities to learn and master required competencies per course including course names, and the level of interaction with each competency (introduced, practiced, assessed). Each notation links to a specific place in the course syllabus or assessment tool.

Table 5.1 Course Matrix

California Administrator Performance Expectations (CAPE)	LEAD 552 Legal Framework for School Leaders	LEAD 553 Instructional Leadership and Supervision I	LEAD 554 Instructional Leadership and Supervision II	LEAD 558 Leadership and the Dynamics of School Organizations	LEAD 588 Diversity and Community for School Leaders	LEAD 590 Curriculum Development: Access, Assessment and School Improvement I	LEAD 591 Curriculum Development: Access, Assessment and School Improvement II	LEAD 583 Special Topics I: The Principalship I	LEAD 584 Special Topics II: The Principalship II	LEAD 597P/598P Practicum in School Administration I
1A: Developing a Student-Centered Vision of Teaching and Learning				PA		I	I PA			
1B: Developing a Shared Vision and Community Commitment				A	I		P	I PA		P
1C: Implementing the Vision	I			A			I PA	I		P
2A: Personal and Professional Learning			I A	I						P
2B: Promoting Effective Curriculum, Instruction, and Assessment	I					A	I PA			P
2C: Supporting Teachers to Improve Practice			I A	P				I A		P
2D: Feedback on Instruction		I A	I							P
3A: Operations and Resource Management	I A		I P	I A					I	
3B: Managing Organizational Systems and Human Resources	I A			I P			A		I A	P
3C: Managing the School Budget							I P		I A	P
4A: Parent and Family Engagement					I A					P
4B: Community Involvement					I A					P
5A: Reflective Practice				P	P			A	I P	
5B: Ethical Decision-Making	I A			P	I		PA	PA		
5C: Ethical Action	I A	I		P						A
6A: Understanding and Communicating Policy	I A									P
6B: Representing and Promoting the School				I						PA

KEY: I = Introduced   P = Practiced   A = Assessed

Component 6 Fieldwork & Clinical Practice

6.1 Hours for each candidate (required number of hours and how the hours are broken out per phase)

Table 6.1 Number of Hours of Fieldwork/Clinical Practice

Practicum Units for 597P/598P	Practicum Activities Minimum Time on Task*
5 credit hrs.	200 hrs.

Note: USD's definition of one credit hour for a practicum requires three hours of student work per week throughout one semester of approximately 14 weeks in length or approximately 40 hours of work.

*Supplement to Table 6.1

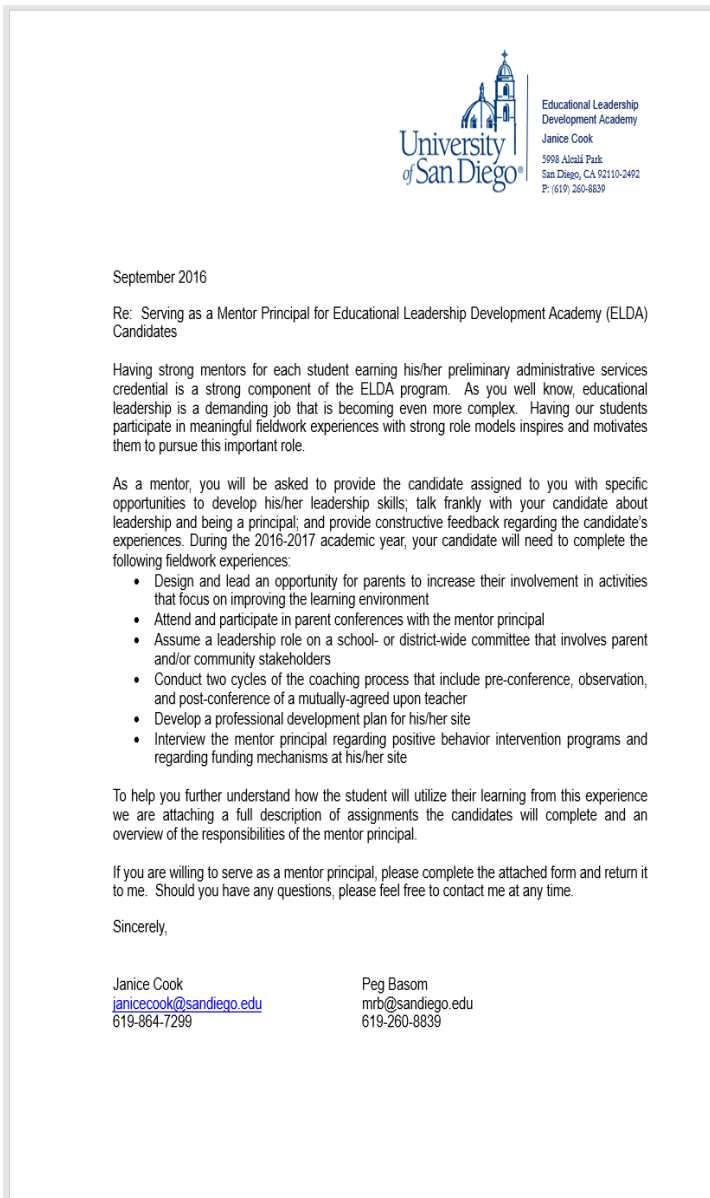Required Fieldwork Assignments Completed During the 200 Hours of Clinical Practice

Standard	Fieldwork Assignment
DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION	Vision Fieldwork—Based on your readings, your coursework and interviews with your site and mentor principal, write a commentary about a school leader's role in developing and articulating a Vision of Teaching and Learning for a school.
INSTRUCTIONAL LEADERSHIP	Data Analysis and School Improvement—Investigate a priority area for a target group of students, analyze qualitative and quantitative data, develop a plan for improvement and solicit feedback.
	School Culture—Shadow your principal to collect artifacts to analyze the school culture. Hare your vision for a school and actions you will take to promote that culture when you are the leader.
	Coaching Cycle—Complete two cycles of a coaching process including pre- and post conferences.
	Professional Learning Community—Provide leadership for a PLC focusing on a student learning priority area
	Professional Development—Develop a professional growth/development plan for your site that involves staff, links to the vision and includes resources and implementation plan.
MANAGEMENT & LEARNING ENVIRONMENT	Positive Behavior—Research positive behavior; discuss how they support achievement and well-being; interview principal on the challenges; develop a plan for creating a culture of positive behavior interventions. School Funding—Research and describe funding state and federal mechanisms; interview principal, union and District reps; analyze school budget for alignment with vision; make recommendations for improvement
FAMILY AND COMMUNITY ENGAGEMENT	Parent Education—Design and lead an opportunity for parents and community to increase involvement in improving the learning environment
	Community Involvement-- Asset map the local community to determine what human and organizational resources exist within the community. Develop and present to school and community leaders a plan to strengthen school-community engagement. Parent Conference—Attend and participate in parent conferences with the Supervising/Mentor Principal. Discuss actions you would take to prevent similar instances
ETHICS AND INTEGRITY	Code of Ethics—Interview site and mentor principal and review literature regarding ethics and leadership capacity. Describe how you will model code of ethics.
EXTERNAL CONTEXT AND POLICY	Committee Leadership—Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders. Following your work with the committee, discuss how you as a leader will involve stakeholders in helping address the school in meeting its goals.

Component 6
Fieldwork & Clinical Practice
continued

Prior to signing the MOU, mentors receive a full description of assignments and an overview of the responsibilities of the mentor principal as described in the ELDA Handbook and Clinical Practice Manual. Individual MOUs are in Appendix 6.2b.

Figure 6.2 MOU Introductory Letter and Signature Page

University of San Diego
Educational Leadership Development Academy
Janice Cook
5998 Alcalá Park
San Diego, CA 92110-2492
P: (619) 260-8839

September 2016

Re: Serving as a Mentor Principal for Educational Leadership Development Academy (ELDA) Candidates

Having strong mentors for each student earning his/her preliminary administrative services credential is a strong component of the ELDA program. As you well know, educational leadership is a demanding job that is becoming even more complex. Having our students participate in meaningful fieldwork experiences with strong role models inspires and motivates them to pursue this important role.

As a mentor, you will be asked to provide the candidate assigned to you with specific opportunities to develop his/her leadership skills; talk frankly with your candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, your candidate will need to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site
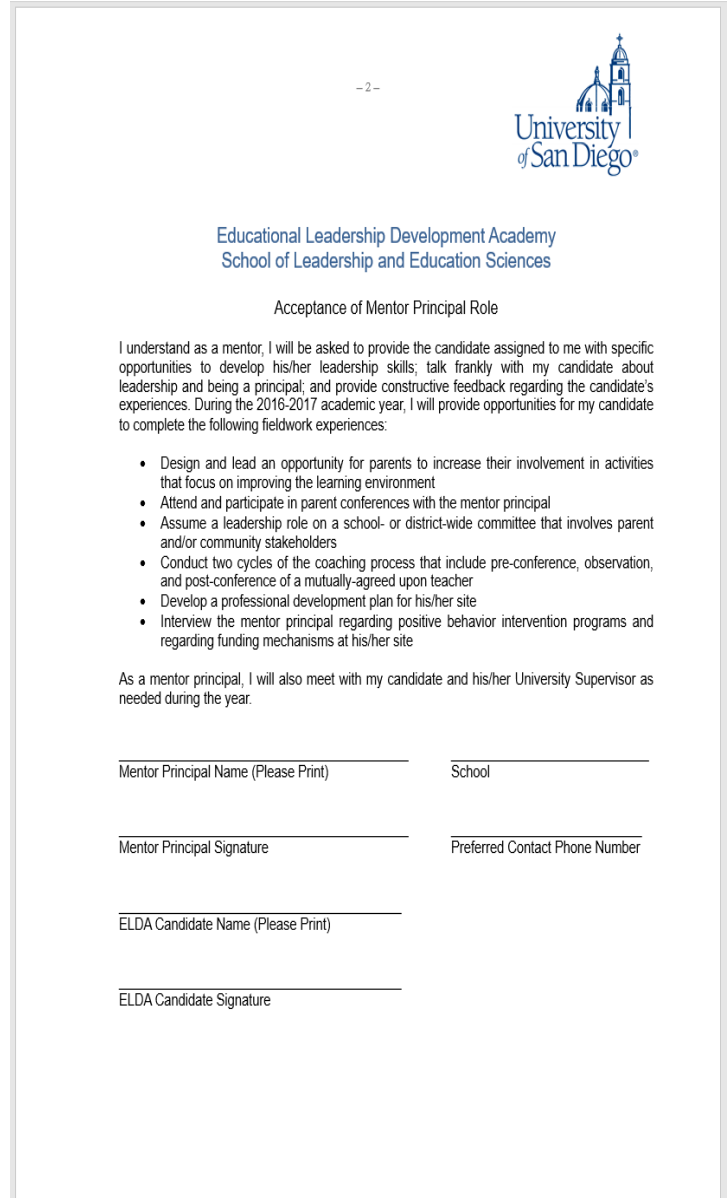
To help you further understand how the student will utilize their learning from this experience we are attaching a full description of assignments the candidates will complete and an overview of the responsibilities of the mentor principal.

If you are willing to serve as a mentor principal, please complete the attached form and return it to me. Should you have any questions, please feel free to contact me at any time.

Sincerely,

Janice Cook   Peg Basom
janicecook@sandiego.edu   mrb@sandiego.edu
619-864-7299   619-260-8839

– 2 –

University of San Diego

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

_____   _____
Mentor Principal Name (Please Print)   School

_____   _____
Mentor Principal Signature   Preferred Contact Phone Number

_____
ELDA Candidate Name (Please Print)

_____
ELDA Candidate Signature

Component 6 Fieldwork & Clinical Practice *continued*

6.3 Training materials for veteran practitioners serving in support and/or supervisory roles.
6.4 Verification of appropriate placements for fieldwork for each candidate.
6.5 Published advising materials that provide information about expectations within the clinical experience on placements, support, assessments (e.g. handbooks).
6.6 Syllabi for clinical experiences including information on how a candidate is assessed during clinical practice and copies of assessment instruments (6.6.1).

Figure 6. Fieldwork and Clinical Practice

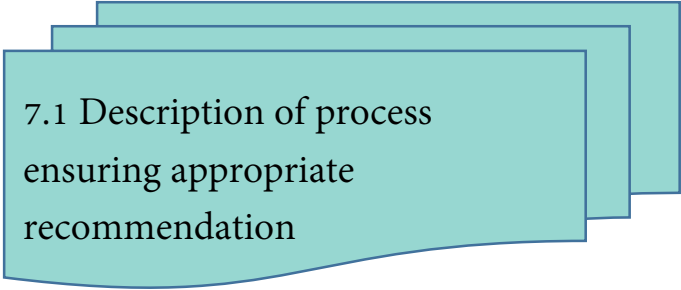| Component	Required Exhibits	Links to USD PAS ELDA Document(s)
6.3 Training materials for veteran practitioners serving in support and/or supervisory roles	6.3 Veteran Practitioner Training Material	Appendix 6.3 Supervisor Handbook and Clinical Practice Manual
6.4 Verification of appropriate placements for fieldwork for each candidate	6.4 Documentation of Candidate Placements	Appendix 6.4 PAS ELDA Field Placements
6.5 Published advising materials that provide information about expectations within the clinical experience on placements, support, assessments (e.g. handbooks)	6.5 Clinical Practice Handbook/Manual(s)	Appendix 6.2a ELDA Handbook and Clinical Practice Manual Appendix 6.3 Supervisor Handbook and Clinical Practice Manual
6.6 Syllabi for clinical experiences including information on how a candidate is assessed during clinical practice.	6.6 Fieldwork/Clinical Practice Syllabi	Appendix 6.6 Fieldwork/Clinical Practice Syllabi
Copies of assessment instruments	6.6.1 Clinical Practice Assessment Instruments	Appendix 6.6.1 Clinical Practice Assessment Instruments

Component 7 Credential Recommendation

7.1 Description of process ensuring appropriate recommendation

Figure 7.1 Credential Recommendation Process

Credential Recommendation

The Credential Analyst verifies that candidates have met all requirements set forth by the Commission and the PAS ELDA program prior to recommending candidates for a Preliminary Administrative Services credential or for a Certificate of Eligibility (Appendix 7.1.1a PAS Credential Evaluation Form).

The Credential Analyst verifies each candidate has an offer of employment prior to making a recommendation for a Preliminary Administrative Services credential to the Commission (Appendix 7.1.1b PAS Credential Application).

If a candidate has satisfied the PAS ELDA program requirements and preconditions one through four set forth by the Commission, but has no offer of employment, the candidate is recommended for a Certificate of Eligibility, which verifies completion of all requirements for the Preliminary Administrative Services credential and allows the holder to seek employment in an administrative position.

Educational Leadership

Development Academy

Aspiring Leaders Program

Cohort XVI 2015 – 2017

School of Leadership and Education Sciences

University of San Diego

HANDBOOK AND CLINICAL PRACTICE MANUAL

Introduction

Leadership of an educational organization in the 21st century comes with incredible possibilities. The capability for leaders, teachers, and students to connect on a global level to produce and share information and resources are redefining how teachers teach, how students learn, and how leaders lead. Enhanced creativity, expanded personalized and digital learning, more effective and frequent communication, greater opportunities for critical thinking, and opportunities for collaboration are reshaping the educational environment.

The continuous mentoring and coaching of teachers, supporting and challenging of students, and meaningfully involving of parents and community will be the hallmarks of any successful educational leader.

The Educational Leadership Development Academy (ELDA) provides an integrated approach to leadership development that involves adult learning theory, mentoring relationships and reflective practice. Working closely with faculty and seasoned practitioners, you will develop your vision, values, and "leadership voice" to create school excellence. Course instruction is embedded within authentic workplace activities and is based on national and state standards.

We welcome you to the ELDA program.

Janice Cook, Ed.D.   Peg Basom, Ph.D.
Director   Associate Director

Table of Contents

Introduction and Frequently Asked Questions

This handbook serves as a supplement to the University of San Diego 2015-2017 *Graduate Bulletin*. Policies and procedures outlined in the *Graduate Bulletin* and in this handbook are applicable to all candidates who enter the ELDA program in the 2015-2016 academic year.

The policies in this handbook and the School of Leadership and Education Sciences student policies are subject to change. Forms discussed in this handbook will be available electronically on the SOLES website or on a link provided in the handbook. Students will be informed of any updates or revisions via email using a valid USD email address.

Questions about preliminary administrative service credential program procedures, forms or other administrative matters should be addressed to the Educational Leadership Development Academy office at 619-260-8839.

How do I contact the ELDA Department?
You can email janicecook@sandiego.edu or Heather Gibb at heatherg@sandiego.edu or call (619) 260-8839.

How do I register for classes?
The ELDA office will register you for all of your courses.

How do I find where my classroom is located?
To view class schedules/locations go to usdssb.sandiego.edu/prod/usd_course_query.p_start

Do I need a USD email account?
All students must obtain a USD email account upon initial registration. This account will allow you to view grades, class schedules, and pay your student bill at my.sandiego.edu. Check your USD email account frequently to receive class, program, and University information and updates.

How do I get questions answered about Financial Aid?
If you are receiving Financial Aid directly from SOLES (i.e.: SOLES Loan or SOLES Scholarship), contact the Dean's Office at (619) 260-7475. Questions about Federal or other Financial Aid should be directed to the One Stop Student Center at (619) 260-2700, www.sandiego.edu/financialaid/, or in person at the Hahn University Center, Room 126.

How do I get billing questions answered?
Student account information may be found by logging into your my.sandiego.edu account. Questions about your student account should be directed to the One Stop Student Center.

Parking at USD
A valid USD parking permit must be displayed at all times. Please refer to the Parking Services

website for more information: www.sandiego.edu/parking

Contact Information, Email Addresses and Websites

ELDA Administration and Staff
Peg Basom, Ph.D., ELDA Asst. Director   619-260-4213   mrb@sandiego.edu
Janice Cook, Ed.D., ELDA Director   619-260-8711   janicecook@sandiego.edu

ELDA Faculty
Peg Basom, Ph.D.   619-260-4213   mrb@sandiego.edu
Donna Campbell   619-218-7607   alvacam3495@gmail.com
Janice Cook, Ed.D.   619-864-7299   janicecook@sandiego.edu
Heather Lattimer, Ed.D.   hlattimer@sandiego.edu

University Supervisors
Peg Basom   mrb@sandiego.edu
Donna Campbell   campbelld@sandiego.edu
Janice Cook   janicecook@sandiego.edu
Kathleen Gallagher   kgallagher1@sandi.net

School of Leadership and Education Sciences
ELDA Office   619-260-8839
SOLES Receptionist   619-260-4538
Dean's Office   619-260-4540
Department of Leadership Studies   619-260-4637

USD Frequently Visited Departments
Bookstore   619-260-4551   www.usdbookstore.com
Campus Card   619-260-5999   www.sandiego.edu/campuscard
Copley Library   619-260-4799   www.sandiego.edu/library
One Stop Student Center   619-260-2700   www.sandiego.edu/onestop
Parking   619-260-4518   www.sandiego.edu/parking
Public Safety   619-260-7777   www.sandiego.edu/safety

Graduate Policies & Procedures Overview

Registration Procedures
The ELDA office registers students for all classes.

Address Change
Students have the option to update their address via the My.SanDiego.edu portal One Stop Services tab or in person by completing a [Change of Address](#) form. Failure to submit the updated information to the Registrar's Office may result in the student missing important deadlines and other extremely significant academic and administrative correspondence or announcements.

Change of Name
Students can download the Change of name form directly from the Registrar's website. http://www.sandiego.edu/registrar/documents/ChangeName.pdf To change your name, you must inform the Registrar's Office in writing. E-mail requests will not be accepted. A copy of a marriage license, divorce decree, or other official document must be included. Whenever you file a change of name with the registrar, please also inform the ELDA office.

Attendance Policy
Since participation is integral to the learning process, it is imperative students attend every class. If a student is late to class or needs to leave class early, s/he must inform the instructor in advance. If the student cannot attend a class due to an emergency, s/he must contact the course instructor as soon as possible. If a student misses a class s/he has the obligation to make up any work that was missed, and to ask a colleague to collect any materials that were distributed in the class they missed.

If a student's absences or late arrivals and early departures exceed 25% of the total class time, and the missed time/work has not been made up, the student will fail the course. If this occurs, the student will need to repeat the course (which may not be offered until the following year, thus issuance of the credential may be delayed). In addition, when the student re-registers for the class s/he will bear the full cost of tuition for that class.

Credit and Grading System
A grade of less than "C-" is not acceptable for credit in a USD graduate program and the course in which the grade was earned will not count toward the degree. *A graduate student's grade point average must stay at or above a 3.0.* For more details about this and about repetition of courses, please refer to the Graduate Bulletin. http://catcher.sandiego.edu/items/soles/Graduate_Student_Policies.pdf

Student ID Cards
ID cards are used for identification, campus cash, can be linked to a US Bank account, etc. To obtain a Campus Card you must be currently registered for classes. A valid picture ID, such as a

driver's license or passport, is required for identity verification. The Campus Card Office is located in the University Center, Room 127. Hours and other information is available on their website: www.sandiego.edu/campuscard

Leave of Absence/Withdrawal
A leave of absence allows students in good academic standing to take time off and return to the University without applying for readmission. Leaves may be granted for up to one year but cannot be extended beyond a year.

Students may secure a petition for a Leave of Absence from the Graduate Records website http://www.sandiego.edu/graduaterecords/forms/loa-withdrawal.php   It must be approved by the ELDA Director, Department Chair, and Associate Dean before being submitted to the Graduate Records Office for final processing.

Please contact the ELDA Office (619) 260-8839 for guidance on how to withdraw or take a leave of absence.

Graduate Academic Calendar
The academic calendar is available to view at: www.sandiego.edu/academiccalendar

The academic calendar contains registration periods, fee payment timeframes, petition deadlines, start/end dates for semesters, holidays and other pertinent calendar information. All graduate students are responsible to abide by the dates and deadlines set forth in the Academic Calendar.

SOLES Graduate Student Policies
In addition to the policies and procedures in this handbook, students are required to adhere to the School of Leadership and Education Sciences Graduate Student Policies which can be found at www.sandiego.edu/soles/gateways/current-students/handbooks-forms-policies

ELDA Program Learning Outcomes

The ELDA Program will develop leaders who:

➢ Exhibit values and beliefs consistent with being an educational leader.

➢ Are capable of developing a vision of teaching and learning that is responsive to the changing context of a given school.

➢ Have knowledge of California's instructional and assessment practices and possess the skills to assess classroom instruction and provide focused, constructive feedback to teachers.

➢ Can strategically implement appropriate and effective school improvement.

➢ Are capable of modeling and facilitating differentiated professional growth opportunities to build individual and collective capacity.

➢ Can, align, effectively manage, and integrate the organizational structures, processes, and policies of a school system that impact the school's ability to achieve its vision and goals.

➢ Advocate for the school and communicate—through a variety of media—its successes, needs, and challenges with a broad range of audiences, and collaborate with parents, the community, and others in achieving the school's vision and goals.

ELDA Program Overview

California's Leadership Standards
The California Commission on Teacher Credentialing has identified the following six overarching leadership standards for candidates to master to be eligible to apply for the Preliminary Administrative Services Credential:

- ✓ Visionary
- ✓ Instructional
- ✓ School Improvement
- ✓ Professional learning and Growth
- ✓ Organizational and Systems
- ✓ Community Leadership

These standards are the basis for all ELDA coursework and fieldwork experiences. Problem-based learning experiences are used throughout the program to simulate leadership decision-making in these areas.

Coursework
The ELDA program includes the following 24 units of study:

Fall 2015
LEAD 558: Leadership and the Dynamics of School Organization (3 units)
LEAD 583: Special Topics: The Principalship I (1 unit)
LEAD 590: Curriculum Development: Access, Assessment and School Improvement I (2 units)

Spring 2016
LEAD 552: School Law for Aspiring Leaders (3 units)
LEAD 591: Curriculum Development: Access, Assessment and School Improvement II (2 units)
LEAD 598P: Practicum in School Administration (1 unit)

Fall 2016
LEAD 588: Diversity and Community for School Leaders (2 units)
LEAD 584: Special Topics: The Principalship II (2 units)
LEAD 598P: Practicum in School Administration (2 units)

Spring 2017
LEAD 553: Instructional Leadership & Supervision I (2 units)
LEAD 554: Instructional Leadership & Supervision II (2 units)
LEAD 597P: Practicum (2 units)

Fieldwork/Clinical Practice   (See page 18)
Performance tasks and fieldwork, representing the authentic work of principals, are an integral part of the ELDA experience and most frequently are aligned to a specific course. Performance tasks may include development of a school improvement plan; leading groups of teachers in a professional learning community; teacher observation and coaching; and leveraging community resources to support student learning.

Some performance tasks require the collection of artifacts and documents and the development of reflective papers outlining the candidate's work and learning. Candidates may be observed while engaged in the performance tasks and will receive feedback and guidance as needed.

A rubric is used to score each performance task and fieldwork assignment. Fieldwork experiences and completion of the performance tasks can be carried out before/after school, on weekends, during vacations or other scheduled times.

Mentor Principals and University Supervisors
ELDA prides itself on the fieldwork experiences candidates undertake. As such, the selection of mentor principals is important to ensure a high-quality experience.   Although the candidate's home/site principal will generally serve as the mentor, in cases where the candidate is not housed at a site or wishes to complete fieldwork at another site, the ELDA director will meet with District leadership to identify qualified principals to serve as mentors.

Candidates work with their mentor principal principal to plan, schedule, and implement fieldwork experiences that lead to the completion of performance tasks and fieldwork.

 Candidates are also assigned a University Supervisor who will work collaboratively with the mentor and/or site principal on planning and monitoring fieldwork. University Supervisors also provide guidance and feedback to the candidate throughout the two-year program.

Mock Interview
As a culminating activity, candidates participate in a mock interview before a panel of University staff and practitioners. This experience assesses overall knowledge of the six leadership standards and provides candidates an authentic interview experience with feedback.

Program Completion
Upon completion of the performance tasks, all required coursework, and the mock interview candidates will be qualified to apply for the California Preliminary Administrative Services Credential.

The Role of the ELDA Candidate

The candidate is expected to strive for excellence by fully engaging in the work of site instructional leaders; be focused, determined and reflective in her/his work; be an asset to the administrative team and school community; and pursue academic scholarship with rigor.

Each candidate will:

➢ Be responsible for learning. Candidates will attend University classes and activities, participate in discussions, read assigned material, meet timelines, and be active, engaged learners.

➢ Establish collegial relationships with other candidates in the University cohort by respecting values and opinions.

➢ Explore his/her leadership style and develop a leadership voice that facilitates the development of core leadership behaviors.

➢ Establish effective, professional relationships with the staff, students and parents at fieldwork sites.

➢ Develop and expand the ability to be an open and honest communicator. As such, the candidate will communicate proactively with the Mentor Principal, University Supervisor, ELDA Faculty members and ELDA Directors/Program staff if there are concerns.

➢ Be accountable for his/her actions and willing to listen and learn from constructive feedback.

➢ Maintain strict confidentiality regarding issues related to students, parents, and staff members at the mentor's school.

During the fieldwork, ELDA candidates will:

➢ Keep a log of experiences.
➢ Collect artifacts and write commentary, as needed, for each authentic leadership experience.
➢ Participate in scheduled in practicum meetings to discuss progress and learning.

The Role of the ELDA Mentor/Site Principal

The Mentor and/or Site Principal will model, coach, analyze, reflect and check for the candidate's understanding to ensure there is transfer of learning and the effective development of leadership skills.

Modeling
The Mentor and/or Site Principal will ensure the candidate has ample opportunities to learn, ask questions, and observe him/her in leadership roles. Opportunities may include walkthroughs, observations, feedback sessions, staff conferences, parent meetings, designing and implementing professional development, conversations with support staff, budget development, grade level meetings, etc.

The Mentor/Site Principal will "think aloud" so the candidate can understand the thinking processes that go into instructional leadership and decision making.

Coaching, Analyzing, Reflecting, and Checking for Understanding
The Mentor/Site Principal will encourage, guide, and coach the candidate to take on increasing leadership roles. The candidate will observe, practice, and then lead selected leadership activities.

The Mentor/Site Principal will regularly reflect with the candidate on leadership skills and instructional practices to ensure continuous improvement in teaching and learning.

The Mentor/Site Principal will check for understanding as s/he observes the candidate in practice.

Other Responsibilities
The Mentor/Site Principal will provide regular feedback to the candidate so effective leadership development is reinforced or less than effective behaviors modified.

To provide ongoing feedback, the Mentor/Site Principal will meet regularly with the candidate and University Supervisor to discuss progress in the fieldwork. The Mentor/Site Principal, candidate, and University Supervisor will plan mutually agreed-upon next steps throughout the program.

The Mentor/Site Principal should communicate any concerns about the candidate's performance, first directly to the candidate, and then to the University Supervisor if the concerns persist.

The Role of the ELDA University Supervisor

The University Supervisor will support candidates as they experience a variety of leadership opportunities that prepare them to effectively lead their own school. Over the course of two years, the University Supervisor will:

➢ Conduct a meeting with the ELDA candidate and his/her Home Principal as needed to explain the ELDA program requirements, explore leadership opportunities at the candidate's home school, etc.
➢ Conduct a meeting with the ELDA candidate and his/her Mentor Principal as needed each semester to discuss the performance tasks, monitor progress, and observe the candidate's work at least once when possible.
➢ Read the assignments for each fieldwork task and advise the candidate as needed within two weeks of receipt of assignments.
➢ Review, provide input, and evaluate fieldwork experiences assigned in addition to the performance tasks using a program rubric.
➢ Meet with the candidate to complete the Professional Dispositions Form during the first and third semesters. Review the evidence provided by the candidate and provide direction and guidance in the selection of a specific disposition for focus and/or improvement. This collaboration between the University Supervisor and candidate provides an opportunity for reflection, candid discussion and growth.
➢ Read and review the initial Educational Platform, submitted during the first semester, and provide feedback. Read and evaluate the final Educational Platform submitted during the final semester.
➢ Analyze the candidate's work with the staff, small groups, grade-level groups, departments, and parent groups. Provide feedback on leadership skills development.
➢ Provide information for assigning a grade for the Practicum course (Pass/Fail/Incomplete).
➢ During the course of the school year, check in (either in person, via email or phone call) with the Mentor and/or Site Principal to ensure the candidate is on track.
➢ Meet with the candidate(s), either individually or in small groups, throughout the semester to monitor progress and guide performance.
➢ Help the candidate prepare for the mock interview and then participate on the exit interview panel.

Professional Identity Evaluation

ELDA candidates preparing to work as educational leaders must know and demonstrate leadership knowledge and skills, as well as exhibit the professional values and beliefs necessary to lead others and ensure learning by all students.

USD's Professional Identity Evaluation encompasses the values and beliefs consistent with being an effective educational leader. ELDA candidates will self assess once during semester one and once near the end of the program. The University Supervisor will review the student's form and provide direction and guidance in the selection of a specific disposition for focus and/or improvement. This collaboration between the Supervisor and candidate provides an opportunity for reflection, candid discussion, and growth.

Professional Identity Evaluations will be completed during the first and fourth semesters of the program.

Prior to submitting the survey, a hard copy must be printed and given to the Candidate's University Supervisor.

LEADERSHIP EFFECTIVENESS PROFILE					
Candidates will self assess each disposition in the Leadership Effectiveness Profile and then support the rating by sharing a written example from his/her own experiences.					
To what extent do you . . .	Never	Rarely	Sometimes	Often	Always
Accept responsibility and demonstrate leadership					
Believe in the educability of all					
Accept the consequences for upholding your principles and actions					
Demonstrate the work ethic required for high level of personal and organizational performance					
Utilize ethical principles in decision making					
Treat people fairly, equitably, and with dignity and respect					
Set high standards and expectations for self and others					
Committed to continuous school improvement					
Value different points of view and involvement of others in the decision making process					
Handle disagreement and dissent constructively					
Exhibit ability to respond to ambiguous situations					
Communicate in ways that reflect careful analysis and the ability to listen					
Value diversity of thought and cultures					
Continuously evaluate self for improvement					
Value reflective practice					

This survey can be completed on at: http://usd.qualtrics.com/SE/?SID=SV_d6DxJpugLzEpgNv

Evaluation of Leadership Skills and Outcomes

At the beginning and conclusion of the program, ELDA candidates will complete the following evaluation of their leadership skills. This evaluation will demonstrate growth in mastering California's six overarching leadership standards and California Administrative Performance Expectations. This form is to be completed during the first and fourth semesters of the program and is available on line at http://usd.qualtrics.com/SE/?SID=SV_6mu9GoFrQmKwOVv

How effective are you presently in doing the following leadership work?	Have never done	Somewhat Ineffective	Neither Effective nor Ineffective	Somewhat Effective	Very Effective
Develop and share a set of educational values that promote the success for all students					
Promote the use of appropriate pedagogical skills for teaching and assessing state adopted content standards					
Collect and use multiple sources of data to provide information for decision making about teaching, learning and the school growth plan					
Model self-improvement and continuous learning					
Use best practices for organizational structures, processes, and systems that promote a culture of collaboration and enhance achievement for all student groups					
Foster family and community engagement in working toward achieving the school vision and enhancing learning for all students					
Involve others in developing a vision and setting goals to meet that vision					
Mitigate barriers to student learning					
Address human, fiscal and material resources needed to implement the school improvement plan					
Use adult learning principles to create and support a variety of effective professional growth opportunities					
Use best practices and legal requirements to ensure a safe, efficient, clean, well-maintained, and productive school environment					
Advocate for the school and mobilize community support to promote equity and success for all student groups					
Communicate a vision					
Observe and document teaching practices and techniques (e.g., pacing and time, use of					

How effective are you presently in doing the following leadership work?	Have never done	Somewhat Ineffective	Neither Effective nor Ineffective	Somewhat Effective	Very Effective
technology, connections to curricular standards) for individual teachers					
Continuously and collaboratively monitor and revise the school improvement plan					
Use data to assess instructional needs and define staff goals for continuous improvement					
Effectively and equitably apply student behavior management principles and practices and promote a safe and productive learning environment for all students					
Incorporate the diverse expectations, needs, goals, and aspirations of family and community Incorporate the diverse expectations, needs, goals, and aspirations of family and community groups for school planning and decision making.					
Model the vision in decision making					
Provide teachers with feedback on effective instructional practices to promote student learning					
Implement change strategies and best practices to address equity issues in school improvement					
Collaboratively design differentiated professional development					
Focus school funds and other resources to support the school's vision, goals, and growth plan					
Share leadership with others to help accomplish the vision					
Use knowledge of the school culture and demographics of the school community to help improve teaching and learning					
Use effective procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff					
Share information about the school, its needs, goals and accomplishments with all stakeholders					
Ensure the school operates consistently within the parameters of applicable federal, state, and local laws, policies, regulations, and requirements (e.g., related to students with disabilities, English learners, parents/guardians, mandated reporting, confidentiality, liability)					
Facilitate group learning with adults					

University of San Diego
Educational Leadership Development Academy
Fieldwork and Clinical Practice

The goal of ELDA's Fieldwork/Clinical Practice is to engage students in tasks and experiences representing the authentic work of principals. Most tasks/experiences are an integral part of are aligned to a specific course and are graded by the course instructor. A few fieldwork activities are "stand alones" included in the candidates' Practicum.   These activities are monitored and scored by the candidate's university supervisor. Candidates may be observed while engaged in the fieldwork/clinical practice and will receive feedback and guidance as needed.

A rubric is used to score each fieldwork assignment. Fieldwork experiences may be carried out before/after school, on weekends, during vacations or other scheduled times.

Educational Leadership Development Academy

Preliminary Administrative Services Credential Program

CLINICAL PRACTICE

ASSESSMENT INSTRUMENT

(Stand-alone activity grading sheet at end of document)

CLINICAL PRACTICE ASSESSMENT INSTRUMENT

	Vision Fieldwork Assignment 1
Category 1 **DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION** Facilitate the development and implementation of a shared vision of learning and growth of all students	1. Interview your building principal and a principal from one other school using the following interview protocol: • What do you believe are components of a sound and sustainable school vision? • What role does data from multiple measures of student learning play in developing a vision of teaching and learning for all students? • What are some skills and strategies you use to assure your school vision aligns with the Districts' vision and goals? • How does the school use technology to support achievement of the vision? • Can you identify barriers to accomplishing the school's vision and effective ways to work with others to address and overcome those barriers? • How does the school communicate information about the school on a regular basis to all families and ensure that all constituents have ample access to information sources? • Which skills and strategies do you use to identify and obtain needed resources to implement and attain the vision for all student groups? Develop an integrated synopsis of the principals' responses. Based on your readings, your coursework and these interviews write a commentary about a school leader's role in developing and articulating a Vision of Teaching and Learning for a school. (Paper should be 4-5pages double-spaced) **(CAPE 1A, 1B and 1C Practiced)**

VISION RUBRIC for Activity #1		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
A clear and concise summary of the principals' answers to each of the questions. Similarities and contrasts between interviewees are noted and cogently discussed. The purpose of the synopsis is clear; the summary expresses succinctly the main idea and major points of each question; the writing is tailored to the audience. Word choice is consistently efficient and concise. Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; main points are sufficiently supported (with evidence); support is valid and specific.	A clear summary of the principals' answers to each of the questions. Similarities and contrasts between interviewees are noted with little discussion. The summary mostly expresses the main idea and major points of each question; the writing is somewhat tailored to the audience. Word choice is efficient and mostly concise. Competent and well- developed thesis; thesis represents sound and adequate understanding of the assigned topic. Ideas supported sufficiently; support is sound, valid, and logical.	A summary of the principals' answers to each of the questions. Similarities and contrasts between interviewees are noted on occasion. The purpose of the synopsis is not very clear; the summary expresses a variety of ideas and points without much priority; main points and ideas are only indirectly supported; the writing is not tailored to the audience. Word choice is somewhat efficient but not concise.

	Data Analysis and School Improvement Fieldwork Assignment 2
Category 2 **INSTRUCTIONAL LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	2. Investigate a school's student performance and learning quantitatively and qualitatively by • Accessing, collecting and analyzing 3-5 years of quantitative performance indicators, school context information and qualitative data. • Identifying a priority area pertaining to student performance, with attention to under-performing student groups. • Collecting qualitative and quantitative information pertaining to student and teacher relationships and school culture and the priority area (including individual and group interviews and observations). • Documenting existing school programs, services and practices that are related to this priority area. • Developing a set of action strategies for the priority area. • Soliciting feedback from school leaders and key stakeholder groups in the school and its community on the proposed strategies. ***(CAPE 2A Practiced)***

DATA ANALYSIS AND SCHOOL IMPROVEMENT RUBRIC for Activity #2				
Indicator	Beginning	Developing	Meeting	Exceeding
Data Collection	Collects data on just one element. Limits data collection to one or two years. Collects little or no subgroup data. Does not designate a targeted student group.	Collects 2 or more years of data on two or more elements. Selects at least one quantitative and one qualitative element. Collects and examines data for at least one student subgroup and designates a targeted student group. Makes a weak or unclear connection between the selection of the priority academic area and the data collected or has little or no data to clarify the reasons for the targeted group's problems in the priority area.	Collects 3 or more years of data on three or more elements and selects at least two quantitative or two qualitative elements Collects and examines data for subgroups and designates a targeted student group. Collects some relevant data from teachers and/or students that help clarify reasons for the targeted group's problems. Collects any other evidence needed to make instructional improvement, including changes in practice. Makes a clear connection between the selection of the	Collects 3 or more years of data on three or more elements and selects at least two quantitative or two qualitative elements Collects and examines data for subgroups and designates a targeted student group. Generates a hypothesis about the underperformance of the targeted group in the priority academic area to guide data collection. Uses the hypothesis to gather additional relevant data from stakeholders such as students and teachers that clarify the reasons for the targeted student group's learning problems.

DATA ANALYSIS AND SCHOOL IMPROVEMENT RUBRIC for Activity #2				
Indicator	Beginning	Developing	Meeting	Exceeding
			priority academic area and the data collected.	
Data analysis and priority definition	Presents the data with little or no analysis except to state the priority area.	Analyzes test scores for one or more years. Does not integrate qualitative data in relationship to quantitative indicators (or vice versa). Attempts to define the priority area with limited connection to analyzed data and school and district goals.	Uses relevant methods, analyzes, and interprets multiple sources of quantitative and qualitative data including observations, interviews, or surveys from students, teachers, and other stakeholders across multiple years. Considers equity issues in Identifying a priority academic area and priority student group.	Coherently analyzes and strategically uses multiple sources of quantitative and qualitative evidence and clearly defines priority academic area and priority student group. Considers equity issues in generating a defensible hypothesis about how to improve student performance in a priority area.
Evaluation of existing policies, practices and programs	Does not consider existing policies, practices and program In describing the priority area and targeted group's needs.	Presents some information o n existing polices, practices, and programs with limited connection to the priority academic area and targeted student group.	Evaluates relevant existing policies, practices and programs. Identifies the strengths and challenges of these in relation to the priority area and targeted student group.	Generates a hypothesis about how changes in existing policies, practices and programs could lead to improved student performance in the priority area.
Vision and Plan focus	Has a weakly articulated vision with few if any goals Does not reflect the school context or student culture in the vision and plan focus. Describes an area of focus but not specific desired outcomes.	Creates a vision, goals, and plan focus that is general and lacks specificity. Creates a vision and plan that poorly reflects school context (and) student culture and specific desired student outcomes. Consults with a representative group of school leaders, staff and others.	Creates a student -centered vision with clearly defined goals and outcomes.for a priority area and priority student group. Works with a representative group of school leaders, staff and others. Draws on student and school data. Reflects the school context and student culture in the vision and plan. Demonstrates how it responds to equity issues using inclusive practices Focuses the proposed vision and plan on how to improve student learning. Taking into account strengths, weaknesses and	Creates a coherent and compelling student-centered vision, with well-defined goals, and measurement-based outcomes and plan focus that address the priority area and priority student group. Explains how school context and student culture are related to the vision, goals, and priorities. Collaborates with a representative group of school leaders, staff and others. Provides a clear, compelling argument that the vision and plan are organized around a clearly articulated theory of action that relates the vision and goals to the barriers, gaps and opportunities in existing school policies and practices.

DATA ANALYSIS AND SCHOOL IMPROVEMENT RUBRIC for Activity #2				
Indicator	Beginning	Developing	Meeting	Exceeding
			barriers to existing programs, strategies, and policies that relate to the priority area.	
Plan details	States one or more strategies without sufficient plan details.

Makes no connection between strategies and desired student outcomes. | Describes one or two strategies, responsibilities, and resources.

Provides some general implementation details.

Makes limited connections to the plan from proposed outcomes or does not align it to school context. | Describes a plan with two or more strategies, and addresses most or all plan components. Provides specific details about responsibilities and available human, fiscal and material resources needed to implement the plan.

Explains how the plan strategies will accomplish proposed outcomes.

Aligns the plan to school context and culture. Shows the coordination of resources for the plan with the existing resources. | Describes a plan with two or more strategies.

Includes extensive details that show the relationship among strategies, responsibilities, and resources required to accomplish proposed outcomes.

Aligns the plan to school context and student culture and provides clear evidence of feasibility and resource coordination.

Makes clear and coherent connections between the analysis of the data, school culture, and the plan's strategies for the priority area. |
| **Working with multiple constituencies** | Works with only one or two different constituencies
Consults rather than collaborates | Consults with different stakeholders but not as a collaborative planning group | *Identifying and recruiting multiple constituencies in planning in a collaborative process* | *Shares leadership with multiple constituencies in a collaborative planning process* |
| **Plan feedback** | Provides little or no evidence of feedback on the plan.

Provides little or no evidence of plan revision. | Shows little evidence of soliciting feedback or unsystematically collects and describes school leaders' feedback, with minimal documentation. Relates feedback minimally to the plan's quality or relevance for student learning priorities and school culture. | Collects, analyzes, and interprets school leader, staff and others' feedback on quality and relevance of the proposed vision and plan for a priority area. Shows how leaders, staff and others' feedback was used to shape the final plan. | Systematically collects, analyzes, and interprets detailed feedback on the quality and relevance of vision and plan and its relevance for the priority area and target group from school leaders, staff and others. Provides detailed evidence on how the plan was revised based on leader and stakeholder feedback. |
| **Assessment of leadership skills and practices** | Gives little attention to his or her leadership skills. | Conducts cursory analysis of his or her leadership skills and practices used in completing this task. Provides little evaluation of changes in leadership he/he would make. | Evaluates relevant leadership skills need to complete the task and provides specific examples. Identifies what worked well and what could be done differently in the future. | Provides an analyses how he or she adjusted leadership practices throughout the task.
Proposes strategies to improve his or her practice. |

	School Culture Fieldwork Assignment 3
Category 2 **INSTRUCTIONAL LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	3. With your shadow principal, walkthrough classes and discuss the patterns in instructional quality observed. Look at the walls throughout the school. Observe before and after school pick up of students and spend some (not a great deal) of time observing playground and lunch behaviors. If possible, sit in on a parent conference. Investigate and report on the various other culture artifacts and how you think they contributed to the school's culture including: • overall mood or feeling of the school -feeling/outlook /behaviors of teachers, students, and parents with examples • quality and patterns of instruction observed –what seems to be the belief about learning and teaching in this school. • how student issues are addressed described • rituals ceremonies and traditions that occur at the school • values and beliefs that establish expectations for and influence the behavior of people who work and learn in the school. *(CAPE 2B Practiced)*

SCHOOL CULTURE RUBRIC for Activity #3		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Based on your investigation of school artifacts/examples/observations, your narrative: • Thoroughly and clearly describes the school's culture by describing a minimum of 10 cultural artifacts/examples you observed and thoroughly elaborates on the implication of how each contributed to the school's culture and its instructional program. • Thoroughly addresses the implications of the readings and Powerpoint on the everyday instructional practice and culture at your internship site**.** • includes a well-articulated vision of the kind of school culture you hope to engender at your school (when you become a principal). • includes at least 5 actions you would take as the leader to promote the type of culture you will create at your own school. Those actions are specific and comprehensive, tied to current best practices, and the relationship between the action and impact on the culture clearly explained.	Based on your investigation of school artifacts/examples/observations, your narrative • Clearly describes the school's culture by describing a minimum of 8 cultural artifacts/examples you observed and clearly elaborates on the implication of how each contributed to the school's culture and its instructional program. • *Adequately* addresses the implications of the readings/Powerpoint on everyday instructional practice and culture at your internship site**.** • Includes an adequate vision of the kind of school culture you hope to engender at your school (when you become a principal). • Includes at least 4 actions you would take as the leader to promote the type of culture you will create at your own school. Those actions are tied to current best practices, and the relationship between the action and impact on the culture adequately explained.	Based on your investigation of school artifacts, examples and observations, your narrative • Adequately describes the school's culture by describing a minimum of 6 cultural artifacts/examples you observed and it somewhat elaborates on the implication of how each contributed to the school's culture and its instructional program. • Your narrative nominally*,* addresses the implications of the readings and Powerpoint on the everyday instructional practice and culture at your internship site*.* • Includes a vision of the kind of school culture you hope to engender at your school (when you become a principal). • Includes at least 4 actions you would take as the leader to promote the type of culture you will create at your own school. Those actions are not specific, only nominally tied to current best practices, and the relationship between the action and impact on the culture is not clearly articulated.

	Coaching Cycle Fieldwork Assignment 4

Category 2
 	
INSTRUCTIONAL LEADERSHIP
 	
Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth
	4. With the Supervising/Mentor Principal and agreement of a teacher, you will be responsible for two (2) cycles of a coaching process. Each cycle will include:
	  • Pre-conference with the individual being coached
	  • Observation of a classroom activity
	  • Post-conference
	  • In-class presentation
	Each student will videotape every step of the cycle.
	
	(CAPE 2C and D Practiced)

COACING CYCLE RUBRIC for Activity # 4		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Effectively demonstrates knowledge and application of the Partnership Principles of equality, choice, voice, reflection, dialogue, praxis, and reciprocity.	Effectively demonstrates knowledge and application of some of the Partnership Principles.	Partnership Principles are merely suggested but not demonstrated or not applied at all.
Provides sound advice for improvement of instructional practices with specific, clear, concise, and appropriate strategies.	Provides some suggestions for improving instruction in a manner that may be useful to the teacher.	Provides few suggestions for instructional improvement. Strategies that are suggested may not be effective for the specific teacher or class.
Describes a clear relationship between the acquired coaching skills and effective leadership strategies that have been helpful in settings other than coaching.	Cites a carryover of skills from coaching to leadership strategies.	Minimal discussion of how coaching strategies can impact one's leadership style.

	Professional Learning Community Fieldwork Assignment 5
Category 2 **INSTRUCTIONAL LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	5. Provide leadership for an educational activity that will Identify teachers to be members of a professional learning group related to the student learning priority area and provide a rationale for their inclusion. • Work with the group to identify an area of focus within the learning priority area for team learning and improving practice. • Facilitate team or group learning activities. • Collect evidence of the group members' roles in selecting the student learning focus within the priority area; the team's learning activities; and curriculum, instruction, and assessment practices or engagement strategies. Based on the collection of evidence develop a plan to pilot new or improved practice. • Collect evidence on new or improved practices that the group tried out (individually or collectively) and analyze their initial impact on student performance (e.g., student behavior, student work samples). • Analyze the teachers' professional learning and collect team member feedback on the effectiveness of the group regarding teaching, learning and improvement and the evaluation of your facilitation and support. *(CAPE 2A and 2B Practiced)*

PROFESSIONAL LEARNING COMMUNITY RUBRIC for Activity # 5				
Indicator	**Beginning**	**Developing**	**Meeting**	**Exceeding**
Team identification	Identifies one or more teachers with whom to work, without forming a group culture.	Selects a group of teachers to work on a learning focus with limited attention to their strengths and interest in the priority area.	Selects a purposeful group of teachers based on their individual strengths and their relationship to the priority area and interest in a focus for improving teaching practice.	Engages a purposeful group of teachers, with school and teacher leader input, based on their individual and collective strengths clearly connected to the priority area and focus. Provides evidence of initial group member commitment and understanding of the priority area and focus.
Team learning plan	Provides limited information on school context for team learning.	Does not synthesize or interpret data used to define priority area and vaguely addresses school context or culture.	Uses data to explain how the priority area is influenced by school context and culture.	Uses data to explain how the priority area is influenced by school context and culture and how competing priorities were evaluated and considered.
Team process	Provides little or no support to facilitate group learning. Does not establish group learning norms.	Leads teachers with limited support for engaging group learning. Establishes general group learning norms.	Consistently facilitates group learning related the focus area. Establishes and uses shared norms for working and decision making.	Shares responsibility for facilitating group learning. Establishes and uses shared norms for problem solving, resolving conflicts, monitoring, and eliciting feedback.
Team learning and work	Unsystematically shares information with others about practices.	Directs teachers with limited information and support for individual and collective work.	Supports teachers' ongoing individual and collective work.	Promotes and deepens teachers' ongoing individual and collective work through cycles of

PROFESSIONAL LEARNING COMMUNITY RUBRIC for Activity # 5				
Indicator	**Beginning**	**Developing**	**Meeting**	**Exceeding**
				preparing, acting, monitoring, assessing, and sharing.
Team learning and work improves curriculum, instruction or student assessments	The individual or collective team learning and work generally addresses school practices in curriculum, instruction or student assessment	Individual or collective learning and work fosters improvement in school practices related to curriculum, instruction or student assessments	The individual and collective work fosters improvement in specific school practices related to curriculum, instruction or student assessments.	The individual and collective work fosters improvement in differentiating school practices related to two or more areas: curriculum, instruction and student assessments
Assessment of team process and team work	Describes own learning accomplishments, with limited attention to others' learning experiences.	Describes what team members tried out or what occurred in the team process, and the task accomplishments. Makes weak or no links between team process and team accomplishments.	Uses teacher feedback and other data on how team process facilitates team's learning and task accomplishments (individually and collectively).	Uses data to show how team's learning and task accomplishments (individually and collectively) led to changes in teaching practices. Provides evidence that the team developed capacity as an ongoing learning community.
Assessment of leadership skills and practices	Gives little attention to his or her leadership skills.	Conducts cursory analysis of his or her leadership skills and practices used for group learning.	Identifies his or her leadership skills and practices used to facilitate group learning and accomplishments. Draws on experiences and feedback in completing this task.	Analyses how he or she adjusted leadership practices throughout the task. Proposes specific strategies to improve his or her practice.

Category 2 **INSTRUCTIONAL LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	**Professional Development Fieldwork Assignment 6**
	6. Summarize research-based practices for effective professional development. Develop a professional growth/development plan for your site. Discuss how you will involve staff in identifying areas of strength and need that link to the schools vision and goals. Identify needed resources and explain your implementation plan and how you will assess the plan's effectiveness and sustainability. After sharing your plan with colleagues, address how you would change or strengthen the plan based upon that input. **(CAPE 2A Practiced)**

PROFESSIONAL DEVELOPMENT RUBRIC for Activity #6		
Masterful (5-6)	Masterful (5-6)	Masterful (5-6)
A proposed program for professional learning is clearly and succinctly described. Current research and evidenced-based practice are cited to support the effectiveness and relevancy of the proposed program.	A proposed program for professional learning is clearly and succinctly described. There are limited citations of research or evidenced-based practice	A professional learning program is proposed with no evidence to support its viability.
The written response/description clearly describes a process that is collaborative and open. Those involved in the program development are identified. The reason why each individual is involved is clearly stated.	The process described is collaborative but there is limited clarity as to the individuals involved in formation of the program or the contributions they made to the development of the program.	The program does not suggest that other individuals were involved in the design and implementation of the program.
The proposed program clearly defines a process that allows for individual learning plans as well as addressing site issues of practice	The proposed program allows for individual learning plans and site issues but how they are addressed is not clearly defined.	The program does not allow for individual learning plans. School wide challenges are not addressed.
The response includes a reflective description of trial implementation of the program and assesses the results of this pilot implementation	A reflection on the implementation of the program is generalized and lacks specifics to clearly describe the success or lack of success of the program.	Reflection does not include an assessment of program implementation.

	Positive Behavior Fieldwork Assignment 7		
Category 3: **MANAGEMENT** **AND LEARNING ENVIRONMENT** Manage the organization to cultivate a safe and productive learning and working environment.	7. Write a summary of research-based literature on the principles of positive behavior interventions, conflict resolution and restorative justice. Discuss how these approaches support academic achievement, safety, and student well being. Review your site's behavior management system and culture in light of these principles. Meet with your site principal and gather his/her views on the subject and identify the biggest challenges/benefits regarding implementation. Share the plan you will implement as an administrator for creating a culture of positive behavior interventions at your site. *(CAPE 3B Practiced)*		

POSITIVE BEHAVIOR RUBRIC for Activity # 7			
	Masterful (5-6)	Skilled (3-4)	Able (1-2)
Elements of the Summary, Discussion of impact on Students, and Interview	All elements of the assigned paper are *thoroughly and comprehensively* addressed: • Summary of information based upon presentation and review of 2 research-based articles • Discussion of how positive behavior interventions, conflict resolution and/or restorative justice impact student is comprehensive and persuasive • Interview with administrator presents thorough explanation of challenges and benefits	All elements of the assigned paper are *addressed but depth is limited*: • Summary of information based upon presentation and review of 1 research-based article on the topic • Discussion of how positive behavior interventions, conflict resolution and/or restorative justice impact students is limited • Interview with administrator provides some, but limited explanation of challenges/benefits	*Not all elements* of the assigned paper are addressed or *depth is lacking*: • Summary of information based upon presentation only or on 1 article only • Discussion of how positive behavior interventions, conflict resolution and/or restorative justice impact students is very limited • Interview with administrator is limited
Plan for Implementation	A plan for implementing a positive intervention behavior system at the site-level is *well developed and thorough* and addresses buy-in, resources, and assessment	A plan for implementing a positive intervention behavior system at the site-level is present but *lacks well developed thought or some key elements*	A plan for implementing a positive intervention behavior system at the site-level was *shallow*
Style, conventions, grammar and voice	• APA style is correctly utilized • Conventions, grammar and sentence structure are representative of graduate-level work • Author's voice is clear and demonstrates vision as a leader	• APA style is correctly utilized • Some errors in conventions, grammar and sentence structure are present but do not significantly distract from the overall piece • Author's voice demonstrates limited vision as a leader	• APA style is correctly utilized • Conventions, grammar and sentence structure are not representative of graduate-level work • Author's voice is weak and demonstrates limited vision as a leader

School Funding Fieldwork Assignment 8	
Category 3: **MANAGEMENT** **AND LEARNING ENVIRONMENT** Manage the organization to cultivate a safe and productive learning and working environment.	8. Write a narrative explaining the funding mechanisms used in federal, state, and local allocations to districts. Review your school's budget in relation to these funding sources. Interview your principal, district office leader and union leader about how the budget impacts decision making at the site level. Explain how your site's budget provides human resources, materials, programs, etc. to support the school's vision. Make recommendations for improving or maintaining budget alignment with the school's vision. ***(CAPE 3B Practiced)***

SCHOOL FUNDING RUBRIC for Activity # 8			
	Masterful (5-6)	Skilled (3-4)	Able (1-2)
Elements of the Narrative Explaining Funding Mechanisms and Interviews	All elements of the assigned paper are ***thoroughly and comprehensively*** addressed: • Summary of information regarding state and federal funding mechanisms presents all components accurately and shows a clear understanding of the funding process • Interview with administrator provides strong explanation of school budgeting decision making process • Interview with union rep outlines budget issues that are important at the site level • Interview with district/charter or diocese budget leader provides strong insight into how site s are allocated funds and supported	All elements of the assigned paper are ***addressed but depth is limited***: • Summary of information regarding state and federal funding mechanisms presents most components accurately • Interview with administrator provides some, but limited explanation of school budgeting decision making process • Interview with union rep outlines some budget issues that are important at the site level • Interview with district/charter or diocese budget leader provides some information to clarify the budget process	***Not all elements*** of the assigned paper are addressed or ***depth is lacking***: • Summary of information of state and federal funding is limited or flawed • Interview with administrator provides little insight into budget process for the site • Interview with union rep is limited and provides little insight into the issues the union may see as important
Explanation of School Budget and Recommendations	• Explanation of site budget clearly identifies how resources are or are not spent to support the school's vision • Recommendations for improving/aligning the site budget are supported with clear thought	• Explanation of site budget identifies how resources are spent with limited discussion of how they support the school vision • Recommendations for improving/aligning the site budget lack well developed thought.	• Explanation of the site budget lacks depth and clarity • Recommendations for aligning/improving the site budget are unclear
Style, conventions, grammar and voice	• APA style is correctly utilized • Conventions, grammar and sentence structure are representative of graduate-level work • Author's voice is clear and demonstrates vision as a leader	• APA style is correctly utilized • Some errors in conventions, grammar and sentence structure are present but do not significantly distract from the overall piece • Author's voice demonstrates limited vision as a leader	• APA style is correctly utilized • Conventions, grammar and sentence structure are not representative of graduate-level work • Author's voice is weak and demonstrates limited vision as a leader

	Parent Education Fieldwork Assignment 9		
Category 4: **FAMILY AND COMMUNITY ENGAGEMENT** Collaborate with families and other stakeholders to address diverse student and community interest and mobilizes community resources	9. Design and lead an opportunity for parents and other members of the school community to increase their involvement in activities that focus on improving the learning environment (Plan school-wide curriculum night; a parent meeting focused on a specific topic; work with the PTA group to implement a school wide activity). Incorporate information about family and community expectations and interests into the activity design. *(CAPE 4A Practiced)*		
PARENT EDUCATION RUBRIC for Activity # 9			
Masterful (5-6)	Skilled (3-4)		Able (1-2)
A thoroughly researched development plan is *designed and implemented*. The documentation includes the following elements: • A research justified step-by-step clearly described development plan to improve or change the learning environment. (plan is replicable) • Clear goals that indicate how it has considered family and community expectations and interests in activities. • Description of activities with parents and families are clear and replicable. • Example of any materials used during these activities. • Comprehensive and thorough description and analysis of observations and future directions.	A researched based development plan is *designed and implemented*. The documentation includes the following elements: • A step-by-step development plan to improve or change the learning environment. • Goals that somewhat consider family and community expectations and interests in activities. • A clear description of activities with parents and families • Example of any materials used during these activities. • Description and analysis of observations and future directions.		A development plan is *designed and implemented without mention of research*. The documentation includes the following elements: • A development plan to improve or change the learning environment. • Goals are mentioned but do not indicate if and how consideration of family and community expectations • A vague description of activities with parents and families. • Example of any materials used during these activities. • Description of observations and future directions.

	Community Involvement Fieldwork Assignment 10
Category 4: **FAMILY AND COMMUNITY ENGAGEMENT** Collaborate with families and other stakeholders to address diverse student and community interest and mobilizes community resources	10. _Assess Community Strengths and Needs_ -Asset map the local community to determine what human and organizational resources exist within the community. Develop and present to school and community leaders a plan to strengthen school-community engagement. _Examine a Controversial Policy or Practice –_ Conduct a survey of parents and a series of home visits to determine the effectiveness and differential impact of homework policies in the school. Share your findings with teachers in the school community. _Host a series of focus groups with students, parents, and/or teachers_ to assess perceptions of discipline policies at the school. Use findings to facilitate a school-wide conversation about discipline policy and practice. _Focus on a Specific At-Risk Population_ -- Assess the strengths and needs of refugee students. Shadow a student for the full day. Attend local community meetings and/or worship services. Meet with students, parents, community leaders, social workers, etc. to discuss how to strengthen school-family-community partnerships. Work with community representatives to collaboratively present your findings to the school. **_(CAPE 4B Practiced)_**

COMMUNITY INVOLVEMENT RUBRIC for Activity # 10			
	Masterful (5-6 pts.)	Skilled (3-4 pts.)	Able (1-2 pts.)
Goals	Clearly articulated goals that respond directly to issues of equity and diversity in your school.	Clearly articulated goals that mostly respond directly to issues of equity and diversity in your school.	Ambiguously articulated goals that respond indirectly to issues of equity and diversity in your school.
Design & Implementation	Project design responds directly to project goals. Data collection tools are extremely well designed and responsive to the needs of the target population. Data collection process clearly ensures representation of diverse voices of students, parents, and/or community members.	Project design mostly responds directly to project goals. Data collection tools are well designed and responsive to the needs of the target population. Data collection process somewhat ensures representation of diverse voices of students, parents, and/or community members.	Project design responds poorly to project goals. Data collection tools are ill designed and not very responsive to the needs of the target population. Data collection process does not directly ensure representation of diverse voices of students, parents, and/or community members.
Results & Findings	Clear and detailed description of collected data with data tables, representative quotes, etc. included where appropriate. Major findings are clearly articulated and	A thorough description of collected data with data tables, representative quotes, etc. included where appropriate. Most of the major findings are articulated and substantiated with direct connections to supporting data.	Sketchy description of collected data with few data tables, representative quotes, etc. included. Major findings are not all clearly articulated and well substantiated with direct connections to s

COMMUNITY INVOLVEMENT RUBRIC for Activity # 10		
	Masterful (5-6 pts.)	Skilled (3-4 pts.)	Able (1-2 pts.)
	substantiated with direct connections to supporting data.		supporting data.
Discussion	Insightful connections are made between the findings from this study and 2-3 salient journal articles.	Observant but not insightful connections are made between the findings from this study and a few salient journal articles.	Simple connections are made between the findings from this study and several salient journal articles
Outcomes	Evidence is provided demonstrating how the results and findings from this study were shared with decision makers at your school site in a manner that had the realistic potential to bring about change.	Vague evidence is provided demonstrating how the results and findings from this study were shared with decision makers at your school site in a manner that had the realistic potential to bring about change.	Insufficient evidence is provided demonstrating how the results and findings from this study were shared with decision makers at your school site in a manner that had the realistic potential to bring about change.
Next Steps	Recommendations for next steps include a clear rationale with direct connections to the research findings. Discussion of how next steps could be implemented is responsive to the specifics of the school context.	Recommendations for next steps include a rationale with some connections to the research findings. Discussion of how next steps could be implemented is somewhat responsive to the specifics of the school context.	Recommendations for next steps include a nebulous rationale with little connections to the research findings. Discussion of how next steps could be implemented is not responsive to the specifics of the school context.
Commentary / Reflection	Commentary offers insightful reflections on the individual learning that resulted from engaging in this investigative project. All three of the following required areas of reflection are thoroughly addressed: Working with diverse school populations, the nature of school leadership, self and role as a leader in diverse school contexts.	Commentary offers somewhat insightful reflections on the individual learning that resulted from engaging in this investigative project. All three of the following required areas of reflection are basically addressed: Working with diverse school populations, the nature of school leadership, self and role as a leader in diverse school contexts.	Commentary offers simple reflections on the individual learning that resulted from engaging in this investigative project. The three of the following required areas of reflection are insufficiently addressed: Working with diverse school populations, the nature of school leadership, self and role as a leader in diverse school contexts.

	Parent Conference Fieldwork Assignment 11
Category 4: **FAMILY AND COMMUNITY ENGAGEMENT** Collaborate with families and other stakeholders to address diverse student and community interest and mobilizes community resources	11.Attend and participate in parent conferences with the Supervising/Mentor Principal. Write a summary/narrative about one meeting (who were the participants? What was the issue/concern discussed? What was the outcome/solution? How did the outcome/solution result in an improvement of the situation? If appropriate, how would you handle the situation differently as the leader? What actions would you take as the leader to prevent similar instances in the future?). *(CAPE 4Aand 4B Practiced)*

PARENT CONFERENCE RUBRIC for Activity # 11		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Summary/narrative of interaction with principal and parent was: comprehensive; it succinctly identified the main issues; covered in detail how the situation was resolved or had an impact on the situation; extensively and unambiguously discussed actions you would take as the leader to prevent similar instances in the future.	Summary/narrative of interaction with principal and parent was: descriptive; it adequately identified the main issues; satisfactorily covered how the situation was resolved or had an impact on the situation. Your discussion of leadership actions you would use to prevent similar instances in the future is ambiguous and included few specifics.	Summary/narrative of interaction with principal and parent was ambiguous; it poorly identified the main issues; it superficially covered how the situation was resolved or had an impact on the situation. Your discussion of the leadership actions you would use to prevent similar instances in the future was confusing and not specific.

	Code of Ethics Fieldwork Assignment 12
Category 5: **ETHICS AND INTEGRITY** Make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity	12. Interview your shadow principal and your home school principal regarding how he/she models a personal code of ethics and develops his/her own personal, professional leadership capacity. Read at least two comprehensive research articles on leadership ethics—provided to you or found on your own. Write a narrative summarizing what you learned from your interviews and readings on leadership code of ethics and explain how the personal code of ethics shapes leadership capacity and school culture/climate. Describe how you will model your own code of ethics and give specific examples of how it will guide your leadership capacity and school culture/climate. *(CAPE 5C Practiced)*

CODE OF ETHICS RUBRIC for Activity # 12		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Your narrative summarizing what you learned from your interviews and readings on leadership code of ethics thoroughly and succinctly explains how the personal code of ethics shapes leadership capacity and school culture/climate. Your narrative also addresses in detail the implications of your learning on your practice.	Your narrative summarizing what you learned from your interviews and readings on leadership code of ethics adequately explains how the personal code of ethics shapes leadership capacity and school culture/climate. Your narrative also sufficiently addresses the implications of your learning on your practice.	Your narrative summarizing what you learned from your interviews and readings on leadership code of ethics does not satisfactorily explain how a personal code of ethics shapes leadership capacity and school culture/climate. The narrative does not adequately address the implications of your learning on your practice.
Your narrative *specifically* explains how you will model your code of ethics and give several specific examples of how your leadership code has or will govern your actions to build leadership capacity and shape school culture/climate.	Your narrative adequately explains how you will model your code of ethics and give a few specific examples of how your leadership code has or will govern your actions to build leadership capacity and shape school.	Your narrative does not explain how you will model your code of ethics and gives only general examples of how your leadership code has or will govern your actions to build leadership capacity and shape school.

	Committee Leadership Fieldwork Assignment 13
Category 6: **EXTERNAL CONTEXT AND POLICY** Influence political, social, economic, legal and cultural context affecting education to improve education policies and practices	13. Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders (School Site Council, English Learners Advisory Council, GATE, etc.). Describe the goals of the committee for the year, members of the group and how the members' demographics match with those of the school community. As you wok with the committee during the year, examine how the committee provides all stakeholders with 1) a clear picture of what the school's vision and goals are and 2) how the group garners support for the school. Discuss how the group communicates its progress with the broader school or district community and how community resources are utilized. Following your work with the committee, thoroughly discuss how you as a leader will involve stakeholders in helping address the school in meeting its goals. ***(CAPE 6 A Practiced and 6B practiced and assessed)***

COMMITTEE LEADERSHIP RUBRIC for Activity # 13		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Your report: • Clearly outlines the purpose of the group and the role of each group member. • Succinctly discusses how the group composition matches the schools demography or why not. • Comprehensively describes o when and where the group meets, o how the group garners support for the school, o how the group communicates its progress with the broader school or district community o how community resources are utilized • Provides clear examples of discussion and action items made by your group • Provides clear examples of how you maximized or improved the effectiveness of the group, as well as improving communication both within the group and with the school community. • Includes evidence of your efforts at determining the group's effectiveness by assessing the outcomes of action taken • Includes all artifacts from these meetings	Your report: • Outlines the purpose of the group and the role of group members. • Some mention of how the group composition matches the schools demography • Briefly summarizes: o when and where the group meets, o how the group garners support for the school, o how the group communicates its progress with the broader school or district community o how community resources are utilized o provides clear examples of discussion and action items made by this group • Describes how you maximized or improved the effectiveness of the group by giving examples, as well as improving communication both within the group and with the school community. • Describes your efforts at determining the group's effectiveness by assessing the outcomes of action taken • Includes some artifacts from your meetings.	Your report: • Does not address how the group composition matches the schools demography. • Mentions briefly without details or depth: o the purpose of the group and the role of group members. o when and where the group meets, o how the group garners support for the school, o how the group communicates its progress with the broader school or district community o how community resources are utilized • Does not mention any discussion and action items made by this group • Superficially-without examples- describes how you improved the effectiveness of the group as well as improved communication both within the group and with the school community. • Lacks evidence of your efforts at determining the group's effectiveness by assessing the outcomes of action taken • Includes artifacts that are not indicative of work.

Grading sheet by semester

Stand-alone Fieldwork Activities

University Supervisor_____

Fieldwork Activity due	Activity Focus Area	Student Name	Student Name	Student Name	Student Name	Student Name	Student Name
Activity 1 Due Sept 1	Vision						
Activity 3 Due Sept 1	School Culture						
Activity 12 Due Sept 1	Code of Ethics						
Activity 9 Due Dec 14	Increase parent involvement						
Activity 11 Due Dec 14	Parent conference						
Activity 13 Due April 26	Committee Leadership						
TOTAL points							

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

Colleen Mauricio
Mentor Principal Name (Please Print)

Nazareth School
School

[signature]
Mentor Principal Signature

619-641-7987
Preferred Contact Phone Number

John Amann
ELDA Candidate Name (Please Print)

[signature]
ELDA Candidate Signature

- 2 -

University of San Diego®

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

Patricia Lowell
Mentor Principal Name (Please Print)

Patricia Lowell
Mentor Principal Signature

Marisa Amann
ELDA Candidate Name (Please Print)

Marisa Amann
ELDA Candidate Signature

Stella Maris Academy
School

_(8) 454-2461_
Preferred Contact Phone Number

University
of San Diego®

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

Ernest Remillard
Mentor Principal Name (Please Print)

Mission Bay HS
School

Mentor Principal Signature

(858) 437-2955
Preferred Contact Phone Number

Michelle Brown
ELDA Candidate Name (Please Print)

ELDA Candidate Signature

University of San Diego®

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

DAVID Downey
Mentor Principal Name (Please Print)

David M. Downey
Mentor Principal Signature

STEVEN CARPENTER
ELDA Candidate Name (Please Print)

Steven Carpenter
ELDA Candidate Signature

Wilson Middle School
School

_619 540-6521_
Preferred Contact Phone Number

University
of San Diego

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

Heather Potter
_____
Mentor Principal Name (Please Print)

Knox Middle
_____
School

H. Putti
_____
Mentor Principal Signature

619-519-1500
_____
Preferred Contact Phone Number

Diane Conti
_____
ELDA Candidate Name (Please Print)

D Conti
_____
ELDA Candidate Signature

University
of San Diego®

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

Susan Hause
_____
Mentor Principal Name (Please Print)

Susan Hause
_____
Mentor Principal Signature

Kristin Klant
_____
ELDA Candidate Name (Please Print)

_____
ELDA Candidate Signature

Our Lady of Grace School
_____
School

1-619-405-4840
_____
Preferred Contact Phone Number

University
of San Diego

**Educational Leadership Development Academy
School of Leadership and Education Sciences**

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

Jobie Pace
Mentor Principal Name (Please Print)

Hickman Elementary School
School

Mentor Principal Signature

cell _760 525 1084_
Preferred Contact Phone Number

Nina Dixon-Mauricia
ELDA Candidate Name (Please Print)

work _858 271 5210_ or

ELDA Candidate Signature

University
of San Diego

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

Michelle Irwin
Mentor Principal Name (Please Print)

Mentor Principal Signature

Marshall MS
School

858-549-5400
Preferred Contact Phone Number

Kaitlin Moffatt
ELDA Candidate Name (Please Print)

ELDA Candidate Signature

University
of San Diego®

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

Kevin Bradshaw
_____
Mentor Principal Name (Please Print)

King Chavez Community High School
_____
School

_____
Mentor Principal Signature

619-402-3272
_____
Preferred Contact Phone Number

Mayra C Reyes
_____
ELDA Candidate Name (Please Print)

_____
ELDA Candidate Signature

University of San Diego®

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

Amy Perez
Mentor Principal Name (Please Print)

Amy Perez
Mentor Principal Signature

TRACE
School

619-756-4134
Preferred Contact Phone Number

Michael D. Reynolds
ELDA Candidate Name (Please Print)

M. Reynolds
ELDA Candidate Signature

University
of San Diego

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

Heather Harris
Mentor Principal Name (Please Print)

H Harris
Mentor Principal Signature

Maria Romano
ELDA Candidate Name (Please Print)

Maria Romano
ELDA Candidate Signature

Emerson-Bandini
School

_619 - 344 - 6201_
Preferred Contact Phone Number

University
of San Diego®

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to you with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

BRIAN THURMAN
Mentor Principal Name (Please Print)

Mentor Principal Signature

Zulema Santana
ELDA Candidate Name (Please Print)

ELDA Candidate Signature

Riverview
School

619-390-2662
Preferred Contact Phone Number

University of San Diego

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

Elizabeth Larkin
Mentor Principal Name (Please Print)

_____
Mentor Principal Signature

East Village High
School

619-981-3549
Preferred Contact Phone Number

Matthew Schneck
ELDA Candidate Name (Please Print)

_____
ELDA Candidate Signature

University
of San Diego®

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

Scott Irwin
Mentor Principal Name (Please Print)

Scott
Mentor Principal Signature

Mallory Singer
ELDA Candidate Name (Please Print)

ELDA Candidate Signature

Dana
School

619-618-9186
Preferred Contact Phone Number

University of San Diego

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

Kimberly Meng
Mentor Principal Name (Please Print)

Kimberly Meng
Mentor Principal Signature

Rachael Tarshes
ELDA Candidate Name (Please Print)

Rachael Tarshes
ELDA Candidate Signature

Pacific Beach MS
School

_858-336-8367_
Preferred Contact Phone Number

University of San Diego®

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

Elizabeth Gillingham
Mentor Principal Name (Please Print)

Patrick Henry High School
School

[signature]
Mentor Principal Signature

_____
Preferred Contact Phone Number

Adria VanLoan
ELDA Candidate Name (Please Print)

[signature]
ELDA Candidate Signature

University of San Diego®

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

_____
Mentor Principal Name (Please Print)

_____
Mentor Principal Signature

_____
ELDA Candidate Name (Please Print)

_____
ELDA Candidate Signature

_____
School

_____
Preferred Contact Phone Number

University
of San Diego®

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

Listy Gillingham
Mentor Principal Name (Please Print)

Henry High
School

Listy Gilly
Mentor Principal Signature

_____
Preferred Contact Phone Number

Ann Wegmann
ELDA Candidate Name (Please Print)

A. Wegmann
ELDA Candidate Signature

University of San Diego®

Educational Leadership Development Academy
School of Leadership and Education Sciences

Acceptance of Mentor Principal Role

I understand as a mentor, I will be asked to provide the candidate assigned to me with specific opportunities to develop his/her leadership skills; talk frankly with my candidate about leadership and being a principal; and provide constructive feedback regarding the candidate's experiences. During the 2016-2017 academic year, I will provide opportunities for my candidate to complete the following fieldwork experiences:

- Design and lead an opportunity for parents to increase their involvement in activities that focus on improving the learning environment
- Attend and participate in parent conferences with the mentor principal
- Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders
- Conduct two cycles of the coaching process that include pre-conference, observation, and post-conference of a mutually-agreed upon teacher
- Develop a professional development plan for his/her site
- Interview the mentor principal regarding positive behavior intervention programs and regarding funding mechanisms at his/her site

As a mentor principal, I will also meet with my candidate and his/her University Supervisor as needed during the year.

Imal Hers.
Mentor Principal Name (Please Print)

Iftin Charter
School

Mentor Principal Signature

(619) 265-2411
Preferred Contact Phone Number

Jama A. Yacub
ELDA Candidate Name (Please Print)

ELDA Candidate Signature

Appendix 6.3 Supervisor Handbook and Clinical Practice Manual

Supervisor Handbook and Clinical Practice Manual

Educational Leadership Development Academy

School of Leadership and Education Sciences

Contents

Welcome to Supervising for ELDA

Thank you for taking on the responsibility of supporting the University of San Diego's preliminary administrative services credential candidates. The field experiences our candidates participate in are crucial to their development as educational leaders. Your leadership expertise, knowledge of the role of school principal, and support skills play an important role in the growth of our candidates. You have been selected as a supervisor of our candidates for a variety of reasons including your proven and effective leadership skills, willingness to promote the values of our program, and ability to provide a strong model of professional ethics. We are excited and pleased to welcome you to our department.

Co- Director:
Janice Cook, Ed.D
School of Leadership and Education Sciences
University of San Diego
5998 Alcala Park
San Diego, CA 92110-2492
(619) 260-8839
janicecook@sandiego.edu

Co- Director:
Margaret Basom, Ph.D
School of Leadership and Education Sciences
University of San Diego
5998 Alcala Park
San Diego, CA 92110-2492
(619) 260-8839
mrb@sandiego.edu

ELDA Program Learning Outcomes

The ELDA Program will develop leaders who:

➢ Exhibit values and beliefs consistent with being an educational leader.

➢ Are capable of developing a vision of teaching and learning that is responsive to the changing context of a given school.

➢ Have knowledge of California's instructional and assessment practices and possess the skills to assess classroom instruction and provide focused, constructive feedback to teachers.

➢ Can strategically implement appropriate and effective school improvement.

➢ Are capable of modeling and facilitating differentiated professional growth opportunities to build individual and collective capacity.

➢ Can, align, effectively manage, and integrate the organizational structures, processes, and policies of a school system that impact the school's ability to achieve its vision and goals.

➢ Advocate for the school and communicate—through a variety of media—its successes, needs, and challenges with a broad range of audiences, and collaborate with parents, the community, and others in achieving the school's vision and goals.

As a supervisor for the University of San Diego, you have the prime responsibility to oversee and coordinate resources of the University and cooperating K-12 school site. You are responsible for supporting candidates during fieldwork experiences, scoring fieldwork activities according to program-adopted rubrics, meeting with the candidate and his/her mentor principal, and providing input regarding the grade that the candidate receives for the Practicum. You are responsible for sharing concerns about a candidate with the ELDA directors.

Responsibilities of the ELDA University Supervisor

As a USD supervisor, you will:

The University Supervisor will support candidates as they experience a variety of leadership opportunities that prepare them to effectively lead their own school. Over the course of two years, the University Supervisor will:

➢ Conduct a meeting with the ELDA candidate and his/her Home Principal as needed to explain the ELDA program requirements, explore leadership opportunities at the candidate's home school, etc.
➢ Conduct a meeting with the ELDA candidate and his/her Mentor Principal as needed each semester to discuss the performance tasks, monitor progress, and observe the candidate's work at least once when possible.
➢ Read the assignments for each fieldwork task and advise the candidate as needed within two weeks of receipt of assignments.
➢ Review, provide input, and evaluate fieldwork experiences assigned in addition to the performance tasks using a program rubric.
➢ Meet with the candidate to complete the Professional Dispositions Form during the first and third semesters. Review the evidence provided by the candidate and provide direction and guidance in the selection of a specific disposition for focus and/or improvement. This collaboration between the University Supervisor and candidate provides an opportunity for reflection, candid discussion and growth.
➢ Read and review the initial Educational Platform, submitted during the first semester, and provide feedback. Read and evaluate the final Educational Platform submitted during the final semester.
➢ Analyze the candidate's work with the staff, small groups, grade-level groups, departments, and parent groups. Provide feedback on leadership skills development.
➢ Provide information for assigning a grade for the Practicum course (Pass/Fail/Incomplete).
➢ During the course of the school year, check in (either in person, via email or phone call) with the Mentor and/or Site Principal to ensure the candidate is on track.
➢ Meet with the candidate(s), either individually or in small groups, throughout the semester to monitor progress and guide performance.
➢ Help the candidate prepare for the mock interview and then participate on the exit interview panel.

To be successful in your role as an ELDA University Supervisor, you must thoroughly understand the roles and responsibilities of both the ELDA Mentor Principal and of the ELDA candidate. The following explanations will assist you in your understanding of and ability to support both groups.

The Role of the ELDA Candidate

The candidate is expected to strive for excellence by fully engaging in the work of site instructional leaders; be focused, determined and reflective in her/his work; be an asset to the administrative team and school community; and pursue academic scholarship with rigor.

Each candidate will:

➤ Be responsible for learning. Candidates will attend University classes and activities, participate in discussions, read assigned material, meet timelines, and be active, engaged learners.

➤ Establish collegial relationships with other candidates in the University cohort by respecting values and opinions.

➤ Explore his/her leadership style and develop a leadership voice that facilitates the development of core leadership behaviors.

➤ Establish effective, professional relationships with the staff, students and parents at fieldwork sites.

➤ Develop and expand the ability to be an open and honest communicator. As such, the candidate will communicate proactively with the Mentor Principal, University Supervisor, ELDA Faculty members and ELDA Directors/Program staff if there are concerns.

➤ Be accountable for his/her actions and willing to listen and learn from constructive feedback.

➤ Maintain strict confidentiality regarding issues related to students, parents, and staff members at the mentor's school.

During the fieldwork, ELDA candidates will:

➤ Keep a log of experiences.
➤ Collect artifacts and write commentary, as needed, for each authentic leadership experience.
➤ Participate in scheduled in practicum meetings to discuss progress and learning.

The Role of the ELDA Mentor Principal

The Mentor Principal will model, coach, analyze, reflect and check for the candidate's understanding to ensure there is transfer of learning and the effective development of leadership skills.

Modeling

The Mentor Principal will ensure the candidate has ample opportunities to learn, ask questions, and observe him/her in leadership roles. Opportunities may include walkthroughs, observations, feedback sessions, staff conferences, parent meetings, designing and implementing professional development, conversations with support staff, budget development, grade level meetings, etc.

The Mentor Principal will "think aloud" so the candidate can understand the thinking processes that go into instructional leadership and decision making.

Coaching, Analyzing, Reflecting, and Checking for Understanding

The Mentor Principal will encourage, guide, and coach the candidate to take on increasing leadership roles. The candidate will observe, practice, and then lead selected leadership activities.

The Mentor Principal will regularly reflect with the candidate on leadership skills and instructional practices to ensure continuous improvement in teaching and learning.

The Mentor Principal will check for understanding as s/he observes the candidate in practice.

Other Responsibilities

The Mentor Principal will provide regular feedback to the candidate so effective leadership development is reinforced or less than effective behaviors modified.

To provide ongoing feedback, the Mentor Principal will meet regularly with the candidate and University Supervisor to discuss progress in the fieldwork. The Mentor Principal, candidate, and University Supervisor will plan mutually agreed-upon next steps throughout the program.

The Mentor Principal should communicate any concerns about the candidate's performance, first directly to the candidate, and then to the University Supervisor if the concerns persist.

University Supervisor Meetings

As a University Supervisor, you will attend quarterly meetings during the academic year to receive training, discuss concerns, and provide information regarding the progress of your candidates. Meetings are generally held from 4:00 p.m. – 6:00 p.m. in Mother Rosalie Hill Hall. University Supervisors will be polled prior to meetings to determine the best day for each quarter's meeting.

Candidate Evaluation and Monitoring

ELDA candidates preparing to work as educational leaders must know and demonstrate leadership knowledge and skills, as well as exhibit the professional values and beliefs necessary to lead others and ensure learning by all students. To measure progress toward mastering the California Administrator Professional Expectations (CAPE) and the dispositions the University of San Diego believes are essential for successful leadership, two self-assessments have been created for use by candidates, University Supervisors and ELDA Directors.

As indicated for each assessment below, you are responsible for ensuring your candidates have successfully completed each form at the identified time. You should be prepared to talk about your candidates' progress at each University Supervisor Meeting. Additionally, you are responsible for completing the Notification of Progress Form at the end of semesters two and three.

Professional Identity Evaluation

ELDA's Professional Identity Evaluation encompasses the values and beliefs consistent with being an effective educational leader. ELDA candidates will self assess once during semester one and once near the end of the program. The University Supervisor will review the student's form and provide direction and guidance in the selection of a specific disposition for focus and/or improvement. This collaboration between the Supervisor and candidate provides an opportunity for reflection, candid discussion, and growth.

Professional Identity Evaluations will be completed during the first and fourth semesters of the program.

Prior to submitting the survey, a hard copy must be printed and given to the Candidate's University Supervisor. A sample of the topics covered in the profile follow; however, it should be noted for each disposition identified in the profile a written descriptor explaining the candidate's experience in the area is required. This survey can be completed on at:
http://usd.qualtrics.com/SE/?SID=SV_d6DxJpugLzEpgNv

Professional Identity Evaluation Form

Professional Identity Evaluation					
Candidates will self assess each disposition in the Leadership Effectiveness Profile and then support the rating by sharing a written example from his/her own experiences.					
To what extent do you . . .	Never	Rarely	Some times	Often	Always
Accept responsibility and demonstrate leadership					
Believe in the educability of all					
Accept the consequences for upholding your principles and actions					
Demonstrate the work ethic required for high level of personal and organizational performance					
Utilize ethical principles in decision making					
Treat people fairly, equitably, and with dignity and respect					
Set high standards and expectations for self and others					
Committed to continuous school improvement					
Value different points of view and involvement of others in the decision making process					
Handle disagreement and dissent constructively					
Exhibit ability to respond to ambiguous situations					
Communicate in ways analysis and the ability to listen					
Value diversity of thought and cultures					
Continuously evaluate self for improvement					
Value reflective practice					

Evaluation of Leadership Skills and Outcomes

At the beginning and conclusion of the program, ELDA candidates will complete the following evaluation of their leadership skills. This evaluation will demonstrate growth in mastering California's six overarching leadership standards and California Administrative Performance Expectations. This form is to be completed during the first and fourth semesters of the program and is available on line at: http://usd.qualtrics.com/SE/?SID=SV_6mu9GoFrQmKwOVv

9

Evaluation of Leadership Skills and Outcomes Form

Evaluation of Leadership Skills and Outcomes					
How effective are you presently in doing the following leadership work?	Have never done	Somewhat Ineffective	Neither Effective nor Ineffective	Somewhat Effective	Very Effective
Develop and share a set of educational values that promote the success for all students					
Promote the use of appropriate pedagogical skills for teaching and assessing state adopted content standards					
Collect and use multiple sources of data to provide information for decision making about teaching, learning and the school growth plan					
Model self-improvement and continuous learning					
Use best practices for organizational structures, processes, and systems that promote a culture of collaboration and enhance achievement for all student groups					
Foster family and community engagement in working toward achieving the school vision and enhancing learning for all students					
Involve others in developing a vision and setting goals to meet that vision					
Mitigate barriers to student learning					
Address human, fiscal and material resources needed to implement the school improvement plan					
Use adult learning principles to create and support a variety of effective professional growth opportunities					
Use best practices and legal requirements to ensure a safe, efficient, clean, well-maintained, and productive school environment					
Advocate for the school and mobilize community support to promote equity and success for all student groups					
Communicate a vision					
Observe and document teaching practices and techniques (e.g., pacing and time, use of technology, connections to curricular standards) for individual teachers					
Continuously and collaboratively monitor and revise the school improvement plan					
Use data to assess instructional needs and define staff goals for continuous improvement					
Effectively and equitably apply student behavior management principles and practices and promote a safe and productive learning environment for all students					

Evaluation of Leadership Skills and Outcomes					
How effective are you presently in doing the following leadership work?	Have never done	Somewhat Ineffective	Neither Effective nor Ineffective	Somewhat Effective	Very Effective
Incorporate the diverse expectations, needs, goals, and aspirations of family and community Incorporate the diverse expectations, needs, goals, and aspirations of family and community groups for school planning and decision making.					
Model the vision in decision making					
Provide teachers with feedback on effective instructional practices to promote student learning					
Implement change strategies and best practices to address equity issues in school improvement					
Collaboratively design differentiated professional development					
Focus school funds and other resources to support the school's vision, goals, and growth plan					
Share leadership with others to help accomplish the vision					
Use knowledge of the school culture and demographics of the school community to help improve teaching and learning					
Use effective procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff					
Share information about the school, its needs, goals and accomplishments with all stakeholders					
Ensure the school operates consistently within the parameters of applicable federal, state, and local laws, policies, regulations, and requirements (e.g., related to students with disabilities, English learners, parents/guardians, mandated reporting, confidentiality, liability)					
Facilitate group learning with adults					

Mock Interview

As a culminating activity, candidates participate in a mock interview before a panel of University staff and practitioners. This experience assesses overall knowledge of the six leadership standards and provides candidates an authentic interview experience with feedback. As a University Supervisor you will serve on the panel for each of your candidates and may be asked to participate on additional panels as needed. Questions for the interviews and a scoring rubric will be provided to Supervisors before the interview process begins.

Notification of Progress Form

This form is addressed in year one at the end of semester 2 and year two at the end of semester 3 during a University Supervisor's meeting.

The University Supervisor will be responsible for checking with each student's professors and mentors to get input on developing this report.

ELDA
Notification of Progress Form
Preliminary Administrative Credential Candidates*

Name of Student_____

YEAR 1   End of SEM 2_____
YEAR 2   End of SEM 1_____

Name of USD Supervisor_____

Name of School Site_____

Need to improve in the following areas:	*Evidence and dates*
Academic concerns	
ELDA Professional Identity	
Evaluation of Leadership Skills Form	
Deficiencies in Fieldwork activities -as evidenced by reports from University supervisor or mentor principals.	
Interpersonal Relationships- as evidenced by reports from fellow classmates, university supervisors, mentors or program facilitators	
Portfolio Development as evidenced by platform developed in LEAD 588	

Name of Mentor Principal/or District Administrator_____
University Supervisor Signature: _____
Date_____

*(To be reviewed at the end semester 1 and 3 during a University Supervisors meeting)

ELDA

CLINICAL PRACTICE
ASSESSMENT INSTRUMENT

(Stand-alone activity grading sheet at end of document)

	Vision Fieldwork Assignment 1
Category 1 **DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION** Facilitate the development and implementation of a shared vision of learning and growth of all students	1. Interview your building principal and a principal from one other school using the following interview protocol: • What do you believe are components of a sound and sustainable school vision? • What role does data from multiple measures of student learning play in developing a vision of teaching and learning for all students? • What are some skills and strategies you use to assure your school vision aligns with the Districts' vision and goals? • How does the school use technology to support achievement of the vision? • Can you identify barriers to accomplishing the school's vision and effective ways to work with others to address and overcome those barriers? • How does the school communicate information about the school on a regular basis to all families and ensure that all constituents have ample access to information sources? • Which skills and strategies do you use to identify and obtain needed resources to implement and attain the vision for all student groups? Develop an integrated synopsis of the principals' responses. Based on your readings, your coursework and these interviews write a commentary about a school leader's role in developing and articulating a Vision of Teaching and Learning for a school. (Paper should be 4-5pages double-spaced) *(CAPE 1A, 1B and 1C Practiced)*

VISION RUBRIC for Activity #1		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
A clear and concise summary of the principals' answers to each of the questions. Similarities and contrasts between interviewees are noted and cogently discussed. The purpose of the synopsis is clear; the summary expresses succinctly the main idea and major points of each question; the writing is tailored to the audience. Word choice is consistently efficient and concise. Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; main points are sufficiently supported (with evidence); support is valid and specific.	A clear summary of the principals' answers to each of the questions. Similarities and contrasts between interviewees are noted with little discussion. The summary mostly expresses the main idea and major points of each question; the writing is somewhat tailored to the audience. Word choice is efficient and mostly concise. Competent and well- developed thesis; thesis represents sound and adequate understanding of the assigned topic. Ideas supported sufficiently; support is sound, valid, and logical.	A summary of the principals' answers to each of the questions. Similarities and contrasts between interviewees are noted on occasion. The purpose of the synopsis is not very clear; the summary expresses a variety of ideas and points without much priority; main points and ideas are only indirectly supported; the writing is not tailored to the audience. Word choice is somewhat efficient but not concise.

	Data Analysis and School Improvement Fieldwork Assignment 2
Category 2 INSTRUCTIONAL LEADERSHIP Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	2. Investigate a school's student performance and learning quantitatively and qualitatively by • Accessing, collecting and analyzing 3-5 years of quantitative performance indicators, school context information and qualitative data. • Identifying a priority area pertaining to student performance, with attention to under-performing student groups. • Collecting qualitative and quantitative information pertaining to student and teacher relationships and school culture and the priority area (including individual and group interviews and observations). • Documenting existing school programs, services and practices that are related to this priority area. • Developing a set of action strategies for the priority area. • Soliciting feedback from school leaders and key stakeholder groups in the school and its community on the proposed strategies. *(CAPE 2A Practiced)*

DATA ANALYSIS AND SCHOOL IMPROVEMENT RUBRIC for Activity #2				
Indicator	Beginning	Developing	Meeting	Exceeding
Data Collection	Collects data on just one element. Limits data collection to one or two years. Collects little or no subgroup data. Does not designate a targeted student group.	Collects 2 or more years of data on two or more elements. Selects at least one quantitative and one qualitative element. Collects and examines data for at least one student subgroup and designates a targeted student group. Makes a weak or unclear connection between the selection of the priority academic area and the data collected or has little or no data to clarify the reasons for the targeted group's problems in the priority area.	Collects 3 or more years of data on three or more elements and selects at least two quantitative or two qualitative elements Collects and examines data for subgroups and designates a targeted student group. Collects some relevant data from teachers and/or students that help clarify reasons for the targeted group's problems. Collects any other evidence needed to make instructional improvement, including changes in practice. Makes a clear connection between the selection of the priority academic area and the data collected.	Collects 3 or more years of data on three or more elements and selects at least two quantitative or two qualitative elements Collects and examines data for subgroups and designates a targeted student group. Generates a hypothesis about the underperformance of the targeted group in the priority academic area to guide data collection. Uses the hypothesis to gather additional relevant data from stakeholders such as students and teachers that clarify the reasons for the targeted student group's learning problems.

DATA ANALYSIS AND SCHOOL IMPROVEMENT RUBRIC for Activity #2				
Indicator	Beginning	Developing	Meeting	Exceeding
Data analysis and priority definition	Presents the data with little or no analysis except to state the priority area.	Analyzes test scores for one or more years. Does not integrate qualitative data in relationship to quantitative indicators (or vice versa). Attempts to define the priority area with limited connection to analyzed data and school and district goals.	Uses relevant methods, analyzes, and interprets multiple sources of quantitative and qualitative data including observations, interviews, or surveys from students, teachers, and other stakeholders across multiple years. Considers equity issues in Identifying a priority academic area and priority student group.	Coherently analyzes and strategically uses multiple sources of quantitative and qualitative evidence and clearly defines priority academic area and priority student group. Considers equity issues in generating a defensible hypothesis about how to improve student performance in a priority area.
Evaluation of existing policies, practices and programs	Does not consider existing policies, practices and program In describing the priority area and targeted group's needs.	Presents some information o n existing polices, practices, and programs with limited connection to the priority academic area and targeted student group.	Evaluates relevant existing policies, practices and programs. Identifies the strengths and challenges of these in relation to the priority area and targeted student group.	Generates a hypothesis about how changes in existing policies, practices and programs could lead to improved student performance in the priority area.
Vision and Plan focus	Has a weakly articulated vision with few if any goals Does not reflect the school context or student culture in the vision and plan focus. Describes an area of focus but not specific desired outcomes.	Creates a vision, goals, and plan focus that is general and lacks specificity. Creates a vision and plan that poorly reflects school context (and) student culture and specific desired student outcomes. Consults with a representative group of school leaders, staff and others.	Creates a student-centered vision with clearly defined goals and outcomes.for a priority area and priority student group. Works with a representative group of school leaders, staff and others. Draws on student and school data. Reflects the school context and student culture in the vision and plan. Demonstrates how it responds to equity issues using inclusive practices Focuses the proposed vision and plan on how to improve student learning. Taking into account strengths, weaknesses and barriers to existing programs, strategies, and policies that relate to the priority area.	Creates a coherent and compelling student-centered vision, with well-defined goals, and measurement-based outcomes and plan focus that address the priority area and priority student group. Explains how school context and student culture are related to the vision, goals, and priorities. Collaborates with a representative group of school leaders, staff and others. Provides a clear, compelling argument that the vision and plan are organized around a clearly articulated theory of action that relates the vision and goals to the barriers, gaps and opportunities in existing school policies and practices.

DATA ANALYSIS AND SCHOOL IMPROVEMENT RUBRIC for Activity #2				
Indicator	Beginning	Developing	Meeting	Exceeding
Plan details	States one or more strategies without sufficient plan details. Makes no connection between strategies and desired student outcomes.	Describes one or two strategies, responsibilities, and resources. Provides some general implementation details. Makes limited connections to the plan from proposed outcomes or does not align it to school context.	Describes a plan with two or more strategies, and addresses most or all plan components. Provides specific details about responsibilities and available human, fiscal and material resources needed to implement the plan. Explains how the plan strategies will accomplish proposed outcomes. Aligns the plan to school context and culture. Shows the coordination of resources for the plan with the existing resources.	Describes a plan with two or more strategies. Includes extensive details that show the relationship among strategies, responsibilities, and resources required to accomplish proposed outcomes. Aligns the plan to school context and student culture and provides clear evidence of feasibility and resource coordination. Makes clear and coherent connections between the analysis of the data, school culture, and the plan's strategies for the priority area.
Working with multiple constituencies	Works with only one or two different constituencies Consults rather than collaborates	Consults with different stakeholders but not as a collaborative planning group	*Identifying and recruiting multiple constituencies in planning in a collaborative process*	*Shares leadership with multiple constituencies in a collaborative planning process*
Plan feedback	Provides little or no evidence of feedback on the plan. Provides little or no evidence of plan revision.	Shows little evidence of soliciting feedback or unsystematically collects and describes school leaders' feedback, with minimal documentation. Relates feedback minimally to the plan's quality or relevance for student learning priorities and school culture.	Collects, analyzes, and interprets school leader, staff and others' feedback on quality and relevance of the proposed vision and plan for a priority area. Shows how leaders, staff and others' feedback was used to shape the final plan.	Systematically collects, analyzes, and interprets detailed feedback on the quality and relevance of vision and plan and its relevance for the priority area and target group from school leaders, staff and others. Provides detailed evidence on how the plan was revised based on leader and stakeholder feedback.
Assessment of leadership skills and practices	Gives little attention to his or her leadership skills.	Conducts cursory analysis of his or her leadership skills and practices used in completing this task. Provides little evaluation of changes in leadership he/he would make.	Evaluates relevant leadership skills need to complete the task and provides specific examples. Identifies what worked well and what could be done differently in the future.	Provides an analyses how he or she adjusted leadership practices throughout the task. Proposes strategies to improve his or her practice.

	School Culture Fieldwork Assignment 3
Category 2 **INSTRUCTIONAL LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	3. With your shadow principal, walkthrough classes and discuss the patterns in instructional quality observed. Look at the walls throughout the school. Observe before and after school pick up of students and spend some (not a great deal) of time observing playground and lunch behaviors. If possible, sit in on a parent conference. Investigate and report on the various other culture artifacts and how you think they contributed to the school's culture including: • overall mood or feeling of the school -feeling/outlook /behaviors of teachers, students, and parents with examples • quality and patterns of instruction observed –what seems to be the belief about learning and teaching in this school. • how student issues are addressed described • rituals ceremonies and traditions that occur at the school • values and beliefs that establish expectations for and influence the behavior of people who work and learn in the school. *(CAPE 2B Practiced)*

SCHOOL CULTURE RUBRIC for Activity #3		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Based on your investigation of school artifacts/examples/observations, your narrative: • Thoroughly and clearly describes the school's culture by describing a minimum of 10 cultural artifacts/examples you observed and thoroughly elaborates on the implication of how each contributed to the school's culture and its instructional program. • Thoroughly addresses the implications of the readings and Powerpoint on the everyday instructional practice and culture at your internship site. • includes a well-articulated vision of the kind of school culture you hope to engender at your school (when you become a principal). • includes at least 5 actions you would take as the leader to promote the type of culture you will create at your own school. Those actions are specific and comprehensive, tied to current best practices, and the relationship between the action and impact on the culture clearly explained.	Based on your investigation of school artifacts/examples/observations, your narrative • Clearly describes the school's culture by describing a minimum of 8 cultural artifacts/examples you observed and clearly elaborates on the implication of how each contributed to the school's culture and its instructional program. • *Adequately* addresses the implications of the readings/Powerpoint on everyday instructional practice and culture at your internship site. • Includes an adequate vision of the kind of school culture you hope to engender at your school (when you become a principal). • Includes at least 4 actions you would take as the leader to promote the type of culture you will create at your own school. Those actions are tied to current best practices, and the relationship between the action and impact on the culture adequately explained.	Based on your investigation of school artifacts, examples and observations, your narrative • Adequately describes the school's culture by describing a minimum of 6 cultural artifacts/examples you observed and it somewhat elaborates on the implication of how each contributed to the school's culture and its instructional program. • Your narrative nominally, addresses the implications of the readings and Powerpoint on the everyday instructional practice and culture at your internship site. • Includes a vision of the kind of school culture you hope to engender at your school (when you become a principal). • Includes at least 4 actions you would take as the leader to promote the type of culture you will create at your own school. Those actions are not specific, only nominally tied to current best practices, and the relationship between the action and impact on the culture is not clearly articulated.

	Coaching Cycle Fieldwork Assignment 4
Category 2 **INSTRUCTIONAL LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	4. With the Supervising/Mentor Principal and agreement of a teacher, you will be responsible for two (2) cycles of a coaching process. Each cycle will include: • Pre-conference with the individual being coached • Observation of a classroom activity • Post-conference • In-class presentation Each student will videotape every step of the cycle. *(CAPE 2C and D Practiced)*

COACING CYCLE RUBRIC for Activity # 4		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Effectively demonstrates knowledge and application of the Partnership Principles of equality, choice, voice, reflection, dialogue, praxis, and reciprocity.	Effectively demonstrates knowledge and application of some of the Partnership Principles.	Partnership Principles are merely suggested but not demonstrated or not applied at all.
Provides sound advice for improvement of instructional practices with specific, clear, concise, and appropriate strategies.	Provides some suggestions for improving instruction in a manner that may be useful to the teacher.	Provides few suggestions for instructional improvement. Strategies that are suggested may not be effective for the specific teacher or class.
Describes a clear relationship between the acquired coaching skills and effective leadership strategies that have been helpful in settings other than coaching.	Cites a carryover of skills from coaching to leadership strategies.	Minimal discussion of how coaching strategies can impact one's leadership style.

	Professional Learning Community Fieldwork Assignment 5
Category 2 **INSTRUCTIONAL LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	5. Provide leadership for an educational activity that will Identify teachers to be members of a professional learning group related to the student learning priority area and provide a rationale for their inclusion. • Work with the group to identify an area of focus within the learning priority area for team learning and improving practice. • Facilitate team or group learning activities. • Collect evidence of the group members' roles in selecting the student learning focus within the priority area; the team's learning activities; and curriculum, instruction, and assessment practices or engagement strategies. Based on the collection of evidence develop a plan to pilot new or improved practice. • Collect evidence on new or improved practices that the group tried out (individually or collectively) and analyze their initial impact on student performance (e.g., student behavior, student work samples). • Analyze the teachers' professional learning and collect team member feedback on the effectiveness of the group regarding teaching, learning and improvement and the evaluation of your facilitation and support. *(CAPE 2A and 2B Practiced)*

PROFESSIONAL LEARNING COMMUNITY RUBRIC for Activity # 5				
Indicator	Beginning	Developing	Meeting	Exceeding
Team identification	Identifies one or more teachers with whom to work, without forming a group culture.	Selects a group of teachers to work on a learning focus with limited attention to their strengths and interest in the priority area.	Selects a purposeful group of teachers based on their individual strengths and their relationship to the priority area and interest in a focus for improving teaching practice.	Engages a purposeful group of teachers, with school and teacher leader input, based on their individual and collective strengths clearly connected to the priority area and focus. Provides evidence of initial group member commitment and understanding of the priority area and focus.
Team learning plan	Provides limited information on school context for team learning.	Does not synthesize or interpret data used to define priority area and vaguely addresses school context or culture.	Uses data to explain how the priority area is influenced by school context and culture.	Uses data to explain how the priority area is influenced by school context and culture and how competing priorities were evaluated and considered.
Team process	Provides little or no support to facilitate group learning. Does not establish group learning norms.	Leads teachers with limited support for engaging group learning. Establishes general group learning norms.	Consistently facilitates group learning related the focus area. Establishes and uses shared norms for working and decision making.	Shares responsibility for facilitating group learning. Establishes and uses shared norms for problem solving, resolving conflicts, monitoring, and eliciting feedback.
Team learning and work	Unsystematically shares information with others about practices.	Directs teachers with limited information and support for individual and collective work.	Supports teachers' ongoing individual and collective work.	Promotes and deepens teachers' ongoing individual and collective work through cycles of preparing, acting, monitoring, assessing, and sharing.

PROFESSIONAL LEARNING COMMUNITY RUBRIC for Activity # 5				
Indicator	Beginning	Developing	Meeting	Exceeding
Team learning and work improves curriculum, instruction or student assessments	The individual or collective team learning and work generally addresses school practices in curriculum, instruction or student assessment	Individual or collective learning and work fosters improvement in school practices related to curriculum, instruction or student assessments	The individual and collective work fosters improvement in specific school practices related to curriculum, instruction or student assessments.	The individual and collective work fosters improvement in differentiating school practices related to two or more areas: curriculum, instruction and student assessments
Assessment of team process and team work	Describes own learning accomplishments, with limited attention to others' learning experiences.	Describes what team members tried out or what occurred in the team process, and the task accomplishments. Makes weak or no links between team process and team accomplishments.	Uses teacher feedback and other data on how team process facilitates team's learning and task accomplishments (individually and collectively).	Uses data to show how team's learning and task accomplishments (individually and collectively) led to changes in teaching practices. Provides evidence that the team developed capacity as an ongoing learning community.
Assessment of leadership skills and practices	Gives little attention to his or her leadership skills.	Conducts cursory analysis of his or her leadership skills and practices used for group learning.	Identifies his or her leadership skills and practices used to facilitate group learning and accomplishments. Draws on experiences and feedback in completing this task.	Analyses how he or she adjusted leadership practices throughout the task. Proposes specific strategies to improve his or her practice.

	Professional Development Fieldwork Assignment 6
Category 2 **INSTRUCTIONAL** **LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	6. Summarize research-based practices for effective professional development. Develop a professional growth/development plan for your site. Discuss how you will involve staff in identifying areas of strength and need that link to the schools vision and goals. Identify needed resources and explain your implementation plan and how you will assess the plan's effectiveness and sustainability. After sharing your plan with colleagues, address how you would change or strengthen the plan based upon that input. **(CAPE 2A Practiced)**

PROFESSIONAL DEVELOPMENT RUBRIC for Activity #6		
Masterful (5-6)	Masterful (5-6)	Masterful (5-6)
A proposed program for professional learning is clearly and succinctly described. Current research and evidenced-based practice are cited to support the effectiveness and relevancy of the proposed program.	A proposed program for professional learning is clearly and succinctly described. There are limited citations of research or evidenced-based practice	A professional learning program is proposed with no evidence to support its viability.
The written response/description clearly describes a process that is collaborative and open. Those involved in the program development are identified. The reason why each individual is involved is clearly stated.	The process described is collaborative but there is limited clarity as to the individuals involved in formation of the program or the contributions they made to the development of the program.	The program does not suggest that other individuals were involved in the design and implementation of the program.
The proposed program clearly defines a process that allows for individual learning plans as well as addressing site issues of practice	The proposed program allows for individual learning plans and site issues but how they are addressed is not clearly defined.	The program does not allow for individual learning plans. School wide challenges are not addressed.
The response includes a reflective description of trial implementation of the program and assesses the results of this pilot implementation	A reflection on the implementation of the program is generalized and lacks specifics to clearly describe the success or lack of success of the program.	Reflection does not include an assessment of program implementation.

	Positive Behavior Fieldwork Assignment 7
Category 3: MANAGEMENT AND LEARNING ENVIRONMENT Manage the organization to cultivate a safe and productive learning and working environment.	7. Write a summary of research-based literature on the principles of positive behavior interventions, conflict resolution and restorative justice. Discuss how these approaches support academic achievement, safety, and student well being. Review your site's behavior management system and culture in light of these principles. Meet with your site principal and gather his/her views on the subject and identify the biggest challenges/benefits regarding implementation. Share the plan you will implement as an administrator for creating a culture of positive behavior interventions at your site. *(CAPE 3B Practiced)*

POSITIVE BEHAVIOR RUBRIC for Activity # 7			
	Masterful (5-6)	Skilled (3-4)	Able (1-2)
Elements of the Summary, Discussion of impact on Students, and Interview	All elements of the assigned paper are *thoroughly and comprehensively* addressed: • Summary of information based upon presentation and review of 2 research-based articles • Discussion of how positive behavior interventions, conflict resolution and/or restorative justice impact student is comprehensive and persuasive • Interview with administrator presents thorough explanation of challenges and benefits	All elements of the assigned paper are *addressed but depth is limited*: • Summary of information based upon presentation and review of 1 research-based article on the topic • Discussion of how positive behavior interventions, conflict resolution and/or restorative justice impact students is limited • Interview with administrator provides some, but limited explanation of challenges/benefits	*Not all elements* of the assigned paper are addressed or *depth is lacking*: • Summary of information based upon presentation only or on 1 article only • Discussion of how positive behavior interventions, conflict resolution and/or restorative justice impact students is very limited • Interview with administrator is limited
Plan for Implementation	A plan for implementing a positive intervention behavior system at the site-level is *well developed and thorough* and addresses buy-in, resources, and assessment	A plan for implementing a positive intervention behavior system at the site-level is present but *lacks well developed thought or some key elements*	A plan for implementing a positive intervention behavior system at the site-level was *shallow*
Style, conventions, grammar and voice	• APA style is correctly utilized • Conventions, grammar and sentence structure are representative of graduate-level work • Author's voice is clear and demonstrates vision as a leader	• APA style is correctly utilized • Some errors in conventions, grammar and sentence structure are present but do not significantly distract from the overall piece • Author's voice demonstrates limited vision as a leader	• APA style is correctly utilized • Conventions, grammar and sentence structure are not representative of graduate-level work • Author's voice is weak and demonstrates limited vision as a leader

	School Funding Fieldwork Assignment 8	
Category 3: MANAGEMENT AND LEARNING ENVIRONMENT Manage the organization to cultivate a safe and productive learning and working environment.	8. Write a narrative explaining the funding mechanisms used in federal, state, and local allocations to districts. Review your school's budget in relation to these funding sources. Interview your principal, district office leader and union leader about how the budget impacts decision making at the site level. Explain how your site's budget provides human resources, materials, programs, etc. to support the school's vision. Make recommendations for improving or maintaining budget alignment with the school's vision. *(CAPE 3B Practiced)*

SCHOOL FUNDING RUBRIC for Activity # 8			
	Masterful (5-6)	Skilled (3-4)	Able (1-2)
Elements of the Narrative Explaining Funding Mechanisms and Interviews	All elements of the assigned paper are *thoroughly and comprehensively* addressed: • Summary of information regarding state and federal funding mechanisms presents all components accurately and shows a clear understanding of the funding process • Interview with administrator provides strong explanation of school budgeting decision making process • Interview with union rep outlines budget issues that are important at the site level • Interview with district/charter or diocese budget leader provides strong insight into how site s are allocated funds and supported	All elements of the assigned paper are *addressed but depth is limited*: • Summary of information regarding state and federal funding mechanisms presents most components accurately • Interview with administrator provides some, but limited explanation of school budgeting decision making process • Interview with union rep outlines some budget issues that are important at the site level • Interview with district/charter or diocese budget leader provides some information to clarify the budget process	*Not all elements* of the assigned paper are addressed or *depth is lacking*: • Summary of information of state and federal funding is limited or flawed • Interview with administrator provides little insight into budget process for the site • Interview with union rep is limited and provides little insight into the issues the union may see as important
Explanation of School Budget and Recommendations	• Explanation of site budget clearly identifies how resources are or are not spent to support the school's vision • Recommendations for improving/aligning the site budget are supported with clear thought	• Explanation of site budget identifies how resources are spent with limited discussion of how they support the school vision • Recommendations for improving/aligning the site budget lack well developed thought.	• Explanation of the site budget lacks depth and clarity • Recommendations for aligning/improving the site budget are unclear
Style, conventions, grammar and voice	• APA style is correctly utilized • Conventions, grammar and sentence structure are representative of graduate-level work • Author's voice is clear and demonstrates vision as a leader	• APA style is correctly utilized • Some errors in conventions, grammar and sentence structure are present but do not significantly distract from the overall piece • Author's voice demonstrates limited vision as a leader	• APA style is correctly utilized • Conventions, grammar and sentence structure are not representative of graduate-level work • Author's voice is weak and demonstrates limited vision as a leader

Parent Education Fieldwork Assignment 9		
Category 4: **FAMILY AND COMMUNITY** **ENGAGEMENT** Collaborate with families and other stakeholders to address diverse student and community interest and mobilizes community resources	9. Design and lead an opportunity for parents and other members of the school community to increase their involvement in activities that focus on improving the learning environment (Plan school-wide curriculum night; a parent meeting focused on a specific topic; work with the PTA group to implement a school wide activity). Incorporate information about family and community expectations and interests into the activity design. *(CAPE 4A Practiced)*	
PARENT EDUCATION RUBRIC for Activity # 9		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
A thoroughly researched development plan is *designed and implemented.* The documentation includes the following elements: • A research justified step-by-step clearly described development plan to improve or change the learning environment. (plan is replicable) • Clear goals that indicate how it has considered family and community expectations and interests in activities. • Description of activities with parents and families are clear and replicable. • Example of any materials used during these activities. • Comprehensive and thorough description and analysis of observations and future directions.	A researched based development plan is *designed and implemented.* The documentation includes the following elements: • A step-by-step development plan to improve or change the learning environment. • Goals that somewhat consider family and community expectations and interests in activities. • A clear description of activities with parents and families • Example of any materials used during these activities. • Description and analysis of observations and future directions.	A development plan is *designed and implemented without mention of research.* The documentation includes the following elements: • A development plan to improve or change the learning environment. • Goals are mentioned but do not indicate if and how consideration of family and community expectations • A vague description of activities with parents and families. • Example of any materials used during these activities. • Description of observations and future directions.

	Community Involvement Fieldwork Assignment 10
Category 4: **FAMILY AND COMMUNITY ENGAGEMENT** Collaborate with families and other stakeholders to address diverse student and community interest and mobilizes community resources	10. _Assess Community Strengths and Needs_ -Asset map the local community to determine what human and organizational resources exist within the community. Develop and present to school and community leaders a plan to strengthen school-community engagement. _Examine a Controversial Policy or Practice –_ Conduct a survey of parents and a series of home visits to determine the effectiveness and differential impact of homework policies in the school. Share your findings with teachers in the school community. _Host a series of focus groups with students, parents, and/or teachers_ to assess perceptions of discipline policies at the school. Use findings to facilitate a school-wide conversation about discipline policy and practice. _Focus on a Specific At-Risk Population_ -- Assess the strengths and needs of refugee students. Shadow a student for the full day. Attend local community meetings and/or worship services. Meet with students, parents, community leaders, social workers, etc. to discuss how to strengthen school-family-community partnerships. Work with community representatives to collaboratively present your findings to the school. _(CAPE 4B Practiced)_

COMMUNITY INVOLVEMENT RUBRIC for Activity # 10			
	Masterful (5-6 pts.)	Skilled (3-4 pts.)	Able (1-2 pts.)
Goals	Clearly articulated goals that respond directly to issues of equity and diversity in your school.	Clearly articulated goals that mostly respond directly to issues of equity and diversity in your school.	Ambiguously articulated goals that respond indirectly to issues of equity and diversity in your school.
Design & Implementation	Project design responds directly to project goals. Data collection tools are extremely well designed and responsive to the needs of the target population. Data collection process clearly ensures representation of diverse voices of students, parents, and/or community members.	Project design mostly responds directly to project goals. Data collection tools are well designed and responsive to the needs of the target population. Data collection process somewhat ensures representation of diverse voices of students, parents, and/or community members.	Project design responds poorly to project goals. Data collection tools are ill designed and not very responsive to the needs of the target population. Data collection process does not directly ensure representation of diverse voices of students, parents, and/or community members.
Results & Findings	Clear and detailed description of collected data with data tables, representative quotes, etc. included where appropriate. Major findings are clearly articulated and substantiated with direct connections to supporting data.	A thorough description of collected data with data tables, representative quotes, etc. included where appropriate. Most of the major findings are articulated and substantiated with direct connections to supporting data.	Sketchy description of collected data with few data tables, representative quotes, etc. included. Major findings are not all clearly articulated and well substantiated with direct connections to s supporting data.

COMMUNITY INVOLVEMENT RUBRIC for Activity # 10			
	Masterful (5-6 pts.)	Skilled (3-4 pts.)	Able (1-2 pts.)
Discussion	Insightful connections are made between the findings from this study and 2-3 salient journal articles.	Observant but not insightful connections are made between the findings from this study and a few salient journal articles.	Simple connections are made between the findings from this study and several salient journal articles
Outcomes	Evidence is provided demonstrating how the results and findings from this study were shared with decision makers at your school site in a manner that had the realistic potential to bring about change.	Vague evidence is provided demonstrating how the results and findings from this study were shared with decision makers at your school site in a manner that had the realistic potential to bring about change.	Insufficient evidence is provided demonstrating how the results and findings from this study were shared with decision makers at your school site in a manner that had the realistic potential to bring about change.
Next Steps	Recommendations for next steps include a clear rationale with direct connections to the research findings. Discussion of how next steps could be implemented is responsive to the specifics of the school context.	Recommendations for next steps include a rationale with some connections to the research findings. Discussion of how next steps could be implemented is somewhat responsive to the specifics of the school context.	Recommendations for next steps include a nebulous rationale with little connections to the research findings. Discussion of how next steps could be implemented is not responsive to the specifics of the school context.
Commentary / Reflection	Commentary offers insightful reflections on the individual learning that resulted from engaging in this investigative project. All three of the following required areas of reflection are thoroughly addressed: Working with diverse school populations, the nature of school leadership, self and role as a leader in diverse school contexts.	Commentary offers somewhat insightful reflections on the individual learning that resulted from engaging in this investigative project. All three of the following required areas of reflection are basically addressed: Working with diverse school populations, the nature of school leadership, self and role as a leader in diverse school contexts.	Commentary offers simple reflections on the individual learning that resulted from engaging in this investigative project. The three of the following required areas of reflection are insufficiently addressed: Working with diverse school populations, the nature of school leadership, self and role as a leader in diverse school contexts.

	Parent Conference Fieldwork Assignment 11
Category 4: **FAMILY AND COMMUNITY ENGAGEMENT** Collaborate with families and other stakeholders to address diverse student and community interest and mobilizes community resources	11.Attend and participate in parent conferences with the Supervising/Mentor Principal. Write a summary/narrative about one meeting (who were the participants? What was the issue/concern discussed? What was the outcome/solution? How did the outcome/solution result in an improvement of the situation? If appropriate, how would you handle the situation differently as the leader? What actions would you take as the leader to prevent similar instances in the future?). *(CAPE 4Aand 4B Practiced)*

PARENT CONFERENCE RUBRIC for Activity # 11		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Summary/narrative of interaction with principal and parent was: comprehensive; it succinctly identified the main issues; covered in detail how the situation was resolved or had an impact on the situation; extensively and unambiguously discussed actions you would take as the leader to prevent similar instances in the future.	Summary/narrative of interaction with principal and parent was: descriptive; it adequately identified the main issues; satisfactorily covered how the situation was resolved or had an impact on the situation. Your discussion of leadership actions you would use to prevent similar instances in the future is ambiguous and included few specifics.	Summary/narrative of interaction with principal and parent was ambiguous; it poorly identified the main issues; it superficially covered how the situation was resolved or had an impact on the situation. Your discussion of the leadership actions you would use to prevent similar instances in the future was confusing and not specific.

	Code of Ethics Fieldwork Assignment 12
Category 5: **ETHICS AND INTEGRITY** Make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity	12. Interview your shadow principal and your home school principal regarding how he/she models a personal code of ethics and develops his/her own personal, professional leadership capacity. Read at least two comprehensive research articles on leadership ethics—provided to you or found on your own. Write a narrative summarizing what you learned from your interviews and readings on leadership code of ethics and explain how the personal code of ethics shapes leadership capacity and school culture/climate. Describe how you will model your own code of ethics and give specific examples of how it will guide your leadership capacity and school culture/climate. *(CAPE 5C Practiced)*

CODE OF ETHICS RUBRIC for Activity # 12		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Your narrative summarizing what you learned from your interviews and readings on leadership code of ethics thoroughly and succinctly explains how the personal code of ethics shapes leadership capacity and school culture/climate. Your narrative also addresses in detail the implications of your learning on your practice.	Your narrative summarizing what you learned from your interviews and readings on leadership code of ethics adequately explains how the personal code of ethics shapes leadership capacity and school culture/climate. Your narrative also sufficiently addresses the implications of your learning on your practice.	Your narrative summarizing what you learned from your interviews and readings on leadership code of ethics does not satisfactorily explain how a personal code of ethics shapes leadership capacity and school culture/climate. The narrative does not adequately address the implications of your learning on your practice.
Your narrative *specifically* explains how you will model your code of ethics and give several specific examples of how your leadership code has or will govern your actions to build leadership capacity and shape school culture/climate.	Your narrative adequately explains how you will model your code of ethics and give a few specific examples of how your leadership code has or will govern your actions to build leadership capacity and shape school.	Your narrative does not explain how you will model your code of ethics and gives only general examples of how your leadership code has or will govern your actions to build leadership capacity and shape school.

	Committee Leadership Fieldwork Assignment 13
Category 6: **EXTERNAL** **CONTEXT AND POLICY** Influence political, social, economic, legal and cultural context affecting education to improve education policies and practices	13. Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders (School Site Council, English Learners Advisory Council, GATE, etc.). Describe the goals of the committee for the year, members of the group and how the members' demographics match with those of the school community. As you wok with the committee during the year, examine how the committee provides all stakeholders with 1) a clear picture of what the school's vision and goals are and 2) how the group garners support for the school. Discuss how the group communicates its progress with the broader school or district community and how community resources are utilized. Following your work with the committee, thoroughly discuss how you as a leader will involve stakeholders in helping address the school in meeting its goals. *(CAPE 6 A Practiced and 6B practiced and assessed)*

COMMITTEE LEADERSHIP RUBRIC for Activity # 13		
Masterful (5-6)	Skilled (3-4)	Able (1-2)

Your report:
• Clearly outlines the purpose of the group and the role of each group member.
• Succinctly discusses how the group composition matches the schools demography or why not.
• Comprehensively describes
  o when and where the group meets,
  o how the group garners support for the school,
  o how the group communicates its progress with the broader school or district community
  o how community resources are utilized
• Provides clear examples of discussion and action items made by your group
• Provides clear examples of how you maximized or improved the effectiveness of the group, as well as improving communication both within the group and with the school community.
• Includes evidence of your efforts at determining the group's effectiveness by assessing the outcomes of action taken
• Includes all artifacts from these meetings
	Your report:
	• Outlines the purpose of the group and the role of group members.
	• Some mention of how the group composition matches the schools demography
	• Briefly summarizes:
	  o when and where the group meets,
	  o how the group garners support for the school,
	  o how the group communicates its progress with the broader school or district community
	  o how community resources are utilized
	  o provides clear examples of discussion and action items made by this group
	• Describes how you maximized or improved the effectiveness of the group by giving examples, as well as improving communication both within the group and with the school community.
	• Describes your efforts at determining the group's effectiveness by assessing the outcomes of action taken
	• Includes some artifacts from your meetings.
		Your report:
		• Does not address how the group composition matches the schools demography.
		• Mentions briefly without details or depth:
		  o the purpose of the group and the role of group members.
		  o when and where the group meets,
		  o how the group garners support for the school,
		  o how the group communicates its progress with the broader school or district community
		  o how community resources are utilized
		• Does not mention any discussion and action items made by this group
		• Superficially-without examples- describes how you improved the effectiveness of the group as well as improved communication both within the group and with the school community.
		• Lacks evidence of your efforts at determining the group's effectiveness by assessing the outcomes of action taken
		• Includes artifacts that are not indicative of work.

Grading sheet by semester
Stand-alone Fieldwork Activities

University Supervisor_____

Fieldwork Activity due	Activity Focus Area	Student Name	Student Name	Student Name	Student Name	Student Name	Student Name
Activity 1 Due Sept 1	Vision						
Activity 3 Due Sept 1	School Culture						
Activity 12 Due Sept 1	Code of Ethics						
Activity 9 Due Dec 14	Increase parent involvement						
Activity 11 Due Dec 14	Parent conference						
Activity 13 Due April 26	Committee Leadership						
TOTAL points							

Appendix 6.4 PAS ELDA Field Placements

USD PAS ELDA Field Placements for 2016-2017

Academic Year	ELDA Candidate Name	Placement Site	Site Mentor Principal
2016-2017	Adria Van Loan	Patrick Henry High School	Elizabeth Gillingham
2016-2017	Ann Wegmann	Patrick Henry High School	Elizabeth Gillingham
2016-2017	Diane Conti	Knox Middle School	Heather Potter
2016-2017	Elizabeth Ward	Junipero Serra High School	Tara Howell
2016-2017	Jama A. Yacub	Iftin Charter School	Amal Hersi
2016-2017	John Amann	Nazareth School San Diego	Colleen Mauricio
2016-2017	Kaitlin Moffatt	Thurgood Marshall Middle School	Michelle Irwin
2016-2017	Kristin Klant	Our Lady of Grace School	Susan Hause
2016-2017	Mallory Singer	Richard Henry Dana Middle School	Scott Irwin
2016-2017	Maria Romano	Emerson-Bandini Elementary School	Heather Harris
2016-2017	Marisa Amann	Stella Maris Academy	Patricia Lowell
2016-2017	Matthew Schneck	East Village High School	Elizabeth Larkin
2016-2017	Mayra C. Reyes	King-Chavez Community High School	Kevin Bradshaw
2016-2017	Michael D. Reynolds	TRACE Alternative High School	Amy Perez
2016-2017	Michelle Brown	Mission Bay High School	Ernest Remillard
2016-2017	Nina Dixon-Mauriua	Hickman Elementary School	Tobie Pace
2016-2017	Rachel Trashes	Pacific Beach Middle School	Kimberly Meng
2016-2017	Steven Carpenter	Wilson Middle School	David Downey
2016-2017	Zulma Santana	Riverview International Academy Elementary School	Brian Thurman

University of San Diego

_____

Educational Leadership Development Academy (ELDA)
School of Leadership and Education Sciences, (SOLES)

LEAD 597P and 598P   **Practicum in School Administration   (5 units)**

Instructor Contact Information and Office Hours
Margaret Basom, Ph.D. mrb@sandiego.edu
Office hours by appointment

Class Dates

Fall 2016-Spring 2017
        August 31st
        September 14
        December 14th
        January 11th
        March 15th
        April 26

Time: 4:40- 8:30

Course Description
The practicum in School Administration is a three-semester (3 credits total) sequence designed as a field experience and accompanying seminar required of students seeking the Preliminary Administrative Services Credential in the state of California.

This intensive field-based experience integrates the theory and knowledge of the program coursework with the experiential learning through practice. The practicum supports the development of candidates' knowledge, skills, and dispositions through practical experience with instructional leadership, operational management, and work with community stakeholders. Candidates meet routinely with their university supervisor to discuss the candidates' progress toward achieving leadership standards.

ELDA Program Learning Outcome:
- Can, align, effectively manage, and integrate the organizational structures, processes, and policies of a school system that impact the school's ability to achieve its vision and goals.

Class Outcomes
The following *California Administrators Performance Expectations* (CAPEs) will be practiced and/or assessed in this class:

1

CAPES	
1A: Developing a Student-Centered Vision of Teaching and Learning. New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.	*To be practiced*
1B: Developing a Shared Vision and Community Commitment New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement.	*To be practiced*
1C: Implementing the Vision New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning.	*To be practiced*
2A: Personal and Professional Learning New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well being.	*To be practiced*
2B: Promoting Effective Curriculum, Instruction, and Assessment New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning	*To be practiced*
2C: Supporting Teachers to Improve Practice New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.	*To be practiced*
2D: Feedback on Instruction New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers.	*To be practiced*
3A: Operations and Resource Management New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well being.	*To be practiced*
3B: Managing Organizational Systems and Human Resources New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases	*To be practiced*
3C: Managing the School Budget New administrators know the school's budget and how the budget supports student and site needs.	*To be practiced*

4A: Parent and Family Engagement New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement.	*To be practiced*
4B: Community Involvement New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well being.	*To be practiced*
5C: Ethical Action New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.	*To be assessed*
6A: Understanding and Communicating Policy New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community.	*To be practiced*
6B: Representing and Promoting the School New administrators understand that they are a spokesperson for the school's accomplishments and needs.	*To be practiced and assessed*

Textbooks/Readings
The instructor will provide readings as needed/appropriate.

Course Requirements/Activities
- Participation: Attend class meetings and participate actively in seminar discussions.
- Professional Identity assessment- *Sept 2015* and *January 2017*
- Platform *Dec 2015* and *March 15t, 2017.*
- Resume and Cover letter- *March 15th*
- Fieldwork Assignment #13- *April 26th*
- Finish all required 'non course imbedded' fieldwork assignment.
  - ✓ Fieldwork Experiences #1, 3 and 12- *Due: September 1st, 2016*
  - ✓ Fieldwork Assignment # 9 and 11- *Due (with all revisions) December 14th, 2016*
  - ✓ Fieldwork Assignment #13- **Start but** *turn in during Spring 2017*
  - ✓ Fieldwork Assignment # 2, 4, 5, 6, 7, 8, 10 (due as per content classes syllabi)

Grading Criteria
For this class, students will receive a **pass/fail** grade. Student must attain a minimum of **4** on all Fieldwork activities to earn a *Pass.* If they do not receive a minimum of 4 they will have two weeks after they receive their grade to rework their paper. Missed deadlines or absences will result in a one level deduction on their fieldwork assignment, which may result in a non-pass.
If you receive a non-pass, will be required to retake the class next spring as an independent study or you will be give an option of an incomplete with additional assignments or

If your cover letter, resume and platform need revisions, they will need to be done within a two week period to get a pass.

Fall:
1. Participation   = 20 points
2. Participation in and the development of
   Semester Fieldwork activities identified in Fieldwork
   Assignment list   = 60 points
3. Platform-rewrite, synopses and presentation.   = 20 points

Pass   > 75 points

	Fieldwork Assignments
Category 1 **DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION** Facilitate the development and implementation of a shared vision of learning and growth of all students	1. Interview your building principal and a principal from one other school using the following interview protocol: • What do you believe are components of a sound and sustainable school vision? • What role does data from multiple measures of student learning play in developing a vision of teaching and learning for all students? • What are some skills and strategies you use to assure your school vision aligns with the Districts' vision and goals? • How does the school use technology to support achievement of the vision? • Can you identify barriers to accomplishing the school's vision and effective ways to work with others to address and overcome those barriers? • How does the school communicate information about the school on a regular basis to all families and ensure that all constituents have ample access to information sources? • Which skills and strategies do you use to identify and obtain needed resources to implement and attain the vision for all student groups? Develop an integrated synopsis of the principals' responses. Based on your readings, your coursework and these interviews write a commentary about a school leader's role in developing and articulating a Vision of Teaching and Learning for a school. (Paper should be 4-5pages double-spaced) *(CAPE 1A, 1B and 1C Practiced)*
	2. Investigate a school's student performance and learning quantitatively and qualitatively by • Accessing, collecting and analyzing 3-5 years of quantitative performance indicators, school context information and qualitative data.

Category 2 **INSTRUCTIONAL LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	• Identifying a priority area pertaining to student performance, with attention to under-performing student groups. • Collecting qualitative and quantitative information pertaining to student and teacher relationships and school culture and the priority area (including individual and group interviews and observations). • Documenting existing school programs, services and practices that are related to this priority area. • Developing a set of action strategies for the priority area. • Soliciting feedback from school leaders and key stakeholder groups in the school and its community on the proposed strategies. ***(CAPE 2A Practiced)***
	3. With your shadow principal, walkthrough classes and discuss the patterns in instructional quality observed. Look at the walls throughout the school. Observe before and after school pick up of students and spend some (not a great deal) of time observing playground and lunch behaviors. If possible, sit in on a parent conference. Investigate and report on the various other culture artifacts and how you think they contributed to the school's culture including: • overall mood or feeling of the school -feeling/outlook /behaviors of teachers, students, and parents with examples • quality and patterns of instruction observed –what seems to be the belief about learning and teaching in this school. • how student issues are addressed described • rituals ceremonies and traditions that occur at the school • values and beliefs that establish expectations for and influence the behavior of people who work and learn in the school. ***(CAPE 2B Practiced)***
	4. With the Supervising/Mentor Principal and agreement of a teacher, you will be responsible for two (2) cycles of a coaching process. Each cycle will include: • Pre-conference with the individual being coached • Observation of a classroom activity • Post-conference • In-class presentation Each student will videotape every step of the cycle. ***(CAPE 2C and D Practiced)***

Category 2 **INSTRUCTIONAL LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	5. Provide leadership for an educational activity that will Identify teachers to be members of a professional learning group related to the student learning priority area and provide a rationale for their inclusion. • Work with the group to identify an area of focus within the learning priority area for team learning and improving practice. • Facilitate team or group learning activities. • Collect evidence of the group members' roles in selecting the student learning focus within the priority area; the team's learning activities; and curriculum, instruction, and assessment practices or engagement strategies. Based on the collection of evidence develop a plan to pilot new or improved practice. • Collect evidence on new or improved practices that the group tried out (individually or collectively) and analyze their initial impact on student performance (e.g., student behavior, student work samples). • Analyze the teachers' professional learning and collect team member feedback on the effectiveness of the group regarding teaching, learning and improvement and the evaluation of your facilitation and support. *(CAPE 2A and 2B Practiced)*
	6. Summarize research-based practices for effective professional development. Develop a professional growth/development plan for your site. Discuss how you will involve staff in identifying areas of strength and need that link to the schools vision and goals. Identify needed resources and explain your implementation plan and how you will assess the plan's effectiveness and sustainability. After sharing your plan with colleagues, address how you would change or strengthen the plan based upon that input. **(CAPE 2A Practiced)**
Category 3: **MANAGEMENT AND LEARNING ENVIRONMENT** Manage the organization to cultivate a safe and productive learning and working environment.	7. Write a summary of research-based literature on the principles of positive behavior interventions, conflict resolution and restorative justice. Discuss how these approaches support academic achievement, safety, and student well being. Review your site's behavior management system and culture in light of these principles. Meet with your site principal and gather his/her views on the subject and identify the biggest challenges/benefits regarding implementation. Share the plan you will implement as an administrator for creating a culture of positive behavior interventions at your site. *(CAPE 3B Practiced)*

Category 3: **MANAGEMENT** **AND LEARNING** **ENVIRONMENT** Manage the organization to cultivate a safe and productive learning and working environment.	8. Write a narrative explaining the funding mechanisms used in federal, state, and local allocations to districts. Review your school's budget in relation to these funding sources. Interview your principal, district office leader and union leader about how the budget impacts decision making at the site level. Explain how your site's budget provides human resources, materials, programs, etc. to support the school's vision. Make recommendations for improving or maintaining budget alignment with the school's vision. *(CAPE 3B Practiced)*
Category 4: **FAMILY AND COMMUNITY ENGAGEMENT**	9. Design and lead an opportunity for parents and other members of the school community to increase their involvement in activities that focus on improving the learning environment (Plan school-wide curriculum night; a parent meeting focused on a specific topic; work with the PTA group to implement a school wide activity). Incorporate information about family and community expectations and interests into the activity design. *(CAPE 4A Practiced)*
Collaborate with families and other stakeholders to address diverse student and community interest and mobilizes community resources	10. *Assess Community Strengths and Needs* -Asset map the local community to determine what human and organizational resources exist within the community. Develop and present to school and community leaders a plan to strengthen school-community engagement. *Examine a Controversial Policy or Practice –* Conduct a survey of parents and a series of home visits to determine the effectiveness and differential impact of homework policies in the school. Share your findings with teachers in the school community. *Host a series of focus groups with students, parents, and/or teachers* to assess perceptions of discipline policies at the school. Use findings to facilitate a school-wide conversation about discipline policy and practice. *Focus on a Specific At-Risk Population* -- Assess the strengths and needs of refugee students. Shadow a student for the full day. Attend local community meetings and/or worship services. Meet with students, parents, community leaders, social workers, etc. to discuss how to strengthen school-family-community partnerships. Work with community representatives to collaboratively present your findings to the school. *(CAPE 4B Practiced)*

	11. Attend and participate in parent conferences with the Supervising/Mentor Principal. Write a summary/narrative about one meeting (who were the participants? What was the issue/concern discussed? What was the outcome/solution? How did the outcome/solution result in an improvement of the situation? If appropriate, how would you handle the situation differently as the leader? What actions would you take as the leader to prevent similar instances in the future?). *(CAPE 4Aand 4B Practiced)*
Category 5: **ETHICS AND INTEGRITY** Make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity	12. Interview your shadow principal and your home school principal regarding how he/she models a personal code of ethics and develops his/her own personal, professional leadership capacity. Read at least two comprehensive research articles on leadership ethics—provided to you or found on your own. Write a narrative summarizing what you learned from your interviews and readings on leadership code of ethics and explain how the personal code of ethics shapes leadership capacity and school culture/climate. Describe how you will model your own code of ethics and give specific examples of how it will guide your leadership capacity and school culture/climate. *(CAPE 5C Practiced)*
Category 6: **EXTERNAL CONTEXT AND POLICY** Influence political, social, economic, legal and cultural context affecting education to improve education policies and practices	13. Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders (School Site Council, English Learners Advisory Council, GATE, etc.). Describe the goals of the committee for the year, members of the group and how the members' demographics match with those of the school community. As you wok with the committee during the year, examine how the committee provides all stakeholders with 1) a clear picture of what the school's vision and goals are and 2) how the group garners support for the school. Discuss how the group communicates its progress with the broader school or district community and how community resources are utilized. Following your work with the committee, thoroughly discuss how you as a leader will involve stakeholders in helping address the school in meeting its goals. *(CAPE 6 A Practiced and 6B practiced and assessed)*

Textbooks/Readings
The instructor will provide readings as needed/appropriate.

Course Requirements/Activities
- Participation: Attend class meetings and participate actively in seminar discussions.
- Professional Identity assessment- *Sept 2015* and *January 2017*
- Platform *Dec 2015 and **March 15t, 2017.***
- Resume and Cover letter- *March 15th*
- Fieldwork Assignment #13- *April 26th*
- Finish all required 'non course imbedded' fieldwork assignment.
  - ✓ Fieldwork Experiences #1, 3 and 12- *Due: September 1st, 2016*
  - ✓ Fieldwork Assignment # 9 and 11- *Due (with all revisions) December 14th, 2016*
  - ✓ Fieldwork Assignment #13- **Start but** *turn in during Spring 2017*
  - ✓ Fieldwork Assignment # 2, 4, 5, 6, 7, 8, 10 (due as per content classes syllabi)

Grading Criteria
For this class, students will receive a **pass/fail** grade. Student must attain a minimum of **4** on all Fieldwork activities to earn a *Pass.* If they do not receive a minimum of 4 they will have two weeks after they receive their grade to rework their paper. Missed deadlines or absences will result in a one level deduction on their fieldwork assignment, which may result in a non-pass.
If you receive a non-pass, will be required to retake the class next spring as an independent study or you will be give an option of an incomplete with additional assignments or

If your cover letter, resume and platform need revisions, they will need to be done within a two week period to get a pass.

Fall:
3. Participation		= 20 points
4. Participation in and the development of Semester Fieldwork activities identified in Fieldwork Assignment list		= 60 points
3. Platform-rewrite, synopses and presentation.		= 20 points
	Pass	*< 75 points*

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

Academic Integrity
At USD, we take the code of academic integrity very seriously; forms of academic dishonesty, including but not limited to cheating, plagiarism, fabrication, or facilitating academic dishonesty, are not tolerated in the Leadership Studies program or this class. Violations of the policy may result in suspension or expulsion from the university. If you are unfamiliar with USD's policy, it is your responsibility to read and understand its elements. In summary, any assignment that you turn in for class must be written in your own words, exemplifying you own thoughts and ideas, and you must clearly identify any references you used in completing your work using the format of the APA 6th Edition Style Manual.

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

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

SOLES On-line Course Evaluation
SOLES Course Evaluations are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Torero Hub drop down menu: 1) My Academics, 2) Registration Tools, and 3) Registration History. The course evaluation window opens two weeks prior to the end-of-term date for the course. Instructions for accessing course evaluations can be found at: https://lib.sandiego.edu/soles/documents/Student%20Instructions%20for%20Accessing%20Course%20Evaluations%208.3.15.pdf

Statement on Plagiarism
The complete plagiarism policy is available for your review at: http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Sustainability
As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

Class Sessions and tentative schedule Semester Fall 2017

Sessions	Topics
Session 1	Review and Discuss requirements for Fieldwork Assignments. ❖ Leader's role in developing and articulating a Vision of Teaching and Learning for a school.(*Cape 1A, 1B, 1C)* ❖ Investigate a school's student performance and learning both quantitatively and qualitatively; Developing a set of actions to include soliciting feedback from school leaders and key stakeholder groups in the school and its community (Cape 1A) ❖ Patterns in instructional quality than can be observed (CAPE 2B) ❖ Various cultural artifacts visible in schools/organizations that contribute to a building's culture and the support of school improvement processes. (CAPE 2B)
Session 2	Review and Discuss requirements for Fieldwork Assignments. ❖ Code of Ethics- how do principal use this to promote effective decision making (CAPES 5C) ❖ Modeling a code of ethics using it to guide your leadership capacity as well as the school culture/climate (CAPES 5C) ❖ The role of leaders in promoting school engagement with family and community members in accomplishing the school's vision of equitable schooling and continuous improvement. (CAPE 4A) ❖ Manage the interrelationships within the network of school operations. (CAPE 4B) ❖ Designing and leading opportunities for parents and members of the school community to increase their involvement in activities that focus on improving the learning environment (CAPE 4A)
Session 3	Review and Discuss requirements for Fieldwork Assignments. ❖ The school as part of a larger district, state, and federal contexts influenced by political, social, economic, legal, and cultural factors (CAPE 6A *Introduced*). ❖ Working with parents and community members (CAPE 6B).

Class Sessions and tentative schedule Spring 2017

Sessions	Topics
Session 1	Review and Discuss requirements for Fieldwork Assignments. ❖ Leader's role in developing and articulating a Vision of Teaching and Learning for a school.(*Cape 1A, 1B, 1C)* ❖ Investigate a school's student performance and learning both quantitatively and qualitatively; Developing a set of actions to include soliciting feedback from school leaders and key stakeholder groups in the school and its community (Cape 1A)

	❖ Patterns in instructional quality than can be observed (CAPE 2B) ❖ Various cultural artifacts visible in schools/organizations that contribute to a building's culture and the support of school improvement processes. (CAPE 2B)
Session 2	Review and Discuss requirements for Fieldwork Assignments. ❖ Code of Ethics- how do principal use this to promote effective decision making (CAPES 5C) ❖ Modeling a code of ethics using it to guide your leadership capacity as well as the school culture/climate (CAPES 5C) ❖ The role of leaders in promoting school engagement with family and community members in accomplishing the school's vision of equitable schooling and continuous improvement. (CAPE 4A) ❖ Manage the interrelationships within the network of school operations. (CAPE 4B) ❖ Designing and leading opportunities for parents and members of the school community to increase their involvement in activities that focus on improving the learning environment (CAPE 4A) ❖
Session 3	Review and Discuss requirements for Fieldwork Assignments. ❖ The school as part of a larger district, state, and federal contexts influenced by political, social, economic, legal, and cultural factors (CAPE 6A). ❖ Working with parents and community members (CAPE 6B).

APPENDIX A
RUBRICS for Fieldwork Activities

VISION RUBRIC for Activity #1		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
A clear and concise summary of the principals' answers to each of the questions. Similarities and contrasts between interviewees are noted and cogently discussed. The purpose of the synopsis is clear; the summary expresses succinctly the main idea and major points of each question; the writing is tailored to the audience. Word choice is consistently efficient and concise. Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; main points are sufficiently supported (with evidence); support is valid and specific.	A clear summary of the principals' answers to each of the questions. Similarities and contrasts between interviewees are noted with little discussion. The summary mostly expresses the main idea and major points of each question; the writing is somewhat tailored to the audience. Word choice is efficient and mostly concise. Competent and well- developed thesis; thesis represents sound and adequate understanding of the assigned topic. Ideas supported sufficiently; support is sound, valid, and logical.	A summary of the principals' answers to each of the questions. Similarities and contrasts between interviewees are noted on occasion. The purpose of the synopsis is not very clear; the summary expresses a variety of ideas and points without much priority; main points and ideas are only indirectly supported; the writing is not tailored to the audience. Word choice is somewhat efficient but not concise.

DATA ANALYSIS AND SCHOOL IMPROVEMENT RUBRIC for Activity #2				
Indicator	Beginning	Developing	Meeting	Exceeding
Data Collection	Collects data on just one element. Limits data collection to one or two years. Collects little or no subgroup data. Does not designate a targeted student group.	Collects 2 or more years of data on two or more elements. Selects at least one quantitative and one qualitative element. Collects and examines data for at least one student subgroup and designates a targeted student group. Makes a weak or unclear connection between the selection of the priority academic area and the data collected or has little or no data to clarify the reasons for the targeted group's problems in the priority area.	Collects 3 or more years of data on three or more elements and selects at least two quantitative or two qualitative elements Collects and examines data for subgroups and designates a targeted student group. Collects some relevant data from teachers and/or students that help clarify reasons for the targeted group's problems. Collects any other evidence needed to make instructional improvement, including changes in practice. Makes a clear connection between the selection of the priority academic area and the data collected.	Collects 3 or more years of data on three or more elements and selects at least two quantitative or two qualitative elements Collects and examines data for subgroups and designates a targeted student group. Generates a hypothesis about the underperformance of the targeted group in the priority academic area to guide data collection. Uses the hypothesis to gather additional relevant data from stakeholders such as students and teachers that clarify the reasons for the targeted student group's learning problems.
Data analysis and priority definition	Presents the data with little or no analysis except to state the priority area.	Analyzes test scores for one or more years. Does not integrate qualitative data in relationship to quantitative indicators (or vice versa). Attempts to define the priority area with limited connection to analyzed data and school and district goals.	Uses relevant methods, analyzes, and interprets multiple sources of quantitative and qualitative data including observations, interviews, or surveys from students, teachers, and other stakeholders across multiple years. Considers equity issues in Identifying a priority academic area and priority student group.	Coherently analyzes and strategically uses multiple sources of quantitative and qualitative evidence and clearly defines priority academic area and priority student group. Considers equity issues in generating a defensible hypothesis about how to improve student performance in a priority area.
Evaluation of existing policies, practices and	Does not consider existing policies, practices and program In describing the priority area	Presents some information o n existing polices, practices, and programs with limited connection to the priority academic area and	Evaluates relevant existing policies, practices and programs. Identifies the strengths and	Generates a hypothesis about how changes in existing policies, practices and programs could

Indicator	Beginning	Developing	Meeting	Exceeding
programs	and targeted group's needs.	targeted student group.	challenges of these in relation to the priority area and targeted student group.	lead to improved student performance in the priority area.
Vision and Plan focus	Has a weakly articulated vision with few if any goals Does not reflect the school context or student culture in the vision and plan focus. Describes an area of focus but not specific desired outcomes.	Creates a vision, goals, and plan focus that is general and lacks specificity. Creates a vision and plan that poorly reflects school context (and) student culture and specific desired student outcomes. Consults with a representative group of school leaders, staff and others.	Creates a student -centered vision with clearly defined goals and outcomes.for a priority area and priority student group. Works with a representative group of school leaders, staff and others. Draws on student and school data. Reflects the school context and student culture in the vision and plan. Demonstrates how it responds to equity issues using inclusive practices Focuses the proposed vision and plan on how to improve student learning. Taking into account strengths, weaknesses and barriers to existing programs, strategies, and policies that relate to the priority area.	Creates a coherent and compelling student-centered vision, with well-defined goals, and measurement-based outcomes and plan focus that address the priority area and priority student group. Explains how school context and student culture are related to the vision, goals, and priorities. Collaborates with a representative group of school leaders, staff and others. Provides a clear, compelling argument that the vision and plan are organized around a clearly articulated theory of action that relates the vision and goals to the barriers, gaps and opportunities in existing school policies and practices.
Plan details	States one or more strategies without sufficient plan details. Makes no connection between strategies and desired student outcomes.	Describes one or two strategies, responsibilities, and resources. Provides some general implementation details. Makes limited connections to the plan from	Describes a plan with two or more strategies, and addresses most or all plan components. (Provides specific details about responsibilities and available human, fiscal and material resources needed to implement the plan.	Describes a plan with two or more strategies. Includes extensive details that show the relationship among strategies, responsibilities, and resources required to accomplish proposed outcomes.

DATA ANALYSIS AND SCHOOL IMPROVEMENT RUBRIC for Activity #2				
Indicator	Beginning	Developing	Meeting	Exceeding
		proposed outcomes or does not align it to school context.	Explains how the plan strategies will accomplish proposed outcomes. Aligns the plan to school context and culture. Shows the coordination of resources for the plan with the existing resources.	Aligns the plan to school context and student culture and provides clear evidence of feasibility and resource coordination. Makes clear and coherent connections between the analysis of the data, school culture, and the plan's strategies for the priority area.
Working with multiple constituencies	Works with only one or two different constituencies Consults rather than collaborates	Consults with different stakeholders but not as a collaborative planning group	*Identifying and recruiting multiple constituencies in planning in a collaborative process*	*Shares leadership with multiple constituencies in a collaborative planning process*
Plan feedback	Provides little or no evidence of feedback on the plan. Provides little or no evidence of plan revision.	Shows little evidence of soliciting feedback or unsystematically collects and describes school leaders' feedback, with minimal documentation. Relates feedback minimally to the plan's quality or relevance for student learning priorities and school culture.	Collects, analyzes, and interprets school leader, staff and others' feedback on quality and relevance of the proposed vision and plan for a priority area. Shows how leaders, staff and others' feedback was used to shape the final plan.	Systematically collects, analyzes, and interprets detailed feedback on the quality and relevance of vision and plan and its relevance for the priority area and target group from school leaders, staff and others. Provides detailed evidence on how the plan was revised based on leader and stakeholder feedback.
Assessment of leadership skills and practices	Gives little attention to his or her leadership skills.	Conducts cursory analysis of his or her leadership skills and practices used in completing this task. Provides little evaluation of changes in leadership he/he would make.	Evaluates relevant leadership skills need to complete the task and provides specific examples. Identifies what worked well and what could be done differently in the future.	Provides an analyses how he or she adjusted leadership practices throughout the task. Proposes strategies to improve his or her practice.

SCHOOL CULTURE RUBRIC for Activity #3		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Based on your investigation of school artifacts/examples/observations, your narrative: • Thoroughly and clearly describes the school's culture by describing a minimum of 10 cultural artifacts/examples you observed and thoroughly elaborates on the implication of how each contributed to the school's culture and its instructional program. • Thoroughly addresses the implications of the readings and Powerpoint on the everyday instructional practice and culture at your internship site. • includes a well-articulated vision of the kind of school culture you hope to engender at your school (when you become a principal). • includes at least 5 actions you would take as the leader to promote the type of culture you will create at your own school. Those actions are specific and comprehensive, tied to current best practices, and the relationship between the action and impact on the culture clearly explained.	Based on your investigation of school artifacts, examples, observations, your narrative • Clearly describes the school's culture by describing a minimum of 8 cultural artifacts/examples you observed and clearly elaborates on the implication of how each contributed to the school's culture and its instructional program. • *Adequately* addresses the implications of the readings/Powerpoint on everyday instructional practice and culture at your internship site. • Includes an adequate vision of the kind of school culture you hope to engender at your school (when you become a principal). • Includes at least 4 actions you would take as the leader to promote the type of culture you will create at your own school. Those actions are tied to current best practices, and the relationship between the action and impact on the culture adequately explained.	Based on your investigation of school artifacts, examples and observations, your narrative • Adequately describes the school's culture by describing a minimum of 6 cultural artifacts/examples you observed and it somewhat elaborates on the implication of how each contributed to the school's culture and its instructional program. • Your narrative nominally, addresses the implications of the readings and Powerpoint on the everyday instructional practice and culture at your internship site. • Includes a vision of the kind of school culture you hope to engender at your school (when you become a principal) that is not detailed enough to determine a pathway. • Includes at least 4 actions you would take as the leader to promote the type of culture you will create at your own school. Those actions are not specific, only nominally tied to current best practices, and the relationship between the action and impact on the culture is not clearly articulated.

COACHING CYCLE RUBRIC for Activity # 4		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Effectively demonstrates knowledge and application of the Partnership Principles of equality, choice, voice, reflection, dialogue, praxis, and reciprocity.	Effectively demonstrates knowledge and application of some of the Partnership Principles.	Partnership Principles are merely suggested but not demonstrated or not applied at all.
Provides sound advice for improvement of instructional practices with specific, clear, concise, and appropriate strategies.	Provides some suggestions for improving instruction in a manner that may be useful to the teacher.	Provides few suggestions for instructional improvement. Strategies that are suggested may not be effective for the specific

		teacher or class.
Describes a clear relationship between the acquired coaching skills and effective leadership strategies that have been helpful in settings other than coaching.	Cites a carryover of skills from coaching to leadership strategies.	Minimal discussion of how coaching strategies can impact one's leadership style.

PROFESSIONAL LEARNING COMMUNITY RUBRIC for Activity # 5				
Indicator	Beginning	Developing	Meeting	Exceeding
Team identification	Identifies one or more teachers with whom to work, without forming a group culture.	Selects a group of teachers to work on a learning focus with limited attention to their strengths and interest in the priority area.	Selects a purposeful group of teachers based on their individual strengths and their relationship to the priority area and interest in a focus for improving teaching practice.	Engages a purposeful group of teachers, with school and teacher leader input, based on their individual and collective strengths clearly connected to the priority area and focus. Provides evidence of initial group member commitment and understanding of the priority area and focus.
Team learning plan	Provides limited information on school context for team learning.	Does not synthesize or interpret data used to define priority area and vaguely addresses school context or culture.	Uses data to explain how the priority area is influenced by school context and culture.	Uses data to explain how the priority area is influenced by school context and culture and how competing priorities were evaluated and considered.
Team process	Provides little or no support to facilitate group learning. Does not establish group learning norms.	Leads teachers with limited support for engaging group learning. Establishes general group learning norms.	Consistently facilitates group learning related the focus area. Establishes and uses shared norms for working and decision making.	Shares responsibility for facilitating group learning. Establishes and uses shared norms for problem solving, resolving conflicts, monitoring, and eliciting feedback.
Team learning and work	Unsystematically shares information with others about practices.	Directs teachers with limited information and support for individual and collective work.	Supports teachers' ongoing individual and collective work.	Promotes and deepens teachers' ongoing individual and collective work through cycles of preparing, acting, monitoring, assessing, and sharing.
Team learning and work improves curriculum, instruction or student assessments	The individual or collective team learning and work generally addresses school practices in curriculum, instruction or student assessment	Individual or collective learning and work fosters improvement in school practices related to curriculum, instruction or student assessments	The individual and collective work fosters improvement in specific school practices related to curriculum, instruction or student assessments.	The individual and collective work fosters improvement in differentiating school practices related to two or more areas: curriculum, instruction and student

			assessments
Assessment of team process and team work	Describes own learning accomplishments, with limited attention to others' learning experiences.	Describes what team members tried out or what occurred in the team process, and the task accomplishments. Makes weak or no links between team process and team accomplishments.	Uses teacher feedback and other data on how team process facilitates team's learning and task accomplishments (individually and collectively).	Uses data to show how team's learning and task accomplishments (individually and collectively) led to changes in teaching practices. Provides evidence that the team developed capacity as an ongoing learning community.
Assessment of leadership skills and practices	Gives little attention to his or her leadership skills.	Conducts cursory analysis of his or her leadership skills and practices used for group learning.	Identifies his or her leadership skills and practices used to facilitate group learning and accomplishments. Draws on experiences and feedback in completing this task.	Analyses how he or she adjusted leadership practices throughout the task. Proposes specific strategies to improve his or her practice.

PROFESSIONAL DEVELOPMENT RUBRIC for Activity #6		
Masterful (5-6)	Masterful (5-6)	Masterful (5-6)
A proposed program for professional learning is clearly and succinctly described. Current research and evidenced-based practice are cited to support the effectiveness and relevancy of the proposed program.	A proposed program for professional learning is clearly and succinctly described. There are limited citations of research or evidenced-based practice	A professional learning program is proposed with no evidence to support its viability.
The written response/description clearly describes a process that is collaborative and open. Those involved in the program development are identified. The reason why each individual is involved is clearly stated.	The process described is collaborative but there is limited clarity as to the individuals involved in formation of the program or the contributions they made to the development of the program.	The program does not suggest that other individuals were involved in the design and implementation of the program.
The proposed program clearly defines a process that allows for individual learning plans as well as addressing site issues of practice	The proposed program allows for individual learning plans and site issues but how they are addressed is not clearly defined.	The program does not allow for individual learning plans.School wide challenges are not addressed.
The response includes a reflective description of trial implementation of the program and assesses the results of this pilot implementation	A reflection on the implementation of the program is generalized and lacks specifics to clearly describe the success or lack of success of the program.	Reflection does not include an assessment of program implementation.

POSITIVE BEHAVIOR RUBRIC for Activity # 7		
	Masterful (5-6)	
		Skilled (3-4)	Able (1-2)

Elements of the Summary, Discussion of impact on Students, and Interview	All elements of the assigned paper are *thoroughly and comprehensively* addressed: • Summary of information based upon presentation and review of 2 research-based articles • Discussion of how positive behavior interventions, conflict resolution and/or restorative justice impact student is comprehensive and persuasive • Interview with administrator presents thorough explanation of challenges and benefits	All elements of the assigned paper are *addressed but depth is limited*: • Summary of information based upon presentation and review of 1 research-based article on the topic • Discussion of how positive behavior interventions, conflict resolution and/or restorative justice impact students is limited • Interview with administrator provides some, but limited explanation of challenges/benefits	*Not all elements* of the assigned paper are addressed or *depth is lacking*: • Summary of information based upon presentation only or on 1 article only • Discussion of how positive behavior interventions, conflict resolution and/or restorative justice impact students is very limited • Interview with administrator is limited
Plan for Implementation	A plan for implementing a positive intervention behavior system at the site-level is *well developed and thorough* and addresses buy-in, resources, and assessment	A plan for implementing a positive intervention behavior system at the site-level is present but *lacks well developed thought or some key elements*	A plan for implementing a positive intervention behavior system at the site-level was *shallow*
Style, conventions, grammar and voice	• APA style is correctly utilized • Conventions, grammar and sentence structure are representative of graduate-level work • Author's voice is clear and demonstrates vision as a leader	• APA style is correctly utilized • Some errors in conventions, grammar and sentence structure are present but do not significantly distract from the overall piece Author's voice demonstrates limited vision as a leader	• APA style is correctly utilized • Conventions, grammar and sentence structure are not representative of graduate-level work • Author's voice is weak and demonstrates limited vision as a leader

SCHOOL FUNDING RUBRIC for Activity # 8			
	Masterful (5-6)	Skilled (3-4)	Able (1-2)
Elements of the Narrative Explaining Funding Mechanisms and Interviews	All elements of the assigned paper are *thoroughly and comprehensively* addressed: • Summary of information regarding state and federal funding mechanisms presents all components accurately and shows a clear understanding of the funding process • Interview with administrator provides strong explanation of school budgeting decision making process • Interview with union rep outlines budget issues that are important at the site level • Interview with district/charter or diocese budget leader provides strong insight into how site s are allocated funds and supported	All elements of the assigned paper are *addressed but depth is limited*: • Summary of information regarding state and federal funding mechanisms presents most components accurately • Interview with administrator provides some, but limited explanation of school budgeting decision making process • Interview with union rep outlines some budget issues that are important at the site level • Interview with district/charter or diocese budget leader provides some information to clarify the budget process	*Not all elements* of the assigned paper are addressed or *depth is lacking*: • Summary of information of state and federal funding is limited or flawed • Interview with administrator provides little insight into budget process for the site • Interview with union rep is limited and provides little insight into the issues the union may see as important

Explanation of School Budget and Recommendations	• Explanation of site budget clearly identifies how resources are or are not spent to support the school's vision • Recommendations for improving/aligning the site budget are supported with clear thought	• Explanation of site budget identifies how resources are spent with limited discussion of how they support the school vision • Recommendations for improving/aligning the site budget lack well developed thought.	• Explanation of the site budget lacks depth and clarity • Recommendations for aligning/improving the site budget are unclear
Style, conventions, grammar and voice	• APA style is correctly utilized • Conventions, grammar and sentence structure are representative of graduate-level work • Author's voice is clear and demonstrates vision as a leader	• APA style is correctly utilized • Some errors in conventions, grammar and sentence structure are present but do not significantly distract from the overall piece • Author's voice demonstrates limited vision as a leader	• APA style is correctly utilized • Conventions, grammar and sentence structure are not representative of graduate-level work • Author's voice is weak and demonstrates limited vision as a leader.

INCREASED PARENT INVOLVEMENT RUBRIC for Activity # 9		
A thoroughly researched development plan is *designed and implemented*. The documentation includes the following elements: • A research justified step-by-step clearly described development plan to improve or change the learning environment. (plan is replicable) • Clear goals that indicate how it has considered family and community expectations and interests in activities. • Description of activities with parents and families are clear and replicable. • Example of any materials used during these activities. • Comprehensive and thorough description and analysis of observations and future directions.	A researched based development plan is *designed and implemented*. The documentation includes the following elements: • A step-by-step development plan to improve or change the learning environment. • Goals that somewhat consider family and community expectations and interests in activities. • A clear description of activities with parents and families • Example of any materials used during these activities. • Description and analysis of observations and future directions.	A development plan is *designed and implemented without mention of research*. The documentation includes the following elements: • A development plan to improve or change the learning environment. • Goals are mentioned but do not indicate if and how consideration of family and community expectations • A vague description of activities with parents and families. • Example of any materials used during these activities. • Description of observations and future directions.

COMMUNITY ENGAGEMENT RUBRIC for Activity # 10			
	Masterful (5-6 pts.)	**Skilled (3-4 pts.)**	**Able (1-2 pts.)**
Goals	Clearly articulated goals that respond directly to issues of equity and diversity in your school.	Clearly articulated goals that mostly respond directly to issues of equity and diversity in your school.	Ambiguously articulated goals that respond indirectly to issues of equity and diversity in your school.
Design & Implementation	Project design responds directly to project goals. Data collection tools are extremely well designed and responsive to the needs	Project design mostly responds directly to project goals. Data collection tools are well designed and responsive	Project design responds poorly to project goals. Data collection tools are ill designed and not very responsive to the

	of the target population. Data collection process clearly ensures representation of diverse voices of students, parents, and/or community members.	to the needs of the target population. Data collection process somewhat ensures representation of diverse voices of students, parents, and/or community members.	needs of the target population. Data collection process does not directly ensure representation of diverse voices of students, parents, and/or community members.
Results & Findings	Clear and detailed description of collected data with data tables, representative quotes, etc. included where appropriate. Major findings are clearly articulated and substantiated with direct connections to supporting data.	A thorough description of collected data with data tables, representative quotes, etc. included where appropriate. Most of the major findings are articulated and substantiated with direct connections to supporting data.	Sketchy description of collected data with few data tables, representative quotes, etc. included. Major findings are not all clearly articulated and well substantiated with direct connections to supporting data.
Discussion	Insightful connections are made between the findings from this study and 2-3 salient journal articles.	Observant but not insightful connections are made between the findings from this study and a few salient journal articles.	Simple connections are made between the findings from this study and several salient journal articles.
Outcomes	Evidence is provided demonstrating how the results and findings from this study were shared with decision makers at your school site in a manner that had the realistic potential to bring about change.	Vague evidence is provided demonstrating how the results and findings from this study were shared with decision makers at your school site in a manner that had the realistic potential to bring about change.	Insufficient evidence is provided demonstrating how the results and findings from this study were shared with decision makers at your school site in a manner that had the realistic potential to bring about change.
Next Steps	Recommendations for next steps include a clear rationale with direct connections to the research findings. Discussion of how next steps could be implemented is responsive to the specifics of the school context.	Recommendations for next steps include a rationale with some connections to the research findings. Discussion of how next steps could be implemented is somewhat responsive to the specifics of the school context.	Recommendations for next steps include a nebulous rationale with little connections to the research findings. Discussion of how next steps could be implemented is not responsive to the specifics of the school context.
Commentary / Reflection	Commentary offers insightful reflections on the individual learning that resulted from engaging in this investigative project. All three of the following required areas of reflection	Commentary offers somewhat insightful reflections on the individual learning that resulted from engaging in this investigative project. All three of the	Commentary offers simple reflections on the individual learning that resulted from engaging in this investigative project. The three of the following required areas of

	are thoroughly addressed: Working with diverse school populations, the nature of school leadership, self and role as a leader in diverse school contexts.	following required areas of reflection are basically addressed: Working with diverse school populations, the nature of school leadership, self and role as a leader in diverse school contexts.	reflection are insufficiently addressed: Working with diverse school populations, the nature of school leadership, self and role as a leader in diverse school contexts.
Goals	Clearly articulated goals that respond directly to issues of equity and diversity in your school.	Clearly articulated goals that mostly respond directly to issues of equity and diversity in your school.	Ambiguously articulated goals that respond indirectly to issues of equity and diversity in your school.

PARENT CONFERENCE RUBRIC for Activity # 11

Masterful (5-6)	Skilled (3-4)	Able (1-2)
Summary/narrative of interaction with principal and parent was: comprehensive; it succinctly identified the main issues; covered in detail how the situation was resolved or had an impact on the situation; extensively and unambiguously discussed actions you would take as the leader to prevent similar instances in the future.	Summary/narrative of interaction with principal and parent was: descriptive; it adequately identified the main issues; satisfactorily covered how the situation was resolved or had an impact on the situation. Your discussion of leadership actions you would use to prevent similar instances in the future is ambiguous and included few specifics.	Summary/narrative of interaction with principal and parent was ambiguous; it poorly identified the main issues; it superficially covered how the situation was resolved or had an impact on the situation. Your discussion of the leadership actions you would use to prevent similar instances in the future was confusing and not specific.

CODE OF ETHICS RUBRIC for Activity # 12

Your narrative summarizing what you learned from your interviews and readings on leadership code of ethics thoroughly and succinctly explains how the personal code of ethics shapes leadership capacity and school culture/climate. Your narrative also addresses in detail the implications of your learning on your practice.	Your narrative summarizing what you learned from your interviews and readings on leadership code of ethics adequately explains how the personal code of ethics shapes leadership capacity and school culture/climate. Your narrative also sufficiently addresses the implications of your learning on your practice.	Your narrative summarizing what you learned from your interviews and readings on leadership code of ethics does not satisfactorily explain how a personal code of ethics shapes leadership capacity and school culture/climate. The narrative does not adequately address the implications of your learning on your practice.
Your narrative *specifically* explains how you will model your code of ethics and give several specific examples of how your leadership code has or will govern your actions to build leadership capacity and shape school culture/climate.	Your narrative adequately explains how you will model your code of ethics and give a few specific examples of how your leadership code has or will govern your actions to build leadership capacity and shape school	Your narrative does not explain how you will model your code of ethics and gives only general examples of how your leadership code has or will govern your actions to build leadership capacity and shape school

COMMITTEE LEADERSHIP RUBRIC for Activity # 13

Masterful (5-6)	Skilled (3-4)	Able (1-2)
Your report:	Your report:	Your report:

• Clearly outlines the purpose of the group and the role of each group member.	• Outlines the purpose of the group and the role of group members.	• Does not address how the group composition matches the schools demography.
• Succinctly discusses how the group composition matches the schools demography or why not.	• Some mention of how the group composition matches the schools demography	• Mentions briefly without details or depth:
• Comprehensively describes	• Briefly summarizes:	o the purpose of the group and the role of group members.
o when and where the group meets,	o when and where the group meets,	o when and where the group meets,
o how the group garners support for the school,	o how the group garners support for the school,	o how the group garners support for the school,
o how the group communicates its progress with the broader school or district community	o how the group communicates its progress with the broader school or district community	o how the group communicates its progress with the broader school or district community
o how community resources are utilized	o how community resources are utilized	o how community resources are utilized
• Provides clear examples of discussion and action items made by your group	o provides clear examples of discussion and action items made by this group	• Does not mention any discussion and action items made by this group
• Provides clear examples of how you maximized or improved the effectiveness of the group, as well as improving communication both within the group and with the school community.	• Describes how you maximized or improved the effectiveness of the group by giving examples, as well as improving communication both within the group and with the school community.	• Superficially-without examples- describes how you improved the effectiveness of the group as well as improved communication both within the group and with the school community.
• Includes evidence of your efforts at determining the group's effectiveness by assessing the outcomes of action taken	• Describes your efforts at determining the group's effectiveness by assessing the outcomes of action taken	• Lacks evidence of your efforts at determining the group's effectiveness by assessing the outcomes of action taken
• Includes all artifacts from these meetings	• Includes some artifacts from your meetings	• Includes artifacts that are not indicative of work.

Fieldwork Requirement: Platform Statement

Components to be addressed in your platform statement	
Philosophy of Education	• Provides insights into basic beliefs about purposes of education. • States the importance of schools to society. • Frames the foundation of the leader's practice as well as the subsequent components of the plan.
Philosophy of Leadership	• Answers the question, "What constitutes effective, purposeful leaders?" • Contains belief statements about effective leadership and its impact on education: -establishing clear, measureable goals, priorities -areas of emphasis for the school including delegating and

	empowering others.
Vision for Learners	• The candidate articulates his/her beliefs about how children and adolescents learn. • This section gives insight on the leader's role in promoting learning for students and for staff.
Vision for Teachers	• There is evidence that the leader examines and shares his/her views on the role of teachers with respect to teaching students, working collaboratively toward a common vision, attending professional development. • The candidate articulates the role teachers have in the lives of their students and in the community. (How teachers should relates to students and others)

Vision for the Organization	• A discussion of the leader's vision for the organization that demonstrates an idealistic, mental model of a future state of a school that is easily articulated and well understood.
	• The candidate understands the importance of standards that are relevant and achievable, which are articulated and well understood.
	• Within this component, the candidate has commented on how to accomplish establishing a vision for the organization referencing
	   - CLIMATE
	   - COMMUNITY
	   - COLLABORATION
	   - COMMUNICATION

Vision for Professional Learning	• This section details what the leader thinks about the impact of professional growth on student achievement and effective schools. • The leader discusses his/her views on the significance of professional growth for him/herself and for the faculty. • The candidate states how professional growth needs for staff will be determined and addressed.

Method of Vision Attainment	• Evidence of a strategy chosen by the candidate for attaining a vision.
	• To move the organization toward the vision, the candidate has addressed the importance of:
	   -decision-making
	   -initiation of change and change management
	   -encouragement and support of others

PLATFORM RUBRIC		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
A well-written thoughtful platform that contains: • Personal and professionally well articulated beliefs on all the required elements (mentions professional readings and/or authors) • Demonstrates evidence of critical self-reflection and demonstrates exploration and understanding of varying philosophies.	A written platform that: • Contains personal beliefs on all the required elements • Shows evidence of some self-reflection, and • Demonstrates exploration and understanding of at least one philosophy of action.	A written platform that: • Contains personal thoughts on most of the required elements • Shows little evidence self-reflection, and • Does not demonstrate exploration of any philosophy of action.
A thoughtful and well developed prioritized synopsis of your personal platform that clearly and succinctly articulates who you are and what you stand for, all on a 3X5 card	On a 3X5 card develop A synopsis of the personal platform that clearly articulates who you are and what you stand for.	A synopsis of the personal platform that articulates who you are and what you stand for.

Educational Leadership Development Academy
Preliminary Administrative Services Credential Program

CLINICAL PRACTICE
ASSESSMENT INSTRUMENT

(Stand-alone activity grading sheet at end of document)

CLINICAL PRACTICE ASSESSMENT INSTRUMENT

	Vision Fieldwork Assignment 1
Category 1 **DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION** Facilitate the development and implementation of a shared vision of learning and growth of all students	1. Interview your building principal and a principal from one other school using the following interview protocol: • What do you believe are components of a sound and sustainable school vision? • What role does data from multiple measures of student learning play in developing a vision of teaching and learning for all students? • What are some skills and strategies you use to assure your school vision aligns with the Districts' vision and goals? • How does the school use technology to support achievement of the vision? • Can you identify barriers to accomplishing the school's vision and effective ways to work with others to address and overcome those barriers? • How does the school communicate information about the school on a regular basis to all families and ensure that all constituents have ample access to information sources? • Which skills and strategies do you use to identify and obtain needed resources to implement and attain the vision for all student groups? Develop an integrated synopsis of the principals' responses. Based on your readings, your coursework and these interviews write a commentary about a school leader's role in developing and articulating a Vision of Teaching and Learning for a school. (Paper should be 4-5pages double-spaced) *(CAPE 1A, 1B and 1C Practiced)*

VISION RUBRIC for Activity #1		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
A clear and concise summary of the principals' answers to each of the questions. Similarities and contrasts between interviewees are noted and cogently discussed. The purpose of the synopsis is clear; the summary expresses succinctly the main idea and major points of each question; the writing is tailored to the audience. Word choice is consistently efficient and concise. Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; main points are sufficiently supported (with evidence); support is valid and specific.	A clear summary of the principals' answers to each of the questions. Similarities and contrasts between interviewees are noted with little discussion. The summary mostly expresses the main idea and major points of each question; the writing is somewhat tailored to the audience. Word choice is efficient and mostly concise. Competent and well- developed thesis; thesis represents sound and adequate understanding of the assigned topic. Ideas supported sufficiently; support is sound, valid, and logical.	A summary of the principals' answers to each of the questions. Similarities and contrasts between interviewees are noted on occasion. The purpose of the synopsis is not very clear; the summary expresses a variety of ideas and points without much priority; main points and ideas are only indirectly supported; the writing is not tailored to the audience. Word choice is somewhat efficient but not concise.

	Data Analysis and School Improvement Fieldwork Assignment 2
Category 2 **INSTRUCTIONAL LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	2. Investigate a school's student performance and learning quantitatively and qualitatively by • Accessing, collecting and analyzing 3-5 years of quantitative performance indicators, school context information and qualitative data. • Identifying a priority area pertaining to student performance, with attention to under-performing student groups. • Collecting qualitative and quantitative information pertaining to student and teacher relationships and school culture and the priority area (including individual and group interviews and observations). • Documenting existing school programs, services and practices that are related to this priority area. • Developing a set of action strategies for the priority area. • Soliciting feedback from school leaders and key stakeholder groups in the school and its community on the proposed strategies. *(CAPE 2A Practiced)*

DATA ANALYSIS AND SCHOOL IMPROVEMENT RUBRIC for Activity #2				
Indicator	Beginning	Developing	Meeting	Exceeding
Data Collection	Collects data on just one element. Limits data collection to one or two years. Collects little or no subgroup data. Does not designate a targeted student group.	Collects 2 or more years of data on two or more elements. Selects at least one quantitative and one qualitative element. Collects and examines data for at least one student subgroup and designates a targeted student group. Makes a weak or unclear connection between the selection of the priority academic area and the data collected or has little or no data to clarify the reasons for the targeted group's problems in the priority area.	Collects 3 or more years of data on three or more elements and selects at least two quantitative or two qualitative elements Collects and examines data for subgroups and designates a targeted student group. Collects some relevant data from teachers and/or students that help clarify reasons for the targeted group's problems. Collects any other evidence needed to make instructional improvement, including changes in practice. Makes a clear connection between the selection of the priority academic area and the data collected.	Collects 3 or more years of data on three or more elements and selects at least two quantitative or two qualitative elements Collects and examines data for subgroups and designates a targeted student group. Generates a hypothesis about the underperformance of the targeted group in the priority academic area to guide data collection. Uses the hypothesis to gather additional relevant data from stakeholders such as students and teachers that clarify the reasons for the targeted student group's learning problems.

DATA ANALYSIS AND SCHOOL IMPROVEMENT RUBRIC for Activity #2				
Indicator	Beginning	Developing	Meeting	Exceeding
Data analysis and priority definition	Presents the data with little or no analysis except to state the priority area.	Analyzes test scores for one or more years. Does not integrate qualitative data in relationship to quantitative indicators (or vice versa). Attempts to define the priority area with limited connection to analyzed data and school and district goals.	Uses relevant methods, analyzes, and interprets multiple sources of quantitative and qualitative data including observations, interviews, or surveys from students, teachers, and other stakeholders across multiple years. Considers equity issues in Identifying a priority academic area and priority student group.	Coherently analyzes and strategically uses multiple sources of quantitative and qualitative evidence and clearly defines priority academic area and priority student group. Considers equity issues in generating a defensible hypothesis about how to improve student performance in a priority area.
Evaluation of existing policies, practices and programs	Does not consider existing policies, practices and program In describing the priority area and targeted group's needs.	Presents some information o n existing polices, practices, and programs with limited connection to the priority academic area and targeted student group.	Evaluates relevant existing policies, practices and programs. Identifies the strengths and challenges of these in relation to the priority area and targeted student group.	Generates a hypothesis about how changes in existing policies, practices and programs could lead to improved student performance in the priority area.
Vision and Plan focus	Has a weakly articulated vision with few if any goals Does not reflect the school context or student culture in the vision and plan focus. Describes an area of focus but not specific desired outcomes.	Creates a vision, goals, and plan focus that is general and lacks specificity. Creates a vision and plan that poorly reflects school context (and) student culture and specific desired student outcomes. Consults with a representative group of school leaders, staff and others.	Creates a student -centered vision with clearly defined goals and outcomes.for a priority area and priority student group. Works with a representative group of school leaders, staff and others. Draws on student and school data. Reflects the school context and student culture in the vision and plan. Demonstrates how it responds to equity issues using inclusive practices Focuses the proposed vision and plan on how to improve student learning. Taking into account strengths, weaknesses and barriers to existing programs, strategies, and policies that relate to the priority area.	Creates a coherent and compelling student-centered vision, with well-defined goals, and measurement-based outcomes and plan focus that address the priority area and priority student group. Explains how school context and student culture are related to the vision, goals, and priorities. Collaborates with a representative group of school leaders, staff and others. Provides a clear, compelling argument that the vision and plan are organized around a clearly articulated theory of action that relates the vision and goals to the barriers, gaps and opportunities in existing school policies and practices.

DATA ANALYSIS AND SCHOOL IMPROVEMENT RUBRIC for Activity #2				
Indicator	Beginning	Developing	Meeting	Exceeding
Plan details	States one or more strategies without sufficient plan details.

Makes no connection between strategies and desired student outcomes. | Describes one or two strategies, responsibilities, and resources.

Provides some general implementation details.

Makes limited connections to the plan from proposed outcomes or does not align it to school context. | Describes a plan with two or more strategies, and addresses most or all plan components. Provides specific details about responsibilities and available human, fiscal and material resources needed to implement the plan.

Explains how the plan strategies will accomplish proposed outcomes.

Aligns the plan to school context and culture. Shows the coordination of resources for the plan with the existing resources. | Describes a plan with two or more strategies.

Includes extensive details that show the relationship among strategies, responsibilities, and resources required to accomplish proposed outcomes.

Aligns the plan to school context and student culture and provides clear evidence of feasibility and resource coordination.

Makes clear and coherent connections between the analysis of the data, school culture, and the plan's strategies for the priority area. |
| **Working with multiple constituencies** | Works with only one or two different constituencies
Consults rather than collaborates | Consults with different stakeholders but not as a collaborative planning group | *Identifying and recruiting multiple constituencies in planning in a collaborative process* | *Shares leadership with multiple constituencies in a collaborative planning process* |
| **Plan feedback** | Provides little or no evidence of feedback on the plan.

Provides little or no evidence of plan revision. | Shows little evidence of soliciting feedback or unsystematically collects and describes school leaders' feedback, with minimal documentation. Relates feedback minimally to the plan's quality or relevance for student learning priorities and school culture. | Collects, analyzes, and interprets school leader, staff and others' feedback on quality and relevance of the proposed vision and plan for a priority area. Shows how leaders, staff and others' feedback was used to shape the final plan. | Systematically collects, analyzes, and interprets detailed feedback on the quality and relevance of vision and plan and its relevance for the priority area and target group from school leaders, staff and others. Provides detailed evidence on how the plan was revised based on leader and stakeholder feedback. |
| **Assessment of leadership skills and practices** | Gives little attention to his or her leadership skills. | Conducts cursory analysis of his or her leadership skills and practices used in completing this task. Provides little evaluation of changes in leadership he/he would make. | Evaluates relevant leadership skills need to complete the task and provides specific examples. Identifies what worked well and what could be done differently in the future. | Provides an analyses how he or she adjusted leadership practices throughout the task.
Proposes strategies to improve his or her practice. |

	School Culture Fieldwork Assignment 3
Category 2 **INSTRUCTIONAL LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	3. With your shadow principal, walkthrough classes and discuss the patterns in instructional quality observed. Look at the walls throughout the school. Observe before and after school pick up of students and spend some (not a great deal) of time observing playground and lunch behaviors. If possible, sit in on a parent conference. Investigate and report on the various other culture artifacts and how you think they contributed to the school's culture including: • overall mood or feeling of the school -feeling/outlook /behaviors of teachers, students, and parents with examples • quality and patterns of instruction observed –what seems to be the belief about learning and teaching in this school. • how student issues are addressed described • rituals ceremonies and traditions that occur at the school • values and beliefs that establish expectations for and influence the behavior of people who work and learn in the school. *(CAPE 2B Practiced)*

SCHOOL CULTURE RUBRIC for Activity #3		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Based on your investigation of school artifacts/examples/observations, your narrative: • Thoroughly and clearly describes the school's culture by describing a minimum of 10 cultural artifacts/examples you observed and thoroughly elaborates on the implication of how each contributed to the school's culture and its instructional program. • Thoroughly addresses the implications of the readings and Powerpoint on the everyday instructional practice and culture at your internship site. • includes a well-articulated vision of the kind of school culture you hope to engender at your school (when you become a principal). • includes at least 5 actions you would take as the leader to promote the type of culture you will create at your own school. Those actions are specific and comprehensive, tied to current best practices, and the relationship between the action and impact on the culture clearly explained.	Based on your investigation of school artifacts/examples/observations, your narrative • Clearly describes the school's culture by describing a minimum of 8 cultural artifacts/examples you observed and clearly elaborates on the implication of how each contributed to the school's culture and its instructional program. • *Adequately* addresses the implications of the readings/Powerpoint on everyday instructional practice and culture at your internship site. • Includes an adequate vision of the kind of school culture you hope to engender at your school (when you become a principal). • Includes at least 4 actions you would take as the leader to promote the type of culture you will create at your own school. Those actions are tied to current best practices, and the relationship between the action and impact on the culture adequately explained.	Based on your investigation of school artifacts, examples and observations, your narrative • Adequately describes the school's culture by describing a minimum of 6 cultural artifacts/examples you observed and it somewhat elaborates on the implication of how each contributed to the school's culture and its instructional program. • Your narrative nominally, addresses the implications of the readings and Powerpoint on the everyday instructional practice and culture at your internship site. • Includes a vision of the kind of school culture you hope to engender at your school (when you become a principal). • Includes at least 4 actions you would take as the leader to promote the type of culture you will create at your own school. Those actions are not specific, only nominally tied to current best practices, and the relationship between the action and impact on the culture is not clearly articulated.

	Coaching Cycle Fieldwork Assignment 4
Category 2 **INSTRUCTIONAL LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	4. With the Supervising/Mentor Principal and agreement of a teacher, you will be responsible for two (2) cycles of a coaching process. Each cycle will include: • Pre-conference with the individual being coached • Observation of a classroom activity • Post-conference • In-class presentation Each student will videotape every step of the cycle. *(CAPE 2C and D Practiced)*

COACING CYCLE RUBRIC for Activity # 4		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Effectively demonstrates knowledge and application of the Partnership Principles of equality, choice, voice, reflection, dialogue, praxis, and reciprocity.	Effectively demonstrates knowledge and application of some of the Partnership Principles.	Partnership Principles are merely suggested but not demonstrated or not applied at all.
Provides sound advice for improvement of instructional practices with specific, clear, concise, and appropriate strategies.	Provides some suggestions for improving instruction in a manner that may be useful to the teacher.	Provides few suggestions for instructional improvement. Strategies that are suggested may not be effective for the specific teacher or class.
Describes a clear relationship between the acquired coaching skills and effective leadership strategies that have been helpful in settings other than coaching.	Cites a carryover of skills from coaching to leadership strategies.	Minimal discussion of how coaching strategies can impact one's leadership style.

	Professional Learning Community Fieldwork Assignment 5
Category 2 **INSTRUCTIONAL LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	5. Provide leadership for an educational activity that will Identify teachers to be members of a professional learning group related to the student learning priority area and provide a rationale for their inclusion. • Work with the group to identify an area of focus within the learning priority area for team learning and improving practice. • Facilitate team or group learning activities. • Collect evidence of the group members' roles in selecting the student learning focus within the priority area; the team's learning activities; and curriculum, instruction, and assessment practices or engagement strategies. Based on the collection of evidence develop a plan to pilot new or improved practice. • Collect evidence on new or improved practices that the group tried out (individually or collectively) and analyze their initial impact on student performance (e.g., student behavior, student work samples). • Analyze the teachers' professional learning and collect team member feedback on the effectiveness of the group regarding teaching, learning and improvement and the evaluation of your facilitation and support. *(CAPE 2A and 2B Practiced)*

PROFESSIONAL LEARNING COMMUNITY RUBRIC for Activity # 5				
Indicator	**Beginning**	**Developing**	**Meeting**	**Exceeding**
Team identification	Identifies one or more teachers with whom to work, without forming a group culture.	Selects a group of teachers to work on a learning focus with limited attention to their strengths and interest in the priority area.	Selects a purposeful group of teachers based on their individual strengths and their relationship to the priority area and interest in a focus for improving teaching practice.	Engages a purposeful group of teachers, with school and teacher leader input, based on their individual and collective strengths clearly connected to the priority area and focus. Provides evidence of initial group member commitment and understanding of the priority area and focus.
Team learning plan	Provides limited information on school context for team learning.	Does not synthesize or interpret data used to define priority area and vaguely addresses school context or culture.	Uses data to explain how the priority area is influenced by school context and culture.	Uses data to explain how the priority area is influenced by school context and culture and how competing priorities were evaluated and considered.
Team process	Provides little or no support to facilitate group learning. Does not establish group learning norms.	Leads teachers with limited support for engaging group learning. Establishes general group learning norms.	Consistently facilitates group learning related the focus area. Establishes and uses shared norms for working and decision making.	Shares responsibility for facilitating group learning. Establishes and uses shared norms for problem solving, resolving conflicts, monitoring, and eliciting feedback.
Team learning and work	Unsystematically shares information with others about practices.	Directs teachers with limited information and support for individual and collective work.	Supports teachers' ongoing individual and collective work.	Promotes and deepens teachers' ongoing individual and collective work through cycles of preparing, acting, monitoring, assessing, and sharing.

PROFESSIONAL LEARNING COMMUNITY RUBRIC for Activity # 5				
Indicator	Beginning	Developing	Meeting	Exceeding
Team learning and work improves curriculum, instruction or student assessments	The individual or collective team learning and work generally addresses school practices in curriculum, instruction or student assessment	Individual or collective learning and work fosters improvement in school practices related to curriculum, instruction or student assessments	The individual and collective work fosters improvement in specific school practices related to curriculum, instruction or student assessments.	The individual and collective work fosters improvement in differentiating school practices related to two or more areas: curriculum, instruction and student assessments
Assessment of team process and team work	Describes own learning accomplishments, with limited attention to others' learning experiences.	Describes what team members tried out or what occurred in the team process, and the task accomplishments. Makes weak or no links between team process and team accomplishments.	Uses teacher feedback and other data on how team process facilitates team's learning and task accomplishments (individually and collectively).	Uses data to show how team's learning and task accomplishments (individually and collectively) led to changes in teaching practices. Provides evidence that the team developed capacity as an ongoing learning community.
Assessment of leadership skills and practices	Gives little attention to his or her leadership skills.	Conducts cursory analysis of his or her leadership skills and practices used for group learning.	Identifies his or her leadership skills and practices used to facilitate group learning and accomplishments. Draws on experiences and feedback in completing this task.	Analyses how he or she adjusted leadership practices throughout the task. Proposes specific strategies to improve his or her practice.

	Professional Development Fieldwork Assignment 6
Category 2 **INSTRUCTIONAL LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	6. Summarize research-based practices for effective professional development. Develop a professional growth/development plan for your site. Discuss how you will involve staff in identifying areas of strength and need that link to the schools vision and goals. Identify needed resources and explain your implementation plan and how you will assess the plan's effectiveness and sustainability. After sharing your plan with colleagues, address how you would change or strengthen the plan based upon that input. **(CAPE 2A Practiced)**

PROFESSIONAL DEVELOPMENT RUBRIC for Activity #6		
Masterful (5-6)	Masterful (5-6)	Masterful (5-6)
A proposed program for professional learning is clearly and succinctly described. Current research and evidenced-based practice are cited to support the effectiveness and relevancy of the proposed program.	A proposed program for professional learning is clearly and succinctly described. There are limited citations of research or evidenced-based practice	A professional learning program is proposed with no evidence to support its viability.
The written response/description clearly describes a process that is collaborative and open. Those involved in the program development are identified. The reason why each individual is involved is clearly stated.	The process described is collaborative but there is limited clarity as to the individuals involved in formation of the program or the contributions they made to the development of the program.	The program does not suggest that other individuals were involved in the design and implementation of the program.
The proposed program clearly defines a process that allows for individual learning plans as well as addressing site issues of practice	The proposed program allows for individual learning plans and site issues but how they are addressed is not clearly defined.	The program does not allow for individual learning plans. School wide challenges are not addressed.
The response includes a reflective description of trial implementation of the program and assesses the results of this pilot implementation	A reflection on the implementation of the program is generalized and lacks specifics to clearly describe the success or lack of success of the program.	Reflection does not include an assessment of program implementation.

	Positive Behavior Fieldwork Assignment 7		
Category 3: **MANAGEMENT** **AND LEARNING ENVIRONMENT** Manage the organization to cultivate a safe and productive learning and working environment.	7. Write a summary of research-based literature on the principles of positive behavior interventions, conflict resolution and restorative justice. Discuss how these approaches support academic achievement, safety, and student well being. Review your site's behavior management system and culture in light of these principles. Meet with your site principal and gather his/her views on the subject and identify the biggest challenges/benefits regarding implementation. Share the plan you will implement as an administrator for creating a culture of positive behavior interventions at your site. *(CAPE 3B Practiced)*		

POSITIVE BEHAVIOR RUBRIC for Activity # 7			
	Masterful (5-6)	Skilled (3-4)	Able (1-2)
Elements of the Summary, Discussion of impact on Students, and Interview	All elements of the assigned paper are *thoroughly and comprehensively* addressed: • Summary of information based upon presentation and review of 2 research-based articles • Discussion of how positive behavior interventions, conflict resolution and/or restorative justice impact student is comprehensive and persuasive • Interview with administrator presents thorough explanation of challenges and benefits	All elements of the assigned paper are *addressed but depth is limited*: • Summary of information based upon presentation and review of 1 research-based article on the topic • Discussion of how positive behavior interventions, conflict resolution and/or restorative justice impact students is limited • Interview with administrator provides some, but limited explanation of challenges/benefits	*Not all elements* of the assigned paper are addressed or *depth is lacking*: • Summary of information based upon presentation only or on 1 article only • Discussion of how positive behavior interventions, conflict resolution and/or restorative justice impact students is very limited • Interview with administrator is limited
Plan for Implementation	A plan for implementing a positive intervention behavior system at the site-level is *well developed and thorough* and addresses buy-in, resources, and assessment	A plan for implementing a positive intervention behavior system at the site-level is present but *lacks well developed thought or some key elements*	A plan for implementing a positive intervention behavior system at the site-level was *shallow*
Style, conventions, grammar and voice	• APA style is correctly utilized • Conventions, grammar and sentence structure are representative of graduate-level work • Author's voice is clear and demonstrates vision as a leader	• APA style is correctly utilized • Some errors in conventions, grammar and sentence structure are present but do not significantly distract from the overall piece • Author's voice demonstrates limited vision as a leader	• APA style is correctly utilized • Conventions, grammar and sentence structure are not representative of graduate-level work • Author's voice is weak and demonstrates limited vision as a leader

	School Funding Fieldwork Assignment 8
Category 3: **MANAGEMENT** **AND LEARNING ENVIRONMENT** Manage the organization to cultivate a safe and productive learning and working environment.	8. Write a narrative explaining the funding mechanisms used in federal, state, and local allocations to districts. Review your school's budget in relation to these funding sources. Interview your principal, district office leader and union leader about how the budget impacts decision making at the site level. Explain how your site's budget provides human resources, materials, programs, etc. to support the school's vision. Make recommendations for improving or maintaining budget alignment with the school's vision. *(CAPE 3B Practiced)*

	SCHOOL FUNDING RUBRIC for Activity # 8		
	Masterful (5-6)	Skilled (3-4)	Able (1-2)
Elements of the Narrative Explaining Funding Mechanisms and Interviews	All elements of the assigned paper are *thoroughly and comprehensively* addressed: • Summary of information regarding state and federal funding mechanisms presents all components accurately and shows a clear understanding of the funding process • Interview with administrator provides strong explanation of school budgeting decision making process • Interview with union rep outlines budget issues that are important at the site level • Interview with district/charter or diocese budget leader provides strong insight into how site s are allocated funds and supported	All elements of the assigned paper are *addressed but depth is limited*: • Summary of information regarding state and federal funding mechanisms presents most components accurately • Interview with administrator provides some, but limited explanation of school budgeting decision making process • Interview with union rep outlines some budget issues that are important at the site level • Interview with district/charter or diocese budget leader provides some information to clarify the budget process	*Not all elements* of the assigned paper are addressed or *depth is lacking*: • Summary of information of state and federal funding is limited or flawed • Interview with administrator provides little insight into budget process for the site • Interview with union rep is limited and provides little insight into the issues the union may see as important
Explanation of School Budget and Recommendations	• Explanation of site budget clearly identifies how resources are or are not spent to support the school's vision • Recommendations for improving/aligning the site budget are supported with clear thought	• Explanation of site budget identifies how resources are spent with limited discussion of how they support the school vision • Recommendations for improving/aligning the site budget lack well developed thought.	• Explanation of the site budget lacks depth and clarity • Recommendations for aligning/improving the site budget are unclear
Style, conventions, grammar and voice	• APA style is correctly utilized • Conventions, grammar and sentence structure are representative of graduate-level work • Author's voice is clear and demonstrates vision as a leader	• APA style is correctly utilized • Some errors in conventions, grammar and sentence structure are present but do not significantly distract from the overall piece • Author's voice demonstrates limited vision as a leader	• APA style is correctly utilized • Conventions, grammar and sentence structure are not representative of graduate-level work • Author's voice is weak and demonstrates limited vision as a leader

Parent Education Fieldwork Assignment 9	
Category 4: **FAMILY AND COMMUNITY ENGAGEMENT** Collaborate with families and other stakeholders to address diverse student and community interest and mobilizes community resources	9. Design and lead an opportunity for parents and other members of the school community to increase their involvement in activities that focus on improving the learning environment (Plan school-wide curriculum night; a parent meeting focused on a specific topic; work with the PTA group to implement a school wide activity). Incorporate information about family and community expectations and interests into the activity design. *(CAPE 4A Practiced)*

PARENT EDUCATION RUBRIC for Activity # 9		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
A thoroughly researched development plan is *designed and implemented.* The documentation includes the following elements: • A research justified step-by-step clearly described development plan to improve or change the learning environment. (plan is replicable) • Clear goals that indicate how it has considered family and community expectations and interests in activities. • Description of activities with parents and families are clear and replicable. • Example of any materials used during these activities. • Comprehensive and thorough description and analysis of observations and future directions.	A researched based development plan is *designed and implemented.* The documentation includes the following elements: • A step-by-step development plan to improve or change the learning environment. • Goals that somewhat consider family and community expectations and interests in activities. • A clear description of activities with parents and families • Example of any materials used during these activities. • Description and analysis of observations and future directions.	A development plan is *designed and implemented without mention of research.* The documentation includes the following elements: • A development plan to improve or change the learning environment. • Goals are mentioned but do not indicate if and how consideration of family and community expectations • A vague description of activities with parents and families. • Example of any materials used during these activities. • Description of observations and future directions.

	Community Involvement Fieldwork Assignment 10
Category 4: **FAMILY AND COMMUNITY ENGAGEMENT** Collaborate with families and other stakeholders to address diverse student and community interest and mobilizes community resources	10. _Assess Community Strengths and Needs_ -Asset map the local community to determine what human and organizational resources exist within the community. Develop and present to school and community leaders a plan to strengthen school-community engagement. _Examine a Controversial Policy or Practice –_ Conduct a survey of parents and a series of home visits to determine the effectiveness and differential impact of homework policies in the school. Share your findings with teachers in the school community. _Host a series of focus groups with students, parents, and/or teachers_ to assess perceptions of discipline policies at the school. Use findings to facilitate a school-wide conversation about discipline policy and practice. _Focus on a Specific At-Risk Population_ -- Assess the strengths and needs of refugee students. Shadow a student for the full day. Attend local community meetings and/or worship services. Meet with students, parents, community leaders, social workers, etc. to discuss how to strengthen school-family-community partnerships. Work with community representatives to collaboratively present your findings to the school. _(CAPE 4B Practiced)_

COMMUNITY INVOLVEMENT RUBRIC for Activity # 10			
	Masterful (5-6 pts.)	Skilled (3-4 pts.)	Able (1-2 pts.)
Goals	Clearly articulated goals that respond directly to issues of equity and diversity in your school.	Clearly articulated goals that mostly respond directly to issues of equity and diversity in your school.	Ambiguously articulated goals that respond indirectly to issues of equity and diversity in your school.
Design & Implementation	Project design responds directly to project goals. Data collection tools are extremely well designed and responsive to the needs of the target population. Data collection process clearly ensures representation of diverse voices of students, parents, and/or community members.	Project design mostly responds directly to project goals. Data collection tools are well designed and responsive to the needs of the target population. Data collection process somewhat ensures representation of diverse voices of students, parents, and/or community members.	Project design responds poorly to project goals. Data collection tools are ill designed and not very responsive to the needs of the target population. Data collection process does not directly ensure representation of diverse voices of students, parents, and/or community members.
Results & Findings	Clear and detailed description of collected data with data tables, representative quotes, etc. included where appropriate. Major findings are clearly articulated and substantiated with direct connections to supporting data.	A thorough description of collected data with data tables, representative quotes, etc. included where appropriate. Most of the major findings are articulated and substantiated with direct connections to supporting data.	Sketchy description of collected data with few data tables, representative quotes, etc. included. Major findings are not all clearly articulated and well substantiated with direct connections to s supporting data.

	Masterful (5-6 pts.)	Skilled (3-4 pts.)	Able (1-2 pts.)
COMMUNITY INVOLVEMENT RUBRIC for Activity # 10			
Discussion	Insightful connections are made between the findings from this study and 2-3 salient journal articles.	Observant but not insightful connections are made between the findings from this study and a few salient journal articles.	Simple connections are made between the findings from this study and several salient journal articles
Outcomes	Evidence is provided demonstrating how the results and findings from this study were shared with decision makers at your school site in a manner that had the realistic potential to bring about change.	Vague evidence is provided demonstrating how the results and findings from this study were shared with decision makers at your school site in a manner that had the realistic potential to bring about change.	Insufficient evidence is provided demonstrating how the results and findings from this study were shared with decision makers at your school site in a manner that had the realistic potential to bring about change.
Next Steps	Recommendations for next steps include a clear rationale with direct connections to the research findings. Discussion of how next steps could be implemented is responsive to the specifics of the school context.	Recommendations for next steps include a rationale with some connections to the research findings. Discussion of how next steps could be implemented is somewhat responsive to the specifics of the school context.	Recommendations for next steps include a nebulous rationale with little connections to the research findings. Discussion of how next steps could be implemented is not responsive to the specifics of the school context.
Commentary / Reflection	Commentary offers insightful reflections on the individual learning that resulted from engaging in this investigative project. All three of the following required areas of reflection are thoroughly addressed: Working with diverse school populations, the nature of school leadership, self and role as a leader in diverse school contexts.	Commentary offers somewhat insightful reflections on the individual learning that resulted from engaging in this investigative project. All three of the following required areas of reflection are basically addressed: Working with diverse school populations, the nature of school leadership, self and role as a leader in diverse school contexts.	Commentary offers simple reflections on the individual learning that resulted from engaging in this investigative project. The three of the following required areas of reflection are insufficiently addressed: Working with diverse school populations, the nature of school leadership, self and role as a leader in diverse school contexts.

	Parent Conference Fieldwork Assignment 11
Category 4: **FAMILY AND COMMUNITY ENGAGEMENT** Collaborate with families and other stakeholders to address diverse student and community interest and mobilizes community resources	11.Attend and participate in parent conferences with the Supervising/Mentor Principal. Write a summary/narrative about one meeting (who were the participants? What was the issue/concern discussed? What was the outcome/solution? How did the outcome/solution result in an improvement of the situation? If appropriate, how would you handle the situation differently as the leader? What actions would you take as the leader to prevent similar instances in the future?). *(CAPE 4Aand 4B Practiced)*

PARENT CONFERENCE RUBRIC for Activity # 11		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Summary/narrative of interaction with principal and parent was: comprehensive; it succinctly identified the main issues; covered in detail how the situation was resolved or had an impact on the situation; extensively and unambiguously discussed actions you would take as the leader to prevent similar instances in the future.	Summary/narrative of interaction with principal and parent was: descriptive; it adequately identified the main issues; satisfactorily covered how the situation was resolved or had an impact on the situation. Your discussion of leadership actions you would use to prevent similar instances in the future is ambiguous and included few specifics.	Summary/narrative of interaction with principal and parent was ambiguous; it poorly identified the main issues; it superficially covered how the situation was resolved or had an impact on the situation. Your discussion of the leadership actions you would use to prevent similar instances in the future was confusing and not specific.

	Code of Ethics Fieldwork Assignment 12
Category 5: **ETHICS AND INTEGRITY** Make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity	12. Interview your shadow principal and your home school principal regarding how he/she models a personal code of ethics and develops his/her own personal, professional leadership capacity. Read at least two comprehensive research articles on leadership ethics—provided to you or found on your own. Write a narrative summarizing what you learned from your interviews and readings on leadership code of ethics and explain how the personal code of ethics shapes leadership capacity and school culture/climate. Describe how you will model your own code of ethics and give specific examples of how it will guide your leadership capacity and school culture/climate. *(CAPE 5C Practiced)*

CODE OF ETHICS RUBRIC for Activity # 12		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Your narrative summarizing what you learned from your interviews and readings on leadership code of ethics thoroughly and succinctly explains how the personal code of ethics shapes leadership capacity and school culture/climate. Your narrative also addresses in detail the implications of your learning on your practice.	Your narrative summarizing what you learned from your interviews and readings on leadership code of ethics adequately explains how the personal code of ethics shapes leadership capacity and school culture/climate. Your narrative also sufficiently addresses the implications of your learning on your practice.	Your narrative summarizing what you learned from your interviews and readings on leadership code of ethics does not satisfactorily explain how a personal code of ethics shapes leadership capacity and school culture/climate. The narrative does not adequately address the implications of your learning on your practice.
Your narrative *specifically* explains how you will model your code of ethics and give several specific examples of how your leadership code has or will govern your actions to build leadership capacity and shape school culture/climate.	Your narrative adequately explains how you will model your code of ethics and give a few specific examples of how your leadership code has or will govern your actions to build leadership capacity and shape school.	Your narrative does not explain how you will model your code of ethics and gives only general examples of how your leadership code has or will govern your actions to build leadership capacity and shape school.

Committee Leadership Fieldwork Assignment 13

| Category 6:

**EXTERNAL
CONTEXT AND POLICY**

Influence political, social, economic, legal and cultural context affecting education to improve education policies and practices | 13. Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders (School Site Council, English Learners Advisory Council, GATE, etc.). Describe the goals of the committee for the year, members of the group and how the members' demographics match with those of the school community.
   As you wok with the committee during the year, examine how the committee provides all stakeholders with 1) a clear picture of what the school's vision and goals are and 2) how the group garners support for the school. Discuss how the group communicates its progress with the broader school or district community and how community resources are utilized.
   Following your work with the committee, thoroughly discuss how you as a leader will involve stakeholders in helping address the school in meeting its goals.
(CAPE 6 A Practiced and 6B practiced and assessed) |

COMMITTEE LEADERSHIP RUBRIC for Activity # 13		
Masterful (5-6)	Skilled (3-4)	Able (1-2)

Your report:
• Clearly outlines the purpose of the group and the role of each group member.
• Succinctly discusses how the group composition matches the schools demography or why not.
• Comprehensively describes
  o when and where the group meets,
  o how the group garners support for the school,
  o how the group communicates its progress with the broader school or district community
  o how community resources are utilized
• Provides clear examples of discussion and action items made by your group
• Provides clear examples of how you maximized or improved the effectiveness of the group, as well as improving communication both within the group and with the school community.
• Includes evidence of your efforts at determining the group's effectiveness by assessing the outcomes of action taken
• Includes all artifacts from these meetings
	Your report:
	• Outlines the purpose of the group and the role of group members.
	• Some mention of how the group composition matches the schools demography
	• Briefly summarizes:
	  o when and where the group meets,
	  o how the group garners support for the school,
	  o how the group communicates its progress with the broader school or district community
	  o how community resources are utilized
	  o provides clear examples of discussion and action items made by this group
	• Describes how you maximized or improved the effectiveness of the group by giving examples, as well as improving communication both within the group and with the school community.
	• Describes your efforts at determining the group's effectiveness by assessing the outcomes of action taken
	• Includes some artifacts from your meetings.
		Your report:
		• Does not address how the group composition matches the schools demography.
		• Mentions briefly without details or depth:
		  o the purpose of the group and the role of group members.
		  o when and where the group meets,
		  o how the group garners support for the school,
		  o how the group communicates its progress with the broader
		    school or district community
		  o how community resources are utilized
		• Does not mention any discussion and action items made by this group
		• Superficially-without examples- describes how you improved the effectiveness of the group as well as improved communication both within the group and with the school community.
		• Lacks evidence of your efforts at determining the group's effectiveness by assessing the outcomes of action taken
		• Includes artifacts that are not indicative of work.

Grading sheet by semester
Stand-alone Fieldwork Activities

University Supervisor_____

Fieldwork Activity due	Activity Focus Area	Student Name	Student Name	Student Name	Student Name	Student Name	Student Name
Activity 1 Due Sept 1	Vision						
Activity 3 Due Sept 1	School Culture						
Activity 12 Due Sept 1	Code of Ethics						
Activity 9 Due Dec 14	Increase parent involvement						
Activity 11 Due Dec 14	Parent conference						
Activity 13 Due April 26	Committee Leadership						
TOTAL points							

For Credentials Analyst Use Only
UNIVERSITY OF SAN DIEGO
EVALUATION FOR THE PRELIMINARY ADMINISTRATIVE CREDENTIAL
School of Leadership and Education Sciences

Student NAME_____

	MET	NEEDS
Required for Internship:		
Verification of admission to USD		X
Verification of employment as an intern form		X
Required for Internship and Preliminary:		
Application/fee		X
Valid Clear Teaching Credential		X
Bachelor's Degree/Transfer transcripts		X
5 years teaching experience		X
CBEST		X
Required for Preliminary:		
Interview passed		X
RUBRIC: See rubric for specific required coursework. Outstanding courses: LEAD 558 Leadership and the Dynamics of School Organization		3
LEAD 588 Diversity and Community of School Leaders		2
LEAD 552 Legal Framework for School Leadership		3
LEAD 553 Instr. Leadership and Supv. I		2
LEAD 554 Instr. Leadership and Supv. II		2
LEAD 590 Curriculum Development: Access, Assessment, and School Improvement I		2
LEAD 591 Curriculum Development: Access, Assessment, and School Improvement II		2
LEAD 583 Special Topics: The Principalship I		1
LEAD 584 Special Topics: The Principalship II		1
LEAD 597P Practicum in School Administration I		2
LEAD 598P Practicum in School Administration II		3
Verification of Administrative position or certificate of eligibility		X

Notes:

Evaluated By_____Date of Evaluation_____ Sem Eval through_____
2016 PREL ADM Evaluation

Preliminary ADMINISTRATIVE Services
CREDENTIAL APPLICATION

Full Name_____
               last   first   maiden/former name(s)
Date of Birth (mm/dd/yyyy)_____Social Security Number_____

USD ID #_____USD e-mail_____@sandiego.edu

Permanent e-mail_____

CREDENTIAL REQUIREMENTS

The following items are required for the credential. Some of these materials are on file in the ELDA office, you are responsible for supplying any items not available from ELDA.

Copies of transcripts of all relevant college coursework including Bachelor's Degree transcript
Verification of Clear California teaching credential valid for at least 2 years - note that the Administrative
    credential will expire when the basic credential expires – check the expiration date of your credential!
copy of CBEST passing verification
letter verifying 5 years **teaching** experience from employer – you may use the attached CL-41 form or your
    employer's form

_____READ THE FOLLOWING CAREFULLY and check one:
    Have you been offered an administrative position?

    _____**NO** If you will **not** be currently employed in an administrative position, a certificate of eligibility will be issued until you are employed in an administrative position. *When offered an administrative position you will be required to reapply for the preliminary administrative credential through your employing district and pay an additional fee.*

    _____**YES** If you will be employed in an administrative position, the preliminary credential will be issued. You and the employer must fill out the "verification of employment as an administrator" form CL-777 www.ctc.ca.gov/credentials/leaflets/cl777.pdf in order for you to receive the preliminary credential instead of the certificate of eligibility.

_____*Applicant please do not write below this line*_____
CREDENTIAL APPROVAL
By my signature I verify that this student has completed all USD credential program requirements:

Credential Analyst_____Date_____

Program Director_____Date_____

Appendix 7.2 ELDA Candidate Progress Monitoring Form

ELDA
Notification of Progress Form
Preliminary Administrative Credential Candidates

Name of Student_____

YEAR 1   End of SEM 2_____
YEAR 2   End of SEM 1_____

Name of USD Supervisor_____

Name of School Site_____

Name of Mentor Principal/or District Administrator_____

Need to improve in the following areas:	Evidence and dates
Academic concerns	
ELDA Professional Identity	
Evaluation of Leadership Skills Form	
Deficiencies in Fieldwork activities -as evidenced by reports from University supervisor or mentor principals.	
Interpersonal Relationships- as evidenced by reports from fellow classmates, university supervisors, mentors or program facilitators	
Portfolio Development as evidenced by platform developed in LEAD 558	

University Supervisor Signature: _____

Date_____

*(To be reviewed at the end semester 1 and 3 during a University Supervisors meeting)

List of CVs

Dr. Janice Cook

Dr. Margaret (Peg) Basom

Dr. Heather Lattimer

Dr. Frank Kemerer

Ms. Donna Campbell

Dr. Stephanie Pierce

JANICE LYNN COOK

528 Goulburn Court
El Cajon, California 92020
(619) 588-6714--home
(619) 864-7299--cell
janicecook@cox.net
janicecook@sandiego.edu

SUMMARY OF QUALIFICATIONS
- Eleven years as Superintendent of K – 8 district with 15,000 students
- Ten years as Assistant Superintendent of Instruction
- Three years as Director of Curriculum
- Site-level leadership as elementary principal
- Proven record for increasing student achievement
- Experience with district-wide visioning and strategic planning
- Experience with English learners and diverse ethnic communities
- Leadership on County-level committees

PROFESSIONAL EDUCATION EXPERIENCE

Director   2014 - present
Educational Leadership Development Academy
University of San Diego
- Oversee course development
- Recruit and place students
- Design program assessments and evaluation
- Pilot implementation of CA-PAL performance assessments for administrators

Superintendent
Cajon Valley Union School District   2002 - 2013
- Implemented research-based instructional goals and practices resulting in improved student achievement each year
- Developed positive relationships and strong collaboration with Governing Board, Management Team and Bargaining Unit Leadership
- Supervised budget development during period of State fiscal crisis and declining enrollment resulting in positive annual certification
- Developed and implemented strategic plan including creation of mission, vision, core values, over-arching goals and specific annual objectives
- Developed and monitored two general obligation bonds for modernization projects, joint-use facilities, and new schools
- Expanded use of instructional technology to support student learning
- Supervised and evaluated principals and Cabinet members

Assistant Superintendent, Instruction   1993 - 2002
La Mesa-Spring Valley School District
- Supervised, trained and evaluated principals and instructional directors
- Implemented systematic instructional program resulting in 16 of 22 schools scoring a similar school ranking of 10 on Academic Performance Index
- Directed Special Education, Instructional Technology, Curriculum, Staff Development, Categorical Programs, Student Services, and Extended-day Childcare departments

Director, Curriculum and Instruction   1990 - 1993
La Mesa-Spring Valley School District
- Coordinated curriculum development and material adoptions in all subject areas
- Supervised district-wide professional development, student assessment, and categorical programs

Elementary Principal
La Mesa-Spring Valley School District   1987 - 1990

Teaching Positions Kindergarten – Sixth Grades
La Mesa-Spring Valley School District   1977 - 1987

EDUCATION AND CREDENTIALS
Doctorate, Educational Leadership—Northern Arizona University
Master of Arts, Educational Administration—San Diego State University
Bachelor of Arts, Liberal Studies—San Diego State University
Associates of Arts—Southwestern Community College

Multiple Subjects Teaching Credential
Learning Handicapped Special Education Credential
Administrative Services Credential

PROFESSIONAL RESPONSIBILITIES AND RECOGNITIONS
ACSA Legislative Action Committee
ACSA Superintendents' Council
California Declining Enrollment Coalition
California Schools VEBA
Children's Initiative Annual Report Card Committee
Classroom of the Future—Innovative Superintendent of the Year
East County SELPA
El Cajon Collaborative
Excellence in Educational Leadership Award—University Council for Educational Administration
PTA Golden Oak Service Award
San Diego County Office of Education Curriculum and Instruction Committee
San Diego County Superintendents' Achievement Gap Task Force
San Diego State University Leadership Advisory Committee
San Diego State University Doctoral Candidate Committee Member
University of San Diego ELDA Advisory Committee
University of San Diego ELDA University Supervisor

REFERENCES
Paula Cordeiro—Dean, School of Leadership and Education Sciences, University of San Diego (on
    sabbatical) cordeiro@sandiego.edu
    Home: 619-443-2720
Ernie Anastos—Superintendent, Lemon Grove School District
    Work: 825-5817
Brian Marshall, Superintendent, La Mesa-Spring Valley School District
    Work: 619-668-5700
Kari Hull—Assistant Superintendent, Cajon Valley Union School District
    Work: 619-588-3000

MARGARET R. BASOM

Home
1053 Crimson Drive
San Marcos, CA 92069
Home Phone: 760-744-8304
Cell: 760-889-0537

PROFESSIONAL PREPARATION

Ph.D., Educational Administration and Adult Education, University of Wyoming,
     (Dissertation: *The Effects of a University of Wyoming Course in Special Education on a Select Group
     of Wyoming Administrators' Attitudes Toward and Knowledge About Placement of Handicapped
     Students.)*
M.S., Special Education, Southern Connecticut State College
B.A., Liberal Arts/French Literature, St. Thomas University, Fredericton, N.B., Canada

PROFESSIONAL EXPERIENCE

2015-present   Co-director, Educational Leadership Development Academy (ELDA), School of Leadership
               and Education Sciences, University of San Diego.

2014-present   Lecturer, Educational Leadership Development Academy (ELDA), School of Leadership and
               Education Sciences University of San Diego.

2012-present   Educational Leadership Consultant

2009-2012   FERP Professor, Educational Leadership Department, San Diego State University

2005-2009   **Professor**, Educational Leadership Department, San Diego State University

2004-present   **Director**, Joint Doctoral Program with University California San Diego and California State
               University San Marcos.

2004-2006   **Chair**, Educational Leadership Department

2000--2005   **Director**, International Educational Leadership Program, Educational Leadership
               Department, College of Education, San Diego State University

1999- 2005   **Associate Professor,** Educational Leadership Department (formerly the Dept. of
               Administration, Rehabilitation and Post Secondary Education San Diego State University

1996-1999   **Coordinator/Chair**, Department of Educational Leadership, College of Education, University
               of Wyoming

1996-1999   **Associate Professor**, Unit of Educational Leadership, Division of Leadership and Human
               Development, College of Education, University of Wyoming

1990-1996   **Assistant Professor**, Unit of Educational Leadership, Division of Leadership and Human
               Development, College of Education, University of Wyoming

Margaret R. Basom

1988-1990   **Instructor**, Department of Curriculum and Instruction, College of Education, University of Wyoming

1984-1988   **Elementary Principal**, Laramie County School District No. 2, Pine Bluffs, Wyoming

1985-1988   **Staff Development Coordinator** for Laramie County School District No. 2, Pine Bluffs, Wyoming.

1983-1984   **Special Education Director**, Laramie County School District No. 2, Pine Bluffs, Wyoming

1981-1983   **Graduate Student/Instructor**, Department of Educational Administration and Adult Education, Responsibilities included working with the Wyoming Association of Secondary Principals.

1980-1981   **Special Education Teacher**, Albany County School District No. 1, Laramie, Wyoming

1979-1988   **Adjunct Instructor**, Department of Curriculum and Instruction, University of Wyoming

1977-1980   **Special Education Teacher**, Campbell County School District No. 1, Gillette, Wyoming

1974-1977   **Special Education Teacher,** New Milford, Connecticut

HONORS

2006   Phi Delta Kappa, Recognition Certificate: 25 years membership

2004   Distinguished Faculty Member for the Department of Educational Leadership, San Diego State University

2002   Distinguished Faculty Member for the Department of Educational Leadership, San Diego State   University

2001   Distinguished Faculty Member for the Department of Administration, Rehabilitation and Postsecondary Education. San Diego State University

2000   Guest Editor, The Rural Educator: The Journal for Rural and Small Schools, Vol. 22, 1

1998   Nominated, University of Wyoming's Elbogen Award for Excellence in Teaching (University Level).

1998   University of Wyoming, College of Education, Faculty Award for Outstanding Research and Scholarship.

1997   Nominated, University of Wyoming, Hollon Award for Outstanding Off Campus Teaching

1996   Wyoming Elementary Principals Association's Outstanding Contributions to Education in the State of Wyoming.

1992   <u>Friends of Education Award</u>, Campbell County School District, Gillette, Wyoming

STUDENT COMMITTEES

I have chaired four dissertations to completion in the Educational Leadership's Joint Doctoral Program (CSUSM/SDSU/UCSD) and six in the Independent EDL Leadership Doctoral Program at SDSU. I served as committee member for 5 other students in the joint program and have served on several in the EDL's Independent doctoral program. I have participated as a reviewer of Students Portfolio defenses for over 60 San Diego State masters students and another 90 students in the SDSU International Educational Leadership Program. Students in the Educational Leadership Program in the EDL department at San Diego State do not write a thesis. For several years, students were asked to present and defend a portfolio to a panel of assessors from the program. In the last two years, students have been asked to go through a mock interview for an administrative position as the culminating activity in the Administrative Credential Program. I have participated in interviewing over 15 students in that process.

SCHOLARLY BOOKS

Norris, C., Barnett, B., Basom, M.R.& Yerkes, D. (2002) *Developing Educational Leaders: A working model: The learning community in action.* Teachers College Press, New York, NY.

CHAPTER IN REFEREED BOOK

Barnett, B., Basom, M.R., Norris, C.J., & Yerkes, D.M. (1998). Why are cohorts used or rejected by educational leadership faculty? In Muth, R., & M., Martin (Eds.) *NCPEA1998: Toward the year 2000: Leadership for quality schools* Chapter 19, 179-189.

REFEREED PUBLICATIONS:

Perez, L., Uline, C., Johnson, J., James-Ward, C., and Basom, M. (2011, February). Foregrounding fieldwork: Preparing successful school leaders through data-driven inquiry and coursework aimed at improving student achievement. *Educational Administration Quarterly, 47*(1),217-257. (acceptance rate is 6-10%)

Singh,K., **Basom**, M.R., & L., Perez, (January 2009). Democratic Learning Communities in Higher Education: International Journal of Educational Leadership Preparation, http://ijelp.expressacademic.org

Basom, M.R. & Yerkes, D.M. (2004). A School-University Partnership in Administrator Preparation: Learnings and Subsequent Questions. *Educational Leadership and Administration, 16, 47-60*

Basom M.R. & Frase, L., (2004). Creating Optimal Work Environments: Exploring Teacher Flow Experiences. *Mentoring & Tutoring.12,* 2, 241-258. (acceptance rate is 25%)

Machell, J., **Basom,** M.R., Sorenson, D., Berube, W. (2003). Graduate Student Involvement in Developing Assessment Criteria in Educational Leadership Classes*, Planning and Changing. 34,*   3-4, 3-22 (acceptance rate 35%)

Basom, M.R. (2003). Modeling community through cohort involvement, *National Forum of Educational Administration and Supervision Journal,* 20 (1) 29-39 (acceptance rate 21-30%).

Basom, M.R. (2002). Faculty involvement in Educational Leadership Cohorts, *Educational Leadership*

Margaret R. Basom

and Administration: Teaching and Program Development, 14, 121-132. (Acceptance rate 45%)

Basom, M.R., & Yerkes, D.M. (2000). Portfolios: An alternative method for, evaluating administrators? *Educational Leadership and Administration, 12*, 39-52. (Acceptance rate 45%)

Barnett, B.G., **Basom**, M.R., Yerkes, D., M., Norris, C. J. (2000). Cohorts in educational leadership programs: Benefits, difficulties, and the potential for developing school leaders. *Educational Administration Quarterly, 36*(2) 255-282 (Acceptance rate 6-10%)

Basom, M.R., Young, S., Adams, T. (1999). Getting better at Superintendent /school board relations, *ERS Spectrum, 17*, 3, 23-26. (Acceptance rate 11-20%)

Basom, M.R., Yerkes, D., Norris, C., & Barnett, B. (1998). A backward glance: Cohorts in educational leadership programs. *Record in Educational Administration and Supervision, 16* (1&2) and 17, 55-60.

Norris, C., Barnett, B., **Basom**, M.R., & Yerkes, D. (1996). The Cohort: A vehicle for building Transformational Leadership Skills, *Planning and Changing*, Fall/Winter, 27, (3/4), 145-164. (acceptance rate 35%)

Basom, M.R., Yerkes, D., Barnett, B., & Norris, C. (1996).Using cohorts as a means for developing transformational leaders, *Journal of School Leadership 6*, (1), 99-112. (Acceptance rate 6-10%)

Sherritt, C.,& **Basom**, M.R. (1996). A good case for educational change, *Clearinghouse* , May/June 1996, vol. 69 NO 5, p. 287-290. (Acceptance rate 5%)

Yerkes, D., **Basom**, M.R., Barnett, B., & Norris, C. (1995,Fall). Cohorts today: Considerations of structure, characteristics, and potential effects, *The Journal of California Association of Professor of Educational Administration*, 7, 7-19.

Machell, J., **Basom**, M.R., & Basom, M. (1994). The marketplace of school administrators in the State of Wyoming. *ERS Spectrum*, Winter, 1994, p. 35-40. (acceptance rate 11-20%)

Basom, M.R., Rush, T., & Machell, J. (1994). Pre-service identification of talented teachers through non–traditional measures: A study of the role of affective variables as predictors of success in student teaching. *Teacher Education Quarterly*, Spring p.47-57.

Hite, S., Krueger, J., & Basom, M.R. (1994). Leaders of learning: A three state study of the characteristics of successful and unsuccessful candidates for school administration positions. *Journal of School Leadership. 4*, No 5, p.558-576. (Acceptance rate 6-10%)

Andrews, R., Berube, W., & **Basom**, M.R. (1993). Not "Rambo" not "Hero": The principal as designer, teacher and steward. *Educational Considerations. 20*, No. 2, Spring.

Andrews, R., **Basom**, M.R., & Basom, M. (1992). Instructional leadership: Supervision that makes a difference. *Theory into Practice*, 30(2): 97–101, spring 1991 also reviewed in *Educational Administration Abstracts,* Vol. 27, No. 1, abstract No. 019. (acceptance rate 6-10%)

Basom, M.R., & Berube, W. (1992). Preparing educational leaders for the challenges of tomorrow. *Record in Educational Administration and Supervision*, Vol. 13, No. 1.

Basom, M. R., Berube, W. M., Rudolph, J., & Wegner, S. (1992). Lab school leadership: Beyond competency. *National Association of Laboratory Schools Journal*, Vol. XVI #2, Winter.

B**asom**, M.R., & Berube, W. (1992). A paradigm shift in educational leadership preparation: The Wyoming way. *Education*, Vol. 10, No. 1, 75–80.

PUBLISHED REFEREED PROCEEDINGS FROM INTERNATIONAL/NATIONAL MEETINGS

Neely, R. & **Basom**, M.R. (2000). Educational finance reform in Wyoming, in Plecki, M. (ed) School finance at the start of the millennium: *The State of the States and Provinces*. Proceeding of the Annual Meeting of the American Educational Research Association, Fiscal Issues, Policy and Education Finance Special Interest Group. University of Washington Press, p.190-196.

Basom, M. R. (1999). The next chapter in Wyoming school funding, in Brent, B. (Ed) The political economy of education: The state of the states and provinces, Proceeding of the Annual Meeting of the *American Educational Research Association, Fiscal Issues, Policy and Education Finance Special Interest Group,* University of Rochester, p.223-228.

Basom, M.R. (1998). Educational Finance Reform in Wyoming in Tetrault, D. (Ed) The state of the states and provinces, 1998, Proceeding Annual Meeting of the *American Educational Research Association, Fiscal Issues, Policy and Education Finance Special Interest Group*, University of South Carolina. 190-195

Machell, J. & **Basom**, M.R. (1997). Determining the cost of Education: The next step in Wyoming school finance, *School policy Issues in the states and provinces* Proceeding of the Annual Meeting of the American Educational Research Association, Fiscal Issues, Policy and Education Finance Special Interest Group pp.184-189

Yerkes, D., **Basom**, M.R., Norris, C, & Barnett, B. (1995). Using cohorts in the development of school leaders, *Educational Studies and Research. 13,* (1), 225-242.

Basom, M.R. (1995) From rich vs. poor to large vs. small: Current school funding issues in Wyoming, in *School policy issues in the states and provinces,* Proceeding of the Annual Meeting of the American Educational Research Association, Fiscal Issues, Policy and   Education Finance Special Interest Group, p.204-208

Basom, M., Basom, M., & Sherritt, C. (1994). Plus ca change: Plus c'est la meme chose, Proceedings of the Fourth *Annual International Conference of the American Association of University Administrators*, Nice, France.

Basom, M.R. & Basom, M. (1993). Quality through assessment. Proceedings of the Fourth Annual *International Conference of the American Association of University Administrators* (37–41), Trinity College, Dublin, Ireland.

Basom, M.R., & Basom, M. (1992). Meeting customer needs in higher education. Proceedings of the *Third Annual International Conference of the American Association of University Administrators,* Innsbruck, Austria.

UNPUBLISHED PAPERS AND PRESENTATIONS AT PROFESSIONAL CONFERENCES.

Burke, K., & Basom, M., (November, 2009). *The Principal's Role in Supporting Teacher Leadership and Building Capacity: Teacher Perspectives.* Paper presented at the University Council of Educational Administration (UCEA) 2009 Annual Convention, Anaheim, California.

Perez, L., Uline, C.L., Johnson, J., Ward, C., & Basom, M.R., (November, 2008). *Refocusing the Work in Fieldwork: Building Leadership Candidates' Capacity to Improve Teaching and Learning.* Paper presented to the annual meeting of the University Council of Educational Administration, Orlando, FL

Basom, M.R., (November, 2007). Use of Metaphors in Teaching Leadership. Paper presented to the annual meeting of the University Council of Educational Administration, Washington DC.

Basom, M.R., & Johnson, J., (November 2006). *Developing Effective Leadership Preparation: The Potential of Learning Communities III: Measure, Transference and Program Effectiveness*. Paper presented to the annual meeting of the University Council of Educational Administration, San Antonio, TX.

Basom, M., & Perez, L. (November 2005*). Democratic practices as a means of developing Learning Communities.* Paper presented to the annual meeting of the University Council of Educational Administration Nashville, TN.

Sherritt, C., & Basom, M.R. (August, 2004). *Knowing the Way Toward Successful Online Programming.* Paper presented to the annual meeting of the National Council of Professors of Educational Administration, Branson, MO

Basom, M.R., & Yerkes, D.M. (April, 2004). *Principal Preparation: Insights and questions regarding collaboration with the field*. Paper presented at the American Educational Research Association, San Diego, CA

Frase, L.F., Basom, M.R., (November 2003). *Policy and leader preparation program implications from six years of research on teacher flow experiences, principal presence in classrooms and in quality of work-life*. Paper presented to the University Council of Educational Administration, Portland, Oregon.

Basom, M.R. (2001, November). *Cohorts and their effect on higher education faculty*, paper presented to the University Council of Educational Administration, Cincinnati, OH.

Yerkes, D.M. Basom, M.R. (2000, November). *What superintendents need to hear from principals about evaluation.* Paper presented at the Association of California School Administrators, Los Angeles, CA.

Young, S., Basom, M., Rezebek, L. (1999, April). *One teacher's approach to integrating an intact cohort group into a non-cohort class: A case study*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Barnett, B.J., Basom, M.R., Yerkes, D., & Norris, C. (1998, October). *Are educational administrators better prepared for leadership roles in cohorts than in traditional programs?* paper presented at the University Council for Educational Administrators. St Louis, MI.

Basom, M.R. (1998, April). *The next steps: School finance in Wyoming*, Paper presented at the American Educational Research Association, San Diego, CA.

Margaret R. Basom

Machell, JR., Basom, M.R., Sorenson, D., & Berube, W. (1998, April*). Student voice: Are the inmates running the asylum?* Paper presented to the American Educational Research Association, San Diego, CA.

Norris, C., Barnett, B.G., Basom, M.R., & Yerkes, D., (1997, October*). Border crossings: Conversations concerning cultural and gender differences within cohorts.* Paper presented to University Council for Educational Administrators, Orlando, FL.

Barnett, B.G., Basom, M.R., Yerkes, D.M., & Norris, C.M. (1997, March). *The benefits and liabilities of cohorts: Perceptions of educational leadership faculty*, paper presented to the American Educational Research Association, Chicago, IL.

Norris, C., Basom, M., Yerkes, D., & Barnett, B. (August, 1996*). Portraitures of leadership*, (1996, August). Paper presented to the National Council of Professors of Educational Administration, Corpus Christi, Texas.

Norris, C., Basom, M.R., Barnett, B., & Yerkes, D. (1996, April*). Cultivating transformational leadership through cohort development in educational leadership*, American Educational Research Association, New York, NY.

Cafferella, R., Basom, M.R., Whitaker, K., Barnett, B., Hite, S., & Yerkes, D. (1994, October). *Gender issues in preparing educational leaders: Not just a woman's issue,* Presentation at the national meeting of the University Council of Educational Administrators, Philadelphia, Pennsylvania.

Basom, M.R., Basom, M., & Sherritt, C. (1994, September). *Plus ca change: Plus c'est la même chose*, Presentation at the Fourth Annual International Conference of the American Association of University Administrators, Nice, France.

Basom, M.R., & Basom, M.R. (1993, September). *Quality through assessment*. Paper presented at the International Conference of the American Association of University Administrators, Dublin, Ireland.

Basom, M.R., & Basom, M. (1992, September). *Meeting customer needs in higher education*. Paper presented at the International Conference of the American Association of University Administrators, Innsbruck, Austria.

CREATIVE ENDEAVORS

Basom, M.R., Sherritt, C., & Berube, W. (1991). *Meeting the unique needs of individuals within the classroom context*. (Cassette Recording No. 612–91067RF.) Alexandria VA: Association of Supervision and Curriculum Development. This piece resulted from a presentation at ASCD.

FUNDED GRANTS

Basom, M. (2004-2006). Co-Principal Investigator – Joint Doctor of Education *Implementation Grant* (with San Diego State University and California State University, San Marcos). Joint UC/CSU Board ($540,000).

Basom, M. (2003-2004). Co-Principal Investigator – Joint Doctor of Education *Development Grant* (with San

Margaret R. Basom

Diego State University and California State University, San Marcos). Joint UC/CSU Board. $200,000.

Basom, M. (2003). Co-Principal Investigator – Joint Doctor of Education *Initiation Grant* (with San Diego State University and California State University, San Marcos. Joint UC/CSU Board $30,000.

Yerkes, D.M. & Basom, M. (2000) A facilitated distance learning model providing a professional administration credential program for practicing school administrators. Competitive grant submitted to CSU Commission on the Extended University. $40,000.

Barnett, B., Basom, M.R., Yerkes, D., & Norris, C. (1995). Danforth mini-grant: Cohorts Effects on Principal Preparation and Leadership Practice, $4890.

Basom, M.R., & Machell, J. (1994). The perceived effectiveness of internships in educational administration Faculty Grant in Aid Program, $2000.

Barnett, B., Basom, M.R., Yerkes, D., & Norris, C. (1994). Danforth mini-grant for developing a research project on the use of cohorts in Danforth supported programs. $2900.

Basom, M.R. & Machell, J., (1994). The perceived impact of field based Internships in educational administration on the Practice of School Principals Faculty, Grant in Aid Program, $2000.

Barnett, B., Basom, M.R., Yerkes, D., & Norris, C. (1994). Danforth mini–grant for exploring the "concept" of cohorts, $ 1,900.

Barnett, B., Basom, M.R., Yerkes, D., & Norris, C. (1994). Danforth mini–grant for exploring the concept of "cohorts," $ 2,910.

Basom, M.R. (1993). Center for Teaching Advisory Council's Improvement of Teaching Award: $750 for attending a "Total Quality Management for School Leaders" program,

Barnett, B., Basom, M.R., Yerkes, D., & Norris, C. (1993). Danforth mini–grant for exploring the concept of "cohorts", $2,500.

Basom, M., Basom, M.R. (1992). Leadership in Educational Administration Development training grant, $103,365.

Basom, M.R., & Cross, T. (1991-1994). U.S. Department of Education personnel preparation grant for special education, funded for $75,000 per year for three years.

Basom, M., Basom, M.R. (1991). Leadership in Educational Administration Development training grant, $ 69,527.

Basom, M.R., & Andrews, R. (1990). Danforth Foundation grant for the preparation of school administrators, funded for $153,000. over a three year period (1991–1994).

Basom, M., Basom, M.R. (1990). Leadership in Educational Administration Development training grant, $ 69,527.

Basom, M.R. (1990). U.S. Department of Education personnel preparation grant for special education, $75,000.

PARTICIPATION IN PROFESSIONAL ORGANIZATIONS

American Educational Research Association (AERA)
Association of California School Administrators (ACSA)
California Association of Professors of Educational Administration (CAPEA)
Phi Delta Kappa (PDK)
Association of Curriculum Development (ASCD)

SERVICE

Service to the University and to the Community   San Diego State University

Consultant	College of Business WASC application process	2006
Interviewer	SDSU Pre-Professional Health Screening Program	2005-2010
Advisor BA 795: Educational consultant on students MBA projects.		
	College of Business, SDSU	Fall 2002
Advisor Principal Development Partnership,		
	Project between the Gerard Foundation and San Diego	
	County institutions of higher education, directed by	
	Dr. Marge Dean	Spring 2002-present
Advisor Ph.D. Doctoral program at USD		
	Advisor/instructor to 6 students working on their dissertation	
	in Educational Leadership at USD	Fall 2001
Member	Writing Team with University of San Diego and California	2002-2004
	State University at San Marcos in the development and	
	implementation of a new doctoral program in educational	
	leadership.	

College of Education   San Diego State University

Member	Search Committee Dept of Educational Leadership	2010-2011
Chair	Department Chair Search Committees	2008-2009
Chair	Faculty Search Committee	2008-2009
Member	Search Committee Dept of Educational Leadership	2007-2008
Member	Curriculum Committee	2004- present
Member	EDL Post Promotion Incentive Review Committee	Fall 2008
Member	CSP Post Promotion Incentive Review Committee	Fall 2008
Member	Policy Studies Post Promotion Incentive Review	Fall 2008
Member	SDSU Independent Doctoral Writing Team	2006- present
Member	Joint Executive Committee for the UCSD/CSUSM/SDSU	2004-2009
	Doctoral program	
Member	Joint Doctoral Degree Program Writing team	
	UCSD/SDSU/CSUSM	2002- 2004
Director	International Educational Leadership Program	2000-2004
	offered over 100 credit hours per semester to students	
	primarily in Western Canada.	
Member	College of Education Policy Committee	2001-2004
Member	EDL Dept. Personnel Committee	2001-2004
Faculty	Student group of Association of California School	

Margaret R. Basom

	Advisor Administrators (ACSA)	2000-2002

Selected service outside the university

Member	Western Association of Schools and Colleges- Substantive Change Committee for Doctoral Programs	2005-2009
Secretary	Board California Association of Professors of Educational Administration	2008-2009
Member	Governing Board California Association of Professors of Educational Administration	2007-2007
Member	Editorial Board National Association of Secondary School Principals (NASSP)	2005-present
Member	Editorial Board: California Association of Professors of Educational Administration	2004-2005
Guest Editor	Rural Educator	2000

University Level   University of Wyoming

Member	Review Committee on the performance of the Dean of the College of Education,	Summer, 1997
Member	Search Committee, Vice-President for Research, University of Wyoming, 1995	Spring
Member	University Faculty Grievance Committee,	1994-1999

College of Education   University of Wyoming

Director	Goodlad School University Partnership Intern program,	1990– 1994.
Director Coordinator	Danforth Project for the Development of School Leaders. Annual Wyoming Effective Schools Conference, Jackson Hole, WY	1988-1994

Curriculum Vitae
Heather Lattimer
School of Leadership and Education Sciences
University of San Diego
hlattimer@sandiego.edu
https://sites.google.com/site/hlattimerusd/

EDUCATION

University of California, San Diego   EdD in Teaching and Learning, 2006
Stanford University   MA in Social Studies Education, 1994
          California Teaching Credential- Single Subject History, Mathematics, and English
Harvard College   AB in Social Studies, Certificate in African Studies, Magna Cum Laude, 1993

PROFESSIONAL EXPERIENCE

University of San Diego   San Diego, CA
     Interim Executive Director – Institute for Entrepreneurship in Education   2016-Present
          28 staff, 3 research & professional learning centers
- Center for Educational Policy and Law (CEPAL)
- Mobile Technology Learning Center (MTLC)
- STEM Next

          Key responsibilities:
- Establish strategic priorities.
- Realign centers to prioritize quality research and deepen community engagement.
- Outreach to school district and community partners and funders.
- Strengthen financial sustainability; broaden financial model through aggressive pursuit of grant funding.
- Team leadership and management.

     Associate Dean   2015 – 2016
          39 tenure track faculty, 64 staff, research assistants, and administrators
          800 students, 3 departments, 12 centers and institutes, $15.5 million budget
          Top 100 School of Education in US News & World Report
          Key responsibilities:
- Development and implementation of faculty and student policies and procedures, including IRB, academic integrity, and student discipline
- Interface with key university offices including registrar, provost, graduate admissions, office of sponsored programs, HR, and general counsel
- Oversight of assessment and accreditation – 6 different accrediting bodies including NCATE/CAEP, CACREP, CTC, COAMFTE, CEC, and WASC
- Oversight of grants and contracts for research centers and institutes
- Leadership of faculty research and scholarship initiatives
- Oversight of program re-design and increased course enrollment initiatives
- Professional development and training for tenure-line and adjunct faculty

     Department Chair   2011 – 2015
          13 tenure track faculty, 5 clinical faculty, 15 part-time / adjunct faculty
          300 graduate students; 45 undergraduate students; 11 programs
          AACTE Award for Best Practice in Support of Global Diversity 2014

Key responsibilities:
- New program design and development including formation of fully online MEd program and PhD specialization in Teaching, Learning, & Leading
- Faculty and administrator hiring, supervision, and evaluation
- Coordination of student recruitment, admissions, and advising
- Program review and accreditation by CTC, NCATE, and WASC
- Oversight of field experience design, development, and supervision
- Leadership of student and faculty research

Associate Professor, Tenure Granted May 2012	2012 – Present
Program Founder & Director – Master's Credential Cohort	2007-2011
Assistant Professor	2006 – 2012

High Tech High Graduate School of Education   San Diego, CA
 Visiting Faculty   2009 – 2010

University of California, San Diego   San Diego, CA
 Teaching Assistant   2005- 2006
 Instructor, UCSD Extension

San Diego Unified School District   San Diego, CA
 Stephen Watts Kearny High School, English teacher & Instructional coach 2002 – 2006
 Thurgood Marshall Middle School, Peer coach - Literacy 2001 – 2002
 Woodrow Wilson Middle School, Classroom teacher & Peer coach 1996 – 2000

San Jose Unified School District   San Jose, CA
 Abraham Lincoln High School, History teacher   1994 – 1996

St. Charles Mavhudzi Secondary School   Zimbabwe
 Visiting Teacher   1992

PUBLICATIONS

Journal articles:

Lattimer, H. (2015). Translating theory into practice: Making meaning of learner centered education frameworks for classroom-based practitioners. *International Journal of Educational Development, 45.* 65-76.

Lattimer, H. & Kluver, J. (2015). After a progressive K-12 education… then what? First gen youth voices on the transition to college. *Unboxed: A Journal of Adult Learning in Schools, (13)*1, 87-95.

Lattimer, H. & Kelly, M. (2013). Engaging Kenyan secondary students in an oral history project: Education as emancipation. *International Journal of Educational Development, 33*. 476-486.

Molina, S. & Lattimer, H. (2013). Defining global education. *Policy Futures in Education, (11)*4. 414-422.

Lattimer, H. (2012). Agents of change: Teacher leaders strengthen learning for their students, their colleagues, and themselves. *The Australian Educational Leader, 34*(4), 15-19.

Lattimer, H. (2012). Action research in pre-service teacher education: Is there value added? *Inquiry in Education, 3*(1).

Lattimer, H. & Riordan, R. (2011). Project-based learning engages student in meaningful work. *Middle School Journal, 43*(2). 18-23.

Buczynski, S., Lattimer, H., Inoue, N. & Alexandrowicz, V. (2010). Developing a policy for an international experience requirement in a graduate teacher education program: A cautionary tale. *Teaching Education, 21*(1). 33-46.

Lattimer, H., McBride, M., & Combs, D. (2010). Learning together: Inviting novice teachers into the professional community. *Educational Leadership, 67*(8).

Lattimer, H. (2008). Challenging history: Essential questions in the social studies classroom. *Social Education, 72*(6). 325-328.

Lattimer, H. (2007). To help and not hinder: What school qualities contribute most to teacher growth? *Educational Leadership, 65*(1). 70-73.

Books:

Lattimer, H. & Caillier, S. (Eds.). (2015). *Surviving and thriving with teacher action research: Reflections and advice from the field.* New York: Peter Lang.

Lattimer, H. (2014). *Real world literacies: Discipline based reading, writing, listening and speaking to prepare high school students for success in college, career, and community.* Urbana, IL: National Council of Teachers of English.

Lattimer, H. (Ed.). (2011). *Behind the beauty: Accounts of life in Kenya.* Nairobi, Kenya: Daraja Academy.

Lattimer, H. (2010). *Reading for learning: Using discipline-based texts to build content knowledge.* Urbana, IL: National Council of Teachers of English.

Lattimer, H. (Ed.). (2010). *Learning by design: Projects and practices at High Tech Middle.* San Diego, CA: High Tech High.

Lattimer, H. (2009). *Choosing to teach: Lessons from the lives of effective urban teachers.* Saarbrucken, Germany: Lambert Academic Publishing.

Lattimer, H. (2003). *Thinking through genre: Units of study in reading and writing workshops, 4-12.* Portland, ME: Stenhouse.

Book chapter:

Quezada, R., Lattimer, H. & Spencer, J. (2011). Opportunities and obstacles in action research as a pathway to developing as a practitioner researcher. In Saleh, I. & M.S. Khine (Eds.) *Practitioner research in teacher education: Theory and best practices*. New York: Peter Lang.

Buczynski, S., Lattimer, H., Inoue, N. & Alexandrowicz, V. (2011). Developing a policy for an international experience requirement in a graduate teacher education program: A cautionary tale. In Quezada, R. (Ed.) *Internationalization of teacher education: Creating globally competent teachers and teacher educators for the 21st century*. New York: Routledge.

Lattimer. H. (2008). Foreword. In C. Fleischer, & S. Andrew-Vaughn. *Writing outside your comfort zone*. Portsmouth, NH: Heinemann.

Book review:
Lattimer, H. (2011). Review of the book *Action research: Improving schools and empowering educators, 3rd edition*, by C.A. Mertler. *i.e. inquiry in education, 2*(2).

Manuscripts under review:
Lattimer, H. (2016). *Transitions from high school to college for first generation students: Challenges and opportunities.*

White papers and published conference proceedings:
Lattimer, H. (2015). *Pathways college: A STEM-Focused education with a liberal arts foundation.*

Lattimer, H. (2014). *Global competence in the classroom: Constructing a definition.* NAFSA Colloquium on Internationalizing Teacher Education. http://www.nafsa.org/Find_Resources/Internationalizing_Higher_Education/Colloquia/Teacher_Education/Internationalizing_Teacher_Education__Resources_from_NAFSA_s_2014_Colloquium/

Lattimer, H. (2011). *Documenting best instructional practice in Kenya's independent schools*. Published as a white paper by the Kenya Independent School Association (KISA).

Lattimer, H. (2008). Student voice and teacher quality: High school students define what it means to be an effective educator. *Phi Delta Kappa International Summit Research Bulletin.*

Lattimer, H. (2007). Listening to teacher leaders: Understanding the conditions that support their development. *International Council on Education for Teaching Yearbook, 52.*

Curriculum guides and websites:
Lattimer, H., McConnell, M., & Mandell, H. (2014). Student teacher "Do"s and "Don't"s: A guide to surviving and thriving in the field. *CCNews,* 25(4), 19-21.

Lattimer, H., Molina, S., & Wroblewski, K. (2011). Globalizing teacher education. http://sites.sandiego.edu/globaleducation/home/

Lattimer, H. & Taub, N. (2008). *Writing matters: Writing short fiction*. New York: Teaching Matters. Ed: Naomi Cooperman.

Lattimer, H. & Taub, N. (2007). *Writing matters: Writing feature articles*. New York: Teaching Matters.

Lattimer, H. & Cammack, D.W. (2006). *Writing matters: Writing memoir*. New York, NY: Teaching Matters.

Published interviews and op-eds:

Honig, M. (2015). *Reading and Writing in the Disciplines*. Web-based interactive professional development resource developed by WGBH and the Annenberg Foundation. http://www.learner.org/courses/readwrite/video-detail/reading-and-writing-history.html

Collopy, T. (2014, November). Best practices in high school literacy. *NCTE Council Chronicle, pp. 6-9. https://dl.dropboxusercontent.com/u/27504081/CouncilChronicle.pdf*

U.S. Microsoft Citizenship Team. (2013, October 13). YouthSpark U.S. class of 2013 digital yearbook shows off success stories. http://blogs.microsoft.com/firehose/2013/10/03/youthspark-us-class-of-2013-digital-yearbook-shows-off-success-stories/

Sawchuk, S. (2013, September 6). California lifts one year cap on teacher-prep programs. *Education Week. http://www.edweek.org/ew/articles/2013/09/06/03california.h33.html*

Warth, G. (2013, August 8). Tst scores: Above average, but no growth. *U-T San Diego. http://m.utsandiego.com/news/2013/aug/08/test-scores-flat-2013/*

Lattimer, H., & Ko, A. (2013, March 8). Teaming up to help youth compete, succeed. *U-T San Diego.* http://www.utsandiego.com/news/2013/Mar/08/science-tech-students-san-diego-value/

West, C. (2012) Toward Globally Competent Pedagogy. *Association of International Educators (NAFSA).* http://www.nafsa.org/uploadedFiles/Chez_NAFSA/Find_Resources/Publications/Periodicals/Epublications/epub_toward_globally.pdf

Collier, L. (2011, November). Want to improve content literacy? Try teaching teams. *The Council Chronicle, 21*(2). NCTE.

Rowe, R. (2010, October 13). He's no Superman, just a dedicated teacher: Rob Meza-Ehlert has been part of Kearny High School's turnaround. *San Diego Union Tribune.*

West, C. (2009). Internationalization of Teacher Education: Three Case Studies. *Association of International Educators (NAFSA).* http://www.nafsa.org/uploadedFiles/Chez_NAFSA/Find_Resources/Publications/Periodicals/Epublications/epub_toward_globally.pdf

Alpert, E. (2008, January 9). Like Preuss, other schools face pressures to soften AP. *Voice of San Diego.*

NCTE. (2006). Taking a look at NAEP reading results. *The Council Chronicle, 15*(6).

Media Interviews:

Voice of San Diego (2016, August), Good Schools for All: Where Are the New Teachers. http://www.voiceofsandiego.org/topics/education/good-schools-for-all-where-are-all-the-new-teachers/

KPBS (2015, December), How a San Diego Charter School Beat the Odds: School's Principal Gives Credit to ex-Superintendent Alan Bersin. http://www.kpbs.org/news/2015/dec/01/ghost-superintendent-past-principal-high-performin/#

KUSI (2015, October), 5:00 News Interview: Obama Administration Announces New Guidelines for Standardized Testing

KNSD (2013, March). YouthSpark San Diego. http://downloads.airfoilpr.com/FileUploads/directory/ms/San%20Diego%20YouthSpark%20Event%202.28.wmv

U-T TV (2013, April). Higher Education Online. http://www.utsandiego.com/video/play/53844/

Dissertation:

Lattimer, H. (2006). Choosing to teach: Lessons from the lives of effective urban teachers. Unpublished dissertation manuscript. University of California, San Diego.

Undergraduate thesis:

Lattimer, H. (1993). A reexamination of the fallacy of vocational education: Education with production in Zimbabwe. Unpublished manuscript. Harvard University.

CONFERENCE PRESENTATIONS

Conference Presentations (refereed):

Lattimer, H. (2016, October). After Work Based Learning. California Association of Work Experience Educators Annual Conference. San Diego, CA.

Lattimer, H., Alford, E., Garcia, K., Mason, C., & Migliaccio, A. (2016, February). Linked Learning & the Transition to College. Linked Learning Convention. San Diego, CA.

Lattimer, H., & Mbuto, C. (2015, February). Mobile Technology, Educational Access, and Empowerment for Girls in Kenyan Secondary Schools. UNESCO and UN Women Mobile Learning Week. Paris, France.

Lattimer, H. (2014, November). Literacies of the Disciplines: Principles in Practice. Annual Conference of the National Council of Teachers of English, Washington, DC.

Lattimer, H., & Kelly, M. (2014, May). Mobile Technology in Kenyan Secondary Schools: Pedagogical Change, Professional Identity Development and Student Self-Advocacy. eLearning Africa. Kampala, Uganda.

Lattimer, H. (2014, March). Disruptive Innovation for Deeper Learning in Higher Education. Deeper Learning 2014. San Diego, CA.

Lattimer, H., Neebe, D., & Roberts, J. (2012, November). They All Have Laptops. Now What?: Teaching English Language Arts in an Age of One-to-One Computing. Annual Conference of the National Council of Teachers of English. Las Vegas, NV.

Lattimer, H. Guchi, V, Meza-Ehlert, R. (2012, June). Stayin' alive: Using mobile devices to support student investigations of local and global health care and disease prevention. Annual Conference of the International Society of Technology in Education. San Diego, CA.

Lattimer, H., Combs, D., Yedid, N. (2011, November). Social justice and student voice: Crafting authentic responses to real-world concerns. Featured session at the Annual Meeting of the National Council of Teachers of English. Chicago, FL.

Fleischer, C., Appleman, D., & Lattimer, H. (2011, May). "But I'm not a reading teacher": Helping teachers and parents navigate adolescent literacy. Presented at the Annual Convention of the International Reading Association. Orlando, FL.

Nichols, M. Lattimer, H., & Crouch, D. (2011, May). Expanding understanding: Using multiple perspectives to create more analytical readers and a more tolerant classroom. Presented at the Annual Convention of the International Reading Association. Orlando, FL.

Lattimer, H. & Combs, D. (2010, November). Real world literacy: Project based learning in the English/language arts classroom. Presented at the Annual Meeting of the National Council of Teachers of English. Orlando, FL.

Lattimer, H. & Roberts, J. (2010, November). Reading for learning: Using discipline-based texts to build content knowledge. Presented at the Annual Meeting of the National Council of Teachers of English. Orlando, FL.

Lattimer, H. (2010, May). Action research in pre-service teacher education: Is there value added? Presented at the Action Research Conference. San Diego, CA.

Spencer, J., Lattimer, H., & Quezada, R. (2010, May). From obstacles to opportunities: Action research in teacher education. Presented at the Action Research Conference. San Diego, CA.

Nichols, M., Johnston P., & Lattimer, H. (2010, May). The role of talk in building comprehension for readers of all languages. Presented at the Annual Convention of the International Reading Association. Chicago, IL.

Quezada, R., Hansen, C., Alexandrowicz, V., & Lattimer, H. (2010, February). Internationalizing teacher education. Presented at the Annual Meeting of the American Association of Colleges for Teacher Education. Atlanta, GA.

Lattimer, H. (2009, October). Action research and pre-service teacher education: Is there value added? Presented at the Annual Meeting of the Collaborative Action Research Network International. Athens, Greece.

Nichols, M., Johnston P., & Lattimer, H. (2009, May). Using teacher and student talk to build comprehension and learning communities. Presented at the Annual Convention of the International Reading Association. Minneapolis, MN.

Lattimer, H. (2009, April). Gaining perspective: Recognizing the processes by which students come to understand and respect alternative viewpoints. Presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.

Lattimer, H. (2008, November). Student voice and teacher quality: High school students define what it means to be an effective educator. Paper presented at the Annual Meeting of Phi Delta Kappa International. San Antonio, TX.

Lattimer, H. (2008, November). Building understanding: Reading in the content areas. Presented at the Annual Meeting of the National Council of Teachers of English. San Antonio, TX.

Lattimer, H, & Combs, D. (2008, November). Facilitating shift: New teachers as change agents. Presented at the Annual Meeting of the National Council of Teachers of English. San Antonio, TX.

Alexandrowicz, V., & Lattimer, H. (2008, October). Defining "internationalization": Policy and process in establishing international experience requirements in teacher education. Presented at the Fall Conference of the California Council on Teacher Education. San Diego, CA.

Lattimer, H. (2007, July). Listening to teacher leaders: Understanding the conditions that support their development. Paper presented at the 52nd World Assembly of the International Council on the Education of Teachers. San Diego, CA.

Lattimer, H., Meza-Ehlert, R., & Paredes, M. (2007, March). Challenging history: Asking essential questions to engage students in studying the past. Presented at the Annual Meeting of the California Council for the Social Studies.

Lattimer, H., & Meza-Ehlert, R. (2006, April). Challenging history: Essential questions in the social science classroom. Presented at the Annual Meeting of the Association for Supervision and Curriculum Development, Chicago, IL.

Lattimer, H., Orlando, E., & Leszynski, E. (2005, November). *Mainstreaming and team teaching*. Presented at the annual meeting of the National Council of Teachers of English. Pittsburgh, PA.

Lattimer, H., Roberts, J., & DeFord, M. (2005, November). *Writing for social action*. Presented at the annual meeting of the National Council of Teachers of English. Pittsburgh, PA.

Lattimer, H. (2005, April). The development of a collaborative teacher community. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Lattimer, H. (2004, February). *Reading and writing persuasive text*. Presented at the annual meeting of the California Association of Teachers of English. San Diego, CA.

Conference Presentations (non-refereed):

Abeyta, A., Callstrom, P., Lattimer, H., & Walshok, M. (2016, May). K-16 Education and STEM Careers. Salk Institute Breakthrough Philanthropy Symposium.

Lattimer, H., Alford, E., Cota, S., & Martinez, F. (2016, May). Supporting first generation students on the transition to college: What school counselors need to know. San Diego County Office of Education: School Counselor Conference.

Lattimer, H. (2016, April). Challenges and opportunities for generation college students: Bridging the opportunity divide. Keynote Presentation: African American Educators Conference, San Diego.

Lattimer, H. (2016, March). Transitions from high school to college for first generation students: Challenges and opportunities. Achievement Gap Task Force Forum: Bridging the Opportunity Gap through Voice, Choice, and Relationships.

Lattimer, H., & Cota, S. (2015, October). First generation students and the transition to higher education: Challenges and opportunities. Webinar presented with Microsoft's Youth Spark Initiative.

Lattimer, H., Mason, C., & Migliaccio, A. (2015, October). Linked learning in higher education: The student experience. Linked Learning Hubs of Excellence Fall Learning Institute. Visalia, CA.

Lattimer, H. (2014, May). Defining global competence for teacher education. NAFSA Colloquium on Internationalizing Teacher Education. San Diego, CA.

Lattimer, H. (2014, April). Bright ideas: Preparing digital natives for career success. Webinar presented with Microsoft's Youth Spark Initiative.

Lattimer, H. (2014, March). Quality STEM/STEAM criteria. STEAM Connect Ascend Conference. San Diego, CA.

Lattimer, H. (2013, December). Flipped and blended learning. Research talk presented for the Center for Educational Excellence, University of San Diego.

Lattimer, H. (2013, April). PACT Statewide calibration. Webinar presented with SCALE: Stanford Center for Assessment, Learning, and Equity.

Lattimer, H. (2013, February). Keynote presentation: The youth opportunity divide in San Diego. Microsoft Youthspark Town Hall. San Diego, CA.

Albright, S. & Lattimer, H. (2012, November). Toward globally competent pedagogy. Webinar presented by NAFSA: Association of International Educators.

Lattimer, H. (2012, October). Mobile technology in Kenyan secondary schools: A case study. Research talk presented with the USD-SOLES Mobile Technology Learning Center.

Albright, S., Lattimer, H, & Soppelsa, B. (2012, May). Internationalizing teacher education colloquium. Presented at the Annual Convention of NAFSA: Association of International Educators. Houston, TX.

Lattimer, H. (2010, November). Reading for learning: Using discipline-based texts to build content knowledge. Presented at the Annual Meeting of the National Council of Teachers of English, Special Session for Orange County Teachers. Orlando, FL.

Lattimer, H. (2010, January). *Content reading for content learning.* Presented at the Middle Grades Matter Conference. Charleston, SC.

Lattimer, H., DeFord, M., & Cuevas, T. (2009, July). *Project based learning.* Presented at the Summer Institute of the Educational Leadership Development Academy. San Diego, CA.

Lattimer, H. & Combs, D. (2008, May). *Navigating the divide: Keys to student teaching success.* Presented at the SOLES Action Research Symposium. San Diego, CA.

Lattimer, H. (2007, June). *Thinking through genre: Linking reading and writing in the language arts classroom.* Presented at the Summer Institute of the San Diego Area Writing Project. San Diego, CA.

Lattimer, H. (2007, February). *Choosing to teach: A summary of findings from the professional growth experiences of effective urban teachers.* Presented at the monthly meeting of the Teacher Education and Professional Development Group at the Center for Research on Educational Equity, Assessment, & Teaching Excellence, University of California, San Diego.

Lattimer, H. (2005, December). *Structure without formula: Alternatives to the five paragraph essay*. Presented at the annual meeting of the University of California, Irvine Writing Project. Irvine, CA.

Lattimer, H. (2004, December). *Empowerment through editorials*. Presented at the annual meeting of the University of California, Irvine Writing Project. Irvine, CA.

Lattimer, H. (2005, August). *Workshop the workshop: Strategies for professional presentations*. Presented at the National Council of Teachers of English Literacy Leadership Conference. Myrtle Beach, SC.

Lattimer, H. (2004, March). *Empowerment through editorials* and *Meaningful memoirs.* Presented at the annual Arkansas Reading Recovery and Comprehensive Literacy Conference, Little Rock, AR

GRANTS

"Pathways Beyond: Exploring College Alternatives" ECMC Foundation. $25,000. Awarded 2016.

"Youth Voices: Empowering Young Adults to Share Narratives of Education, Employment, and Technology" Microsoft Community Foundation. $3,000. Awarded 2014.

"Advancing STEAM Education" US Department of Education Magnet Grant. $3.9 million. Partnership with San Diego Unified School District. Awarded 2013-2016.

"Dyslexia and Inclusive Education Professional Learning Symposia" The Johnson Family Foundation, annual award of $35,000 per year. Awarded 2012-2014.

"Mobile Technology in Kenyan Secondary Schools: A Pilot Study." $21,100. Primary Investigator. SOLES Mobile Technology Learning Center. Awarded 2012.

"Learning Centered Education in Kenya's Low-Cost Private Schools" USD International Opportunity Grant. $1500. SOLES Global Faculty Grant. $5000. Awarded 2012.

"Forging global education connections between teacher education and K-12 education." Longview Foundation. $22,000. Primary Investigator. Awarded 2009.

"Teaching American History Grant." U.S. Department of Education. $1.4 million. Partnership with San Diego County Office of Education, USD Dept. of History, and CSU San Marcos. Awarded 2009.

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)
Association for Supervision and Curriculum Development (ASCD)
National Council for the Social Studies (NCSS)
National Council of Teachers of English (NCTE)
Phi Delta Kappa International (PDK)
San Diego Area Writing Project, Fellow (SDAWP)

UNIVERSITY TEACHING EXPERIENCE

University of San Diego:
Credential Courses:
EDUC 332/532 -- Curriculum and Methods of Teaching in Secondary Schools (3)
EDUC 334/534 -- Methods of Teaching Literacy in Secondary Schools (3)
EDUC 567 – MCC Student Teaching Seminar (3)
LEAD 591 – Leading Professional Learning Communities (3)

Master's Courses:
    EDUC 535 – Curriculum Design and Evaluation (3)
    EDUC 538 – Instructional Theories & Practices (3)
    EDUC 557/558 – Action Research Seminar (3/1)
    HIST 501 / EDUC 502 – History Teaching Seminar (3)
    EDUC 595 – Thesis (3)
Global Study Courses
    EDUC 579 – 21st Century Learning in International Context (3)
    EDUC 599 – Issues of Classical Education from an International Perspective (3)
Doctoral Course:
    EDUC 658 – Advanced Qualitative Methods: Narrative Inquiry in Educational Research (3)

<u>University of California, San Diego, Extension:</u>
    EDUC 30622 -- Inquiry: Critical Thinking Across the Disciplines

ADVISING
    Program Advising
        Educational Leadership Development Academy (ELDA)
        Master's Credential Cohort (MCC)
        Master's of Arts in Teaching (MAT)
        Master's of Education – Curriculum & Instruction (MEd)
        Preliminary Administrative Services Credential
        Single Subject Credential – Graduate
        Single Subject Credential – Undergraduate
    Research Advising
        Doctoral Dissertation Committee Member
        Master's Thesis Chair
        Action Research Project Chair

SERVICE
<u>Service to the University of San Diego:</u>
    Service to the University:
        Online Learning Task Force – 2012 - Present
        Committee on Educational Excellence -- 2011- Present
        Teacher Education Network (TEN) -- 2011 – Present
        Math Single Subject Advisory Board -- 2007-2012
        Teacher Education Committee (TEC) -- Fall 2007 – Spring 2009
    Service to SOLES:
        Appointment, Reappointment, Rank, and Tenure Committee (ARRT) – 2013-Present
        Search Committee for Founding Director of MTLC, Chair – 2013-Present
        Dean's Advisory Cabinet -- Spring 2011 – Present
        Global Center Advisory Committee -- 2010 – Present
        Professional Education Unit (PEU) Advisory Board – 2010-Present
        NCATE Accreditation Team – 2011 – 2012
        Strategic Planning Committee, 2006-07 & 2011-12
        Faculty Status Committee -- 2009 –2011
        SOLES Action Research Conference—
            Co-Coordinator, 2010-11

Planning Committee, 2008-09 & 2009-10
SOLES Action Research Initiative (SARI) -- 2011 - 2012
Planning Committee, Teaching about the Holocaust Conference, 2010
Planning Committee, Remarkable Leaders in Education, 2006-2010

Service to the Department of Learning and Teaching:
Department Chair – 2011 - Present
Mobile Technology Learning Center Advisory Committee -- 2011- Present
Cajon Valley Innovative Schools Partnership Advisory Committee, 2011 – Present
Online Master's of Education –
　　Chair, Planning Committee – 2011-13
Undergraduate Education Minor –
　　Chair, Planning Committee– 2010-11
　　Coordinator -- 2011 – Present
Master's Credential Cohort –
　　Chair, Planning Committee – 2007-08
　　Coordinator – 2008-11
Credential Program Advisory Committee – 2009-11
Performance Assessment for California's Teachers (PACT) Trainings – 2007-
　　Present
Longview Grant Implementation Coordinator – 2009-11
International Experience Committee Chair – 2007-10
Faculty and Administrator Search Committees–
　　TESOL Faculty Search – 2010-11
　　Field Experience Manager Search – 2009-10
　　Professional Services Director Search – 2008-09

Professional and Community Service:
Editorial boards and journal reviews:
- Editorial Board Member, *Unboxed: A Journal of Adult Learning in Schools*. (May 2011 – Present).
- Editorial Board Member, *Inquiry in Education*. (November 2009 – Present).
- Manuscript Reviewer, *Read, Write, Think*. (2009-2010).
- Manuscript Reviewer, *Equity and Excellence in Education*. (2009-2010).

Conference proposal reviews:
- National Council of Social Science Annual Conference. (Winter 2011).
- SOLES Action Research Conference. (Spring 2008, 2009, 2010, & 2011).
- International Council on the Education of Teachers 52nd Annual World Assembly. (Spring 2007).

Book proposal reviews:
- Developmental review of book manuscript: "The Connected Curriculum." Stenhouse Publishers (2007)
- Review of book proposal: "Social Studies 7." Stenhouse Publishers (2007)
- Review of book proposal: "Making History Mine." Stenhouse Publishers (2006)
- Review of book proposal: "Matching Books and Readers: Helping Students Learning English." Stenhouse Publishers (2006)
- Review of book proposal: "Building a Professional Learning Community: Lessons from the Front Line." Stenhouse Publishers (2006)

- Review of book proposal: "Eyewitness to American History." Stenhouse Publishers (2006)
- Review of book proposal: "Differentiating Literature Workshop through Short Texts." Stenhouse Publishers (2005)
- Review of book proposal: "Classroom Coaching." Stenhouse Publishers (2005)
- Review of book proposal: "Literary Criticism in the High School Classroom." Stenhouse Publishers (2005)
- Review of book proposal: "History Craft Lessons." Stenhouse Publishers (2004)
- Review of book proposal: "Active Learning in Young Adult Literature: conflicts in History and Home and Abroad." Stenhouse Publishers (2004)
- Review of book proposal: "When Writing Workshop Isn't Working." Stenhouse Publishers (2004)

Service to the community:
- Barrio Logan College Institute Board of Directors (2016-Present)
- Opportunity Youth Task Force, San Diego Workforce Partnership (2016-Present)
- San Diego Unified School District Equity Coalition (2016-Present)
- Achievement Gap Task Force, San Diego County Office of Education (2015-Present)
- Grad Nation Steering Committee, San Diego Unified School District (2015-Present)
- Schools Action Team, Reality Changers, San Diego (2015-Present)
- Board of Directors, High Tech High Schools http://www.hightechhigh.org/about/governance.php (2014-Present)
- High Tech High's Graduate School of Education Advisory Board for Teacher Leadership (2011-Present).
- Barrio Logan College Institute Leadership Action Team, LEAD Impact San Diego (2015-2016)
- Advisor, Daraja Academy, Kenya http://daraja-academy.org/ (2010-2016).
- Teacher Education Consortium Advisory Board, Lahore Pakistan (2014-2015).
- School of Digital Media & Design Advisory Board (2012-2015).
- Board of Directors, the AjA Project www.ajaproject.org (2011-2014).
- Statewide trainer of trainers, Performance Assessment for California's Teachers (PACT), History-Social Science (2007-Present).
- Advisor, Urban Teacher Center, Secondary Literacy Program Design (2012-13).
- Benchmarking participant, Performance Assessment for California's Teachers (PACT) History-Social Science (January, 2007 & 2008)
- Downtown Charter High School Founding Team – A project of CEPAL, the San Diego Unified School District, the San Diego City Council, and The San Diego Library Foundation, (2010).
- Presenter, Project Based Learning Workshops
  - Bird Rock Elementary School, San Diego Unified (Fall 2009)
  - Innovations Academy Charter School (January 2010 - Present)
- Advisor, The AjA Project, Cultural Literacy Curriculum (2009-10)
- Panel presentation. Educational Leadership Development Academy (ELDA) Summer Institute (July 2008, 2009)
- Discussant, SOLES Action Research Symposium (May, 2007, 2008, 2009, 2010, & 2011)

Consulting activities (paid):
- Consultant, Urban Teacher Center, Washington DC and Baltimore (2011 – 2013).
- Consultant, NCTE's Professional Development Network (2005 – 2013).
- Consultant, Teaching Matters, New York City (2006 - 2012)
- Consultant, Teaching American History Grant, San Diego County Office of Education (2009 – 2011).
- Presenter, San Juan Unified School District, Sacramento, California. (July 2011).
- Presenter, Chicago Public Schools, Chicago, Illinois. (March 2011).
- Presenter, NCTE Webinar. (January 2011).
- Presenter, Spring Branch Independent School District, Texas. (April 2010).
- Keynote address & presenter, Charleston County School District, South Carolina. (January 2010).
- Presenter, Los Angeles Unified School District, District 8. (May 2008)
- Presenter, San Mateo Unified School District (February 2006)
- Presenter, UC Irvine Writing Project Summer Institute (July 2005 & July 2006)
- Consultant, San Diego Unified School District (2002 - 2006)
- Keynote address, Spring Literacy Conference, Los Angeles Unified School District (April 2005)
- Presenter, St. Charles Unified School District, St. Charles, IL (2004)
- Presenter, Walloon Summer Institute (July 2003 & July 2004)
- Consultant, The Fund for Educational Excellence, Baltimore, MD (2001-2004)
- Consultant, New Leaders for New Schools (2003)

OTHER RELATED EXPERIECE
Professional conferences attended:
- American Association of Colleges for Teacher Education (AACTE), Atlanta, GA, February 2010; San Diego, February 2011.
- American Educational Research Association (AERA), San Diego, April 2004; Montreal, April 2005; San Diego, April 2009.
- Association for Supervision and Curriculum Development (ASCD), Chicago, April 2006; Anaheim, April 2007.
- California Association for Teachers of English (CATE), San Diego, February 2004.
- California Council on Teacher Education (CCET), San Diego, October, 2006 & 2008.
- California Council for the Social Studies (CCSS), San Diego, March 2006; Oakland, March 2007.
- Carnegie Foundation Summit: Improvement in Education, San Francisco, March , 2014.
- Collaborative Action Research Network International (CARN). Athens, Greece, October 2009.
- Computer Using Educators Conference (CUE). Palm Springs, March 2012.
- Deeper Learning Conference. San Diego, April 2013 & 2014.
- International Council on the Education of Teachers (ICET), San Diego, July 2007.
- International Reading Association (IRA), Minneapolis, MN, May 2009; Chicago, IL, May 2010; Orlando, FL, 2011.
- International Society for Technology in Education (ISTE). San Diego, June 2012.

- National Council for the Social Studies (NCSS), San Diego, December, 2007; Houston, November, 2008.
- National Council for Teachers of English (NCTE), San Francisco, November, 2004; Pittsburgh, November 2005; San Antonio, November 2008; Orlando, November, 2010; Chicago, November, 2011; Las Vegas, November 2012; Washington DC, November 2014.
- NAFSA: Association of International Educators, Houston, TX, May 2012; San Diego, CA, May 2014.
- Phi Delta Kappa (PDK) International Summit on High Performing Educators, San Antonio, November, 2008.
- San Diego Computer Using Educators Conference (SD CUE). San Diego, October, 2011.

Seminars, workshops, and other activities attended:

- American Council on Education, Leadership Academy for Department Chairs, January 2013.
- Action Research Conference, SOLES, May 2007, 2008, 2009, 2010, 2011, 2012, 2013.
- Collegial Conversations, High Tech High School, 2009, 2010, 2011.
- USD's Technology Showcase (ITS), 2009, 2010, 2011, 2014.
- San Diego Area Writing Project (SDAWP) Multiple Literacies Seminar, 2009-10.
- Peace Dialogue Group at SOLES, Spring 2007 – Spring 2008.
- Performance Assessment for California's Teachers (PACT) training, Stanford University, January 2007.
- Reacting to the Past conference, presented by Barnard University at USD, January 2007.
- Catholic social thought presentations for new faculty, USD, Fall 2006.
- San Diego Area Writing Project Summer Invitational Institute, UCSD, Summer 2005.

AWARDS

- Best Practice in Global Diversity, awarded by the American Association of Colleges for Teacher Education to the Department of Learning and Teaching, School of Leadership and Education Sciences at the University of San Diego, 2014.
- Outstanding Faculty of the Year, Department of Learning and Teaching, School of Leadership and Education Sciences, University of San Diego, 2008.
- Middle Level Teacher of the Year, Greater San Diego Mathematics Council, 1999
- School Site Teacher of the Year, Wilson Middle School, San Diego City Schools, 1998
- Citibank Fellowship, Stanford University, 1993-1994
  Awarded for "Dedication to teaching in ethnically and linguistically diverse schools"
- Ames Award, Harvard College, 1993
  Awarded to the two graduating seniors who best exhibit "character, leadership, and dedication in public service."

CURRICULUM VITAE

Frank R. Kemerer, Ph.D.
University of San Diego
School of Education
5998 Alcala Park
San Diego, CA   92110
619-260-7789
fkemerer@sandiego.edu

Educational Background

Ph.D.   Educational Administration and Policy   Stanford University (1975)
        Law Minor   Stanford Law School
        (Also attended University of Minnesota Law School)

M.A.   in Educational Administration   Stanford University (1968)

A.B.   in Political Science   Stanford University (1963)
        (Also fulfilled requirements for an A.B. in History)

Professional Experience

2004 -   Professor-in-Residence, School of Law and School of Leadership and
              Education Sciences, University of San Diego. Associate Director for
              Research and Academic Affairs, Center for Education Policy and Law
              (2007 to present)

2001-04   Visiting Professor, School of Law and School of Education, University of
              San Diego (spring semesters)

1990-03   Regents Professor of Education Law and Administration (modified
              service, 2003-2008). Currently Professor Emeritus
              Director, Center for the Study of Education Reform[1]
              University of North Texas

---

[1]Director-Emeritus and Senior Research Scholar. Organized in 1991, the Center has coordinated a comprehensive four-year study of school choice in San Antonio funded by the U.S. Department of Education and private foundations (see Publications, Research Reports, and Sponsored Research); has been part of the Texas charter school evaluation team; and co-sponsored a symposium on school choice, law, and public policy at UC-Berkeley School of Law in association with the Earl Warren Legal Institute. At present, the Center's activities concentrate on investigations of educational policy and curriculum and instructional innovations intended to promote academic success of traditionally marginalized student populations, especially Spanish-speaking immigrants. For more information, see www.coe.unt.edu/cser

2

1987-88	Associate Dean for Planning and Fiscal Affairs, College of Education, University of North Texas
1978-90	Professor of Education Law and Administration University of North Texas (tenured 1981)
1975-78	Executive Assistant to the President Director of Enrollment Management Adjunct Professor of Political Science College of Arts and Science, State University of New York (SUNY), Geneseo
1972-74	Research Associate, Center for Educational Research at Stanford University
1964-73, 75	Headmaster, assistant headmaster, and government/history teacher at private schools in San Francisco (Lick-Wilmerding High School), Chicago (Latin School of Chicago), and Minneapolis (The Blake School), respectively

Publications

Refereed Articles and Law Reviews

Frank R. Kemerer, "Book Review and Commentary: Peter Irons, Jim Crow's Children: The Broken Promise of *Brown v. Board of Education,*" *West's Education Law Reporter* 200 (October 2005), pp. 507-523.

Watt Lesley Black and Frank Kemerer, "Legally Defensible Approaches to Racial Diversity in Charter School Enrollments," *West's Education Law Reporter* 172 (February 2003), pp. 575-609.

Peter Sansom and Frank Kemerer, "It's All About Rules," *West's Education Law Reporter* 166 (August 2002), pp. 395-414.

Frank R. Kemerer, "Reconsidering the Constitutionality of Vouchers," *Journal of Law and Education* 30: 3 (July 2001), pp. 435-444.

Frank R. Kemerer and Catherine Maloney, "Legal Issues Involving Educational Privatization and Accountability," *West's Education Law Reporter* 150 (March 2001), pp. 589-627.

Kenneth Godwin, Frank Kemerer, Valerie Martinez, and Richard Ruderman, "Liberal Equity in Education: A Comparison of Choice Options,*" Social Science Quarterly* 79: 3 (September 1998), pp. 502-522.

3

Frank R. Kemerer, "The Constitutional Dimension of School Choice," *Texas Forum on Civil Liberties and Civil Rights* 3:2 (1998), pp. 137-176.

Frank R. Kemerer, "State Constitutions and School Vouchers," *West's Education Law Reporter* 120 (1997), pp. 1-42.

R. Kenneth Godwin, Valerie J. Martinez, Frank R. Kemerer, and Laura Perna, "The Consequences of School Choice: Who Leaves and Who Stays in the Inner City," *Social Science Quarterly* 76:3 (1995), pp. 485-501.

Frank R. Kemerer, "The Constitutionality of School Vouchers," *West's Education Law Reporter* 101 (1995), pp. 17-36.

Frank R. Kemerer, Joe B. Hairston, and Keith Lauerman, "Vouchers and Private School Autonomy," *Journal of Law and Education* 21:4 (Fall 1992), pp. 601-628.

Michael Moehler and Frank R. Kemerer, "Collective Bargaining: Where Are We Now?" *Educational Forum* 49:2 (Spring 1985), pp. 331-339.

Frank R. Kemerer, "The Role of Academic Deans, Department Chairs, and Faculty in Enrollment Management," *The College Board Review*. Winter 1984-85.

Frank R. Kemerer, "Senates, Unions, and the Flow of Power in American Higher Education," *The Canadian Journal of Higher Education*. XIII:1 (May 1983), pp. 51-64.

Frank R. Kemerer and Stephanie A. Hirsh, "The Developing Law Involving the Teacher's Right to Teach," *West Virginia Law Review* 84:1 (1981-82), pp. 31-90.

Frank R. Kemerer and J. Victor Baldridge, "Senates and Unions: Unexpected Peaceful Coexistence," *The Journal of Higher Education* 52:3 (May-June 1981), pp. 256-264.

Ronald P. Satryb and Frank R. Kemerer, "Affirmative Action in Higher Education," *Educational Forum* XLIV:2 (January 1980), pp. 205-210

William L. Caren and Frank R. Kemerer, "Internal Dimensions of Institutional Marketing," *College and University* 54:3 (Spring 1979), pp. 173-188.

Frank R. Kemerer, "The Clouded Future of Faculty Governance," *Educational Forum* XLII:2 (January 1978), pp. 233-243.

J. Victor Baldridge and Frank R. Kemerer, "Academic Senates and Faculty Collective Bargaining,"*The Journal of Higher Education* XLVII:4 (July-August 1976), pp. 391-411.
Frank R. Kemerer, "Congress and the Student Aid Cutoff Riders," in *College and University*. 49:2 (Winter 1974), pp. 128-138. (Research version available through ERIC

4

Clearinghouse for Higher Education.)

Non-refereed Articles

Frank Kemerer, "Book Review: Kevin G. Welner, *Neovouchers," American Journal of Education* (forthcoming 2009).

Frank Kemerer, "Ten Practical Lessons for Effective Employee Documentation," *Texas School Administrators' Legal Digest* 22:2 (February 2006), pp. 1-6, 20

John Crain and Frank Kemerer, "Key Documentation Lessons for the Nonrenewal or Termination of Teacher Contracts," *Texas School Administrators' Legal Digest* 18:6 (June 2002), pp. 1-8, 23.

Frank R. Kemerer, "Guidelines for Designing Effective and Legally Defensible Student Discipline Rules," *Texas School Administrators' Legal Digest* 17:5 (May 2001), pp. 1-8, 19.

Frank R. Kemerer, "When Can Coaches and Athletic Directors Be Liable in State and Federal Courts?" *Texas School Administrators' Legal Digest* 16:8 (Sept. 2000), pp. 1-7, 24.

Frank R. Kemerer, "What Place Does Religion Have in the Public Schools? New Guidance from the Legislature and the Court," *Texas School Administrators' Legal Digest* 15:6 (June 1999), pp. 1-9, 24.

Frank R. Kemerer and Kimi Lynn King, "Are School Vouchers Constitutional?" *Phi Delta Kappan* 77:4 (1995), pp. 307-311.

Frank R. Kemerer, Religion on the School Campus," *TASA Insight* 9:2 (Summer 1995), pp. 30-33.

Valerie Martinez, Kenneth Godwin, and Frank R. Kemerer, "San Antonio School Choice Research Project: Overview of Findings for 1992-93," *Private School Monitor* (a publication of Associates for Research on Private Education, an interest group of the American Educational Research Association) 16:3 (Spring 1995), pp. 4-9.

Frank R. Kemerer, "The Permissible Scope of Student Searches," *Texas School Administrators' Legal Digest* 10:9 (October 1994), pp. 1-8.

Valerie Martinez, Kay Thomas and Frank R. Kemerer, "Who Chooses and Why: A Look at Five School Choice Plans," *Phi Delta Kappan* 75:9 (May 1994), pp. 678-681.

Frank R. Kemerer, "School Sponsored Prayer: The U.S. Supreme Court Says No at Graduation," *Texas School Administrators' Legal Digest* 8:8 (September 1992), pp. 1-7.

5

Catherine Clark and Frank R. Kemerer, "Mixed Reviews: Texans Voice Opinions on Choice, Year-Round Schools," *Texas Lone Star*. (May 1992). (Second of a two-part article summarizing the findings of a statewide survey conducted by the University of North Texas Center for the Study of Education Reform in association with the Texas Center for Educational Research.)

Frank R. Kemerer and Catherine Clark, "What Do Texans Think? Results from the Texas Education Reform Survey 1991-92," *Texas Lone Star*. (April 1992). (First of the two-part article)

Frank R. Kemerer, "The Scope of a Teacher's Right to Academic Freedom in Class," *Texas School Administrators' Legal Digest* 6:4 (April 1990), pp. 1-7.

Frank R. Kemerer, "Religion in the School Curriculum," *Texas School Administrators' Legal Digest* 5:3 (February 1989), pp. 1-6.

Frank R. Kemerer, "Court Battles over Religion in the Schools," *Kappa Delta Pi Record*, 23:3 (Spring 1987), pp. 81-85.

M. C. Zollers, Frank R. Kemerer, and Perry Zirkel, "Educational Research Relating to School Law: The Role of the School Attorney," *NOLPE Notes*. January 1986.

Frank R. Kemerer, "Censorship, Academic Freedom, and the Right to Know,"*Kappa Delta Pi Record* 20:3 (Spring 1984), pp. 73-76.

Frank R. Kemerer, "New Supreme Court Support for Private Schools," *Kappa Delta Pi Record* 20:1 (Fall 1983), pp. 4-8.

Frank R. Kemerer, "Classroom Academic Freedom,"*Kappa Delta Pi Record* 19:4 (Summer 1983), pp. 101-104.

Frank R. Kemerer, "How Much Education Law Do You Know?," *Kappa Delta Pi Record* 19:3 (Spring 1983), pp. 76-79.

Frank R. Kemerer and Stephanie A. Hirsh, "School Library Censorship Comes Before the Supreme Court," *Phi Delta Kappan* 63:7 (March 1982), pp. 444-448.

Stephanie Hirsh and Frank R. Kemerer, "Academic Freedom in the Classroom: A Constitutional Right for Teachers," *Educational Leadership* 39:5 (February 1982), pp. 375-377.

Stephanie Hirsh and Frank R. Kemerer, "Texas Teachers Gain New Academic Freedom Rights: Implications for School Boards and Administrators," *Texas School Board Journal* 27:4 (December 1981), pp. 32-36.

6

Frank R. Kemerer, J. Victor Baldridge, and R. Frank Mensel, "Twilight of Informal Faculty Personnel Procedures," *College and University Personnel Association Journal* 32:1 (Spring 1981), pp. 17-25.

Frank R. Kemerer and J. Victor Baldridge, "Unions in Higher Education: The Going Gets Tougher," *Phi Delta Kappan* 61:10 (June 1980), pp. 714-715.

Frank R. Kemerer, "How to Get the Most Out of Professional Development," *Independent School* 39:3 (February 1980), pp. 19-21. (Third article in a three-part series on personnel issues; placed second as best *IS* article in 1979-80.)

Frank R. Kemerer, "Evaluating Evaluation: Are the Costs Worth the Benefits?," *Independent School* 39:1 (October 1979), pp. 25-29. (Second article in series.)

Frank R. Kemerer, "A Call for Better Personnel Relations," *Independent School* 38:3 (February 1979), pp. 34-38.. (First article in series.)

Frank R. Kemerer and David A. Young, "United They Stand: Growth of Student Unions," *Change* 9:12 (December 1977), pp. 16-21.

Frrank R. Kemerer and J. Victor Baldridge, "The Myth of the Collegial Bargaining Model," *College and University Personnel Association Journal* 28:1 (Winter 1977), pp. 18-22.

Frank R. Kemerer and J. Victor Baldridge, "The Impact of Faculty Unions on Governance," *Change* 7:10 (December-January 1975-76), pp. 50-51, 62.

Frank R. Kemerer, "Conceptualizing the Role of the School Administrator," in *Independent School Bulletin*. (December 1974), pp. 53-54..

Frank R. Kemerer, "Would Private Schools Benefit from a Voucher System?," in *Independent School Bulletin*. (May 1973), pp. 23-25.

Frank R. Kemerer, "Constitutional Law in the High School Curriculum," *Independent School Bulletin.* (October 1972), pp. 23-26.

Edwin Van Gorder and Frank R. Kemerer, "Helping Students Achieve Self-Actualization: A Case Study of Non-Directed College Counseling," *College Admissions Counselors Journal* 16:2 (July 1971), pp. 11-15 (Reprinted in *Independent School Bulletin*, October 1972.)

Books

Frank Kemerer and Peter Sansom, *California School Law* (Stanford, CA: Stanford

7

University Press, 2009, Second Edition, 557 pages) [Updated periodically by Frank Kemerer. See californiaschoollaw.org]. [First edition by Frank Kemerer, Peter Sansom, and Jennifer Kemerer published in 2005.]

Jim Walsh, Frank Kemerer and Laurie Rodriguez, *The Educator's Guide to Texas School Law* (Austin, TX: University of Texas Press, 2005, Sixth Edition. 481 pages). [First edition written by Frank Kemerer in 1984. Co-author Joe Hairston added for second edition only in 1990. Co-author Jim Walsh added for third through fifth editions in 1994, 1996, and 2000 respectively. Co-author Laurie Rodriguez added in 2005 and Jim Walsh became senior author.] Seventh edition forthcoming in 2010.

R. Kenneth Godwin and Frank R. Kemerer, *School Choice Tradeoffs: Liberty, Equity, and Diversity* (Austin, TX: University of Texas Press, 2002. 315 pp).

Stephen D. Sugarman and Frank R. Kemerer (eds.), *School Choice and Social Controversy: Politics, Policy and Law*. (Washington, DC: Brookings Institution Press, 1999. 378 pp).

Frank R. Kemerer, *William Wayne Justice: A Judicial Biography*. (Austin, TX: University of Texas Press, 1991. 481 pp.). Paperback edition with extended epilogue published in November 2008.

Frank R. Kemerer, *Texas Teachers' Guide to School Law*. (Austin, TX: University of Texas Press, April 1982. 243 pp.)

Frank R. Kemerer, J. Victor Baldridge, and Kenneth C. Green, *Strategies for Effective Enrollment Management*. (Washington, DC: American Association of State Colleges and Universities, 1982. 200 pp.)

Frank R. Kemerer and Kenneth L. Deutsch, *Constitutional Rights and Student Life* (St. Paul, MN: West Publishing Co., 1979. Supplemented in 1984. 750 pp).

Frank R. Kemerer and Ronald P. Satryb, eds., *Facing Financial Exigency: Strategies for Educational Administrators* (Lexington, MA: Lexington Books, 1977. 140 pp.)

Frank R. Kemerer, *Understanding Faculty Unions and Collective Bargaining*. (Boston: National Association of Independent Schools, 1976. 70 pp.)

Frank R. Kemerer and J. Victor Baldridge, *Unions on Campus: A National Study of the Consequences of Faculty Bargaining*. (San Francisco: Jossey-Bass, 1975. Second printing, 1976. 240 pp.)

Book Chapters

Frank Kemerer, "A Legal Perspective on School Choice," in Mark Berends, et al., eds.,

8

Handbook of Research on School Choice," (Philadelphia, PA: Lawrence Erlbaum, 2009).

Catherine Maloney and Frank Kemerer, "Charter Schools: Opportunities and Challenges," in Frederick M. Hess, ed., *Urban School Reform: Lessons from San Diego City Schools* (Cambridge, MA: Harvard Education Press, 2005).

Frank R. Kemerer, "The Legal Status of Privatization and Vouchers in Education," in Henry M. Levin, ed., *Privatizing Education* (Boulder, CO: Westview Press, 2001).

Frank R. Kemerer, "School Choice Accountability" in *School Choice and Social Controversy: Politics, Policy and Law* (citation in Books on Educational Policy and Governance above).

R. Kenneth Godwin, Frank R. Kemerer, and Valerie J. Martinez, "Comparing Public Choice and Private Voucher Programs in San Antonio," in Paul Peterson and Brian Hassel, eds., *Learning from School Choice* (Washington, D.C.: Brookings 1998).

Valerie J. Martinez, R. Kenneth Godwin, and Frank R. Kemerer, "Public School Choice in San Antonio: An Analysis of Who Chooses and With What Effects," in Bruce Fuller and Richard Elmore, with Gary Orfield, eds., *Who Chooses, Who Loses? Culture, Institutions, and the Unequal Effects of School Choice* (NY: Teachers College Press, 1996).

Valerie J. Martinez, R. Kenneth Godwin, and Frank R. Kemerer, "Private School Choice in San Antonio," in Terry Moe, ed., *Private Vouchers* (Stanford: Hoover Institution Press, 1995).

Frank R. Kemerer, "Religion in the Curriculum," in William E. Camp, Julie K. Underwood, and Mary Jane Connely, eds., *The Principal's Handbook.* (Topeka, KS: National Organization on Legal Problems of Education, 1989. Revised for second edition, 1993; revised for third edition 2001).

Frank R. Kemerer, "Responding to Union Demands for Governance Power," in *Facing Financial Exigency* (citation in Books on Educational Policy and Governance above).

Frank R. Kemerer and J. Victor Baldridge, "Senates and Unions: Unexpected Peaceful Coexistence," in M. W. Peterson, ed., *ASHE Reader in Organization and Governance in Higher Education, 3rd Edition.* (Needham, MA: Ginn Press, 1989). (Reprinted from *The Journal of Higher Education*.)

Frank R. Kemerer and Don Hossler, "Enrollment Management and Its Organizational Context," in Don Hossler, ed., *Managing College Enrollments.* (San Francisco: Jossey-Bass, 1986).

Frank R. Kemerer and J. Victor Baldridge, "Images of Governance: Collective

9

Bargaining Versus Traditional Models," in J. Victor Baldridge and Gary Lee Riley, eds., *Governing Academic Organizations: New Issues, New Perspectives*. (Berkeley: McCutchan Publishing Co., 1977).

Frank R. Kemerer and J. Victor Baldridge, "Academic Senates and Faculty Collective Bargaining," in *Governing Academic Organizations: New Issues, New Perspectives.* (Reprinted from *The Journal of Higher Education*.)

Published Technical Reports

Frank R. Kemerer, "The U.S. Supreme Court's Decision in the Cleveland Voucher Case: Where to From Here?" Commissioned discussion paper for the National Center for the Study of Privatization in Education, Teachers College, Columbia University, July 2002. Available as Occasional Paper #51 at www.ncspe.org Also available as ERIC Document Reproduction Service No. EA032172 August 2003.

Frank Kemerer, "After *Zelman*: Spotlight on State Constitutional Law." Invited discussion paper for TCRecord. July 2002. Available at www.TCRecord.org

Frank Kemerer, "Legal Issues Involving Educational Privatization and Accountability." Commissioned research paper for the National Center for the Study of Privatization in Education, Teachers College, Columbia University, August, 2000. Available as Occasional Paper # 6 at www.ncspe.org. Also available as ERIC Document Reproduction Service No. EA032156.

Kenneth Godwin and Frank Kemerer, "Educational Choice: Comparing the Options." Commissioned research paper for the Committee on Educational Finance, National Academy of Science, April 1998.

"Texas Open-Enrollment Charter Schools: Year Two Evaluation." Research report presented to the State Board of Education, (with others), December 1998. Available from the Texas Education Agency and the Center for the Study of Education Reform at the University of North Texas..

"Texas Open-Enrollment Charter Schools: Year One Evaluation.." Research Report Presented to the State Board of Education, (with others), December 1997. Available from the Texas Education Agency and the Center for the Study of Education Reform at the University of North Texas.

"Final Report: San Antonio School Choice Research Project." (With Valerie Martinez and Kenneth Godwin), Center for the Study of Education Reform, June 1997. ERIC Document Reproduction Service No. ED425513. (San Antonio School Choice Research Project).

"Comparing Public and Private Schools: Student Survey Results." (With Valerie

10

Martinez, Kenneth Godwin, and Carrie Ausbrooks), Center for the Study of Education Reform, October 1997. ERIC Document Reproduction Service No. ED425514. (San Antonio School Choice Research Project).

"Comparing Public and Private Schools: Teacher Survey Results." (With Valerie Martinez and Kenneth Godwin), Center for the Study of Education Reform, Summer 1996. ERIC Document Reproduction Service No. ED028054. (San Antonio School Choice Research Project)

"Who Chooses and Why: Baseline Data Report." (With Valerie Martinez and Kenneth Godwin), Center for the Study of Education Reform, Spring 1993. ERIC Document Reproduction Service No. EA025031. (San Antonio School Choice Research Project)

J. Victor Baldridge, Frank R. Kemerer, and Kenneth C. Green, *The Enrollment Crisis: Factors, Actors, and Impacts* (AAHE-ERIC Higher Education Research Report No. 3. Washington, DC: 1982.)

"Short-range Stabilization Actions: Good but Not Enough." July 1982. ERIC Document Reproduction Service No. ED213382.

J. Victor Baldridge and Frank R. Kemerer, *Assessing the Impact of Faculty Collective Bargaining.* (AAHE-ERIC Higher Education Research Report No. 8. Washington, DC: American Association for Higher Education, 1981. 54 pp.)

"Student Power Reincarnated." (With David A. Young). June 1978. ERIC Document Reproduction Service No. ED149162.

"The Impact of Collective Bargaining on Campus Administration." (With J. Victor Baldridge). September 1977. ERIC Document Reproduction Service No. ED138126.

"Congress and the Student Aid Cutoff Riders." July 1976. ERIC Document Reproduction Service No. ED119580.

"Who Sank the Khaki Submarine? A Case Study of Decision Making at Stanford University." (With others). May 1976. ERIC Document Reproduction Service No. ED 107191.

"Issues of Collective Bargaining at the University of California-Berkeley," in *ERIC Clearinghouse for Higher Education*. April 1974. ERIC Document Reproduction Service No. ED085022.

Dissertation Topic

The Impact of Faculty Collective Bargaining on Academic Governance

11

Conference Presentations

Refereed

"Implications of the U.S. Supreme Court's Cleveland Voucher Decision for the States," Education Commission of the States, Hollywood, CA. July 2002.

"The Decisions of Federal Judge William Wayne Justice" Clements Lectureship, Texas A & M University, March 6, 2002.

"Are Private Entities Operating Charter and Voucher Schools State Actors for Purposes of Observing Federal Constitutional Rights? Education Law Association Annual Meeting. Albuquerque, November 2001.

"The Constitutionality of Vouchers, Tax Benefits, and Tax Deductions," Educational Vouchers: The California and Michigan 2000 Initiatives & the Future of Voucher Ballot Referenda." UCLA, May 2001.

"School Vouchers and Private School Regulation," Fourth Annual Religion and Humanities Conference, Utah Valley State College, Orem, Utah. October, 1999.

"Legal Aspects of Privatization and Vouchers in Education," National Center for the Study of Privatization in Education, Teachers College, Columbia University. April 1999.

"School Choice Accountability," University of California, Berkeley School of Law, April 1998 (symposium on school choice, law, and public policy).

"The Constitutionality of School Vouchers," Education Law Association Annual Meeting, Seattle. November 1997.

"Pre-Employment and Employee Drug and Alcohol Inquiries and Testing," Education Law Association[0] Annual Meeting, New Orleans. November 1996 (with Jim Walsh)

"School Choice in the Inner City: Who Leaves and Who Stays" American Education Research Association, San Francisco. April 1995 (with Kenneth Godwin and Valerie Martinez)

"School Vouchers: Empirical and Legal Perspectives," University of Texas School of Law, Austin, TX. March 1995.

"The Research on School Choice," National Organization on Legal Problems of Education, San Diego. November 1994.

12

"Comparing Private and Public School Choice in San Antonio," American Educational Research Association Annual Meeting, New Orleans. April 1994.

"Parent Choice and Private School Autonomy: What Happens When Public Dollars Flow to Private Schools?," National Organization on Legal Problems of Education, Orlando. November 1991.

"Judicial Deference to School Board Curricular Control: Undervaluing the First Amendment and Social Science Research," National Organization on Legal Problems of Education, San Antonio. November 1990.

"Speech in the Classroom," National Organization on Legal Problems of Education Annual Meeting, Washington, DC. November 1988.

"Administration in Unionized Educational Institutions," Stanford University Cubberly Conference, Stanford, CA. July 1983.

"Organizational Aspects of Enrollment Management," National Conference on Strategic Planning for Colleges and Universities, Los Angeles. November 1982.

"Book Banning: Legal Aspects," National Association on Legal Problems of Education Annual Meeting, San Francisco. November 1982.

"Strategies for Effective Enrollment Management," American Association of State Colleges and Universities Annual Meeting, Nashville. November 1982.

"Career Pathing for College Admissions Officers and Its Implications," National Association of College Admissions Counselors Annual Meeting, Minneapolis. September 1982.

"The Flow of Power and the Role of Academic Senates in American Higher Education," Canadian Society for the Study of Higher Education Annual Meeting, Toronto. May 1982.

"Enrollment Management: The Results of a National Survey" and "Due Process for Administrators: How Much and When?," American Association of Collegiate Registrars and Admissions Officers Annual Conference, Kansas City. April 1982.

"Short-range Enrollment Stabilization Efforts: Good but Not Enough," American Association for Higher Education Annual Conference, Washington, DC. March 1981.

"The Legal Framework and Scope of Bargaining," Higher Education Research Institute Conference on National Planning, Los Angeles. June 1978.

13

"Vouchers and Independent Schools: Promise or Premise?," National Association of Independent Schools Annual Meeting, San Francisco. March 1974.

"Decision Making Strategies and Postgraduation Counseling," College Entrance Examination Board Annual Meeting, New York. October 1971.

Nonrefereed (Partial listing)

"Religion at School: Is God In or Out?" Education Law Conference, University of San Diego. December 2000.

"Who Chooses and With What Effects in San Antonio," Trinity University, San Antonio, TX October 1994.

"Some Concerns about Private School Choice," St. Mary's University School of Law, San Antonio, TX. March 1991.

"Law and Accountability," Old Dominion University (satellite TV program hosted by Dr. Dwight Allen), Norfolk, VA. February 1990.

"The Decisions of William Wayne Justice," Legal Studies Program, Sangamon State University, Springfield, IL. September 1989.

"Enrollment Management: A Campus-wide Responsibility," Fall Faculty Convocation, Tuskegee Institute, Tuskegee, AL. August 1984.

"Collective Bargaining for Faculty: The Positive and Negative Effects," Sangamon State University, Springfield, IL. May 1984.

"Assessing the Impact of Faculty Collective Bargaining," Millercomm Conference on Collective Bargaining and the University, University of Illinois, Champaign, IL. April 1984.

"Highlights of Texas Education Law," University of Dallas, Dallas, TX. February 1984 and every other year through 1996.

"Highlights of Texas Education Law," University of Texas at Dallas, Richardson, TX. April 1983; November 1983; March 1984; and April 1985.

Internal Dimensions of Enrollment Management," Fall Faculty Convocation, Bradley University, Peoria, IL. August 1981.

"Legal Developments on Religion in the Public School," Dallas Baptist College, Dallas, TX. November 1980.

14

"Unanswered Questions about Academic Collective Bargaining," Harvard Graduate
School of Education Colloquium, Cambridge, MA. March 1978.

"An Overview of Faculty Collective Bargaining," Syracuse University Summer
Workshop on Personnel Policies, Syracuse, NY. June 1977.

"The Challenge of Faculty Collective Bargaining to Campus Governance," Indiana
University, Indiana, PA. April 1977.

"Consequences of Faculty Collective Bargaining," SUNY College at Brockport Seminar
on Collective Bargaining, Brockport, NY. November 1976

Grants (excludes grants obtained through the Center for Education Policy and Law for projects where Prof. Kemerer serves or has served as principal investigator)

1996-02	Texas Charter School Evaluation	$105,000 Texas Education Agency (Prof. Carrie Ausbrooks, Principal Investigator)
1999	Freedom Project Award	$35,000 John Templeton Foundation for an interdisciplinary course developed with two political science professors entitled "Educating the Liberal Democratic Citizen"
1998	School Choice and the Law Symposium UC-Berkeley School of Law	$40,000 Spencer Foundation of Chicago (with Prof. Steven Sugarman)
1992-96	Public and Private School Choice Study in San Antonio	$160,000 U.S. Dept. of Education; Spencer Foundation; Walton Family Foundation; and USAA, Halsell, and Covenant foundations in San Antonio (with two political science professors)
1987-89	Judicial Biography	$15,000 R. W. Fair Foundation
1980-82	National Enrollment Management Survey	$50,000 Kellogg Foundation of Student Retention Studies, Battle Creek, Spencer Foundation, and AASCU (through Higher Educ. Research Center at UCLA)

15

1978-79	National Collective Bargaining Survey	$??? Fund for the Improvement of Postsecondary Education and the Ford Foundation (through Higher Educ. Research Center at UCLA)
1973-76	Collective Bargaining/Governance Study	Included as part of the broad-based Stanford Project on Academic Governance funded with a $300,000 grant from the National Institute of Education

Professional Affiliations (currently)

Education Law Association (formerly National Organization on the Legal Problems of Education)

American Educational Research Association

Teaching Experience

Thirty-four years of teaching in higher education to include the following courses (excludes 11years of teaching in private secondary schools – 1964-1975)

School of Leadership and Education Sciences, University of San Diego (graduate)
- School Law for Aspiring Administrators
- School Law for Practicing Administrators

School of Law, University of San Diego (graduate)
- School Choice, Privatization, and Vouchers
- Education Law

School of Leadership and Education Sciences and School of Law, University of San Diego (graduate level)

- Seminar in the Law and Politics of Educational Policy Development (with Scott Himselstein)

College of Education, University of North Texas (graduate level)
- Campus-Level School Law
- Doctoral Seminar in Advanced Education Law and Policy
- The Politics of Educational Administration and Policy Development
- Introduction to Educational Administration
- Seminar on School Choice, Privatization, and Vouchers

16

Department of Political Science, University of North Texas (undergraduate)
- Jurisprudence

Department of Political Science, State University of New York College of Arts & Science at Geneseo (undergraduate)
- Constitutional Law
- Student Civil Liberties

Doctoral Students Completed

Served 30 doctoral students as major professor, all at the University of North Texas. Of these, Catherine Maloney received the 2005 Dissertation of the Year Award from the University of North Texas for her dissertation "The Effect of Texas' Charter High Schools on Graduation Outcomes." Watt Lesley Black received the 2002 Outstanding Dissertation Award from the Education Law Association for his dissertation "The Federal Constitution and Race-Based Admissions Policies in Public Charter Schools."

Served well over 100 doctoral students as associate advisor over 28 years as a professor and Regents Professor at the University of North Texas. Names are not available.

Service

University of San Diego

Program coordinator for the K-12 specialization in the Ph.D. in Leadership Studies within the School of Leadership and Education Sciences (2006 to present)

Coordinator of proposed interdisciplinary master's degree for leaders of schools of choice involving the USD School of Business, School of Law, and School of Education (2002 to 2006). Funding for the degree was not obtained.

Organizer and moderator of statewide conference "School Choice, Charters, and Vouchers" co-sponsored by the USD School of Education and School of Law held on January 18, 2002 at USD.

Other Universities (partial listing)

University of North Texas (UNT) coordinator of the Ph.D. program in educational administration, 1993-2002.

Originator and coordinator of UNT's distance learning doctoral degree program with Midwestern State University in Wichita Falls, Texas through 2000 (the first distance learning doctoral degree program granted by the Texas Higher Education Coordinating Board)

17

Member, UNT Chancellor's Pew Roundtable Discussion Group on the Future of the University (1995 to 1998) and moderator, televised University Forums in 1996, 1997, and 1998

Member, UNT University Review Committee, 1991-1994

Member, UNT Provost's Critical Issues Committee, 1990-1993

Chairman, UNT College of Education Strategic Planning Committee, 1987-90.

Chairman, College of Education Dean Search Committee, 1985-86

Member, UNT Graduate Council, 1984-85

Member, UNT Self-Study Steering Committee for Institutional Re-Accreditation, 1982-85

Chairman, UNT Task Force on Student Recruitment and Retention, 1980-81

Chairman, UNT College of Education Recruitment, Retention, and Long-range Planning Committee, 1980

Selected by the Student Government Association at State University of New York (SUNY) College of Arts and Science at Geneseo as their faculty advisor, 1976-77, 1977-78

Chairman, Rochester Area Colleges Management Seminar Program, 1976-77

Member of the State University of New York (SUNY) Negotiations Advisory Committee, 1975-78

School-Based Activity

Thirty years of conducting legal workshops, institutes, and in-service presentations at school districts throughout Texas.

Accreditation Experience

None

Consulting Activities

Extensive consulting 1980-present to school districts throughout Texas. In recent years, these have focused on training administrators to use the *Texas Documentation Handbook* co-authored by Frank Kemerer and John Crain, and published by the *Texas School*

18
Administrator's Legal Digest and now in its fourth edition (2006) (see "Other" below)

Extensive consulting from 1978-1984 at colleges and universities throughout the United States on enrollment management following publication of *Facing Financial Exigency* and *Strategies for Effective Enrollment Management* (see "Books" above).

Awards

2003   2002 Bronze Book of the Year Award in Education from *ForeWord* Magazine for book *School Choice Tradeoffs* (Austin, TX: University of Texas Press 2002)

1994   President's Council University Teaching Award, University of North Texas

1992   *Scribes* Book Award Finalist from the American Society of Legal Writers for *William Wayne Justice: A Judicial Biography* (Austin, TX: University of Texas Press 1991)

1992   T. R. Fehrenbach Book Prize from the Texas Historical Commission for book *William Wayne Justice: A Judicial Biography* (Austin, TX: University of Texas Press 1991).

1991   Toulouse Scholars Award from the University of North Texas in recognition of teaching and research achievement

1990   Designated Regents Professor by University of North Texas Board of Regents in recognition of teaching and scholarly excellence

Listed in *Contemporary Authors*
Listed in *Who's Who in American Law* (beginning with 1996-97 Ninth Edition)

Member, Authors Committee for *West's Education Law Reporter*, 1996-2001. Member, Editorial Advisory Committee, 2001 - 2007

Other Related Work Experience

Host of a nationally televised education law program series on the TI-IN Satellite Television Network, San Antonio, TX 1986-1997.

Founder and co-publisher of the *Texas School Administrators' Legal Digest*, a monthly legal periodical that also co-hosts four statewide conferences and produces law charts, videotapes, and handbooks. For a full description, see www.legaldigest.com, With wife, sold controlling interest in the enterprise in 2005 to Park Place Publications.

Donna Alvarez Campbell
10857 Viacha Drive
San Diego, CA 92124
619 218 7607

Education

Bachelor of Arts 1972 Marymount College at Loyola University (Los Angeles)
         Major: English   Minor: History

Master of Arts (Educational Leadership)   1984 San Diego State University

Professional Experience

1973 - 2009 San Diego Unified School District

1973 - 1977	English Teacher/ Dept. Chair,	O'Farrell Jr. High
1977 - 1986	English Teacher/ Dept. Chair/ Resource Teacher,	Serra High School
1986 - 1989	English Teacher/Dept. Chair/ Resource Teacher,	De Portola Middle School
1989 - 1993	Resource Teacher	Community Relations and Integration Programs
1993 - 1995	Vice-Principal	Taft Junior High
1995 - 1997	Vice- Principal	School of Creative and Performing Arts (SCPA)
1997 - 2005	Vice- Principal	La Jolla High School
2005 - 2008	Principal	Scripps Ranch High School
2008 - 2009	School Improvement Officer, High Schools	District Office
2009 - Retired		
2012, 2013 - Interim Area Superintendent		District Office

University of San Diego

2009 - 2010 - Supervisor of Student Teachers, School of Leadership and Education Sciences (SOLES),

2011 - Present - Lecturer - Educational Leadership Development Academy (ELDA)   SOLES

2011 - Present - Supervisor of ELDA students   SOLES

<u>Mount Diablo Unified School District</u>

2014 (Fall) - Interim Assistant Superintendent - High Schools (temporarily filling vacancy)

<u>Professional Organizations</u>

Association of Latino Administrators
Delta Kappa Gamma

1397 Caudor Street   PHONE 760-230-2779

Encinitas, CA 92024   E-MAIL smpierce1@gmail.com

Stephanie Pierce

Education

2010 San Diego State University San Diego, CA

Doctorate in Educational Leadership

Dissertation Topic: Emotional Intelligence of Elementary School Principals and Collective Teacher Efficacy

2005 Point Loma Nazarene San Diego, CA

Tier II Administrative Services Credential

2001 – 2002 San Diego State University San Diego, CA

Preliminary Clear Administrative Services Credential

2001 – 2003 San Diego State University San Diego, CA

Preliminary Mild/Moderate Special Education Credential

1997 – 1998 San Diego State University San Diego, CA

Professional Clear Multiple Subject Credential with CLAD Supplemental Credential in Math

1988 – 1990 San Diego State University San Diego, CA

Master of Arts in Public Administration

1986 – 1988 University of California, San Diego

Bachelor of Arts in Psychology emphasis in Cognitive Psychology

1983 – 1986 Mesa College

General Education: Transfer to four year university

Professional Experience

2012-present Santee School District, Santee, CA

Assistant Superintendent of Educational Services
- *Serve* as a cabinet member for the district
- *Manage* 20 categorical and general fund budgets.
- *Developed* respected reputation in curriculum and instruction issues with the administrative team and in the community
- *Coordinate* all professional development in order to increase student achievement
- *Manage* all District and State assessments

- *Negotiate* for the administrative team with classified and certificated employees
- *Coach* administrators within the district
- *Manage* district funds at the department level
- *Facilitated* adoption of core curriculum materials K-8
- *Coordinate and participate* in recommendation process for all students from acceleration to intervention.
- *Coordinate* the process for development of the school site plan goals and writing the district LEA plan for increasing student achievement 2010 - 2012 Carlton Oaks School Santee, CA

2010-2012 Carlton Oaks School, Santee School District

Principal
- *Facilitate* SST meetings, School Site Council meetings, PTSA board meetings, District Writing Circles, Site Retention Committee
- *Facilitate* grade level teams in writing trimester goals, analyzing formative test data and blueprints for state testing, evaluating instructional strategies and curriculum decision making
- *Design, implement and evaluate* school intervention program for Kindergarten through Eighth grade and support other schools through principal coaching
- *Coordinate* services with other departments such as Child Nutrition, Transportation, Business Services, Maintenance and Operations, etc.
- *Coordinate* single site plan for student achievement, disaster preparedness plan, and school safety.
- *Manage* site budget and allocated resources based on school site plan.
- *Design* schedules for all schoolwide functions
- *Coach* teachers and principals
- *Evaluate* classified and certificated staff
- *Plan* staff meetings, staff development and grade level team meetings
- *Coordinate staff development* for teachers at the school site and at the district level

2010 – Present University of San Diego, San Diego, CA

University Supervisor and Adjunct Professor
- *Supervise* aspiring administrators during their field work
- *Coordinate* with the mentor principals to design field experience for students
- *Evaluate* students on their progress in developing leadership experiences

2008-2010 Santee School District, Santee, CA

Director I of Curriculum, Instruction, and Assessment
- *Manage* 20 categorical and general fund budgets.
- *Developed* respected reputation in curriculum and instruction issues with the administrative team
- *Coordinate* all professional development in order to increase student achievement
- *Manage* State Preschool Program
- *Manage* all District and State assessments
- *Negotiate* for the administrative team with classified and certificated employees
- *Coach* administrators within the district
- *Facilitated* adoption of core curriculum materials K-8
- *Coordinate and participate* in recommendation process for students to the GATE, Special Education and reading intervention program.
- *Coordinate* the process for development of the school site plan goals and writing the district LEA plan for increasing student achievement.
- *Facilitate and provide* professional development for classified, certificated and administrative staff
- *Coordinate* district Response to Instruction program district wide
- *Coordinate and Design* a three year Special Education Action Plan

2004-2008 Chet F. Harritt School Santee, CA

Principal
- *Facilitate* SST meetings, School Site Council meetings, PTSA board meetings, District Writing Circles, Site Retention Committee
- *Facilitate* grade level teams in writing trimester goals, analyzing formative test data and blueprints for state testing, evaluating instructional strategies and curriculum decision making
- *Design, implement and evaluate* school intervention program for Kindergarten through eighth grade
- *Coordinate* services with other departments such as Child Nutrition, Transportation, Business Services, Maintenance and Operations, etc.
- *Coordinate* single site plan for student achievement, disaster preparedness plan, and school safety.
- *Manage* site budget and allocated resources based on school

site plan.

- *Design* schedules for all schoolwide functions
- *Coach* teachers using walkthrough supervision model for instructional planning and monitoring
- *Evaluate* classified and certificated staff
- *Plan* staff meetings, staff development and grade level team meetings
- *Coordinate staff development* for teachers at the school site and at the district level

2003-2004 Cajon Park School Santee, CA
Vice Principal

- *Coordinate* services with other departments
- *Coordinate* disaster preparedness plan, school safety plan and safety programs.
- *Assist* in the process for development of the school site plan goals for increasing student achievement.
- *Design* schedules for all schoolwide functions
- *Facilitate and evaluate* grade level teams in analyzing data for instructional decision-making.
- *Coach* teachers using walkthrough supervision model for instructional planning and monitoring
- *Evaluate* classified and certificated staff
- *Plan* staff meetings and grade level team meetings
- *Implement and monitor* schoolwide discipline policy

1997- 2003 Cuyamaca Elementary El Cajon, CA
Literacy Coach, Title One Facilitator, Resource Specialist and 4th and 5th grade Teacher

- *Designee,* acting principal with shared responsibilities
- *Facilitate* implementation of new language arts program
- *Model* lessons for teachers
- *Chairperson* SST meetings, School Site Council meetings, District Benchmark Committee, District Writing, District Retention Policy Committee, District Standards-based Report Card Committee
- *Co-Facilitator* in developing on site Strategic Plan consistent with District plan and II/USP goals
- *Coach* for literacy and implementing the II/USP plan
- *Coach* grade level teams in writing trimester goals
- *Coach* grade level teams in writing curriculum map
- *Coach* grade level teams in analyzing data for instructional decision-making.

- ▪ **_Staff developer_** for workshops in technology
- ▪ **_Staff developer_** for literacy and new language arts adoption
- ▪ **_Facilitator_** in school site professional book study
- ▪ **_Collaborated_** with grade level teams on a schoolwide discipline plan
- ▪ **_Participant and Staff Developer_** in the countywide program Trailblazers, a program for writing standards based curriculum units, which includes instruction based on standards, on-going assessment and performance-based assessment
- ▪ **_Facilitator_**, acting principal for the summer school program in 2001 and 2002
- ▪ **_Assisted_** in writing district writing assessment and instruction program _Pencil Points._

Publications

Elementary School Principal Emotional Intelligence and Collective Teacher Efficacy, Dissertation 2010

Examining the Relationship Between Collective Teacher Efficacy and the Emotional Intelligence of Elementary School Principals in the Journal of School Leadership Volume 24, March 2014

Professional Development

AERA Conference in San Diego 2009

ELDA series at University of San Diego 2008 - Current

NSCD Conference in 2009

California Curriculum and Instruction Administrators 2009

NSDC Conference 2008

ASCD Conference 2007

Response to Intervention 2005-06

Walk'bout training by ACSA 2005

AB 75 Training for School Administrators 2004- 06

Standard in Action (UBD curriculum design) 2001- 03

California Schools Leadership Academy (CSLA) 2002

Coaching For Excellence 2002-03, 2006-07

Ab466 training for Houghton Mifflin 2003

Reading Implementation Network for Trainers in AB466

Walkthrough Training with Carolyn Downing 2001-02

California Reading and Literacy Project 2000-02

Ruben H. Fleet Institute on Inquiry - Science 2002

K12 Alliance in Science Content 2001-02

Rewards and Read Naturally – Summer Institute 2002

AB 1331 Math Institute – 2001

Algebraic Thinking – SDCOE 2000

Language! Staff Development – Fall 2000-01

Project Read - 2000

Technology Institute – WebQuest 2000

No Excuses Literacy Training - CVUSD 1999

Project Glad – CVUSD - 1999

UCEA Conference in New Orleans 2010 – Paper Presentation on doctoral research

Presentations   Staff Development for all schools in Santee 2007-Present

Assessments and Intervention Strategies for At-Risk Students and Comprehension Strategies– California Reading Association (CRA) in 2000, 2001, 2002, 2003 and 2005.

Comprehension Strategies – Greater San Diego Reading Association conference, October 2001, February 2001, October 2002, and February 2004

Reciprocal Teaching – CVUSD December 2001, 2002

Standards, Assessment, Instruction and Curriculum   Project for Special Education Teachers – CVUSD 2002

Technology training on WebQuests and designing a web page – CVUSD 2001 and 2002

AB1086 District Presenter – 1999

On-going Staff Development Presentations on Reading Strategies for school site as an intermediate intervention (II/USP).

Other Related experience

1993 – 1998 Fish Market Restaurants San Diego, CA
Manager
Managed scheduling for all departments
Coordinated the community outreach program
Created the new employee orientation and training program
Edited and wrote correspondence for organizations
Supervised large staff with the lowest employee turnover
Forecasted and balanced a budget for a multi-million dollar restaurant

1990 – 1993 City of San Marcos San Marcos, CA

Administrative Analyst in City Manager's Office

Conducted surveys, researched and performed statistical analysis on fiscal, organizational and operational problems

Drafted, monitored, and implemented Community Development Block Grant program, Cable Television Franchise, and Health Services.

Coordinated City's Emergency and Preparedness and Planning program

Reviewed, interpreted, and prepared an analysis of information to prepare staff reports, resolutions, and ordinances for City Council consideration.

1988 – 1990 City of Santee Santee, CA

Administrative Intern in the Community Services Dept.

Professional Associations Committees

- **Vice President for Legislative Action** for ACSA
- **Current Area Director** for California Reading Association
- Association of California School Administrators (ACSA)
- Association of School Curriculum Development (ASCD)
- Council for Exceptional Children (CEC)
- International Reading Association (IRA)
- California Reading Association (CRA)
- *Past President* *on the board* of Greater San Diego Reading Association (GSDRA)
- San Diego Council of Literacy Professionals (SDCLP)
- Santee School District/ Site committees
- Advisory Council for Curriculum and Instruction (ACI) Santee School District committees and site committees

References

Cathy Pierce, Ed.D., Superintendent
Santee School District
9625 Cuyamaca Street
Santee, CA 92071
Business (619) 258-2304
Email: patrick.shaw@santeesd.net

Barbara Ryan, School Board Member
Santee School Board
Santee School District
9625 Cuyamaca Street
Santee, CA 92071

Business (619) 258-2250 ext. 1452
Email: barbara.ryan@santeesd.net

Diane El-Hajj, School Board Member
Santee School Board
Santee School District
9625 Cuyamaca Street
Santee, CA 92071
Business (619) 258-2250 ext. 1456
Email: diane.elhajj@santeesd.net

Karl Christensen, Assistant Superintendent of Business Services
Santee School District
9625 Cuyamaca Street
Santee, CA 92071
Business (619) 258-2320
Email: karl.christensen@santeesd.net

Lisbeth Johnson, Ed.D, Retired Superintendent
8985 Idyllweld Lane
San Diego, CA 92119
Home (619) 667-5069
Cell (619) 980-0747

Syllabi

Dr. Janice Cook

-LEAD 584: Special Topics: The Principalship II

-LEAD 591: Curriculum Development: Access, Assessment, and School Improvement II

Dr. Margaret (Peg) Basom

-LEAD 583: Special Topics: The Principalship I

-LEAD 590: Curriculum Development: Access, Assessment, and School Administration I & II

-LEAD 597P/598P: Practicum in School Administration I & II

Dr. Heather Lattimer

-LEAD 588: Diversity and Community of School Leaders

-LEAD 591: Curriculum Development: Access, Assessment, and School Improvement II

Dr. Frank Kemerer

-LEAD 552: Legal Framework for School Leadership

Ms. Donna Campbell

-LEAD 553: Instructional Leadership & Supervision I

-LEAD 554: Instructional Leadership & Supervision II

Dr. Stephanie Pierce

-LEAD 558: Leadership and the Dynamics of School Organization

-LEAD 587P/597P: Practicum in School Administration I & II

University of San Diego
Fall 2016
LEAD 584   Special Topics: The Principalship II   (1 unit)

Instructor Contact Information and Office Hours

Janice Cook, Ed.D.
Office Hours: by appointment
janicecook@sandiego.edu
619-864-7299 (cell)

Class Dates and Locations   Time: 4:30 p.m. – 8:30 p.m.

September 21 – HSN 108   October 26 – HSN 108
September 28 – HSN 108   November 16 – HSN 108
December 7 – HSN 108

Course Description

This series of special topic seminars present essential instructional, management and operational elements of school leadership that affect the educational climate and student outcomes. Sessions are frequently co-taught by University staff, regional experts in the topic of study, and/or school district personnel.

Course Objectives/Student Learning Outcomes

The sessions cover a range of topic areas including addressing the needs of diverse learners, student behavior, positive discipline, mental health needs and services, school and district budgets, and operational management. These focused, practical units provide opportunities to broaden understanding of key educational leadership and management roles in the context of actual school settings.

CAPE 3A. Students will know that the day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning and well being.
1. Manage the interrelationships within the network of school operations, instructional programs; student services, and material, fiscal and human resources
2. Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students
4. Use Technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school.

CAPE 3B. Students will recognize personal and institutional biases and inequities within the educational system and the school site that can negatively impact staff and student safety and performance and address these biases.
3. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well being for all students

CAPE 3C. Students will know the school's budget and how the budget supports student and site needs.
1. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations
2. Assess and analyze student and site needs and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school's vision, goals, and improvement plans.
3. Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor and report in a clear and transparent manner the school's budget and expenditures including financial record keeping and accounting.

1

CAPE 5A. New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. During preliminary preparation, aspiring administrators learn how to:
1. Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement
4. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others

---

Textbooks/Readings

The materials for each session are determined in conjunction with ELDA staff and participating University faculty/guest speakers.

Course Requirements/Activities

- Students are required to attend all sessions unless an alternative session/activity is pre-approved by the instructor.
- Students will participate in discussions and group work related to special topic sessions and meet timelines for turning in projects and/or papers.
- Students will complete fieldwork/papers as assigned. Papers will be written in APA style.

Requests for Accommodation

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

Course Outline: Sessions and Topics

September 21	**Presentation on Personal Ethics: Speaker—Dr. Margaret Basom** CAPE 5A Elements 1 and 4 introduced and practiced • Utilizing case studies to develop and refine your code of ethics
September 28	**Operation and Management of Schools: Speakers—Panel of Principals** CAPE 3A: Elements 1, 2 introduced • The operational side of the house—managing school operations, student services, and resources • Routines, procedures, monitoring and time management • Discipline from the Principal's view
October 26	**Leading the Effective Use of Technology in Schools: Speaker—Diana Cornejo Sanchez** CAPE 3A: Element 4 introduced • The latest on using technology for effective communication, collaboration and information management
November 16	**Local Control Funding Formula and School Budgets: Speaker—Gina Potter, Asst. Superintendent of Business, Lemon Grove School District** CAPE 3C: Elements 1, 2 and 4 introduced • Understanding the foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations

2

- How to use the budget to support instruction and the school's vision, goals and improvement plans
- Understanding, monitoring and reporting your school's budget and expenditures including ASB and PTA

December 7   **Restorative Justice—Student Behavior Management: Speakers—Marie Minnick ant Tyler Crisman**
CAPE 3B: Element 3 introduced
- Presentation on positive behavior interventions, conflict resolution, and restorative justice

Course Expectations and Assignments/Grading Criteria

1. Attendance in class sessions—20%

2. Class participation and active engagement in dialogue—20%

3. Assignment—Funding Mechanisms and School Budgeting—30%
    CAPE 3C (Elements 1, 2, and 4) assessed
    Write a narrative explaining the funding mechanisms used in federal, state, and local allocations to districts. Review your school's budget in relation to these funding sources. Interview your principal, district office leader and union leader about how the budget impacts decision making at the site level. Explain how your site's budget provides human resources, materials, programs, etc. to support the school's vision. Make recommendations for improving or maintaining budget alignment with the school's vision.

4. Fieldwork Assignment—Positive Behavior and Restorative Justice Paper—30%
    CAPE 3B (Element 3) assessed
    Write a summary of research-based literature on the principles of positive behavior interventions, conflict resolution and restorative justice. Discuss how these approaches support academic achievement, safety, and student well being. Review your site's behavior management system and culture in light of these principles. Meet with your site principal and gather his/her views on the subject and identify the biggest challenges/benefits regarding implementation. Share the plan you will implement as an administrator for creating a culture of positive behavior interventions at your site.

Rubrics for each assignment will be provided during the course.

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

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

3

SOLES On-line Course Evaluation
SOLES Course Evaluations are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Torero Hub drop down menu: 1) My Academics, 2) Registration Tools, and 3) Registration History. The course evaluation window opens two weeks prior to the end-of-term date for the course. Instructions for accessing course evaluations can be found at: https://lib.sandiego.edu/soles/documents/Student%20Instructions%20for%20Accessing%20Course%20Evaluations%208.3.15.pdf

Statement on Plagiarism
The complete plagiarism policy is available for your review at:
http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.
The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Sustainability

As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

LEAD 591 Revised Syllabus

Curriculum Development: Access, Assessment and School Improvement 2
Data Analysis and School Improvement Planning

Instructor Contact Information and Office Hours:
Name: Janice Cook, Ed.D.
Office Hours: By appointment
Email: janicecook@sandiego.edu

Course Description

This course will increase candidates' ability to strategically implement appropriate and effective school improvement theories and strategies. Candidates will examine, explore, and analyze school and student level data to support evidenced-based leadership and to guide decision making and reform efforts in the school building.

Program Outcomes:

- Has a strong professional identity as an educational leader
- Can strategically implement appropriate and effective school improvement

Course Objectives:

- Examine the importance of inquiry in a school improvement process
- Gain the knowledge and skills to strategically implement a school improvement process.
- Critique current research on the uses of assessment and student achievement data to develop curriculum and to implement effective instruction for diverse learners.
- Compare and contrast the features, strengths, and limitations of formal and informal assessments
- Design a small-scale action research project within an organization to gain insight into the school reform process, manage data collection, work collaboratively with others, analyze data, address ethical issues and succinctly present findings.
- Examine the processes and challenges of group dynamics and decision-making.

The following California Administrators Performance Expectations (CAPEs) will be practiced and/or assessed in this class:

CAPE 1A: Developing a Student-Centered Vision of Teaching and Learning
(1) Develop a student-centered vision of teaching and learning based on the understanding that the school's purpose is to increase student learning and well-being
(2) Analyze available student and school data from multiple sources to develop a site-specific vision and mission.
(3) Analyze and apply political, social, economic and cultural contexts to inform the school's vision and mission.
(4) Analyze and align the school's vision and mission to the district's goals
(5) Explain how school plans, programs, and activities support the school's vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral and physical development of each student.
(6) Communicate the school's vision of teaching and learning clearly to staff and stakeholders

1

CAPE 1C: Implementing the Vision
(1) Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff and community goals. (2) Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable learning opportunities for all students. (4) Share results with students, staff and other stakeholders and use this information to guide updates, revision and the allocation of resources to support the plan and advance the vision. (5) Facilitate and support school structures, systems and conditions that offer equal opportunities for all students to succeed.
CAPE 2B: Promoting Effective Curriculum, Instruction and Assessment
(3) Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students. (4) Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.
CAPE 3B: Managing Organizational Systems and Human Resources
(3) Use a systems thinking perspective to set priorities and manage organizational complexities; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.
CAPE 3C: Managing the School Budget
(3) Assess and analyze student and site needs and use this understanding as a base to support financial decision making and efforts to prioritize expenditures that support the school's vision, goals, and improvement plans.
CAPE 5B: Ethical Decision Making
(1) Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identify, sexual orientation, or other sources of educational disadvantage or discrimination. (2) Guide staff in examining issues that may effect accomplishment of the school's vision, mission and goals including issues that may be related to race, diversity and access.

Course Assignments and Readings

1.   Research Project

The primary project is to design and implement a plan for educational change based upon a problem, question or concern relevant to your educational setting.

This plan will assesses your capacity to develop a vision of high quality student achievement and a plan for improving student learning in a priority area. You must analyze relevant school and community data and solicit input from students, teachers, staff, families, and other stakeholders in order to acquire explicit information and knowledge about the following:

The ways that performance and school experiences may differ among students within and across grade levels and designated group(s).

- The school's context and culture.
- School practices and strategies for improving the performance of all students and evidence of implementation and use.
- School practices and strategies for improving the performance of all students.

The specific aspects and components of the research process will be discussed in class. An outline and required supporting documents will be provided. Class-based activities throughout the semester are designed to support your work. Study design descriptions and updates along with class and, if needed, individual discussion should facilitate the progress and successful completion of your project.

2.   Critical Review of Published Research Studies

You will be required to read and come ready to class to share your analysis of two research articles related to your problem. A critical review should be approximately one typed, double spaced page. Candidates will be expected to discuss the results of your research studies in class.

3.   Selected Readings

    Bryk, Gomez, Grunow & LeMahieu, (2015). *Learning to Improve: How America's Schools Can Get Better at Getting Better*, Harvard Education Press 2015

    Love, N., (ED.) (2008). *Using Data to Improve Learning for All: A Collaborative Inquiry Approach*, Corwin Press

    Provided in class:
    Soffer, E. (1995). The principal as action researcher. In Noffke, S. E. & Stevenson, R.   B.(eds.) *Educational Action Research*. NY: Teachers College Press.

    Nolen, A.L. Putten, J.V. (2007) Action research in education: Addressing gaps in ethical principles and practices, *Educational Researcher*, 3 (7) 66, pp 401-407.

    West ED R&D Alert Online: http://www.wested.org/resources/rd-alert-vol-16-no-1/?utm_source=WestEd+EBulletin&utm_campaign=4410e18b41Bulletin%2C+August+2015&utm_medium=email&utm_term=0_7ef0d0acbf-4410e18b41-76131529

    Websites for survey instruments and items (list in formation)
    http://www.partnersforlearning.com/instructions.html (team learning survey)
    http://www.mllc.org/index.php?page=11 (Middle Level education surveys)
    http://ccsr.uchicago.edu/content/page.php?cat=4&content_id=25 (student, teacher, parent, principal surveys)

Assessment Plan/Grading Criteria/Rubric

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

Course Policies
1. Class presentation
   You are expected to do a class presentation based upon your research project plan

2. Attendance
   Each class session covers a specific area of the research process. Thus it is important that you attend every class session and arrive on time. Please notify me if you are unable to attend a class. If this should occur, you are responsible for finding out course assignments and content.

Assessment Plan/Grading

Seminar participation   **15 points**
Attend all seminars or lectures as required Do assigned reading
and discuss or interact as required

Review of article   **10 points**
CAPE 2B element 3 assessed
Read two articles pertaining to best practices in your study and write a one page
synthesis of findings

Artifact 1* Priority Area and Its Context   **20 points**
CAPE 1A practiced and assessed
CAPE 2B practiced and assessed
CAPE 5B practiced and assessed
In a memo to the school principal (up to three single-spaced pages –up to 1500 words) explain/provide the academic priority focus area selected; an analysis of the multiple sources of qualitative and quantitative indicators that were used; a description of the school context, community indicators, and culture that influence student performance; a summary of gaps and utilization problems and the description of the individuals or groups consulted or collaborated with to get the work done.

Artifact 2* The Plan for Action Strategies   **50 points**
CAPE 1C assessed
CAPE 3B assessed
CAPE 3C practiced
In a report to the principal, (up to four single-spaced pages-up to 2000 words), present a plan that outlines a set of action strategies to improve learning in the priority area and a theory of action describing how these strategies will lead to improved student performance.

Artifact 3*   Findings, Feedback, and Recommendations   30 points
CAPE 1C practiced and assessed
In a memo to the principal (up to three single-spaced pages or up to 1500 words), synthesize and interpret the feedback received from the school leader and leadership team about the proposed plan including identification of individual(s) from the leadership team (and others) who provided feedback; a synthesis and interpretation of their feedback and, an explanation of how the final plan was revised to incorporate their feedback

Commentary   40 points
CAPE 5B practiced
Write a personal commentary of up to two single-spaced pages (no more than 1,000 words) on your own learning and leadership development through this experience.

Documents   15 points
Include all required documents as listed on page 13-14 in the instructions.

Presentation of plan in class   20 points

* More specific directions included in TASK 1 instructions p. 10-14

A =185-200pts; A- = 166 – 184pts; B+ = 150 – 165pts; B = 135 – 149pts; B- = 116 – 135pts; C+ = 116 – 135pts
Tentative Semester Outline

Session		Topic	Presenters
SEPTEMBER			
Class 1 CAPE 1A introduced	4:30 – 8:30	Leading school improvement • Overview of the syllabus and performance task • What does it mean to lead school improvement? • What are the key dimensions of school climate? • Using an inquiry process to identify and investigate a student learning priority area leading to developing an improvement plan • Collecting and analyzing student data from multiple sources to identify a priority area of student need	Cook/Basom
Class 2 CAPE 1A introduced	4:30-8:30	Analysis quantitative data to determine a priority focus • Using student performance data from multiple sources to identify trends, patterns and gaps in learning • Reviewing data to analyze political, social, and cultural contexts that impact student learning	Cook
Class 3 CAPE 1A introduced	4:30 – 8:30	Qualitative data analysis • Using qualitative data to assess student and school culture • How to conduct focus groups, surveys, interviews, and document review	Basom
OCTOBER			
Class 4	4:30 – 7:30	• Review of qualitative and quantitative data collection and analysis • Group sharing of analysis and findings	Cook/Basom

		• Developing a hypothesis and a theory of action	
Class 5 <u>CAPEs 1C, 2B and 5B introduced</u>	4:30-7:30	• Investigating barriers to student learning • Identifying discriminatory practices related to diverse student needs • Creating and supporting a vision that supports diverse student needs	Cook/Basom

Class 6
 	
 <u>CAPE 1C, 3B and 3C introduced</u>
	4:30-8:30	Creating a school plan that supports the school's vision and learning for diverse student groups
		     1. Developing a plan
		       • Creating a theory of action—rationale
		       • Components of a good plan
		       • Identifying relevant human, fiscal and material resources to be in the plan
		       • Linking the plan to school and district vision and mission
		     2. Implementation planning and readiness
		       • Steps to support implementation
		       • Steps to prepare the school/staff/students/family and community (e.g. communication, professional development, scheduling)
		
		 Paper on best practices is due.
		
		 Artifact #1—Priority Area and Its Context due.
			Cook/Basom

NOVEMBER			
Class 7 <u>CAPEs 1C and 5B introduced</u>	4:30 – 7:30	• Communicating and Soliciting Input/Feedback from Stakeholders • Group sharing of Plan for Action Strategies to date Artifact # 2—Plan for Action Strategies is due	Cook
DECEMBER			
Class 8	4:30-7:30	Sharing of school improvement plan and reflection All remaining assignments due—See above	Cook

Grade of Incomplete:

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

SOLES On-line Course Evaluation:

Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as

a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their My San Diego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide *you* with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Statement on Plagiarism:
The complete plagiarism policy is available for your review at:
http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php
All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

ENVIRONMENTAL SUSTAINABILITY and USD/SOLES
As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

7

University of San Diego

LEAD 583: Special Topics: The Principalship I (2 units)
FALL 2015

INSTRUCTOR CONTACT INFORMATION

Name: Margaret Basom
Office Hours: By appointment
Class Location: CO132
Time: Selected Mondays (see course schedule below), 4:40-8:40pm
Email: mrb@sandiego.edu

COURSE DESCRIPTION

Candidates will better understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the concurrent development of teacher leadership. Candidates will develop the capacity to communicate and lead others in continuous improvement and monitoring of school improvement efforts based on student and school data including developing strategies for designing data collection, organizing data analysis, and developing instructional improvements strategies based on data trends.

PROGRAM OUTCOMES AND COURSE OBJECTIVES:

Program Outcomes:
- Have a strong professional identity as an educational leader
- Can strategically implement appropriate and effective school improvement
- Are capable of modeling and facilitating differentiated professional growth opportunities to build individual and collective capacity

CAPE 1A: **Developing a student-centered vision of teaching and learning**
(1) Develop a student-centered vision of teaching and learning based upon the understanding that the school's purpose is to increase student learning and well-being
CAPE 1B: Developing a shared vision and community commitment
(1) Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported buy all stakeholders.
CAPE 1C: Implementing the vision
(1) Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff and community goals.
(5) Facilitate and support school structures, systems and conditions that offer equal opportunities for all students to succeed.
CAPE 2C: Supporting teachers to improve practice
(1) Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.
(2) Create and foster a culture of continuous improvement by employing strategies to encourage staff to be open to new ideas and motivated to learn and change.
(4) Build a comprehensive and coherent system of professional learning focused on reaching the

shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.

CAPE 5A: Reflective Practice
 (1) Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement
 (4) Maintain a high standard of professionalism, ethics, integrity, justice and equity and expect the same behavior of others

CAPE 5B: Ethical Decision Making
 (2) Guide staff in examining issues that may affect accomplishment of the school's vision, mission, and goals, including issues that may be related to race, diversity, and access.

TEXTS:

The following texts are required. Additional supplemental readings will be available on Blackboard.

Bryk, A., Gomez, L., Grunow, A., & LeMahieu, P. (2015). *Learning to Improve: How America's Schools Get Better at Getting Better.* Cambridge, MA: Harvard University Press.
DuFour, R., & DuFour, R. (2012). *The School Leader's Guide to Professional Learning Communities at Work*. Bloomington, IN: Solution Tree Press. E-book is recommended -- http://www.amazon.com/dp/B00796DCH6
Love, N. (2009). *Using Data to Improve Learning for All: A Collaborative Inquiry Approach.* Thousand Oaks, CA: Corwin Press.

COURSE REQUIREMENTS AND ASSESSMENT PLAN

Students are expected to:

1. **Attend all class meetings, complete all course readings on time and participate in class discussions of the readings.**   **(10%)**
   - Attend all class meetings. Students may be excused from one class meeting if the professor is notified in advance. Additional absences will be considered unexcused.
   - Come prepared to actively participate in reading discussions and class activities.

2. **Complete Instructional Leadership for a Professional Learning Culture Task (Task 2)**
   CAPE 1A: Element 1 practiced
   CAPE 1B: Element 1 practiced and assessed
   CAPE 2C: Elements 1, 2, 4 assessed
   CAPE 5A: Elements 1 and 4 assessed
   CAPE 5B: Element 2 practiced and assessed

   In Task 2 school leadership candidates will demonstrate how to foster school improvement through developing and supporting teachers in a professional learning culture. Candidates will work wit a small group of teachers as a community engaged in structured learning activities to improve their practice in a student learning priority area. They define a focus area and pilot a new curriculum, instructional approach, assessment procedure, or student engagement strategy. Using structured team building and group process activities, the candidate prepares for,

supports, and assesses the group's learning. Task 2 assesses the capacity of candidates to create a professional learning culture among a group of teachers with the goal of increasing student learning. The aim is to foster professional norms; teacher learning; learning community practices; and enhanced curriculum, instruction, or assessments.

Assessed Components of Task 2:

    a. **Artifact #1: Description of the Priority Area and the Team**   **(10%)**
       In a memo of up to two single-spaced pages (up to 1000 words) to the principal or superintendent, explain the academic priority focus area and the group of teachers that will address it.

    b. **Artifact #2: Description of the Team Learning Experiences & Results**   **(25%)**
       In a report of no more than five single-spaced pages (up to 2500 words) to the principal or superintendent, provide a summary description of what the team or group did over the course of the project, its learning experiences, and the new types of practice that members employed to improve student learning.

    c. **Artifact #3: Findings, Feedback, and Recommendations**   **(15%)**
       In a memo to the principal or superintendent of up to three single spaced pages (up to 1500 words) provide an analysis of the group members' feedback on team learning, group task accomplishment(s), and your facilitation role. Also, provide evidence of the benefits of the work for improving teaching practice and student learning.

    d. **Artifact #4: Commentary**   **(25%)**
       Write a personal commentary of up to two single-spaced pages (up to 1000 words) on your own learning and leadership development through this experience. Base your analysis on the activities and feedback received from your team members on your leadership and their professional learning.

3. **Presentation of Learning**   **(15%)**
   Present your work on Task 2 to your colleagues, faculty, and a panel of administrators. Presentation should include data addressing the rationale, design, and impact of your professional learning task as well as a self-assessment of your leadership skill development.

COURSE OUTLINE

The following is a tentative outline of course assignments and deadlines. It is subject to change in response to the needs of the group.

Date	Topic	Speaker / Assignment
Session 1 CAPE 2C Introduced	**Models of School-Based PLCs** • Lesson and learning study • Practitioner research teams	Readings: • What is a Professional Learning Community? - http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community¢.aspx • Learning from Japanese Lesson Study - http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Learning-from-Japanese-Lesson-Study.aspx • Harness the Collaborative Power of Lesson Study - http://www.ascd.org/ascd-express/vol7/719-newvoices.aspx • Guiding School Improvement with Action Research - http://www.ascd.org/publications/books/100047/chapters/What-Is-Action-Research¢.aspx • The National Writing Project - http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/The-National-Writing-Project.aspx Case Study: AR at DMD – "Growing Our Practice: AR in a Professional Learning Community" by Rob Meza-Ehlert
Session 2 CAPES 1B and 2C introduced	**Building a Team** • Responding to an identified need • Purposeful selection of team members • Building trust	**Assignment Due: Artifact #1 – DRAFT** Readings: • DuFour: Chapters 1: Getting Started & 2: Creating the Structures for Collaboration • Instructional Capacity: How to Build it Right - http://www.ascd.org/publications/educational-leadership/oct13/vol71/num02/Instructional-Capacity@-How-to-Build-it-Right.aspx • Five Dysfunctions of a Professional Learning Community - http://edge.ascd.org/blogpost/five-dysfunctions-of-a-professional-learning-community • The Many Faces of Leadership - http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/The-Many-Faces-of-Leadership.aspx Case Study: Evanston Township High School's Open AP Program http://www.ascd.org/publications/educational-leadership/jun15/vol72/num09/Advanced-Placement@-An-Open-Invitation.aspx
Session 3 CAPEs 1C and 2C introduced	**Cultivating a Collaborative, Student-focused Culture** • Establishing norms • Using protocols • Use of student data	Readings: • DuFour: Chapters 3: Transforming Groups into High-Performing Teams & 4: Focusing on the Right Work • How We Know Collaboration Works - http://www.ascd.org/publications/educational-leadership/feb15/vol72/num05/How-We-Know-Collaboration-Works.aspx • Small Learning Communities that Actually Learn: Lessons for School Leaders - http://pdk.sagepub.com/content/86/9/649.full.pdf+html Case Study:

		William Monroe Trotter Innovation School http://www.ascd.org/publications/educational-leadership/jun15/vol72/num09/A-School-on-the-Move.aspx Resource: National School Reform faculty protocols: http://www.nsrfharmony.org/free-resources/protocols
Session 4 CAPE 1C introduced	**Designing the Work** • Managing logistics – Time, resources • Integrating student voice • Determining assessment measures	**Assignment Due: Artifact #2 – DRAFT** Readings: • DuFour: Chapters 5: Demonstrating Reciprocal Accountability in a Professional Learning Community & 6: Establishing a Focus on Results • Data Use-For Equity http://www.ascd.org/publications/educational-leadership/feb15/vol72/num05/Data-Use—For-Equity.aspx Case Study: Brentwood Elementary School http://www.ascd.org/publications/educational-leadership/jun15/vol72/num09/Engineering-a-School-Turnaround.aspx
Session 5 CAPEs 1C and 2C introduced	**Implementing the Work** • Distributed leadership & individual accountability • Fostering positive group dynamics • Addressing resistance & sabotage	Readings: • DuFour: Chapters 7: Responding When Students Don't Learn & 8: Communicating Purpose and Priorities • When Teachers Run the School - http://www.ascd.org/publications/educational-leadership/apr10/vol67/num07/When-Teachers-Run-the-School.aspx • The Time is Ripe (Again) - http://www.ascd.org/publications/educational-leadership/oct13/vol71/num02/The-Time-Is-Ripe-(Again).aspx • Agents of Change: Teacher Leaders Strengthen Learning for their Students, their Colleagues, and Themselves - https://dl.dropboxusercontent.com/u/27504081/4-2012-Theme1-Lattimer.pdf
Session 6 CAPE 2C introduced	**Assessing the Work** • Assessing student learning • Assessing teacher learning • Assessing the PLC	Speaker: Nancy Love **Assignment Due: Artifact #3 – DRAFT** Readings: • DuFour: Chapters 9: Sustaining School Improvement & 10: Fostering Collective Efficacy • Love: Chapters 1: Building a High-Performing Data Culture & 3: The Using Data Processes: A Model for Collaborative Inquiry
Session 7	**Sharing the Work** • Determining next steps • Scaling the PLC • Contributing to a larger professional dialogue	**Assignment Due: CA-PAL Task 2 Final – Artifacts #1-4** **Assignment Due: Presentation of Learning**

USD – SOLES POLICY INFORMATION

Academic Integrity

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

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

Grade of Incomplete

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

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

Requests for Accommodation

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

Educational Leadership
Development Academy
Mother Rosalie Hill Hall,
Room 271
5998 Alcalá Park
San Diego, CA 92110-2492
P: (619) 260-8839

LEAD 590- Curriculum Development: Access, Assessment and School Improvement I
Educational Leadership Development Academy (ELDA)
School of Leadership and Education Sciences,

Instructor–Margaret Basom, Ph.D.
Office Hours: By appointment
Class Location: TBD
Time: 4:30-8:30

Course Description
This course is intended to provide students with both the practical and theoretical understanding of basic principles and issues in curriculum theory, content, planning, and assessment. Candidates must be confident in their ability to examine, explore, and analyze common core standards and the results of student-level data to guide decision-making and reform efforts in the school building.

Program Outcomes/ Course Objectives
Program Outcomes:
   ✓ Have a strong professional identity as an educational leader
   ✓ Have knowledge of California's instructional and assessment practices and possess the skills to assess classroom instruction and provide focused, constructive feedback to teachers
   ✓ An strategically implement appropriate and effective school improvement

The following California Administrators Performance Expectations (CAPE) will be covered in this class:

CAPE 1A: Developing a Student-Centered Vision of Teaching and Learning *(TO BE INTRODUCED)*
   (1) Develop a student-centered vision of teaching and learning based on the understanding that the school's purpose is to increase student learning and well-being
   (5) Explain how school plans, programs, and activities support the school's vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student

CAPE 1B: Developing a Shared Vision and Community Commitment
   (1) Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making to develop a vision of teaching and learning that is shared and supported by all stakeholders *(TO BE PRACTICED)*

CAPE 2B: Promoting Effective Curriculum, Instruction and Assessment *(TO BE ASSESSED)*
   (1) Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school's vision and goals

1

(3) Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students

(4) Recognize discriminatory practices, and promote culturally responsive positive, and restorative strategies to address diverse student and school needs

(5) Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success

CAPE 5B: Ethical Decision Making *(TO BE INTRODUCED)*

(1) Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive form economic, social-emotional, racial, linguistic, cultural, physical gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination

(3) Involve family and community stakeholders in reviewing aggregated and where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success

Textbooks/Readings

Suggested Readings:

DuFour, R. & Marzano, R.J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Free Press.

Ornstein, A. & Hunkins, F. (2009). Curriculum: Foundations, principles, and issues (5thed.). Boston: Pearson Publishing.

Program Based Review and Assessment http://www.umass.edu/oapa/oapa/publications/online_handbooks/program based.pdf Office of Academic Planning and Assessment. UMass Amherst.

Stepping Stones to Evaluating Your Own School Literacy Program (2005): Learning Points Associates, Illinois: Naperville http://www.learningpt.org/pdfs/literacy/steppingstones.pdf

Sanders, J., & Sullins, C. (2005) *Evaluating School Programs: An Educator's Guide* SAGE Publications

Tomlinson, C.A., (2014). *The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition,* Association for Supervision & Curriculum Development

Wiggins, G. & McTighe, J. (2006). *Understanding by Design.* 2nd edition, Alexandria, VA: Association for Supervision and Curriculum Development.

Course Expectations and Assignment Descriptions
In general students are expected to: Complete all readings and assignments by due date, be prepared for discussions in advance, actively participate making thoughtful contributions during class, meet commitments as a member of your assigned team in preparing any presentation related to the PBL experiences, and make your work public by engaging in a rigorous feedback and reflection.

1. **Participation (15%)**
   This course utilizes the collaboration of student teams therefore attendance is required and expected. Your attendance will foster learning, trust and build

quality relationships with other students in the class. You are expected to arrive to class on time. Everything we cover in class is critical to your success. Students are expected to attend all class sessions, having read and prepared any material assigned for that day unless prevented from doing so by an emergency, illness, or school-related occasions. *Class absences may result in a lowered grade.* Please notify the instructor by phone or e-mail if you expect to be absent. Work is due on the date assigned by the professor. *Late work may result in a lowered grade.* All students are expected to have and use a USD e-mail account. Special problems need to be discussed with the instructor privately

2. **Case Study on Curricular Issues due session #9 (25%)** In learning teams, you will review a case study in the area of Curriculum Development *entitled "This Too Shall Pass": A New Principal's Experience With School Improvement.* In teams you will create a professional action plan for the case provided. This action plan is a formal document of no more than five double-spaced pages that describes an approach to solving a school-based problem. The plan at a minimum should include a narrative that defines the problem (issue), analyses the issues, develops alternatives and makes recommendations. Your paper should include a plan for addressing the important components of the problem (including specific activities, their sequence and research-based rationale, a listing of the personnel responsible for carrying out the activities, a timeline, an assessment process for determining the problems resolution and success, and a discussion of leadership strategies for gaining support of the key players involved and overcoming expected obstacles. The team will submit one action plan narrative paper. *See case and rubric in Appendix A.* ==*(Introduces 1A, 5B, Practices 1B Assesses 2B).*==

3. **Curriculum Issues and Topics (10%):** Candidates will select, research, and share with their class learning community an issue or topic that deepens individual and collective knowledge of the "what works," the "how," and the "why" of curriculum development and implementation. Format and topics to be determined collaboratively. Discussions will begin week 3. **Due the night presented**. ==*(Introduces 1A and Assesses 2B)*==

4. ==**Develop a unit plan**. Your unit should show evidence of Common Core Standards and the California== State Standards in a content area of choice. Insure that that Bloom's Taxonomy was implemented each day of the lessons from Knowledge to Evaluation in order of Bloom's levels. The plan should also show evidence of utilization of multiple methodologies and strategies that address the diverse educational needs of all students. *(Assesses Cape 2B)*

5. ==**Platform Reflection Paper (10%):**== A paper in which the candidate reexamines his/her initial platform statement through the lens of the Curriculum Development and Evaluation course readings and activities. The candidate will submit a three page summary that describes how the key learning/strategies that were gleaned from LEAD 590. ==*(Introduces 5B and Practices CAPE 1B)*==

6. **Comparative Analysis Paper (15%):** Observe two classes in an elementary, middle school, and/or high school (according to your content area) in urban, suburban, charter and/or Catholic schools (pick two!). Choose two different types of schools. For example, if you observe in an urban school first, the other school

3

must be a suburban, rural, And Catholic or charter.

- Write one reflective paragraph for each class observed documenting who and what you observed (total 2 paragraphs)
- identify and discuss the methodologies and instructional strategies used by each teacher, while comparing and contrasting the observations (1 paragraph)
- evaluate (6th level of Bloom's taxonomy) your experience and reflect on how you might identify and discuss the methodologies and instruction observed to recognize possible institutional barriers to student and staff learning and use knowledge to help you in the future to further teachers' ability to teach more effectively.
- Interview a classroom teacher and an administrator (principal or curriculum director) in each school. Prepare a list of questions prior to talking to a professional (Questions should pertain to how the curriculum emphasizes state standards, student assessment processes, and how these relate to accomplishing the school's vision and goals This allows you to make good use of the time and be able to compare and contrast answers from various interviewees). Take notes or record answers during interviews.
- Summarize the information you gathered from the interviews and write one paragraph for each interview (for a total of two paragraphs), documenting who you spoke with and what was said. Do not write your feedback as a question and answer session but as a summary of what was stated.
- identify and discuss the educational perspective (s)used by each interviewee, while comparing and contrasting interviews.
- Submit the assignment and the interview questions in your final paper *(Introduces CAPE 1A, 5B; Practices 1B)*

(6) **Students will review two sample curricula (25%).** The review should examine how   the curricula supports the Common Core and California standards; Supports and promote effective instruction; involves multiple types of evidence-based assessment measures and processes to determine student academic growth and success; Each review will be 4=5 pages in length. *(Assesses 2B).*

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

Tentative Course Outline

Session	Topic
1. *Introduces 1A, 5B*	• Introductions and syllabi overview • Leadership and learning: o The role of the school principal in visioning and school improvement

	o The role of school culture and data-based decision making
2	• Understanding state standards—what is common core and how is it impacting instruction? • How does pedagogy need to change to support common core and benefit all students?
3	• Theories and strategies for communicating with and involving multiple constituencies in identifying student and school needs • Policies and practices for determining student learning needs, placing students in appropriate learning contexts, and ensuring full access to the curriculum for all students.
4 *Introduces 1A*	• Formative and summative assessments
5	• Addressing equity issues in curriculum, instruction and assessment • Recognizing barriers and discriminatory practices
6	• Differentiated learning: moving from research to practice • Recognizing and addressing the needs of targeted student populations, e.g. gifted, inclusion, and special education students • Examining models of differentiated instruction
7	• Principles and procedures for evaluating program effectiveness
8	• Making changes in instruction happen

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

SOLES On-line Course Evaluation:
Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their My SanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide *you* with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Statement on Plagiarism:

The complete plagiarism policy is available for your review at:
http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor
_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an
environment of academic integrity since academic dishonesty is a threat to the
University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b)
falsification or invention of data; c) unauthorized collaboration on an academic exercise;
d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of
an instructor's files or computer account; or g) any other serious violation of academic
integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An
act of academic dishonesty may be either a serious violation, or, if unintentional, an
infraction (a non-serious violation of course rules). If the instructor determines that an
infraction (as opposed to a serious violation) has occurred, the instructor can impose
penalties that may include: a) reduction in grade; b) withdrawal from the course; c)
requirement that all or part of the course be retaken; and d) a requirement that additional
work be undertaken in connection with the course or exercise. Students may formally
challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the
Dean's office and the student using the Academic Integrity Violation Preliminary
Worksheet. The Associate Dean will contact the student and ensure she or he is aware
of the Academic Integrity policy. The Associate Dean will appoint a hearing committee
only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor
reports that an infraction occurred and the student wishes to appeal the determination of
infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member
and two students from the School of Leadership and Education Sciences, and a faculty
member from outside the School of Leadership and Education Sciences. If the hearing
committee determines that a serious violation has occurred it also will determine
sanctions to be applied which may include: a) expulsion from the University; b)
suspension from the University for up to one year; c) a letter of censure; and d)
imposition of a period of probation. If the hearing committee determines an infraction has
occurred the penalty imposed by the faculty member will be upheld. If the hearing
committee determines that no serious violation or infraction has occurred, it will request
the instructor to take action consistent with that determination. If the hearing committee
determines that expulsion is the appropriate sanction the student may appeal to the
Provost.

ENVIRONMENTAL SUSTAINABILITY and USD/SOLES
As higher education professionals, it is our responsibility to advance sustainable
practices in our business operations and the education of our students. In collaboration
with the University-wide sustainability efforts, we are committed to developing
sustainable practices. Copies of this syllabus will not be printed for distribution by the
instructor and handouts will be avoided whenever possible. Recycling is always
encouraged.

CASE

"This Too Shall Pass": A New Principal's Experience With School Improvement.
James C. Coviello[1] and David E. DeMatthews[1]

LEAD 590, Case Study Rubric

	0	10	20	25
Issue	Not present	Problem, issues, and key players are ill-defined. Identification of symptoms and underlying problems are not adequately addressed.	Problem, issues, and key players are defined. Symptoms and underlying problems are identified, but evidence from the case is not provided to support the problem identification.	Problem, issues, and key players are clearly defined. Both symptoms and underlying problems are identified. Evidence from the case is provided that shows support for how the problem is defined.
Analysis	Not present	Analysis does not address root causes. Analysis fails to address effects on stakeholder or does not identify constraints and opportunities.	Analysis provides explanation of root causes but does not fully address the effects on various stakeholders or clearly identify constraints and opportunities.	Analysis provides thorough explanation of the root causes of the problem and explores the effect on various stakeholders. Constraints and opportunities are identified.
Alternatives	Not present	Alternatives explored are not realistic or force a choice between undesirable alternatives. Criteria for evaluating alternatives are not considered.	Alternatives are explored but not all are realistic. Rationale for evaluating alternatives is provided but consequences are not considered.	At least 3 alternatives are explored which are reasonable and realistic. A rationale is provided for evaluating the various alternatives and consequences are considered.
Recommendation	Not present	Recommendation is unrealistic or does not include appropriate justification.	Recommendation is provided with justification. Justification is weak regarding citation of relevant leadership and organizational concepts/theories.	Recommendation is provided for solving the problem and justification for this recommendation is provided. Relevant leadership and organizational concepts/theories are cited as part of the justification.
Writing	Up to 10 points may be deducted for excessive grammatical/spelling errors.			

"This Too Shall Pass": A New Principal's

Abstract

The story of the past 15 years in U.S. education has been one of fundamental reform and transformation. These changes are felt most acutely in the daily lives of teachers and principals and often have lasting effects on the context of the school community. This case study explores the challenges facing a principal when attempting reform and improvement efforts set in a larger backdrop of social and economic change. This case involves issues related to understanding school context and improving communication skills for new principals and can be used for principal preparation and educational leadership courses.

Background

Jackson Central High School (JCHS) is an urban school of approximately 1,000 students located in the Northeastern United States. JCHS is situated in the downtown area of River Edge School District (RESD), a large urban school district that is part of a larger metropolitan area. RESD consists of just over 30,000 students in 28 schools. Similar to other Rust Belt cities, River Edge experienced a significant economic downtown in the late 1960s and 1970s. However, at the turn of the 21st century, River Edge saw an economic revitalization, bringing with it a rapid shift in demographics; RESD's percentage of White students jumped from less than 10% in 2000 to more than 50% by 2015. Most of these White students came from middle- and upper- middle-class families. Considering that RESD had historically been considered a high- poverty urban school district, this represented a significant change. JCHS's student demographics mirrored the overall demographic changes in RESD.

Among the longtime residents of JCHS's surrounding community, most of whom were African American and Hispanic, reactions to these changes were mixed. These residents saw their rents skyrocket, and their close-knit community filled with strangers. Many locally owned businesses were bought out and replaced by organic food markets, expensive salons, boutique coffee shops, and doggy day care centers. However, health

and public safety infrastructure improved throughout the city, and many believed these developments were associated with the newer and more politically savvy White middle-class residents. Longtime residents, though, felt threatened by the newcomers' political influence on the city and on the local school district.

Across the city, most parents believed the district was improving. Test scores had begun to rise and schools were now more racially diverse than ever before, although progress was uneven across communities. Many residents and policy experts felt that the past two superintendents had implemented a number of reforms that explained the rise in test scores, including a rollout of new data analysis software, inclusion and dual language programs, and a push toward collaboration and distributed leadership. The most recent superintendent in particular was lauded for the continued emphasis on these new systems and policies. Many teachers felt differently.

JCHS

In July 2014, RESD hired a new principal for JCHS. The previous principal, Wendy Miller, was at JCHS for 3 years and viewed herself as a "transformational leader." She was a young, career-oriented, African American woman who pushed through many changes during her tenure, although even she acknowledged some of her efforts made her "less than popular with the faculty." Wendy Miller was promoted to associate superintendent after being recognized for the changes she brought to JCHS. A teacher at JCHS summed up her thoughts about Ms. Miller: "You know, she's a smart lady, but you could tell she wouldn't be here long. All she wanted to do was implement what- ever the superintendent said as fast as possible. She wants to be superintendent, and she probably will be."

Joe Davidson was named principal at JCHS after a short search committee process that included some affluent White parents who did not have children in the school. Mr. Davidson is an African American male with 5 years of teaching experience and 2 years as an assistant principal in a nearby suburban middle school. When Principal Davidson started his new position, he entered with some confidence—He knew a bit of the school's history because he had spent his early first few years of teaching at JCHS. In his own words, he described the school as "challenging, to say the least . . . but the faculty has a core group of veteran teachers that I can depend on." In particular, Principal Davidson remembered Chris Lawrence, a veteran African American mathematics instructor who mentored him as a young teacher and who he considered a close personal friend. Mr. Lawrence was a resident of the local community, engaged in com- munity service, and was well respected by the faculty. He had taught at JCHS for his entire 30-year career

9

and recently won RESD's "Teacher of the Year" award.

When Principal Davidson was hired, he was directed by his superintendent and associate superintendent to implement the district's model for professional learning communities (PLCs). Principal Davidson was excited to implement PLCs because he had had a positive experience with them in his previous position in the nearby suburban district. He thought to himself, "This will be perfect—I will talk to Mr. Lawrence and build support with veteran faculty. I know we have great teacher leaders here." Under Wendy Miller's earlier leadership, JCHS had implemented a collaboration model called "Distributed Leadership Teams" or DLTs. These groups were organized around central topics such as physical plant, student discipline, academics, co-curricular activities, athletics, and educational technology. They met once a month and were chaired by a member of the administrative team. Grade-level teams were also in place and met monthly to coordinate efforts by grade level. Finally, teachers were organized into a Common Core implementation, data analysis review, and planning team that met every two weeks. Wendy Miller had described the school as a "truly collaborative and collegial environment." However, discussions in the faculty room suggested teachers were exhausted and tired of wasting their time in meetings.

During the preservice week, Principal Davidson met with the faculty to share the superintendent's vision on PLCs and discussed how they would be implemented during the school year. The faculty listened attentively as Principal Davidson delivered the 45-min presentation developed by the school district. After he finished, he opened the floor for questions and discussion. None of the faculty proffered a response and the room was uncomfortably quiet. Principal Davidson said, "Come on, I'm sure some- body has input or questions." The room remained silent. Principal Davidson shrugged and continued on with the other pre-service week activities.

At the end of the day, Mr. Lawrence went to Principal Davidson's office and asked for an impromptu meeting. Principal Davidson responded, "Sure, come on in. What's on your mind?" Mr. Lawrence described teachers feeling overwhelmed with the profusion of meetings, the new reforms and programs, the implementation of Common Core, continued pressure from high-stakes assessments, and all the other challenges teachers confronted on a daily basis. Principal Davidson gleefully responded, "Yes, I know! That's what is so great about PLCs. They really provide teachers with time, think space, and support so that they can address all these issues." Mr. Lawrence tried to convey that teachers would not buy into another program at this point. He explained,

We are burned out. It's never-ending—there's always something new and as soon as we get the hang of it, that goes out of the window and there's something else coming down

10

the pike. First it was DLTs, then stuff with Common Core and data analysis, and now the district wants PLCs. This job isn't about teaching any more—a lot of teachers are saying nobody's focused on the students.

Principal Davidson listened quietly to his former mentor and knew he had a problem on his hands. After deep thought, Principal Davidson weighed his options: (a) ask the superintendent for additional time to build trust with faculty and support for PLCs, (b) reconvene with the faculty and attempt to persuade Mr. Lawrence and other teachers on the benefits of PLCs, or (c) push forward with implementing PLCs according to the superintendent's plan. Principal Davidson initially decided to call up a veteran principal in RESD to ask for advice and was told that the superintendent was very serious about PLCs. Ultimately, Principal Davidson decided to again meet with the faculty to try to convince them that PLCs are indeed valuable and needed. This time, Mr. Lawrence publicly stated, "We have enough meetings, we have enough work. I think we know what's best for students and for the school—some of us have been here for 30 years now." Another veteran teacher stood up and said, "I'm tired of these changes! The neighborhood has changed, the kids have changed. I'm done with change! I was here before you and I will be here after you." Nodding toward Principal Davidson, another teacher muttered, "Remember Wendy Miller? Don't worry—this too shall pass."

Teaching Notes

This case is written for graduate students enrolled in principal preparation courses, such as school personnel, the principalship, instructional leadership, and organizational theory. The case provides students with the opportunity to examine the current change and reform climate of urban public schools and the impact this climate has on teachers and leaders. Empirical research has documented how PLCs can positively impact school culture and raise student achievement (DeMatthews, 2014; Stoll, Bolam, McMahon, Wallace, & Thomas, 2006), but context, relationships, and circumstances are important factors that must be considered by principals (Ainscow et al., 2013; Taylor, Tashakkori, & Crone-Koshel, 2014). As Fullan (2014) notes, it is not enough to have a great idea if a leader cannot get anyone to buy into it. Principals must have the skills and patience to create school-wide capacity for change (Hallinger & Heck, 2011; Thoonen, Sleegers, Oort, & Peetsma, 2012). Principal Davidson was leading under a mandate to implement PLCs in a school frustrated by change set against the backdrop of a rapidly changing neighborhood. The socioeconomic upheaval occurring in the sur- rounding area is irrevocably tied to the climate of JCHS. The school was not an island in this sea of change; the tension and anxiety of its residents regarding the future direction of their

neighborhood are reflected in the feelings of uncertainty and distrust manifested by the faculty of JCHS. These feelings, combined with a severe case of "change fatigue," created a hostile leadership environment that placed Principal Davidson in a position of difficulty. On one hand, Principal Davidson had to respond to the superintendent's mandate for PLC implementation. On the other hand, teachers at JCHS had been in a constant cycle of reform and reached a breaking point.

This case affords students with the chance to consider a number of important educational leadership questions such as the following: How does school culture and teacher professionalism impact a principal's ability to adopt reform? How does the current context of continual school reform impact teacher relationships with principals, superintendents, and policy makers? What pressures might a new principal con- front when taking over a new school? How can principals build trust and rapport with veteran teachers who might be jaded or cynical? Future principals must be prepared to deal with these challenges and have the ability to balance the following: (a) district mandates, (b) needs of students, (c) teacher perspectives, and (d) parent and community demands. Although some might argue that Principal Davidson was shortsighted and unprepared for the principalship, it is clear that he was placed in a position of difficulty, wedged between district pressures and a school context that unloaded a constant stream of reforms that teachers viewed as burdensome and not helpful.

When entering a new position, principals (as well as teachers) may view a new face as a fresh start, but in this case (and in most) there is a complex set of circumstances within any school community that can be difficult to overcome. The external economic and social context played a role in the difficulties that Principal Davidson con- fronted. As recounted in the case above, gentrification is a phenomenon wherein an area of relatively low socioeconomic status (SES) experiences an influx of higher SES community members, leading to the forced displacement of some of the original residents due to increased rents and other factors (Formoso, Weber, & Atkins, 2010). These newer, higher SES residents are often in a better position to advocate for improved services in the neighborhood; however, Formoso et al. (2010) point out that, historically, "low-income families have received few of [gentrification's] benefits while disproportionately shouldering its burdens" (p. 397). These larger community issues potentially added pressure for district reform efforts and for Principal Davidson to follow suit. What might be termed emotional "baggage" leftover from years of external and internal changes had taken its toll on the faculty, though Principal Davidson was largely unaware of its possible impact. Leadership efforts to change the culture and build trusting relationships might work in the long term at JCHS, but not taking the time (or not being given enough

12

time) to understand the context and back- ground of the faculty experience made change difficult and contentious. New princi- pals and assistant principals must be prepared to establish strong personal relationships and connections with their teachers or any reform effort might be doomed before it begins. Instructors and students can use this case in a number of ways.

Teaching Note 1: Prioritizing Needs

One of the most important tasks for new principals is to learn about the school's context, identify challenges, and prioritize the order to best address challenges in a timely manner. However, prioritization might be made in a capricious manner that depends more on the needs and values of the principal rather than the context of the school. Principal Davidson understood what his superintendent wanted but lacked information about faculty attitudes and the school's history with ongoing reforms. The scenario presented here illustrates a principal's choice to implement a model of leadership and cooperation (PLCs) in a school context of near-constant change, leading to continued push-back and a lack of buy-in from the faculty. This decision was made partly out of

48 *Journal of Cases in Educational Leadership 19(2)*

---

necessity (the superintendent required it) and before the principal had a chance to establish any sort of rapport with the faculty or vision for the school.

The results of this improvement effort might have been different if Mr. Davidson would have been given the time to learn where necessary changes needed to be made and when to make them based on the school's context, rather than being put in a position with few options. Principal effectiveness is about "framing school goals, establishing a clear mission, gaining staff consensus, and then aligning staff actions to those goals . . ." (Goldring & Pasternak, 1994, cited in DeMatthews, 2014, p. 27). Teachers' reactions to the creation of PLCs might have been more favorable if the principal had the time to better understand the context of the school and the time to make his case to the faculty. Instructors might ask the following questions in a discussion of this case:

• How might a principal learn about their faculty and prioritize the needs of a school? What should a principal do when district priorities conflict with the needs of the school?

• Although Principal Davidson notes three options for implementing PLCs, were there any other options that he had once he was confronted with push-back from the faculty? What else might he have done to resolve the situation?

13

• In what ways might a new principal gain teacher buy-in for a new program?

• What might have happened if Principal Davidson's change efforts had conflicted with the wants and needs of the newer, more politically active White members of the surrounding community? Would a change effort survive if it did not align with this constituency's interest?

• How should a principal manage change efforts in his or her school? What lead- ership strategies exist for enacting fundamental change versus incremental change? Educational settings h

therefore, a new leader must be prepared for the stress that might accompany any conflict or disagreement among these groups.

The instructor might also consider the following activities:

• *Role-playing*: Students might be assigned the roles of the main figures from this case, for example, principal, superintendent, faculty, and community leader. The principal would then be asked to meet with each of these individuals and groups to try to get more time or flexibility in implementing reforms (superintendent) and gain buy-in (faculty), and to understand the ways in which the community is influencing these initiatives. Students might take turns playing the role of the principal. In addition, the instructor might advise the superintendent or faculty on how intransigent they should play their role (from an easy "yes" to an absolute "no"). Afterward, the class can discuss the challenges they faced and what techniques brought them the most success in swaying change.

• *Alternate ending*: Students are assigned to rewrite the ending of the case study after they decide for themselves what different actions they might take or how they might prioritize the needs of the school. Afterward, students should discuss these choices, critiquing the reality of these options as well as the alternative endings that their classmates have created.

Teaching Note 2: Communication and Connection

School culture has been defined as "the basic assumptions, norms and values, and cultural artifacts that are shared by school members, which influence their functioning at school" (Maslowski, 2001, pp. 8-9). Some schools develop unproductive or toxic environments or have fragmented staffs that lack trust and rapport with administrators and school districts (Peterson & Deal, 1998). If principals ignore or are unable to perceive negative school culture, they may find oppositional groups of staff and parents sabotaging their efforts, slowing the pace of reform, and spreading frustration. The position of the principal is one that requires technical and managerial expertise (know-

14

ing laws and policies, data collection and analysis, scheduling) to create structures that promote positive school culture. However, principals must also take the time to build trust with teachers and foster a positive, reform-minded, and collaborative school culture (Habegger, 2008; Hallinger, 2003; Price, 2012; ten Bruggencate, Luyten, Scheerens, & Sleegers, 2012).

This case presented a scenario wherein a principal did not take the time to establish relationships and build trust with faculty before implementing change. As a result, teachers were unwilling to consider the benefits of the proposed reform and sabotaged Principal Davidson's efforts. The lack of trust between Principal Davidson and the faculty will further jeopardize future reform endeavors. Future principals must be able to understand faculty perspectives, particularly related to the fast pace of reforms, and establish positive working relationships. In addition, principals must cultivate an effective rapport with his or her assistant superintendent or superintendent. The following questions might help lead to a discussion of communication and connection necessary for an effective school leader:

- What mistakes or assumptions did Principal Davidson make when trying to connect or communicate with others in the case study?
- In particular, what were the challenges inherent in the relationship between Principal Davidson and his former mentor Mr. Lawrence? What sort of tension might exist between a young, inexperienced administrator and an older, experienced faculty member (especially when the power dynamic between them has been altered)? How might that relationship change and how might they communicate differently?
- What strategies (e.g., structures, policies, body language, means of communication) might a principal use when trying to establish a rapport with his or her teachers?

- What types of communication are available for a principal (e.g., face to face, phone call, public address (PA) announcement, email, text message)? What are the benefits and drawbacks of each of these methods? Are there situations where one might be more appropriate than others?

Instructors might also consider utilizing the book *Crucial Conversations: Tools for Talking When Stakes Are High* (Patterson, Grenny, McMillan, & Switzler, 2012) in conjunction with the following activities:

- *Situation review*: Students should create a list of interpersonal scenarios that they might face in their day-to-day lives as administrators. Then, students should

15

select how they might approach these situations and what methods of communication they might use to address the issue. For example, as drawn from the case, how might a principal address a superintendent when attempting to balance mandates from central office and the needs of the faculty and stu- dents? A discussion of the benefits and risks of different approaches might be useful.

• *Tone and clarity*: Students would be tasked with communicating a message to the school community, addressing an issue of the instructor's choosing (e.g., an incident at the school, a new policy or program that will be implemented) and a method of the instructor's choosing (e.g., full faculty meeting, one-on-one meeting, whole school email). Students would then present or exchange their messages, critiquing their tone and clarity. Was the tone too harsh or too weak? How might someone misunderstand this message? What changes might the author of the message make to more clearly convey its intended meaning?

Declaration of Conflicting Interests

Funding

References

Ainscow, M., Beresford, J., Harris, A., Hopkins, D., Southworth, G., & West, M. (2013). *Creating the conditions for school improvement: A handbook of staff development activi- ties*. New York, NY: Routledge. 2014). athews, R E. (

10 miles of bad road: Cheating, gaming, mistrust, and an interim principal in an urban Texas high school. *Journal of Cases in Educational Leadership*, *17*(4), 19-33.

Formoso, D., Weber, R. N., & Atkins, M. S. (2010). Gentrification and urban children's well- being: Tipping the scales from problems to promise. *American Journal of Community Psychology*, *46*, 395-412.

Fullan, M. (2014). *Leading in a culture of change personal action guide and workbook*. San Francisco, CA: John Wiley.

Habegger, S. (2008). The principal's role in successful schools: Creating a positive school culture. *Principal*, *88*(1), 42-46.

Hallinger, P. (2003). Leading educational change: Reflections on practice of instructional and transformational leadership. *Cambridge Journal of Education*, *33*, 329-351.

Hallinger, P., & Heck, R. H. (2011). Exploring the journey of school improvement: Classifying and analyzing patterns of change in school improvement processes

and learning outcomes. *School Effectiveness and School Improvement*, *22*(1), 1-

Maslowski, R. (2001). *School culture and school performance: An explorative study into the organizational culture of secondary schools and their effects*. Twente, The Netherlands: University of Twente Press.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial conversations*. New York, NY: McGraw-Hill.

Peterson, K. D., & Deal, T. E. (1998). How leaders influence the culture of schools. *Educational Leadership*, *56*, 28-31.

Price, H. E. (2012). Principal–teacher interactions: How affective relationships shape principal and teacher attitudes. *Educational Administration Quarterly*, *48*, 39-85.

Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, *7*, 221-258.

Taylor, D. L., Tashakkori, A., & Crone-Koshel, L. (2014). A model of planning for school improvement and obstacles to implementation. *Journal of School Leadership*, *11*, 493-510. ten Bruggencate, G., Luyten, H., Scheerens, J., & Sleegers, P. (2012). Modeling the influence of school leaders on student achievement: How can school leaders make a difference? *Educational Administration Quarterly*, *48*, 699-732.

Thoonen, E. E., Sleegers, P. J., Oort, F. J., & Peetsma, T. T. (2012). Building school-wide capacity for improvement: The role of leadership, school organizational conditions, and teacher factors. *School Effectiveness and School Improvement*, *23*, 441-460.

Author Biographies

James C. Coviello is a PhD research associate at the University of Texas at El Paso in the Department of Educational Leadership and Foundations. James was a classroom teacher at the high school level for ten years and is currently pursuing a doctoral degree in educational leadership.

David E. DeMatthews is an assistant professor at the University of Texas at El Paso in the Department of Educational Leadership and Foundations. David has worked in urban districts as a high school teacher, middle school administrator, and district administrator. He studies issues related to school leadership, urban education, special education, and social justice.

**Educational Leadership
Development Academy**
Mother Rosalie Hill Hall,
Room 271
5998 Alcalá Park
San Diego, CA 92110-2492
P: (619) 260-8839

_____

**Educational Leadership Development Academy (ELDA)
School of Leadership and Education Sciences, (SOLES)**

LEAD 597P and 598P   **Practicum in School Administration   (5 units)**

Instructor Contact Information and Office Hours
Margaret Basom, Ph.D. mrb@sandiego.edu
Office hours by appointment

Class Dates

Fall 2016-Spring 2017
      August 31st
      September 14
      December 14th
      January 11th
      March 15th
      April 26

Time: 4:40- 8:30

Course Description
The practicum in School Administration is a three-semester (3 credits total) sequence designed as a field experience and accompanying seminar required of students seeking the Preliminary Administrative Services Credential in the state of California.

This intensive field-based experience integrates the theory and knowledge of the program coursework with the experiential learning through practice. The practicum supports the development of candidates' knowledge, skills, and dispositions through practical experience with instructional leadership, operational management, and work with community stakeholders. Candidates meet routinely with their university supervisor to discuss the candidates' progress toward achieving leadership standards.

ELDA Program Learning Outcome:
- Can, align, effectively manage, and integrate the organizational structures, processes, and policies of a school system that impact the school's ability to achieve its vision and goals.

Class Outcomes
The following *California Administrators Performance Expectations* (CAPEs) will be practiced and/or assessed in this class:

1

CAPES	
1A: Developing a Student-Centered Vision of Teaching and Learning. New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.	*To be practiced*
1B: Developing a Shared Vision and Community Commitment New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement.	*To be practiced*
1C: Implementing the Vision New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning.	*To be practiced*
2A: Personal and Professional Learning New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well being.	*To be practiced*
2B: Promoting Effective Curriculum, Instruction, and Assessment New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning	*To be practiced*
2C: Supporting Teachers to Improve Practice New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.	*To be practiced*
2D: Feedback on Instruction New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers.	*To be practiced*
3A: Operations and Resource Management New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well being.	*To be practiced*
3B: Managing Organizational Systems and Human Resources New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases	*To be practiced*
3C: Managing the School Budget New administrators know the school's budget and how the budget supports student and site needs.	*To be practiced*

4A: Parent and Family Engagement New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement.	*To be practiced*
4B: Community Involvement New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well being.	*To be practiced*
5C: Ethical Action New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.	*To be assessed*
6A: Understanding and Communicating Policy New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community.	*To be practiced*
6B: Representing and Promoting the School New administrators understand that they are a spokesperson for the school's accomplishments and needs.	*To be practiced and assessed*

Textbooks/Readings
The instructor will provide readings as needed/appropriate.

Course Requirements/Activities
- Participation: Attend class meetings and participate actively in seminar discussions.
- Professional Identity assessment- *Sept 2015* and *January 2017*
- Platform *Dec 2015* *and* *March 15t, 2017.*
- Resume and Cover letter- *March 15th*
- Fieldwork Assignment #13- *April 26th*
- Finish all required 'non course imbedded' fieldwork assignment.
  - ✓ Fieldwork Experiences #1, 3 and 12- *Due: September 1st, 2016*
  - ✓ Fieldwork Assignment # 9 and 11- *Due (with all revisions) December 14th, 2016*
  - ✓ Fieldwork Assignment #13- **Start but** *turn in during Spring 2017*
  - ✓ Fieldwork Assignment # 2, 4, 5, 6, 7, 8, 10 (due as per content classes syllabi)

Grading Criteria
For this class, students will receive a **pass/fail** grade. Student must attain a minimum of **4** on all Fieldwork activities to earn a *Pass.* If they do not receive a minimum of 4 they will have two weeks after they receive their grade to rework their paper. Missed deadlines or absences will result in a one level deduction on their fieldwork assignment, which may result in a non-pass.
If you receive a non-pass, will be required to retake the class next spring as an independent study or you will be give an option of an incomplete with additional assignments or

3

If your cover letter, resume and platform need revisions, they will need to be done within a two week period to get a pass.

Fall:
1. Participation   = 20 points
2. Participation in and the development of
Semester Fieldwork activities identified in Fieldwork
Assignment list   = 60 points
3. Platform-rewrite, synopses and presentation.   = 20 points

Pass   *> 75 points*

	Fieldwork Assignments
Category 1 **DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION** Facilitate the development and implementation of a shared vision of learning and growth of all students	1. Interview your building principal and a principal from one other school using the following interview protocol: • What do you believe are components of a sound and sustainable school vision? • What role does data from multiple measures of student learning play in developing a vision of teaching and learning for all students? • What are some skills and strategies you use to assure your school vision aligns with the Districts' vision and goals? • How does the school use technology to support achievement of the vision? • Can you identify barriers to accomplishing the school's vision and effective ways to work with others to address and overcome those barriers? • How does the school communicate information about the school on a regular basis to all families and ensure that all constituents have ample access to information sources? • Which skills and strategies do you use to identify and obtain needed resources to implement and attain the vision for all student groups? Develop an integrated synopsis of the principals' responses. Based on your readings, your coursework and these interviews write a commentary about a school leader's role in developing and articulating a Vision of Teaching and Learning for a school. (Paper should be 4-5pages double-spaced) *(CAPE 1A, 1B and 1C Practiced)*
	2. Investigate a school's student performance and learning quantitatively and qualitatively by • Accessing, collecting and analyzing 3-5 years of quantitative performance indicators, school context information and qualitative data.

4

Category 2 **INSTRUCTIONAL LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	• Identifying a priority area pertaining to student performance, with attention to under-performing student groups. • Collecting qualitative and quantitative information pertaining to student and teacher relationships and school culture and the priority area (including individual and group interviews and observations). • Documenting existing school programs, services and practices that are related to this priority area. • Developing a set of action strategies for the priority area. • Soliciting feedback from school leaders and key stakeholder groups in the school and its community on the proposed strategies. ***(CAPE 2A Practiced)***
	3. With your shadow principal, walkthrough classes and discuss the patterns in instructional quality observed. Look at the walls throughout the school. Observe before and after school pick up of students and spend some (not a great deal) of time observing playground and lunch behaviors. If possible, sit in on a parent conference. Investigate and report on the various other culture artifacts and how you think they contributed to the school's culture including: • overall mood or feeling of the school -feeling/outlook /behaviors of teachers, students, and parents with examples • quality and patterns of instruction observed –what seems to be the belief about learning and teaching in this school. • how student issues are addressed described • rituals ceremonies and traditions that occur at the school • values and beliefs that establish expectations for and influence the behavior of people who work and learn in the school. ***(CAPE 2B Practiced)***
	4. With the Supervising/Mentor Principal and agreement of a teacher, you will be responsible for two (2) cycles of a coaching process. Each cycle will include: • Pre-conference with the individual being coached • Observation of a classroom activity • Post-conference • In-class presentation Each student will videotape every step of the cycle. ***(CAPE 2C and D Practiced)***

5

Category 2 **INSTRUCTIONAL LEADERSHIP** Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	5. Provide leadership for an educational activity that will Identify teachers to be members of a professional learning group related to the student learning priority area and provide a rationale for their inclusion. • Work with the group to identify an area of focus within the learning priority area for team learning and improving practice. • Facilitate team or group learning activities. • Collect evidence of the group members' roles in selecting the student learning focus within the priority area; the team's learning activities; and curriculum, instruction, and assessment practices or engagement strategies. Based on the collection of evidence develop a plan to pilot new or improved practice. • Collect evidence on new or improved practices that the group tried out (individually or collectively) and analyze their initial impact on student performance (e.g., student behavior, student work samples). • Analyze the teachers' professional learning and collect team member feedback on the effectiveness of the group regarding teaching, learning and improvement and the evaluation of your facilitation and support. ***(CAPE 2A and 2B Practiced)***
	6. Summarize research-based practices for effective professional development. Develop a professional growth/development plan for your site. Discuss how you will involve staff in identifying areas of strength and need that link to the schools vision and goals. Identify needed resources and explain your implementation plan and how you will assess the plan's effectiveness and sustainability. After sharing your plan with colleagues, address how you would change or strengthen the plan based upon that input. **(CAPE 2A Practiced)**
Category 3: **MANAGEMENT AND LEARNING ENVIRONMENT** Manage the organization to cultivate a safe and productive learning and working environment.	7. Write a summary of research-based literature on the principles of positive behavior interventions, conflict resolution and restorative justice. Discuss how these approaches support academic achievement, safety, and student well being. Review your site's behavior management system and culture in light of these principles. Meet with your site principal and gather his/her views on the subject and identify the biggest challenges/benefits regarding implementation. Share the plan you will implement as an administrator for creating a culture of positive behavior interventions at your site. ***(CAPE 3B Practiced)***

6

Category 3: **MANAGEMENT** **AND LEARNING** **ENVIRONMENT** Manage the organization to cultivate a safe and productive learning and working environment.	8. Write a narrative explaining the funding mechanisms used in federal, state, and local allocations to districts. Review your school's budget in relation to these funding sources. Interview your principal, district office leader and union leader about how the budget impacts decision making at the site level. Explain how your site's budget provides human resources, materials, programs, etc. to support the school's vision. Make recommendations for improving or maintaining budget alignment with the school's vision. *(CAPE 3B Practiced)*
Category 4: **FAMILY AND** **COMMUNITY** **ENGAGEMENT**	9. Design and lead an opportunity for parents and other members of the school community to increase their involvement in activities that focus on improving the learning environment (Plan school-wide curriculum night; a parent meeting focused on a specific topic; work with the PTA group to implement a school wide activity). Incorporate information about family and community expectations and interests into the activity design. *(CAPE 4A Practiced)*
Collaborate with families and other stakeholders to address diverse student and community interest and mobilizes community resources	10. *Assess Community Strengths and Needs* -Asset map the local community to determine what human and organizational resources exist within the community. Develop and present to school and community leaders a plan to strengthen school-community engagement. *Examine a Controversial Policy or Practice –* Conduct a survey of parents and a series of home visits to determine the effectiveness and differential impact of homework policies in the school. Share your findings with teachers in the school community. *Host a series of focus groups with students, parents, and/or teachers* to assess perceptions of discipline policies at the school. Use findings to facilitate a school-wide conversation about discipline policy and practice. *Focus on a Specific At-Risk Population* -- Assess the strengths and needs of refugee students. Shadow a student for the full day. Attend local community meetings and/or worship services. Meet with students, parents, community leaders, social workers, etc. to discuss how to strengthen school-family-community partnerships. Work with community representatives to collaboratively present your findings to the school. *(CAPE 4B Practiced)*

7

	11.Attend and participate in parent conferences with the Supervising/Mentor Principal. Write a summary/narrative about one meeting (who were the participants? What was the issue/concern discussed? What was the outcome/solution? How did the outcome/solution result in an improvement of the situation? If appropriate, how would you handle the situation differently as the leader? What actions would you take as the leader to prevent similar instances in the future?). ***(CAPE 4Aand 4B Practiced)***
Category 5: **ETHICS AND INTEGRITY** Make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity	12. Interview your shadow principal and your home school principal regarding how he/she models a personal code of ethics and develops his/her own personal, professional leadership capacity. Read at least two comprehensive research articles on leadership ethics—provided to you or found on your own. Write a narrative summarizing what you learned from your interviews and readings on leadership code of ethics and explain how the personal code of ethics shapes leadership capacity and school culture/climate. Describe how you will model your own code of ethics and give specific examples of how it will guide your leadership capacity and school culture/climate. ***(CAPE 5C Practiced)***
Category 6: **EXTERNAL CONTEXT AND POLICY** Influence political, social, economic, legal and cultural context affecting education to improve education policies and practices	13. Assume a leadership role on a school- or district-wide committee that involves parent and/or community stakeholders (School Site Council, English Learners Advisory Council, GATE, etc.). Describe the goals of the committee for the year, members of the group and how the members' demographics match with those of the school community. As you wok with the committee during the year, examine how the committee provides all stakeholders with 1) a clear picture of what the school's vision and goals are and 2) how the group garners support for the school. Discuss how the group communicates its progress with the broader school or district community and how community resources are utilized. Following your work with the committee, thoroughly discuss how you as a leader will involve stakeholders in helping address the school in meeting its goals. ***(CAPE 6 A Practiced and 6B practiced and assessed)***

Textbooks/Readings
The instructor will provide readings as needed/appropriate.

Course Requirements/Activities
- Participation: Attend class meetings and participate actively in seminar discussions.
- Professional Identity assessment- *Sept 2015* and *January 2017*
- Platform *Dec 2015 and* *March 15t, 2017.*
- Resume and Cover letter- *March 15th*
- Fieldwork Assignment #13- *April 26th*
- Finish all required 'non course imbedded' fieldwork assignment.
  - ✓ Fieldwork Experiences #1, 3 and 12- *Due: September 1st, 2016*
  - ✓ Fieldwork Assignment # 9 and 11- *Due (with all revisions) December 14th, 2016*
  - ✓ Fieldwork Assignment #13- **Start but** *turn in during Spring 2017*
  - ✓ Fieldwork Assignment # 2, 4, 5, 6, 7, 8, 10 (due as per content classes syllabi)

Grading Criteria
For this class, students will receive a **pass/fail** grade. Student must attain a minimum of **4** on all Fieldwork activities to earn a *Pass.* If they do not receive a minimum of 4 they will have two weeks after they receive their grade to rework their paper. Missed deadlines or absences will result in a one level deduction on their fieldwork assignment, which may result in a non-pass.
If you receive a non-pass, will be required to retake the class next spring as an independent study or you will be give an option of an incomplete with additional assignments or

If your cover letter, resume and platform need revisions, they will need to be done within a two week period to get a pass.

Fall:
3. Participation   = 20 points
4. Participation in and the development of
   Semester Fieldwork activities identified in Fieldwork
   Assignment list   = 60 points
3. Platform-rewrite, synopses and presentation.   = 20 points

                                                    Pass   *< 75 points*

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

Academic Integrity
At USD, we take the code of academic integrity very seriously; forms of academic dishonesty, including but not limited to cheating, plagiarism, fabrication, or facilitating academic dishonesty, are not tolerated in the Leadership Studies program or this class. Violations of the policy may result in suspension or expulsion from the university. If you are unfamiliar with USD's policy, it is your responsibility to read and understand its elements. In summary, any assignment that you turn in for class must be written in your own words, exemplifying you own thoughts and ideas, and you must clearly identify any references you used in completing your work using the format of the APA 6th Edition Style Manual.

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

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

SOLES On-line Course Evaluation
SOLES Course Evaluations are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Torero Hub drop down menu: 1) My Academics, 2) Registration Tools, and 3) Registration History. The course evaluation window opens two weeks prior to the end-of-term date for the course. Instructions for accessing course evaluations can be found at: https://lib.sandiego.edu/soles/documents/Student%20Instructions%20for%20Accessing%20Course%20Evaluations%208.3.15.pdf

Statement on Plagiarism
The complete plagiarism policy is available for your review at: http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Sustainability
As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

Class Sessions and tentative schedule Semester Fall 2017

Sessions	Topics
Session 1	Review and Discuss requirements for Fieldwork Assignments. ❖ Leader's role in developing and articulating a Vision of Teaching and Learning for a school.(*Cape 1A, 1B, 1C)* ❖ Investigate a school's student performance and learning both quantitatively and qualitatively; Developing a set of actions to include soliciting feedback from school leaders and key stakeholder groups in the school and its community (Cape 1A) ❖ Patterns in instructional quality than can be observed (CAPE 2B) ❖ Various cultural artifacts visible in schools/organizations that contribute to a building's culture and the support of school improvement processes. (CAPE 2B)
Session 2	Review and Discuss requirements for Fieldwork Assignments. ❖ Code of Ethics- how do principal use this to promote effective decision making (CAPES 5C) ❖ Modeling a code of ethics using it to guide your leadership capacity as well as the school culture/climate (CAPES 5C) ❖ The role of leaders in promoting school engagement with family and community members in accomplishing the school's vision of equitable schooling and continuous improvement. (CAPE 4A) ❖ Manage the interrelationships within the network of school operations. (CAPE 4B) ❖ Designing and leading opportunities for parents and members of the school community to increase their involvement in activities that focus on improving the learning environment (CAPE 4A)
Session 3	Review and Discuss requirements for Fieldwork Assignments. ❖ The school as part of a larger district, state, and federal contexts influenced by political, social, economic, legal, and cultural factors (CAPE 6A *Introduced*). ❖ Working with parents and community members (CAPE 6B).

Class Sessions and tentative schedule Spring 2017

Sessions	Topics
Session 1	Review and Discuss requirements for Fieldwork Assignments. ❖ Leader's role in developing and articulating a Vision of Teaching and Learning for a school.(*Cape 1A, 1B, 1C)* ❖ Investigate a school's student performance and learning both quantitatively and qualitatively; Developing a set of actions to include soliciting feedback from school leaders and key stakeholder groups in the school and its community (Cape 1A)

	❖ Patterns in instructional quality than can be observed (CAPE 2B) ❖ Various cultural artifacts visible in schools/organizations that contribute to a building's culture and the support of school improvement processes. (CAPE 2B)
Session 2	Review and Discuss requirements for Fieldwork Assignments. ❖ Code of Ethics- how do principal use this to promote effective decision making (CAPES 5C) ❖ Modeling a code of ethics using it to guide your leadership capacity as well as the school culture/climate (CAPES 5C) ❖ The role of leaders in promoting school engagement with family and community members in accomplishing the school's vision of equitable schooling and continuous improvement. (CAPE 4A) ❖ Manage the interrelationships within the network of school operations. (CAPE 4B) ❖ Designing and leading opportunities for parents and members of the school community to increase their involvement in activities that focus on improving the learning environment (CAPE 4A) ❖
Session 3	Review and Discuss requirements for Fieldwork Assignments. ❖ The school as part of a larger district, state, and federal contexts influenced by political, social, economic, legal, and cultural factors (CAPE 6A). ❖ Working with parents and community members (CAPE 6B).

APPENDIX A
RUBRICS for Fieldwork Activities

VISION RUBRIC for Activity #1		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
A clear and concise summary of the principals' answers to each of the questions. Similarities and contrasts between interviewees are noted and cogently discussed. The purpose of the synopsis is clear; the summary expresses succinctly the main idea and major points of each question; the writing is tailored to the audience. Word choice is consistently efficient and concise. Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; main points are sufficiently supported (with evidence); support is valid and specific.	A clear summary of the principals' answers to each of the questions. Similarities and contrasts between interviewees are noted with little discussion. The summary mostly expresses the main idea and major points of each question; the writing is somewhat tailored to the audience. Word choice is efficient and mostly concise. Competent and well- developed thesis; thesis represents sound and adequate understanding of the assigned topic. Ideas supported sufficiently; support is sound, valid, and logical.	A summary of the principals' answers to each of the questions. Similarities and contrasts between interviewees are noted on occasion. The purpose of the synopsis is not very clear; the summary expresses a variety of ideas and points without much priority; main points and ideas are only indirectly supported; the writing is not tailored to the audience. Word choice is somewhat efficient but not concise.

14

DATA ANALYSIS AND SCHOOL IMPROVEMENT RUBRIC for Activity #2				
Indicator	Beginning	Developing	Meeting	Exceeding
Data Collection	Collects data on just one element. Limits data collection to one or two years. Collects little or no subgroup data. Does not designate a targeted student group.	Collects 2 or more years of data on two or more elements. Selects at least one quantitative and one qualitative element. Collects and examines data for at least one student subgroup and designates a targeted student group. Makes a weak or unclear connection between the selection of the priority academic area and the data collected or has little or no data to clarify the reasons for the targeted group's problems in the priority area.	Collects 3 or more years of data on three or more elements and selects at least two quantitative or two qualitative elements Collects and examines data for subgroups and designates a targeted student group. Collects some relevant data from teachers and/or students that help clarify reasons for the targeted group's problems. Collects any other evidence needed to make instructional improvement, including changes in practice. Makes a clear connection between the selection of the priority academic area and the data collected.	Collects 3 or more years of data on three or more elements and selects at least two quantitative or two qualitative elements Collects and examines data for subgroups and designates a targeted student group. Generates a hypothesis about the underperformance of the targeted group in the priority academic area to guide data collection. Uses the hypothesis to gather additional relevant data from stakeholders such as students and teachers that clarify the reasons for the targeted student group's learning problems.
Data analysis and priority definition	Presents the data with little or no analysis except to state the priority area.	Analyzes test scores for one or more years. Does not integrate qualitative data in relationship to quantitative indicators (or vice versa). Attempts to define the priority area with limited connection to analyzed data and school and district goals.	Uses relevant methods, analyzes, and interprets multiple sources of quantitative and qualitative data including observations, interviews, or surveys from students, teachers, and other stakeholders across multiple years. Considers equity issues in Identifying a priority academic area and priority student group.	Coherently analyzes and strategically uses multiple sources of quantitative and qualitative evidence and clearly defines priority academic area and priority student group. Considers equity issues in generating a defensible hypothesis about how to improve student performance in a priority area.
Evaluation of existing policies, practices and	Does not consider existing policies, practices and program In describing the priority area	Presents some information o n existing polices, practices, and programs with limited connection to the priority academic area and	Evaluates relevant existing policies, practices and programs. Identifies the strengths and	Generates a hypothesis about how changes in existing policies, practices and programs could

15

DATA ANALYSIS AND SCHOOL IMPROVEMENT RUBRIC for Activity #2				
Indicator	Beginning	Developing	Meeting	Exceeding
programs	and targeted group's needs.	targeted student group.	challenges of these in relation to the priority area and targeted student group.	lead to improved student performance in the priority area.
Vision and Plan focus	Has a weakly articulated vision with few if any goals Does not reflect the school context or student culture in the vision and plan focus. Describes an area of focus but not specific desired outcomes.	Creates a vision, goals, and plan focus that is general and lacks specificity. Creates a vision and plan that poorly reflects school context (and) student culture and specific desired student outcomes. Consults with a representative group of school leaders, staff and others.	Creates a student -centered vision with clearly defined goals and outcomes.for a priority area and priority student group. Works with a representative group of school leaders, staff and others. Draws on student and school data. Reflects the school context and student culture in the vision and plan. Demonstrates how it responds to equity issues using inclusive practices Focuses the proposed vision and plan on how to improve student learning. Taking into account strengths, weaknesses and barriers to existing programs, strategies, and policies that relate to the priority area.	Creates a coherent and compelling student-centered vision, with well-defined goals, and measurement-based outcomes and plan focus that address the priority area and priority student group. Explains how school context and student culture are related to the vision, goals, and priorities. Collaborates with a representative group of school leaders, staff and others. Provides a clear, compelling argument that the vision and plan are organized around a clearly articulated theory of action that relates the vision and goals to the barriers, gaps and opportunities in existing school policies and practices.
Plan details	States one or more strategies without sufficient plan details. Makes no connection between strategies and desired student outcomes.	Describes one or two strategies, responsibilities, and resources. Provides some general implementation details. Makes limited connections to the plan from	Describes a plan with two or more strategies, and addresses most or all plan components. (Provides specific details about responsibilities and available human, fiscal and material resources needed to implement the plan.	Describes a plan with two or more strategies. Includes extensive details that show the relationship among strategies, responsibilities, and resources required to accomplish proposed outcomes.

DATA ANALYSIS AND SCHOOL IMPROVEMENT RUBRIC for Activity #2				
Indicator	Beginning	Developing	Meeting	Exceeding
		proposed outcomes or does not align it to school context.	Explains how the plan strategies will accomplish proposed outcomes. Aligns the plan to school context and culture. Shows the coordination of resources for the plan with the existing resources.	Aligns the plan to school context and student culture and provides clear evidence of feasibility and resource coordination. Makes clear and coherent connections between the analysis of the data, school culture, and the plan's strategies for the priority area.
Working with multiple constituencies	Works with only one or two different constituencies Consults rather than collaborates	Consults with different stakeholders but not as a collaborative planning group	*Identifying and recruiting multiple constituencies in planning in a collaborative process*	*Shares leadership with multiple constituencies in a collaborative planning process*
Plan feedback	Provides little or no evidence of feedback on the plan. Provides little or no evidence of plan revision.	Shows little evidence of soliciting feedback or unsystematically collects and describes school leaders' feedback, with minimal documentation. Relates feedback minimally to the plan's quality or relevance for student learning priorities and school culture.	Collects, analyzes, and interprets school leader, staff and others' feedback on quality and relevance of the proposed vision and plan for a priority area. Shows how leaders, staff and others' feedback was used to shape the final plan.	Systematically collects, analyzes, and interprets detailed feedback on the quality and relevance of vision and plan and its relevance for the priority area and target group from school leaders, staff and others. Provides detailed evidence on how the plan was revised based on leader and stakeholder feedback.
Assessment of leadership skills and practices	Gives little attention to his or her leadership skills.	Conducts cursory analysis of his or her leadership skills and practices used in completing this task. Provides little evaluation of changes in leadership he/he would make.	Evaluates relevant leadership skills need to complete the task and provides specific examples. Identifies what worked well and what could be done differently in the future.	Provides an analyses how he or she adjusted leadership practices throughout the task. Proposes strategies to improve his or her practice.

SCHOOL CULTURE RUBRIC for Activity #3		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Based on your investigation of school artifacts/examples/observations, your narrative: • Thoroughly and clearly describes the school's culture by describing a minimum of 10 cultural artifacts/examples you observed and thoroughly elaborates on the implication of how each contributed to the school's culture and its instructional program. • Thoroughly addresses the implications of the readings and Powerpoint on the everyday instructional practice and culture at your internship site*.* • includes a well-articulated vision of the kind of school culture you hope to engender at your school (when you become a principal). • includes at least 5 actions you would take as the leader to promote the type of culture you will create at your own school. Those actions are specific and comprehensive, tied to current best practices, and the relationship between the action and impact on the culture clearly explained.	Based on your investigation of school artifacts, examples, observations, your narrative • Clearly describes the school's culture by describing a minimum of 8 cultural artifacts/examples you observed and clearly elaborates on the implication of how each contributed to the school's culture and its instructional program. • *Adequately* addresses the implications of the readings/Powerpoint on everyday instructional practice and culture at your internship site*.* • Includes an adequate vision of the kind of school culture you hope to engender at your school (when you become a principal). • Includes at least 4 actions you would take as the leader to promote the type of culture you will create at your own school. Those actions are tied to current best practices, and the relationship between the action and impact on the culture adequately explained.	Based on your investigation of school artifacts, examples and observations, your narrative • Adequately describes the school's culture by describing a minimum of 6 cultural artifacts/examples you observed and it somewhat elaborates on the implication of how each contributed to the school's culture and its instructional program. • Your narrative nominally*,* addresses the implications of the readings and Powerpoint on the everyday instructional practice and culture at your internship site*.* • Includes a vision of the kind of school culture you hope to engender at your school (when you become a principal) that is not detailed enough to determine a pathway. • Includes at least 4 actions you would take as the leader to promote the type of culture you will create at your own school. Those actions are not specific, only nominally tied to current best practices, and the relationship between the action and impact on the culture is not clearly articulated.

COACHING CYCLE RUBRIC for Activity # 4		
Masterful (5-6)	Skilled (3-4)	Able (1-2)
Effectively demonstrates knowledge and application of the Partnership Principles of equality, choice, voice, reflection, dialogue, praxis, and reciprocity.	Effectively demonstrates knowledge and application of some of the Partnership Principles.	Partnership Principles are merely suggested but not demonstrated or not applied at all.
Provides sound advice for improvement of instructional practices with specific, clear, concise, and appropriate strategies.	Provides some suggestions for improving instruction in a manner that may be useful to the teacher.	Provides few suggestions for instructional improvement. Strategies that are suggested may not be effective for the specific

18

		teacher or class.
Describes a clear relationship between the acquired coaching skills and effective leadership strategies that have been helpful in settings other than coaching.	Cites a carryover of skills from coaching to leadership strategies.	Minimal discussion of how coaching strategies can impact one's leadership style.

PROFESSIONAL LEARNING COMMUNITY RUBRIC for Activity # 5				
Indicator	Beginning	Developing	Meeting	Exceeding
Team identification	Identifies one or more teachers with whom to work, without forming a group culture.	Selects a group of teachers to work on a learning focus with limited attention to their strengths and interest in the priority area.	Selects a purposeful group of teachers based on their individual strengths and their relationship to the priority area and interest in a focus for improving teaching practice.	Engages a purposeful group of teachers, with school and teacher leader input, based on their individual and collective strengths clearly connected to the priority area and focus. Provides evidence of initial group member commitment and understanding of the priority area and focus.
Team learning plan	Provides limited information on school context for team learning.	Does not synthesize or interpret data used to define priority area and vaguely addresses school context or culture.	Uses data to explain how the priority area is influenced by school context and culture.	Uses data to explain how the priority area is influenced by school context and culture and how competing priorities were evaluated and considered.
Team process	Provides little or no support to facilitate group learning. Does not establish group learning norms.	Leads teachers with limited support for engaging group learning. Establishes general group learning norms.	Consistently facilitates group learning related the focus area. Establishes and uses shared norms for working and decision making.	Shares responsibility for facilitating group learning. Establishes and uses shared norms for problem solving, resolving conflicts, monitoring, and eliciting feedback.
Team learning and work	Unsystematically shares information with others about practices.	Directs teachers with limited information and support for individual and collective work.	Supports teachers' ongoing individual and collective work.	Promotes and deepens teachers' ongoing individual and collective work through cycles of preparing, acting, monitoring, assessing, and sharing.
Team learning and work improves curriculum, instruction or student assessments	The individual or collective team learning and work generally addresses school practices in curriculum, instruction or student assessment	Individual or collective learning and work fosters improvement in school practices related to curriculum, instruction or student assessments	The individual and collective work fosters improvement in specific school practices related to curriculum, instruction or student assessments.	The individual and collective work fosters improvement in differentiating school practices related to two or more areas: curriculum, instruction and student

19

			assessments
Assessment of team process and team work	Describes own learning accomplishments, with limited attention to others' learning experiences.	Describes what team members tried out or what occurred in the team process, and the task accomplishments. Makes weak or no links between team process and team accomplishments.	Uses teacher feedback and other data on how team process facilitates team's learning and task accomplishments (individually and collectively).	Uses data to show how team's learning and task accomplishments (individually and collectively) led to changes in teaching practices. Provides evidence that the team developed capacity as an ongoing learning community.
Assessment of leadership skills and practices	Gives little attention to his or her leadership skills.	Conducts cursory analysis of his or her leadership skills and practices used for group learning.	Identifies his or her leadership skills and practices used to facilitate group learning and accomplishments. Draws on experiences and feedback in completing this task.	Analyses how he or she adjusted leadership practices throughout the task. Proposes specific strategies to improve his or her practice.

PROFESSIONAL DEVELOPMENT RUBRIC for Activity #6		
Masterful (5-6)	Masterful (5-6)	Masterful (5-6)
A proposed program for professional learning is clearly and succinctly described. Current research and evidenced-based practice are cited to support the effectiveness and relevancy of the proposed program.	A proposed program for professional learning is clearly and succinctly described. There are limited citations of research or evidenced-based practice	A professional learning program is proposed with no evidence to support its viability.
The written response/description clearly describes a process that is collaborative and open. Those involved in the program development are identified. The reason why each individual is involved is clearly stated.	The process described is collaborative but there is limited clarity as to the individuals involved in formation of the program or the contributions they made to the development of the program.	The program does not suggest that other individuals were involved in the design and implementation of the program.
The proposed program clearly defines a process that allows for individual learning plans as well as addressing site issues of practice	The proposed program allows for individual learning plans and site issues but how they are addressed is not clearly defined.	The program does not allow for individual learning plans.School wide challenges are not addressed.
The response includes a reflective description of trial implementation of the program and assesses the results of this pilot implementation	A reflection on the implementation of the program is generalized and lacks specifics to clearly describe the success or lack of success of the program.	Reflection does not include an assessment of program implementation.

POSITIVE BEHAVIOR RUBRIC for Activity # 7		
	Masterful (5-6)	Skilled (3-4)	Able (1-2)

20

Elements of the Summary, Discussion of impact on Students, and Interview	All elements of the assigned paper are *thoroughly and comprehensively* addressed: • Summary of information based upon presentation and review of 2 research-based articles • Discussion of how positive behavior interventions, conflict resolution and/or restorative justice impact student is comprehensive and persuasive • Interview with administrator presents thorough explanation of challenges and benefits	All elements of the assigned paper are *addressed but depth is limited*: • Summary of information based upon presentation and review of 1 research-based article on the topic • Discussion of how positive behavior interventions, conflict resolution and/or restorative justice impact students is limited • Interview with administrator provides some, but limited explanation of challenges/benefits	*Not all elements* of the assigned paper are addressed or *depth is lacking*: • Summary of information based upon presentation only or on 1 article only • Discussion of how positive behavior interventions, conflict resolution and/or restorative justice impact students is very limited • Interview with administrator is limited
Plan for Implementation	A plan for implementing a positive intervention behavior system at the site-level is *well developed and thorough* and addresses buy-in, resources, and assessment	A plan for implementing a positive intervention behavior system at the site-level is present but *lacks well developed thought or some key elements*	A plan for implementing a positive intervention behavior system at the site-level was *shallow*
Style, conventions, grammar and voice	• APA style is correctly utilized • Conventions, grammar and sentence structure are representative of graduate-level work • Author's voice is clear and demonstrates vision as a leader	• APA style is correctly utilized • Some errors in conventions, grammar and sentence structure are present but do not significantly distract from the overall piece Author's voice demonstrates limited vision as a leader	• APA style is correctly utilized • Conventions, grammar and sentence structure are not representative of graduate-level work • Author's voice is weak and demonstrates limited vision as a leader

SCHOOL FUNDING RUBRIC for Activity # 8			
	Masterful (5-6)	Skilled (3-4)	Able (1-2)
Elements of the Narrative Explaining Funding Mechanisms and Interviews	All elements of the assigned paper are *thoroughly and comprehensively* addressed: • Summary of information regarding state and federal funding mechanisms presents all components accurately and shows a clear understanding of the funding process • Interview with administrator provides strong explanation of school budgeting decision making process • Interview with union rep outlines budget issues that are important at the site level • Interview with district/charter or diocese budget leader provides strong insight into how site s are allocated funds and supported	All elements of the assigned paper are *addressed but depth is limited*: • Summary of information regarding state and federal funding mechanisms presents most components accurately • Interview with administrator provides some, but limited explanation of school budgeting decision making process • Interview with union rep outlines some budget issues that are important at the site level • Interview with district/charter or diocese budget leader provides some information to clarify the budget process	*Not all elements* of the assigned paper are addressed or *depth is lacking*: • Summary of information of state and federal funding is limited or flawed • Interview with administrator provides little insight into budget process for the site • Interview with union rep is limited and provides little insight into the issues the union may see as important

Explanation of School Budget and Recommendations	• Explanation of site budget clearly identifies how resources are or are not spent to support the school's vision • Recommendations for improving/aligning the site budget are supported with clear thought	• Explanation of site budget identifies how resources are spent with limited discussion of how they support the school vision • Recommendations for improving/aligning the site budget lack well developed thought.	• Explanation of the site budget lacks depth and clarity • Recommendations for aligning/improving the site budget are unclear
Style, conventions, grammar and voice	• APA style is correctly utilized • Conventions, grammar and sentence structure are representative of graduate-level work • Author's voice is clear and demonstrates vision as a leader	• APA style is correctly utilized • Some errors in conventions, grammar and sentence structure are present but do not significantly distract from the overall piece • Author's voice demonstrates limited vision as a leader	• APA style is correctly utilized • Conventions, grammar and sentence structure are not representative of graduate-level work • Author's voice is weak and demonstrates limited vision as a leader.

INCREASED PARENT INVOLVEMENT RUBRIC for Activity # 9		
A thoroughly researched development plan is *designed and implemented*. The documentation includes the following elements: • A research justified step-by-step clearly described development plan to improve or change the learning environment. (plan is replicable) • Clear goals that indicate how it has considered family and community expectations and interests in activities. • Description of activities with parents and families are clear and replicable. • Example of any materials used during these activities. • Comprehensive and thorough description and analysis of observations and future directions.	A researched based development plan is *designed and implemented*. The documentation includes the following elements: • A step-by-step development plan to improve or change the learning environment. • Goals that somewhat consider family and community expectations and interests in activities. • A clear description of activities with parents and families • Example of any materials used during these activities. • Description and analysis of observations and future directions.	A development plan is *designed and implemented without mention of research*. The documentation includes the following elements: • A development plan to improve or change the learning environment. • Goals are mentioned but do not indicate if and how consideration of family and community expectations • A vague description of activities with parents and families. • Example of any materials used during these activities. • Description of observations and future directions.

COMMUNITY ENGAGEMENT RUBRIC for Activity # 10			
	Masterful (5-6 pts.)	**Skilled (3-4 pts.)**	**Able (1-2 pts.)**
Goals	Clearly articulated goals that respond directly to issues of equity and diversity in your school.	Clearly articulated goals that mostly respond directly to issues of equity and diversity in your school.	Ambiguously articulated goals that respond indirectly to issues of equity and diversity in your school.
Design & Implementation	Project design responds directly to project goals. Data collection tools are extremely well designed and responsive to the needs	Project design mostly responds directly to project goals. Data collection tools are well designed and responsive	Project design responds poorly to project goals. Data collection tools are ill designed and not very responsive to the

	of the target population. Data collection process clearly ensures representation of diverse voices of students, parents, and/or community members.	to the needs of the target population. Data collection process somewhat ensures representation of diverse voices of students, parents, and/or community members.	needs of the target population. Data collection process does not directly ensure representation of diverse voices of students, parents, and/or community members.
Results & Findings	Clear and detailed description of collected data with data tables, representative quotes, etc. included where appropriate. Major findings are clearly articulated and substantiated with direct connections to supporting data.	A thorough description of collected data with data tables, representative quotes, etc. included where appropriate. Most of the major findings are articulated and substantiated with direct connections to supporting data.	Sketchy description of collected data with few data tables, representative quotes, etc. included. Major findings are not all clearly articulated and well substantiated with direct connections to supporting data.
Discussion	Insightful connections are made between the findings from this study and 2-3 salient journal articles.	Observant but not insightful connections are made between the findings from this study and a few salient journal articles.	Simple connections are made between the findings from this study and several salient journal articles.
Outcomes	Evidence is provided demonstrating how the results and findings from this study were shared with decision makers at your school site in a manner that had the realistic potential to bring about change.	Vague evidence is provided demonstrating how the results and findings from this study were shared with decision makers at your school site in a manner that had the realistic potential to bring about change.	Insufficient evidence is provided demonstrating how the results and findings from this study were shared with decision makers at your school site in a manner that had the realistic potential to bring about change.
Next Steps	Recommendations for next steps include a clear rationale with direct connections to the research findings. Discussion of how next steps could be implemented is responsive to the specifics of the school context.	Recommendations for next steps include a rationale with some connections to the research findings. Discussion of how next steps could be implemented is somewhat responsive to the specifics of the school context.	Recommendations for next steps include a nebulous rationale with little connections to the research findings. Discussion of how next steps could be implemented is not responsive to the specifics of the school context.
Commentary / Reflection	Commentary offers insightful reflections on the individual learning that resulted from engaging in this investigative project. All three of the following required areas of reflection	Commentary offers somewhat insightful reflections on the individual learning that resulted from engaging in this investigative project. All three of the	Commentary offers simple reflections on the individual learning that resulted from engaging in this investigative project. The three of the following required areas of

23

	are thoroughly addressed: Working with diverse school populations, the nature of school leadership, self and role as a leader in diverse school contexts.	following required areas of reflection are basically addressed: Working with diverse school populations, the nature of school leadership, self and role as a leader in diverse school contexts.	reflection are insufficiently addressed: Working with diverse school populations, the nature of school leadership, self and role as a leader in diverse school contexts.
Goals	Clearly articulated goals that respond directly to issues of equity and diversity in your school.	Clearly articulated goals that mostly respond directly to issues of equity and diversity in your school.	Ambiguously articulated goals that respond indirectly to issues of equity and diversity in your school.

PARENT CONFERENCE RUBRIC for Activity # 11

Masterful (5-6)	Skilled (3-4)	Able (1-2)
Summary/narrative of interaction with principal and parent was: comprehensive; it succinctly identified the main issues; covered in detail how the situation was resolved or had an impact on the situation; extensively and unambiguously discussed actions you would take as the leader to prevent similar instances in the future.	Summary/narrative of interaction with principal and parent was: descriptive; it adequately identified the main issues; satisfactorily covered how the situation was resolved or had an impact on the situation. Your discussion of leadership actions you would use to prevent similar instances in the future is ambiguous and included few specifics.	Summary/narrative of interaction with principal and parent was ambiguous; it poorly identified the main issues; it superficially covered how the situation was resolved or had an impact on the situation. Your discussion of the leadership actions you would use to prevent similar instances in the future was confusing and not specific.

CODE OF ETHICS RUBRIC for Activity # 12

Your narrative summarizing what you learned from your interviews and readings on leadership code of ethics thoroughly and succinctly explains how the personal code of ethics shapes leadership capacity and school culture/climate. Your narrative also addresses in detail the implications of your learning on your practice.	Your narrative summarizing what you learned from your interviews and readings on leadership code of ethics adequately explains how the personal code of ethics shapes leadership capacity and school culture/climate. Your narrative also sufficiently addresses the implications of your learning on your practice.	Your narrative summarizing what you learned from your interviews and readings on leadership code of ethics does not satisfactorily explain how a personal code of ethics shapes leadership capacity and school culture/climate. The narrative does not adequately address the implications of your learning on your practice.
Your narrative *specifically* explains how you will model your code of ethics and give several specific examples of how your leadership code has or will govern your actions to build leadership capacity and shape school culture/climate.	Your narrative adequately explains how you will model your code of ethics and give a few specific examples of how your leadership code has or will govern your actions to build leadership capacity and shape school	Your narrative does not explain how you will model your code of ethics and gives only general examples of how your leadership code has or will govern your actions to build leadership capacity and shape school

COMMITTEE LEADERSHIP RUBRIC for Activity # 13

Masterful (5-6)	Skilled (3-4)	Able (1-2)
Your report:	Your report:	Your report:

24

• Clearly outlines the purpose of the group and the role of each group member.
• Succinctly discusses how the group composition matches the schools demography or why not.
• Comprehensively describes
    o when and where the group meets,
    o how the group garners support for the school,
    o how the group communicates its progress with the broader school or district community
    o how community resources are utilized
• Provides clear examples of discussion and action items made by your group
• Provides clear examples of how you maximized or improved the effectiveness of the group, as well as improving communication both within the group and with the school community.
• Includes evidence of your efforts at determining the group's effectiveness by assessing the outcomes of action taken
• Includes all artifacts from these meetings
	• Outlines the purpose of the group and the role of group members.
	• Some mention of how the group composition matches the schools demography
	• Briefly summarizes:
	    o when and where the group meets,
	    o how the group garners support for the school,
	    o how the group communicates its progress with the broader school or district community
	    o how community resources are utilized
	    o provides clear examples of discussion and action items made by this group
	• Describes how you maximized or improved the effectiveness of the group by giving examples, as well as improving communication both within the group and with the school community.
	• Describes your efforts at determining the group's effectiveness by assessing the outcomes of action taken
	• Includes some artifacts from your meetings
		• Does not address how the group composition matches the schools demography.
		• Mentions briefly without details or depth:
		    o the purpose of the group and the role of group members.
		    o when and where the group meets,
		    o how the group garners support for the school,
		    o how the group communicates its progress with the broader school or district community
		    o how community resources are utilized
		• Does not mention any discussion and action items made by this group
		• Superficially-without examples- describes how you improved the effectiveness of the group as well as improved communication both within the group and with the school community.
		• Lacks evidence of your efforts at determining the group's effectiveness by assessing the outcomes of action taken
		• Includes artifacts that are not indicative of work.

Fieldwork Requirement: Platform Statement

Components to be addressed in your platform statement	
Philosophy of Education	• Provides insights into basic beliefs about purposes of education. • States the importance of schools to society. • Frames the foundation of the leader's practice as well as the subsequent components of the plan.
Philosophy of Leadership	• Answers the question, "What constitutes effective, purposeful leaders?" • Contains belief statements about effective leadership and its impact on education: -establishing clear, measureable goals, priorities -areas of emphasis for the school including delegating and

25

	empowering others.
Vision for Learners	• The candidate articulates his/her beliefs about how children and adolescents learn. • This section gives insight on the leader's role in promoting learning for students and for staff.
Vision for Teachers	• There is evidence that the leader examines and shares his/her views on the role of teachers with respect to teaching students, working collaboratively toward a common vision, attending professional development. • The candidate articulates the role teachers have in the lives of their students and in the community. (How teachers should relates to students and others)

Vision for the Organization	• A discussion of the leader's vision for the organization that demonstrates an idealistic, mental model of a future state of a school that is easily articulated and well understood.
	• The candidate understands the importance of standards that are relevant and achievable, which are articulated and well understood.
	• Within this component, the candidate has commented on how to accomplish establishing a vision for the organization referencing
	  - CLIMATE
	  - COMMUNITY
	  - COLLABORATION
	  - COMMUNICATION

Vision for Professional Learning	• This section details what the leader thinks about the impact of professional growth on student achievement and effective schools. • The leader discusses his/her views on the significance of professional growth for him/herself and for the faculty. • The candidate states how professional growth needs for staff will be determined and addressed.

Method of Vision Attainment	• Evidence of a strategy chosen by the candidate for attaining a vision.
	• To move the organization toward the vision, the candidate has addressed the importance of:
	   -decision-making
	   -initiation of change and change management
	   -encouragement and support of others

PLATFORM RUBRIC

Masterful (5-6)	Skilled (3-4)	Able (1-2)
A well-written thoughtful platform that contains: • Personal and professionally well articulated beliefs on all the required elements (mentions professional readings and/or authors) • Demonstrates evidence of critical self-reflection and demonstrates exploration and understanding of varying philosophies.	A written platform that: • Contains personal beliefs on all the required elements • Shows evidence of some self-reflection, and • Demonstrates exploration and understanding of at least one philosophy of action.	A written platform that: • Contains personal thoughts on most of the required elements • Shows little evidence self-reflection, and • Does not demonstrate exploration of any philosophy of action.
A thoughtful and well developed prioritized synopsis of your personal platform that clearly and succinctly articulates who you are and what you stand for, all on a 3X5 card	On a 3X5 card develop A synopsis of the personal platform that clearly articulates who you are and what you stand for.	A synopsis of the personal platform that articulates who you are and what you stand for.

University of San Diego

LEAD 588: Diversity and Community Involvement for School Leaders (2 units)
Educational Leadership Development Academy (ELDA)
School of Leadership and Education Sciences
University of San Diego

FALL 2016

INSTRUCTOR CONTACT INFORMATION

Name: Heather Lattimer, EdD
Office Hours: By appointment
Class Location: HSN 108
Time: Selected Wednesdays (see course schedule below), 4:30-8:30 pm
Email: hlattimer@sandiego.edu

COURSE DESCRIPTION

The purpose of this course is to provide candidates with an opportunity to discuss, reflect and explore issues of equity, access, power and privilege in relation to their work as educational leaders. In this course, candidates examine issues of diversity using multiple lenses to investigate the impact of these issues on their schools and communities. Topics covered include: definitions of diversity, personal awareness of power and privilege, relational trust, teacher expectations and student achievement, language, cultural competence, racism and other isms. Topics, research and discussions are connected to the issues of diversity and how to lead and develop high achieving schools with a particular focus on urban schools. Assignments are designed to help candidates make connections between the theoretical components of the course and their work in schools.

PROGRAM OUTCOMES AND COURSE OBJECTIVES:

Program Outcome:

The candidate will Advocate for the school and communicate, through a variety of media, its successes, needs, and challenges with a broad range of audiences, and collaborating with parents, the community and others in achieving the school's vision and goals.

The following California Administrators Performance Expectations (CAPEs) will be practiced and/or assessed in this class

CAPE 1B: Develop a Shared Vision and Community Commitment-
New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement. (To be practiced)
(1) Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making to develop a vision of teaching and learning that is shared and supported by all stakeholders
(2) Use effective strategies for communicating with all stakeholders about the shared vision and goals
(3) Promote a community commitment and collective sense of responsibility for enacting the school's vision, mission and goals.

CAPE 4A: **Parent and Family Engagement-**

New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement. (To be assessed)

    (1) Engage family and community members in accomplishing the school's vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, socio-emotional, mental and physical health, and/or other support needed to succeed in school.

    (2) Create and promote a welcoming environment for family and community participation.

    (3) Recognize and respect family goals and aspirations for students

    (4) Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals.

CAPE 4B: **Community Involvement**

New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being. (To be assessed)

    (1) Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers.

    (2) Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school's vision, plans, and decisions.

    (3) Assess community programs and services that assist all students, including those who require extra academic, mental, health, linguistic cultural, social, emotional, physical or other needs to succeed in school.

    (4) Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.

CAPE 5A: **Reflective Practice**

    (1) Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement

---

TEXTS:

The following text provides supplemental information. Purchase is optional All course readings will be available on Blackboard.

    Cordeiro, P.A., & Cunningham, W.D. (2013, 5th Ed.) *An Introduction to Educational Leadership: A Bridge to Improved Practice* Boston: Allyn & Bacon.

COURSE REQUIREMENTS AND ASSESSMENT PLAN

Students are expected to:

1. **Attend all class meetings, complete all course readings on time and participate in class discussions of the readings.** **(20%)**

   • Attend all class meetings. Students may be excused from one class meeting if the professor is

notified in advance. Additional absences will be considered unexcused.
- Come prepared to actively participate in reading discussions and class activities.

2. **Complete and present an applied project focused on diversity and community engagement**
CAPES 4A and 4B Assessed
Aspiring school leaders will design, execute, assess, and present on a project that engages multiple stakeholders in the school community to address issues of equity and diversity. Samples of possible topics / activities include the following:
   o *Assess Community Strengths and Needs -Asset map the local community to determine what human and organizational resources exist within the community. Develop and present to school and community leaders a plan to strengthen school-community engagement.*
   o *Examine a Controversial Policy or Practice –*
      o *Conduct a survey of parents and a series of home visits to determine the effectiveness and differential impact of homework policies in the school. Share your findings with teachers in the school community.*
      o *Host a series of focus groups with students, parents, and/or teachers to assess perceptions of discipline policies at the school. Use findings to facilitate a school-wide conversation about discipline policy and practice.*
   o *Focus on a Specific At-Risk Population -- Assess the strengths and needs of refugee students. Shadow a student for the full day. Attend local community meetings and/or worship services. Meet with students, parents, community leaders, social workers, etc. to discuss how to strengthen school-family-community partnerships. Work with community representatives to collaboratively present your findings to the school.*
Students in the LEAD 588 course may work individually or collaboratively in teams of up to four to complete this project. All students are expected to contribute to all components of the project.

Assessed Components of the Applied Project:
   a. **Project Proposal** **(20%)**
   Craft a 3-5 page proposal outlining the project's goals, design, target audience, and intended outcome(s). Proposals should also include an annotated bibliography of relevant literature to provide background and context for the work. Proposal must be reviewed and approved by the course instructor prior to implementation. (One proposal per team)
   b. **Implementation Report** **(30%)**
   Write a 10-15 page report describing the project implementation and outcome(s). Students are encouraged to include supporting artifacts from the work such as photos / video, survey / focus group results, ppt slides from school presentations, etc. (One report per team)
   c. **Individual Commentary** **(15%)**
   CAPE 5A practiced
   Each individual member of the team will write a 2-3 page reflection on the learning derived from participation in the applied project. What are your "take-aways" as an

aspiring school leader? What did you learn about stakeholder engagement? How will this learning shape your future interactions with families and communities? What is the role of internal and external stakeholders when developing a shared vision for the school? How can you translate this work into your own school context? (One commentary per person)

d. **Presentation** **(15%)**

Present your project to your colleagues, faculty, and a panel of administrators. Presentation should describe the project goals, rationale, implementation and outcomes as well as a reflection on individual and team learning engendered by the project. (One presentation per team)

COURSE OUTLINE

The following is a tentative outline of course assignments and deadlines. It is subject to change in response to the needs of the group.

Date	Topic	Assignment
Session 1	**Schools in Society** • Changing Demographics • The Role of Schools	Readings: • Educational Leadership: Responding to Changing Demographics o As Diversity Grows, So Must We, Gary R. Howard o What Families Want, Deborah Wadsworth & Michael H. Remaley • The Educator's Dilemma: When and How Should Schools Embrace Poverty Relief, Michael B. Horn & Julia Freeland • NPR Code Switch Podcast, Episode #1: Can We Talk About Whiteness? - http://www.npr.org/sections/codeswitch/2016/05/31/479733094/the-code-switch-podcast-episode-1-can-we-talk-about-whiteness
Session 2	**Diversity in Schools, Classrooms, and Society**	Readings: • Educational Leadership: Culturally Diverse Classrooms o What Latino Students Want from Schools, Jason G. Irizarry o Border Kids in the Home of the Brave, Susan Zimmerman-Orozco o Homeless – And Doubled Up, Vicky Dill o The Story Behind Ferguson, Richard Rothstein • This American Life: The Problem We All Live With o Part 1 - http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with o Part 2 - http://www.thisamericanlife.org/radio-archives/episode/563/the-problem-we-all-live-with-part-two • NPR Commentary: I'm Petrified for my Children - http://www.npr.org/sections/codeswitch/2016/07/21/486688683/im-petrified-for-my-children-will-racism-and-guns-lead-to-americas-ruin **Assignment Due: PROJECT PROPOSAL**
Session 3	**Poverty and Schools**	Readings: • Educational Leadership: Faces of Poverty

		o How Poverty Affects Classroom Engagement, Eric Jensen
		o The American Dream: Slipping Away? Susan B. Neuman
		o The Diversity Dilemma, Michael J. Petrilli
		o Would You Step Through My Door? Stephanie Smith
		• Educational Leadership: Resilience and Learning
		   o There's Always That One Teacher, Michael Sadowski
		   o Staying Connected with Troubled Students, Allison Warshof & Nancy Rappaport
		• This American Life: Is This Working? - http://www.thisamericanlife.org/radio-archives/episode/538/is-this-working

Session 4
 	
CAPE 4A intro
	Family Engagement	Readings:
		• Educational Leadership: Schools, Families, Communities
		   o Involvement or Engagement? Larry Ferlazzo
		   o Is Anyone Listening to Families' Dreams, Eileen Gale Kugler
		   o Connecting with Parents at Home, Linda Henke
		   o Learning from Latino Families, Susan Auerbach
		   o A Circle of Caring, Susan Zimmerman-Orozco
		• Educational Leadership: Helping ELLs Excel
		   o Getting to Know ELLs' Families

Session 5
 	
CAPE 4B intro
	Leveraging Community Assets	Readings:
		• Educational Leadership: Schools, Families, Communities
		   o Welcome to the Great Conversation, Jamie Vollmer
		   o A Renaissance in College Engagement, Ira Harkavy, Matthew Hartley, Joann Weeks, & Cory Bowman
		   o A Tale of Two Cities: Bridging Families and Schools, Orhan Agirdag & Mieke Van Houtte
		• NPR Code Switch Podcast, Episode #13: Struggling School or Sanctuary? - http://www.npr.org/sections/codeswitch/2016/08/17/490256922/episode-13-struggling-school-or-sanctuary

Session 6
 	
CAPE 1B intro
	Developing a Shared Vision	Readings:
		• Educational Leadership: The Principalship
		   o The Human Factor, Jean Johnson
		• Educational Leadership: Improving Schools from Within
		   o Rewriting the Script in Urban Schools: A Conversation with Yvette Jackson and Veronica McDemott, Deborah Perkins-Gough
		   o To Find Solutions, Look Inward, Michael Reed
		• Educational Leadership: Communications Skills for Leaders
		   o Getting Genuine Commitment for Change, Marceta Reilly
		   o Four Essential Practices for Building Trust, Julie Peterson Combs, Sandra Harris, & Stacey Edmonson
		   o Getting Your Message Out (and Why It's Not Enough), Jean Johnson

Session 7	**Pursuing the Work**	**Assignments Due:** ○ **IMPLMENTATION REPORT** ○ **INDIVIDUAL COMMENTARY** ○ **PRESENTATION**

Additional (Strongly Encouraged) Learning Opportunities:
- ○ San Diego County Office of Education (SDCOE) Equity Symposium – Sept. 8 & 9 - http://sdcoe.k12oms.org/1876-110784
- ○ Riverside Office of Education Excellence through Equity Conference – Sept. 15 & 16 - http://www.rcoe.us/leadership-institute/excellence-through-equity-conference-2016/
- ○ San Diego Unified School District (SDUSD) Grad Nation Summit – 9/28 & 10/19 - http://tinyurl.com/gw5hh8c and https://www.sandiegounified.org/grad-nation

USD – SOLES POLICY INFORMATION

Academic Integrity

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

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

Grade of Incomplete

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

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

Requests for Accommodation

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

LEAD 591: Curriculum Development:
Access, Assessment and School Improvement II (2 units)

INSTRUCTOR CONTACT INFORMATION

Name: Heather Lattimer, EdD
Office Hours: By appointment
Class Location: MRH 102
Time: Selected Wednesdays (see course schedule below), 4:30-8:30pm
Email: hlattimer@sandiego.edu

COURSE DESCRIPTION

Candidates will better understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the concurrent development of teacher leadership. Candidates will develop the capacity to communicate and lead others in continuous improvement and monitoring of school improvement efforts based on student and school data including developing strategies for designing data collection, organizing data analysis, and developing instructional improvements strategies based on data trends.

COURSE OBJECTIVES:

- Examine the processes and challenges of group dynamics in decision-making and program improvement efforts.
- Develop the capacity to examine and summarize student performance data and use these data to identify school needs in a priority area.
- Provide a forum for sharing best practices in developing local capacity for connecting assessment with instruction
- Provide models for utilizing data with Professional Learning Communities for instructional decision making.
- Connect data directly to instructional practices, programming, and intervention decisions.
- Determine the best mechanisms for sharing information with students and parents.
- Apply assessment data in the construction and follow through of school improvement goals.
- Understand how to apply technology to the task of reviewing, conducting, and/or presenting education research

The following California Administrators Performance Expectations (CAPEs) will be assessed in this class:

CAPE 2: Developing a shared commitment to the vision among all members of the school community
        A16: Effective, professional, and interactive communication
            with various audiences and for various educational purposes,
            including consensus building and decision making

CAPE 5: Promoting implementation of K-12 standards, pedagogical skills, effective instructional practices and student assessments for content instruction
        B1:   Understand how to advocate, nurture, and sustain a positive culture of
            learning that emphasizes high expectations and an instructional program
            that promotes success for all student groups.
      B 24: Understands how to create a dynamic learning environment that
            appropriately integrates technology to facilitate student learning,

creativity, and collaboration

CAPE 7: Demonstrating understanding of the school and community context, including the instructional implications of cultural/linguistic, socioeconomic, and political factors.
       B29: Understand how to use the influence and power inherent in a leadership
              position to enhance the educational program, promote learning for all student groups, and
              make fair and appropriate decisions

CAPE 11: Identifying and using available human, fiscal, and material resources to implement a school growth plan.
       C5: Strategies for building staff capacity to bring about school improvement through
            implementing systems of support and development, integrating opportunities for
            continuous learning into the educational environment, and engaging faculty and staff in
            on-going reflection and self-assessment relative to student outcomes.

CAPE 12: Instituting a collaborative, ongoing process of monitoring and revising the growth plan based on student outcomes.
       C6: Strategies for building community capacity to bring about
             school improvement through involving the community in school
             improvement activities and engaging with the community in
             ongoing reflection relative to student outcomes
       C9: Strategies for continuous progress monitoring of the school's growth plan and outcomes,
             and for using those data for updating the school growth plan as needed

CAPE 14: Helping teachers improve their individual professional practice through professional growth activities.
        D1: Principles of adult learning and their use in designing,
              facilitating, and implementing effective, motivating, and data
              driven professional development programs and opportunities
              that focus on authentic problems and on improving student
              learning outcomes consistent with the school growth plan

TEXTS:

The following texts are required. Additional supplemental readings will be available on Blackboard.

   Bryk, A., Gomez, L., Grunow, A., & LeMahieu, P. (2015). *Learning to Improve: How America's Schools Get Better at Getting Better.* Cambridge, MA: Harvard University Press.
   DuFour, R., & DuFour, R. (2012). *The School Leader's Guide to Professional Learning Communities at Work*. Bloomington, IN: Solution Tree Press. E-book is recommended --
      http://www.amazon.com/dp/B00796DCH6
   Love, N. (2009). *Using Data to Improve Learning for All: A Collaborative Inquiry Approach.* Thousand Oaks, CA: Corwin Press.

COURSE REQUIREMENTS AND ASSESSMENT PLAN

Students are expected to:
   1. **Attend all class meetings, complete all course readings on time and participate in class discussions of the readings.   (10%)**
      - Attend all class meetings. Students may be excused from one class meeting if the professor is notified in advance. Additional absences will be considered unexcused.

- Come prepared to actively participate in reading discussions and class activities.

2. **Complete CA-PAL Task 2: Instructional Leadership for a Professional Learning Culture**
   In Task 2 school leadership candidates will demonstrate how to foster school improvement through developing and supporting teachers in a professional learning culture. Candidates will work wit a small group of teachers as a community engaged in structured learning activities to improve their practice in a student learning priority area. They define a focus area and pilot a new curriculum, instructional approach, assessment procedure, or student engagement strategy. Using structured team building and group process activities, the candidate prepares for, supports, and assesses the group's learning. Task 2 assesses the capacity of candidates to create a professional learning culture among a group of teachers with the goal of increasing student learning. The aim is to foster professional norms; teacher learning; learning community practices; and enhanced curriculum, instruction, or assessments.

   Assessed Components of Task 2:
   a. **Artifact #1: Description of the Priority Area and the Team** **(10%)**
      In a memo of up to two single-spaced pages (up to 1000 words) to the principal or superintendent, explain the academic priority focus area and the group of teachers that will address it.
   b. **Artifact #2: Description of the Team Learning Experiences & Results** **(25%)**
      In a report of no more than five single-spaced pages (up to 2500 words) to the principal or superintendent, provide a summary description of what the team or group did over the course of the project, its learning experiences, and the new types of practice that members employed to improve student learning.
   c. **Artifact #3: Findings, Feedback, and Recommendations** **(15%)**
      In a memo to the principal or superintendent of up to three single spaced pages (up to 1500 words) provide an analysis of the group members' feedback on team learning, group task accomplishment(s), and your facilitation role. Also, provide evidence of the benefits of the work for improving teaching practice and student learning.
   d. **Artifact #4: Commentary** **(25%)**
      Write a personal commentary of up to two single-spaced pages (up to 1000 words) on your own learning and leadership development through this experience. Base your analysis on the activities and feedback received from your team members on your leadership and their professional learning.

3. **Presentation of Learning** **(15%)**
   Present your work on CA-PAL Task 2 to your colleagues, faculty, and a panel of administrators. Presentation should include data addressing the rationale, design, and impact of your professional learning task as well as a self-assessment of your leadership skill development.

COURSE OUTLINE

The following is a tentative outline of course assignments and deadlines. It is subject to change in response to the needs of the group.

Date	Topic	Speaker / Assignment
2/3	**Models of School-Based PLCs** • Lesson and learning study • Practitioner research teams	Readings: • What is a Professional Learning Community? - http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community¢.aspx • Learning from Japanese Lesson Study - http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Learning-from-Japanese-Lesson-Study.aspx • Harness the Collaborative Power of Lesson Study - http://www.ascd.org/ascd-express/vol7/719-newvoices.aspx • Guiding School Improvement with Action Research - http://www.ascd.org/publications/books/100047/chapters/What-Is-Action-Research¢.aspx • The National Writing Project - http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/The-National-Writing-Project.aspx Case Study: Evanston Township High School's Open AP Program http://www.ascd.org/publications/educational-leadership/jun15/vol72/num09/Advanced-Placement@-An-Open-Invitation.aspx
2/17	**Building a Team** • Responding to an identified need • Purposeful selection of team members • Building trust	**Assignment Due: Artifact #1 – DRAFT** Readings: • DuFour: Chapters 1: Getting Started & 2: Creating the Structures for Collaboration • Instructional Capacity: How to Build it Right - http://www.ascd.org/publications/educational-leadership/oct13/vol71/num02/Instructional-Capacity@-How-to-Build-it-Right.aspx • Five Dysfunctions of a Professional Learning Community - http://edge.ascd.org/blogpost/five-dysfunctions-of-a-professional-learning-community • The Many Faces of Leadership - http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/The-Many-Faces-of-Leadership.aspx Case Study: William Monroe Trotter Innovation School http://www.ascd.org/publications/educational-leadership/jun15/vol72/num09/A-School-on-the-Move.aspx
2/18		Special Speaker: Pedro Noguera
2/24	**Cultivating a Collaborative, Student-focused Culture**	Readings: • DuFour: Chapters 3: Transforming Groups into High-Performing Teams & 4: Focusing on the Right Work • How We Know Collaboration Works -

	• Establishing norms • Using protocols • Use of student data	http://www.ascd.org/publications/educational-leadership/feb15/vol72/num05/How-We-Know-Collaboration-Works.aspx • Small Learning Communities that Actually Learn: Lessons for School Leaders - http://pdk.sagepub.com/content/86/9/649.full.pdf+html Resource: • National School Reform faculty protocols: http://www.nsrfharmony.org/free-resources/protocols
3/2	**Designing the Work** • Managing logistics – Time, resources • Integrating student voice • Determining assessment measures	**Assignment Due: Artifact #2 – DRAFT** <u>Readings:</u> • DuFour: Chapters 5: Demonstrating Reciprocal Accountability in a Professional Learning Community & 6: Establishing a Focus on Results • Data Use-For Equity http://www.ascd.org/publications/educational-leadership/feb15/vol72/num05/Data-Use—For-Equity.aspx Case Study: Brentwood Elementary School http://www.ascd.org/publications/educational-leadership/jun15/vol72/num09/Engineering-a-School-Turnaround.aspx
3/9	**Implementing the Work** • Distributed leadership & individual accountability • Fostering positive group dynamics • Addressing resistance & sabotage	<u>Readings:</u> • DuFour: Chapters 7: Responding When Students Don't Learn & 8: Communicating Purpose and Priorities • When Teachers Run the School - http://www.ascd.org/publications/educational-leadership/apr10/vol67/num07/When-Teachers-Run-the-School.aspx • The Time is Ripe (Again) - http://www.ascd.org/publications/educational-leadership/oct13/vol71/num02/The-Time-Is-Ripe-(Again).aspx • Agents of Change: Teacher Leaders Strengthen Learning for their Students, their Colleagues, and Themselves - https://dl.dropboxusercontent.com/u/27504081/4-2012-Theme1-Lattimer.pdf
3/16	**Assessing the Work** • Assessing student learning • Assessing teacher learning • Assessing the PLC	<u>Speaker:</u> Nancy Love **Assignment Due: Artifact #3 – DRAFT** <u>Readings:</u> • DuFour: Chapters 9: Sustaining School Improvement & 10: Fostering Collective Efficacy • Love: Chapters 1: Building a High-Performing Data Culture & 3: The Using Data Processes: A Model for Collaborative Inquiry
4/15	Special Speaker: Jeff Duncan-Andrade	
4/20	**Sharing the Work** • Determining next steps • Scaling the PLC • Contributing to a larger professional dialogue	**Assignment Due: CA-PAL Task 2 Final – Artifacts #1-4** **Assignment Due: Presentation of Learning**

USD – SOLES POLICY INFORMATION

Academic Integrity

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

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

Grade of Incomplete

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

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

Requests for Accommodation

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

Educational Leadership
Development Academy
Mother Rosalie Hill Hall,
Room 271
5998 Alcalá Park
San Diego, CA 92110-2492
P: (619) 260-8839

_____

LEAD 552   **Legal Framework for School Leadership**   **3 Units**
Educational Leadership Development Academy (ELDA)
School of Leadership and Education Sciences,
Spring 2015
Professor Frank Kemerer

Instructor Contact Information and Office Hours

Office Hours: Monday, 2-4 and Thursday, 2-4
Other times by appointment
fkemerer@sandiego.edu
(619) 260-7789

Course Description

This credential and graduate-level degree course provides an introduction to the legal framework for public and private school leadership. It begins by identifying the constitutional, statutory, administrative, contract, and judicial sources of school law relevant to California. Then it examines their implications for decision making in key areas of school-level administrative responsibility. Through each legal module, students identify the law relevant to its topic, deduce key administrative principles, and apply the principles to scenarios and case studies emerging from the everyday world of school leadership.

Program Outcomes and Course Objectives

Program Outcomes:
- Can, align, effectively manage, and integrate the organizational structures, processes, and policies of a school system that impact the school's ability to achieve its vision and goals.
- Understand constitutional and related legal rights and protections for students and staff and the leader's role in monitoring and ensuring compliance with these rights and protections.

The following California Administrators Performance Expectations (CAPEs) will be introduced, practiced and/or assessed in this class.

CAPE 1C	**Implementing the Vision**
	(5) Facilitate and support school structures, systems and conditions that offer equal opportunities for all students to succeed
CAPE	**Promoting Effective Curriculum, Instruction, and Assessment**

2B	(4) Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs (5) Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success
CAPE 3A	**Operations and Resource Management** (1) Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources (3) Follow regulations related to accessibility of the physical plan, grounds, classes, materials, and equipment for staff and students (4) Use technology to facilitate communication, manage information, enhance collaboration and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.
CAPE 3B	**Managing Organizational Systems and Human Resources** (1) Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff (2) Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level. (3) Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students
CAPE 5B	**Ethical Decision Making** (1) Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.
CAPE 5C	**Ethical Action** (1) Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families and staff (2) Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are related equitably and with dignity and respect
CAPE 6A	**Understanding and Communicating Policy** (1) Recognize that any school is part of a larger district, state, and federal context that is influenced by political, social, economic, legal and cultural factors (2) Understand and analyze governance and policy systems and use this

	knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community
	(3) Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being.
	(4) Operate within legal parameters at all levels of the education system.

Textbooks/Readings

1. Frank Kemerer and Peter Sansom, *California School Law* (3rd ed.) (Stanford University Press 2013). The January 2016 cumulative update for this book is included at the front of the course packet.

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

3. Additional materials will be distributed at selected modules.

4. Prior to and during class, students will need to go online periodically to the California Department of Education website to view key provisions of the Education Code that are listed in some of the assignments (www.cde.ca.gov and click on "Laws and Regulations," then on "California Laws and Codes," and then on "California Education Code"). This is a simple matter and will help you learn how to access relevant law. When you download provisions, you will see that they often are combined with neighboring provisions. Thus, you might want to box the ones listed on the course outline with a colored pen or pencil so you can access these quickly. Periodically, you also will be encouraged to examine the policies and administrative procedures at the school district, charter school, or private school at which you work or attended. Most of these should be on the institution's website.

Course Requirements/Activities

The course will be divided into a set of legal modules, each focused on a particular area of education law of central importance to campus-level leaders (see the course outline). The instructor's approach for each class will follow this format: (1) review the law relevant to the topics being discussed as presented in the readings for the module, (2) deduce from the law the operational principles for effective and legally defensible decision making, (3) have students examine how the key principles are

reflected in institutional policies and procedures, and (4) have students apply the key principles to real-life problems emanating from past experience in the school or from the facts of decided cases. Throughout, interaction with the instructor and with peers to enhance and expand the learning experience will be emphasized.

Assessment Plan and Grading Criteria

Formative Assessment:

As each module is taught, the instructor will determine students' knowledge, understanding, and application of the subject taught in the module by assessing the ability of students to apply relevant law to situations arising in day-to-day school situations through role-play, case studies, video scenarios, and class discussions.

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

Summative Assessment

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

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

1. A take-home midterm examination covering the first half of the class. The mid-term exam will ask students to apply their knowledge about school law to hypothetical situations involving several legal concerns common to campus-level decision making.
   CAPES 2B, 3A, 3B and 6A assessed
2. A take-home final examination covering the second half of the class. The final exam will ask students to apply their knowledge about school law to hypothetical situations involving several legal concerns common to campus-level decision making. Students also will be asked to step back from the application of law and to examine the credibility of legal mandates in specific situations.
3. CAPES 2B, 3A, and 6A assessed

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

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

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

Grading scale is as follows:

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

5

Failure   Below 65

Grading Rubric

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

1-10 pts Mid 1-14 pts Final	11-14 pts Mid 15-19 pts Final	15-17 pts Mid 20-24 pts Final	18-20 Pts Mid 25-30 Pts Final
There is little or no evidence that the student realizes the impact of federal, state, and local law and policy on the site and its constituents. The student has little ability to identify the issues embedded in the scenario and to apply the law to analyze them and draw appropriate conclusions. The student's writing skills are weak.	The student has some knowledge of the impact of federal, state, and local law and policy on the site and its constituents. The student is able to identify some of the key issues embedded in the scenario but has limited ability to apply the law to them and to draw appropriate conclusions. Or the student has considerable knowledge of the law but is unable to identify and/or analyze the key issues embedded in the scenario and to draw appropriate conclusions. Or the student's writing skills are very weak.	The student has considerable knowledge of impact of federal, state, and local law and policy on the site and its constituents. The student is able to identify most of the key issues embedded in the scenario, to apply the law to analyze them accurately, and to draw appropriate conclusions. The student's writing skills are quite good.	The student has a comprehensive knowledge of the impact of federal, state, and local law and policy on the site and its constituents. The student is able to identify the legal issues embedded in the scenario, to apply the law to analyze them accurately and comprehensively, and to draw appropriate conclusions. The student's writing skills are exemplary.

Attendance Policy

Since participation is integral to the learning process for all students, it is imperative that students attend every class. <u>If a student is late to class or needs to leave class</u>

6

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

If a student's absences or late arrivals and early departures exceed 25% of the total class time, the student will fail the class. If this occurs, the student will need to repeat the course (which is not be offered until the following year, thus issuance of the credential may be delayed). In addition, when the student re-registers for the class, the student will bear the cost of tuition. (Reminder: A grade of "F" will adversely affect the student's grade point average, which must stay at or above 3.0).

Academic Integrity

At USD the code of academic integrity is taken very seriously. Forms of academic dishonesty, including but not limited to cheating, plagiarism, fabrication, or facilitating academic dishonesty, are not tolerated in the master's program or this class. Violations of the policy may result in suspension or expulsion from the university. If unfamiliar with the USD policy on academic integrity, be sure to read and understand its elements.

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619-260-4655) before the beginning of the course. Every effort will be made to accommodate students' needs; however, performance standards for the course will not be modified in considering specific accommodations.

Grade of Incomplete

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades.

A petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the

7

instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the tenth week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

SOLES On-line Course Evaluation

SOLES Course Evaluations are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Torero Hub drop down menu: 1) My Academics, 2) Registration Tools, and 3) Registration History. The course evaluation window opens two weeks prior to the end-of-term date for the course. Instructions for accessing course evaluations can be found at: https://lib.sandiego.edu/soles/documents/Student%20Instructions%20for%20Accessing%20Course%20 Evaluations%208.3.15.pdf

Statement on Plagiarism

The complete plagiarism policy is available for your review at: http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

COURSE OUTLINE
LEAD 552 Legal Framework for School Leadership
Spring Semester
4:40 – 7:40 pm

DATE	TOPICS	STUDENT SKILLS/OUTCOMES	READINGS/CASES

Session 1
 	
CAPE 6A (1,2,4) introduced
	A. Introduction
	
	B. Overview of the California Schooling System
	1. Types of school law: federal and California constitutional, statutory, administrative, contract, and judicial
	2. Role of the federal government: key statutes (see Table 1.1)
	3. The state structure
	    (a) Legislature
	    (b) SBE, SPI, CDE
	    (c) County and district boards of education
	    (d) Supts and principals
	4. The embodiment of federal and state law in school district, charter school, and private school policies and regulations
	5. How politics affects the operation of schooling
		1. Identify and understand the types and sources of law and their hierarchical relationship
		2. Learn key federal statutes affecting public schooling and their constitutional basis
		3 Learn the relationship between federal, state, and local educational laws and regulations
		4. Learn the state entities involved in California public schooling and their statutory authority
		5. Ponder the involvement of political factors in the development of the law
			Kemerer & Sansom, Ch. 1, pp. 1-24 and updates for this chapter
			Course Packet: Quickie Quiz, Selected Provisions of U.S. Constitution, Statutory Citation Form
			
			Educ. Code § 35160 and § 35161 (authority of school boards)

Session 2	**A. Private Schools** 1. The right of private schools to exist 2. The regulatory role of the state 3. Expansion of school choice options to private schools through vouchers and tax credits (to be discussed in more depth in the class on religion)	1. Understand the significance of the *Pierce* compromise 2. Realize how school vouchers and tax credits relate to *Pierce*	Kemerer & Sansom, Ch 1 pp. 24-46 Course Packet: *Pierce v. Society of Sisters* (U.S. Sup. Ct. 1925)

	B. Charter Schools
	1. The charter school movement
	    (a) Conversion and start-up charters
	    (b) Extent of autonomy
	    (c) Charter petition components
	    (d) Role of authorizers
	    (e) Funding and accountability
	2. Avoiding regulatory creep through lobbying: role of CCSA
		Understand what charter schools are and what accountability measures apply to them	Educ. Code §§ 47600-47608, 47610, 47613-47614.5 (purpose and creation of charter schools. Note: there are more statutes relating to the operation and funding of charter schools)

	C. Parent Rights
	1. Parent school choice options in California
	    (a) Intradistrict choice
	    (b) Interdistrict choice
	    (c) Charter schools
	    (d) Private schools
	    (e) Home schooling
		Examine efforts to expand parent school choice	Educ. Code §§ 35160.5 (b) (intradistrict choice), § 46600 (interdistrict choice), § 48301 (interdistrict transfers), §§ 48350-48361 (Open Enrollment Act); §§ 53300-53302 (Parent Trigger Law)

	2. Parent rights and responsibilities in public schools	Learn what rights and responsibilities parents have under state law	Educ. Code § 48985 (translating for parents), §§ 49069-49072 (parental rights), §§ 49091.10-49091.19 (parental rights), §§ 51100-51102 (parental rights), § 51513 (family

			rights), §§ 51937-51939 (HIV/AIDS opt-out)

Session 3
 	
CAPE 3B (3) introduced
	A. Attendance, Truancy, and Safety
	1. Attendance and the California compulsory school law
	2. Truancy: penalties for parents and students
	3. Maintaining a safe environment
	    (a) The right under the California
	        Constitution to a safe school
	    (b) Immunization controversy
	    (c) Selected Penal Code provisions
	        (see Table 2-1)
	    (d) Closed campuses not possible
	        under the Civic Center Act
		1. Learn how state law affects the admission of students
		2. Learn state law penalties for truancy
		
		3. Develop an awareness of the importance of a safe school environment under California law
		3. Consequences of an unsafe school under NCLB and under California law
			Kemerer & Sansom, Ch. 2, and updates for this chapter
			Educ. Code § 48200 (compulsory attendance), Educ. Code § 48204 (residency requirements), § 48205 (excused absences, § 48216 (immunization), §§ 48220-48232 (exemptions)
			
			Educ. Code §§ 38130-38134 (Civic Center Act)

CAPE 2B (5) introduced	**B. Curriculum Law**
	1. The California instructional program
	    (a) Expansion of career technical
	        education
	    (c) Emerging legal issues involving
	        use of technology/online learning
	3. Federal copyright law
	5. Student assessment and accountability
	    (a) Replacing STAR with CAASPP
	    (b) What challenges face educators
	        relating to student achievement?
		1. Identify issues emerging from career technical education and from digital incorporation in teaching and learning (these matters will be explored in detail in later class sessions)
		2. Examine changes that common core and the CAASPP are having on teaching, learning, and assessment
			Educ. Code § 60640 (CAASPP)
			
			Course Packet: Student performance data tables and graphs

| Session 4

CAPE 3A
(4)
Introduced | **Teacher and Student Expression**
1. Teacher rights of expression and political involvement on and off campus
2. Teacher right to belong to associations and unions.
3. Limited protection for complaints about working conditions and for comments on school and community matters made within scope of employment

4. Student rights of expression on and off campus
    (a) On campus
    (b) Through school-owned channels of communication
    (c) Off campus
    (d) Through choice of attire
    (e) Through use of electronic communication devices on and off-campus
    (f) Digital learning: How much control do public schools have over school-issued digital devices? Over student devices used pursuant to a BOYD policy?
8. Teacher and student speech in the classroom | 1. Learn what constitutional rights of expression and association teachers have in and out of school
2. Learn how protective California law is of both teacher and student expression rights through applying the law to scenarios
3. Examine developing law involving both teacher and student misuse of electronic communication devices on and off campus

4. Discuss legal issues arising from incorporation of digital devices in teaching/learning

5. Realize how little legal support there is for academic freedom | Kemerer & Sansom, Ch. 6 and updates for this chapter
Course Packet: *Pickering v. Board of Education* (U.S. Sup. Ct. 1968), *Mt. Healthy v. Doyle* (U.S. Sup. Ct. 1977)

Educ. Code § 44040 (employee appearance before boards)

Course Packet: *Tinker v. Des Moines School District* (U.S. Sup. Ct. 1969)
Educ. Code § 48907 (school publications), § 48950 (student speech), § 35183 (student dress and uniform codes)

Educ. Code § 49066 (teacher grading rights) |
| Sessions 5 and 6 | **A. Unions and Collective Bargaining**
1. Why unions developed in education
2. The importance of the National Labor | 1. Understand how the collective bargaining contract affects day-to-day school operation | Kemerer & Sansom, Ch. 4 and updates for this chapter |

CAPE 3B (1, 2) Introduced	Relations Act (NLRA) as a model 3. The three stages of collective bargaining 4. Collective bargaining rights under California's Educational Employment Relations Act (NLRA) 5. Challenge to agency fees: *Friedrichs v. CTA*	2. Learn the tactics of labor union organizers and representatives 3. Realize the importance of following the terms of the collective bargaining agreement in personnel matters 4. Consider how to exercise leadership when working with the campus union representative 5. Review current challenges to union	NOTE: Be prepared to access your collective bargaining agreement during class or bring it with you (unless you are at a charter or private school without a union)
CAPE 3B (1) Introduced	**B. Basics of Employment Law and Documentation** 1. Employment, property rights, and due process 2. Teacher contract options under California law 3. The law and practice of documenting the teacher in need of assistance and the role of PAR 4. The *Vergara v. California* challenge to tenure and layoff laws 5. Principles of effective documentation 7. Applying principles of effective documentation to the writing of a specific incident memorandum	1. Develop an understanding of the legal framework for personnel decision making 2. Apply principles of effective documentation to writing a specific incident memorandum 3. Learn the importance of remediation and how to provide it under state law and district policy in follow-up memoranda and growth plans 4. Realize the complexity of in-class documentation of the marginally-effective teacher	Kemerer & Sansom, Ch. 5 and updates for this chapter Course Packet: Teacher Contract Chart, Chart on Steps to Terminate a Probationary Teacher Contract (compare with Figure 1 Steps to Terminate Permanent Teacher Contract on p. 196), Melba Toast Scenario, Specific Incident Memorandum Template, Stating Subject and Allegation/Investigation in Memo Educ. Code §§ 44660-44665 Stull Act), 44953 (substitute teachers), § 44954 (temporary teachers), §§44915, 44929.21(b), 44948.3 (probationary contracts), §§ 44932-

			44938, 44943-44947 (permanent contracts), §§ 44949, 44955.1-44961 (layoff). (Note: There are numerous other statutes that pertain to employment; these are just some of the key provisions.)
Session 7	**Religion on Campus** Balancing the establishment and free exercise clauses 1. Manifestations of religion on campus (a) Pledge of allegiance (b) School prayer (c) Religion in the classroom (d) Holiday observances and religious music (e) Graduation prayer and religious speeches (f) Access of religious groups to campus (g) Access of noncurricular-related student clubs to campus under the federal Equal Access Act (h) Religiously-based exemptions 2. Direct and indirect aid to private religious and non-religious schools	1. Learn the legal distinction between the establishment and free exercise clauses in the federal and California constitutions 2. Learn and apply judicial establishment clause guidelines to religious activities that teachers and students seek to conduct at school and school-sponsored events. 3. Learn how to deal with requests for campus access from religious groups 4. Learn and apply the federal Equal Access Act to noncurricular student groups 5. Learn the limited exemptions available for religion from school activities 6. Note expansion of private school choice through vouchers and both individual and general tax credits	Kemerer & Sansom, Ch 7 and updates for this chapter Course Packet: *Township of Abington v. Schempp* (U.S. Sup. Ct. 1963); *Lee v. Weisman* (U.S. Sup. Ct. 1985) Educ. Code § 46014 (religious absences), § 44824 (weekend classes), § 48205 (religious absences), § 49091.24 (religious surveys), § 51511 (religion in curriculum), §§ 52720 and 52730 (patriotic exercises) **Mid-Term Exam** will be sent out on Tue, March 8 and due back on Fri, March 11

Session 8 CAPE 2B (4) Introduced	**Special Education Law and Practice** 1. The origins of rights for students with disabilities 2. Federal disabilities law: IDEA, Section 504, ADA 3. Critical issues and concerns in complying with IDEA 4. The IEP process 5. Dealing with special education disputes at the IEP committee and in implementation of modifications 6. High stakes testing	1.Learn the language of special education law 2. Learn the key procedural elements in complying with IDEA and California law 3. Apply disability law and district procedures to scenarios arising at the child-find stage, the IEP committee stage, and later during the delivery of services 4. Learn the importance of preventive action in light of legal consequences 5. Ponder the policy implications of applying high stakes testing to children with disabilities	Kemerer & Sansom, Ch. 8 and updates for this chapter Course Packet: *Board of Education v. Rowley* (U.S. Sup. Ct. 1982) Guest Presenter: Peter Sansom
Session 9 CAPE 2B (3 and 4) Introduced	**Student Discipline and Due Process** 1.The importance of carefully designed and enforced student discipline rules 2. Discipline of regular students under California law 3. Discipline of students on and off campus for misuse of electronic communication devices (cyberbullying, sexting, harassment) 4. Due process: when and how much? 6. Discipline of children with disabilities under federal and California law	1. Practice crafting student discipline rules that are both effective and legally defensible 2. Note the complexity of developing rules for off-campus misuse of electronic communication devices 3. Learn how California law structures types of discipline and corresponding due process procedures (detailed law chart) 4. Apply state law to case studies 5. Understand how IDEA and Section 504 structure the discipline of children with disabilities,	Kemerer & Sansom, Ch. 9 and updates for this chapter Course Packet: *Goss v. Lopez* (U.S. Sup. Ct. 1975) and detailed law charts for discipline of both regular and special needs students Educ Code §§ 48900-48906, 48908-48927 (grounds, length, alternatives, and due process for suspension or expulsion), §§ 49000-49001 (corporal punishment), § 44807 (student supervision), § 44807.5 (recess restrictions), §§ 44808 – 44808.5 (liability for students off campus),

		especially stay-put and manifestation determinations	§ 49079 (teacher notification of student misbehavior)
Session 10	**A. Public Access** 1. The Brown Act and relevant Education Code provisions (application to school site advisory committees) 2. The California Public Records Act	Review the significance of "sunshine legislation" regarding meetings and records	Kemerer & Sansom, Ch. 10 and updates for this chapter Educ. Code §§ 35147 (site-based committee meetings)
CAPE 3A (4) <u>Introduced</u>	**B. Teacher and Student Privacy Rights** 1. Privacy generally 2. Employee lifestyle 3. Student privacy rights under FERPA, COPPA, and California law	1. Learn the extent to which teachers and students have privacy rights 2. Understand privacy law and how to manage student records in light of it	Educ. Code §§ 49073-49079 (student records), § 49091.24 (no mandatory surveys for teachers), §§ 44034 & 51512 (recording devices in classroom)

	C. Student Search and Seizure
	1. Standards for individual searches
	2. Standards for group searches
	   (a) Drug testing
	   (b) Magnetometers/metal detectors
	3. Seizures
		1. Learn and apply legal standards for individual and group student searches and seizures
		2. Learn how digital learning can impact student privacy through use of their own or district-provided devices
			Course Packet: *New Jersey v. T.L.O.* (U.S. Sup. Ct. 1985), *Vernonia School District v. Acton* (U.S. Sup. Ct. 1995)
			Educ. Code § 49050 (strip searches)

Session 11 CAPE 2B (4) <u>Introduced</u>	**A. Racial Discrimination** 1. The legacy of *Brown v. Board of Education* 2. To what extent are schools racially isolated in California and elsewhere? 3. Legislative provisions supporting racial integration in California public education 4. Limitations imposed by Prop 1 and Prop 209 in response to the California	1. Review the history of racial segregation and integration in American education 1. Learn how the law has changed in the nation and in California since the seminal 1954 *Brown v. Board of Education* decision 2. Discuss the relationship between school racial and class integration	Kemerer & Sansom, Ch. 11, pp. 418-435 and updates for these pages Course Packet: *Brown v. Board of Education* (U.S. Sup. Ct 1954) *ACRF v. Berkeley Unified School District* (Cal App. 2009) Educ. Code §§ 200-201 (educational equity); 220-221, 235

	Supreme Court's seminal *Crawford* decision in 2009 5. What are ways to promote racial and class integration in all types of schooling? **B. Gender Discrimination** 1. The ill-fated federal Equal Rights Amendment 2. California's version of the Equal Rights Amendment 3. Same-sex discrimination: California Sex Equity in Education Act	and student outcomes 3. Consider the differences between racial and gender discrimination 4. Respond to equity issues related to race, diversity, and access 5. Learn how extensively California prohibits discrimination in a variety of dimensions	(prohibition of discrimination) 35160.5(b)(2)(A) (promoting racial integration intradistrict choice), 48204(b)(2) and 48301(b), (same in (interdistrict choice); 47605(b)(5)(G), (same in charter schools); 48355(a)(2) (same in Open Enrollment Act) Kemerer and Sansom, Ch. 11, pp. 435-442 and updates for these pages Educ. Code §§ 200-221.1 (educational equity – note esp. §§ 200, 210.2, 210.7, 212.3); §§ 221.5-231.5 (Sex Equity in Education Act – note §231 on toilets and locker rooms)

Session 12
 	
CAPE 6A
(1, 2, 4)
Introduced
	Legal Liability Under California Law
	1. School district and personnel liability under the California Tort Claims Act
	    (a) Injuries to students on campus
	    (b) Injuries to students off campus
	    (c) Injuries to nonstudents
	    (d) Dangerous conditions of school property
	    (e) Waivers
	    (f) Counselors and a duty to warn
	2. Fair Employment and Housing Act
		1.Learn the extent to which traditional public and charter school employees can be liable for personal injury and property damage under the California Tort Claims Act
		2. Learn the extent to which private school administrators can be liable for personal injury and property damage
		3. Review other key California laws
			Kemerer & Sansom, Ch. 12 pp. 451-481 and updates for these pages
			Educ. Code §§ 234-234.3 (Safe Place to Learn Act); 35330-35331 (field trips), § 49079 (teacher notification), §§ 49600-49604 (counselors)
			
			Kemerer & Sansom, Ch. 5, pp. 211

		that impose penalties for violation	
CAPE 2B (4) introduced	3. Racial and gender discrimination/harassment: key enforcement provisions Educ. Code 4. Unruh Civil Rights Act		Kemerer & Sansom, Ch. 11, pp. 446-449 and updates for these pages Educ. Code §§ 260-262.4 (civil liability for failure to enforce anti-discrimination provisions)
Session 13 CAPE 6A (1, 2, 4) Introduced	**Legal Liability Under Federal Law** 1. Liability for federal wrongs under federal civil rights law known as 42 U.S.C. § 1983 (a) School districts (b) School employees (c) Supervisors of employees 2. Liability for racial discrimination and harassment under VII and Title VI of the 1964 Civil Rights Act 3. Liability for sexual discrimination and harassment under Title IX (a) Employee-on-student (b) Student-on-student	1. Learn the extent to which California school districts and employees are liable for federal wrongs 2. Learn the extent to which California charter schools and employees can be liable for federal wrongs 3. Examine the extent to which persons can bring claims against private schools and employees for federal wrongs	Kemerer & Sansom, Ch. 12, pp. 481-489 and updates for these pages Kemerer & Sansom, Ch. 5, pp. 207-208; Ch. 11, pp. 442-446 and updates for these pages **Take-home final exam** distributed via email on Th, May 5 and due Mon, May 9 via email to andrea.cornell@sandiego.edu.

Course Syllabus - Lead 553

Lead 553 Instructional Leadership and Supervision

Spring 2017 - Two Units
Instructor: Donna Campbell
campbelld@sandiego.edu
619 218 7607 (c)

Class Meeting Dates

January 18 (Kroc 214)	February 15 (Hahn 108)
January 25 (TBD)	February 22 (Hahn 108)
February 1 (Hahn 108)	March 1 (Hahn 108)
February 8 (Hahn 108)	

Each class session is scheduled from 4:40pm until 8:40pm. This is the first semester of a two-semester course series (LEAD 553 and 554).

Course Description

This course is designed to provide the knowledge and skills required of effective school leaders. Our focus will be on the school leader as a coach; as a developer of an ethical, responsive school culture, and as a leader of learning. These roles are all vital in ensuring strong instructional practice and consistent student achievement.

Program Outcome

Have knowledge of California's instructional and assessment practice and possess the skills to assess classroom instruction and provide focused, constructive feedback to teachers.

Course Objectives

CAPE 2D: Know and understand TK-12 student content standards and frameworks, TK-12 performance expectations, and aligned instructional and support practices focus on providing equitable learning opportunities so that all students graduate ready for college and careers.

(1) Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.

(2) Use the principles of reflective, courageous and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.

(3) Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being.

1

CAPE 5 C: Recognize and use professional influence with staff and the community to develop a climate of trust, mutual respect and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

    (2) Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect.

Text Books/ Readings

Gawande, Atul. (October 3, 2011) *Personal Best.*   New Yorker.
http://www.newyorker.com/magazine/2011/10/03/personal-best

Knight, Jim. (2007) *Instructional Coaching: A Partnership Approach to Improving Instruction.* Thousand Oaks, California. Corwin Press

Sanfelippo, J. and Sinansis, T. (2016). *Hacking Leadership.* Cleveland, Ohio. Times 10

Tschannen-Moran, Megan. (August, 2014) *Trust Matters: Leadership for Successful Schools.* San Francisco, California. Jossey Bass.

Course Requirements/ Activities

Blog

All supplemental readings, class notes, video presentations or links may be found on the instructor's blog at: ELDA16.blogspot.com

Class Discussion

The core of this class is learning through discussion, experience, and reflection. We will complete readings, listen to guest speakers, see videos, react to scenario us and then talk about the impact of the experiences from one's personal and professional viewpoint. Discussions will be honest and respectful but with the purpose of furthering one's understanding of his or her role as a school leader.

Coaching Cycle (Assess CAPE 2D)

The major activity for LEAD 553 involves coaching teachers to improve their practice and thus student outcomes. School administrators have the obligation to ensure that students access high-quality instruction in each classroom of their school. One important strategy to meet this obligation is instructional coaching. The analysis, development, and implementation of the coaching process will be a key activity of this course. Each student will be responsible for two cycles of a coaching process. Each cycle will include:

        - Pre-conference with the individual being coached
        - Observation of a classroom activity
        - Post-conference
        - In-class presentation

Each student will videotape every step of the cycle except the class presentation. The class presentations will involve uploading the videos for viewing by class members, discussing your experience in the cycle with the class and receiving feedback from colleagues. Each class member will be responsible for reviewing the uploaded videos prior to class and for being prepared to coach one's peer on his or her coaching technique.

Reading Responses/ Reflections

On occasions, students will complete a reflective piece on what they read in the texts or heard during class discussion and how such information pertains to their development as school leaders. Each

response/reflection should be at least one page in length. Prompts may be given by the instructor to guide the writing.

<u>In-box Activities</u>
The "in-box" activities are designed to provide the students an opportunity to react to real-life situations that one may encounter as a school administrator. Some activities will require the student to work with a team and others may require the individual to act alone. These simulation activities will be followed by class discussions that reflect on the nature and effectiveness of the leader's response.

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

95 - 100% = A	87-89% = B+	77 - 79% = C+	67 - 69% = D+	Less than 60% = F
90 - 94% = A-	83 -86% = B	73 - 76% = C	63 - 66% = D	
	80 - 82% = B-	70 - 72% = C-	60 - 62% = D-	

The University will place end-of-semester scores of 79% and below on academic probation.

Grade of Incomplete
Incomplete grades are not recommended. However, if an extreme circumstance should occur the grade of incomplete may be recorded to indicate that the requirements of a course have been substantially completed but, for a legitimate reason a small fraction of the work remains to be completed, and that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the "I" grade will become a permanent failing grade (F).

Course Expectations

Participation in class discussions:	30%
Written reflections/ responses	20%
Presentation of coaching cycles	30%
Mid-Term/ Final Writing	20%

Course Outline
The activities describe in this course outline indicate what should transpire at each class session. However, the ebb and flow of the class may require adjustments to the scheduling of the activities or the activities themselves.

Prior to our first class meeting, students are to read Atul Gawande's article, <u>*Personal Best*</u> from the **New Yorker**, Oct 3, 2011.

Date	Activities	Reading	
Jan. 18 Intro CAPE 2D	- Introductions - Review of Syllabus - Intro. to Coaching Project - Discussion of Gawande's Work - Intro to Knight's book - In- Box Activity	For Jan. 25: Knight Chapters 1-5	
Jan. 25 Intro CAPE 2D	- Discussion of Reading - Focus on Partnership Principles - Videos of Instructional Coaching - In-box Activity	For Feb. 1: Knight chapters 6-9	
Feb. 1 Intro CAPE 2D	- In-class written response to Knight's work - Discussion of Ch. 6-9 - Sample coaching videos - Susan Scott on conversations - In-box activity	For Feb. 8: Tschannen-Moran Chapters 1-5	
Feb. 8 Intro CAPE 2D Intro 5C	- Presentation of videos of first coaching cycle and subsequent group discussions. - Susan Scott video - Discussion of Reading	For Feb. 15 Tschannen- Moran Chapters 6-10	
Feb. 15 Intro CAPE 2D Intro 5C	-Tom Crane on Coaching - EQ - Generational Differences - Discussion of Reading - Simon Sinek	For Feb. 22 Sanfelippo /Sinanis Chapters 1-5	

4

Date	Activities	Reading	
Feb. 22 Intro CAPE 2D Intro 5C	-Presentation of videos of second coaching cycle. - Discussion of Reading	For March 1 Sanfelippo/Sinansis Chapters 6-10	
March 1	Discussion of Reading Final		

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

Academic Integrity
Although the structure of this course relies primarily on reporting and reflection, it is still important for students to accept academic honesty as a priority. Neither the instructor nor the university tolerates such actions as plagiarism, cheating, fabrication or participating in academic dishonesty.
Statement on Plagiarism

Students are responsible for knowing what plagiarism is and avoiding it. Students who commit plagiarism are subject to penalties that may include suspension or expulsion from the university. Plagiarism occurs when individuals present the words and/or ideas of others as if they are their own. To avoid plagiarism, you must give credit to your source whenever you use:
·   another person's idea, opinion, or theory;
·   any facts, statistics, graphs, drawings – any pieces of information from another source – that are not common knowledge;
·   quotations of another person's actual spoken or written words; or
·   a paraphrase of another person's spoken or written words.

Bulleted information from:
http://www.indiana.edu/wts/pamphlets/plagiarism.shtml

Requests for Accommodation
Reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619-260-4655, www.sandieg.edu/disability) before the beginning of the course. Every effort will be made to accommodate students' needs; however, performance standards will not be modified in considering specific accommodations.

5

Course Syllabus - Lead 554

Lead 554 Instructional Leadership and Supervision

Spring 2017 - Two Units
Instructor: Donna Campbell
campbelld@sandiego.edu
619 218 7607 (c)

Class Meeting Dates

March 22 (Hahn 106)	April 19 (Hahn 106)
March 29 (Hahn 106)	May 3 (Hahn 106)
April 5 (Hahn 106)	May 10 (Hahn 106)
April 12 (Hahn 106)	

Each class session is scheduled from 4:40pm until 8:40pm. This is the second semester of a two-semester course series (LEAD 553 and 554).

Course Description
This course is designed to provide the knowledge and skills required of effective school leaders. Our focus will be on the school leader as a developer of an ethical, responsive school culture, and as a leader of learning. These roles are all vital in ensuring strong instructional practice and consistent student achievement.

Program Outcomes:
Have knowledge of California's instructional and assessment practices and possess the skills to assess classroom instruction and provide focused, constructive feedback to teacher.

Can strategically implement appropriate and effective school improvement.

Are capable of modeling and facilitating differentiated professional growth opportunities to build individual and collective capacity.

Course Objectives
CAPE 2A: Personal and Professional Learning
1.   Use the CSTP for teachers to describe and set expectations for growth and performance
2. Involve staff in identifying areas of professional strength and development that link to accomplishing the school's vision and goals to improve instruction and student learning.
4. Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.
CAPE 2C: Supporting Teachers to Improve Practice
1. Use adult learning theory to design, facilitate and implement various strategies that guide and support staff members in improving their practice
3. Use state-adopted professional standards with staff and the community as a foundation to guide professional learning
4. Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.

1

CAPE 2D: Feedback on Instruction
1. Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.

3. Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being.

CAPE 3A: Operations and Resource Management
4. Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal and human resources To participate in simulations that address essential school operational components.

Text Books/ Readings

Ende, Fred. *Professional Development That Sticks.* 2016. Alexandria, VA. ASCD (formerly Association for Supervision and Curriculum Development).

Marshall, Kim. *Rethinking Teacher Supervision and Evaluation.* 2009. San Francisco, CA. Jossey-Bass

Merrow, John. *The Influence of Teachers*. 2011. New York, NY. LM Books.

Whitaker, Todd. *What Good Principals Do Differently.* 2012. New York. NY. Routledge.

Articles may be added during the semester.

Course Requirements/Activities

Blog
All supplemental readings, class notes, video presentations or links may be found on the instructor's blog at: ELDA16.blogspot.com.

Class Discussion
The core of this class is learning through discussion, experience, and reflection. We will complete readings, listen to guest speakers, see videos, react to scenario u and then talk about the impact of the experiences from one's personal and professional viewpoint. Discussions will be honest and respectful but with the purpose of furthering one's understanding of his or her role as a school leader.

Professional Development System Assess CAPE 2A and 2C
Effective professional development (PD) results in improved instructional practice and thus, student success. During the course of the class, we will be reviewing the characteristics of effective teacher development programs. Students will develop a PD program specific for their school site. The written response to complete this activity will include: the specifics of the program including topics and delivery system, the process and findings used to development the program, individuals involved in building the program, and the rationale for the program's projected success.

Reading Responses/ Reflections
On occasions, students will complete a reflective piece on what they read in the texts or heard during class discussion and how such information pertains to their development as school leaders. Each response/reflection should be at least one page in length. Prompts may be given by the instructor to guide the writing.

In-box Activities/Simulations Practice CAPE 3A
The "in-box" activities are designed to provide the students an opportunity to react to real-life situations that one may encounter as a school administrator. Some activities will require the student to work with a team and others may require the individual to act alone. These simulation activities will be followed by class discussions that reflect on the nature and effectiveness of the leader's response.

Current Trends
Each class session will involve discussion, analysis, resolution, and reflection on current issues in education. During the course of the semester, each student will be responsible for presenting one article to the class. A complete guideline to this requirement will be available at the first class session These presentations are developed and presented by individuals not by a group.

Grading Scale
The following scale will be used to determine final letter grades:
95 - 100% = A   87-89% = B+   77 - 79% = C+   67 - 69% = D+   Less than 60% = F
90 - 94% = A-   83 -86% = B   73 - 76% = C   63 - 66% = D
                 80 - 82% = B-   70 - 72% = C-   60 - 62% = D-

The University will place end-of-semester scores of 79% and below on academic probation.

Grade of Incomplete
Incomplete grades are not recommended. However, if an extreme circumstance should occur the grade of incomplete may be recorded to indicate that the requirements of a course have been substantially completed but, for a legitimate reason a small fraction of the work remains to be completed, and that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the "I" grade will become a permanent failing grade (F).

Course Expectations
Participation in class discussions: 30%
Simulations/ Written responses   25%
PD Program Development Activity   25%
Presentation of Article   20%

Course Outline
The activities described in this course outline indicate what should transpire at each class session.
However, the ebb and flow of the class may require adjustments to the scheduling of the activities or the
activities themselves.

Prior to the first class session, students are to read Ende's, ***Professional Development That Sticks.***

Date	Activities	Reading	
March 22 Intro CAPE 2A and 2C	-Review of Syllabus - Discussion of PD Activity - Discussion of Ende's book.	For March 29 Marshall Ch. 1-4	
March 29 Intro CAPE 2A and 2C	- Article Presentation - Investigation into PD models - Discussion of reading	For April 5 Marshall Ch. 5-9	
April 5 Intro CAPE 2D	- Article Presentation - Video on Teacher Evaluation - Activity on Teacher Eval.		
April 12 Intro CAPE 3A	- Article Presentation - Master Schedule Simulation	For April 19 Merrow's "Influence of Teachers" Section 1	
April 19 Intro CAPE 3A	-Article Presentation -Master Schedule Completion	For May 3 Merrow's Section 2	
May 3 Practice CAPE 3A	- Article Presentation - Discussion of Merrow's work - In-box activity	For May 10 Whitaker's "What Good Principals Do Differently."	
May 10	- Article Presentation - Discussion of Whitaker - Final		

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

Academic Integrity
Although the structure of this course relies primarily on reporting and reflection, it is still important for students to accept academic honesty as a priority. Neither the instructor nor the university tolerates such actions as plagiarism, cheating, fabrication or participating in academic dishonesty.

Statement on Plagiarism
Students are responsible for knowing what plagiarism is and avoiding it. Students who commit plagiarism are subject to penalties that may include suspension or expulsion from the university. Plagiarism occurs when individuals present the words and/or ideas of others as if they are their own. To avoid plagiarism, you must give credit to your source whenever you use:
·   another person's idea, opinion, or theory;
·   any facts, statistics, graphs, drawings – any pieces of information from another source – that are not common knowledge;
·   quotations of another person's actual spoken or written words; or
·   a paraphrase of another person's spoken or written words.

Bulleted information from:
http://www.indiana.edu/wts/pamphlets/plagiarism.shtml

Requests for Accommodation
Reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619-260-4655, www.sandieg.edu/disability) before the beginning of the course. Every effort will be made to accommodate students' needs; however, performance standards will not be modified in considering specific accommodations.

**Educational Leadership
Development Academy**
Mother Rosalie Hill Hall,
Room 271
5998 Alcalá Park
San Diego, CA 92110-2492
P: (619) 260-8839

_____

**LEAD 558-Leadership and the Dynamics of School Organizations
Educational Leadership Development Academy (ELDA)
School of Leadership and Education Sciences,**

Time: 4:30 PM- 8:30 PM
Instructor: Stephanie Pierce Ed.D.
Phone: 619-260-4213
Office Hours: TBA

Description of Course

This course offers a way of thinking about the nature of school organization that is critical for understanding, managing and designing schools in a changing world. Students are prepared to lead, plan, organize, manage and evaluate day-to-day operations of a school, focusing on developing a productive school culture that supports learning for teachers and students. Candidates learn strategies for working with school stakeholders, sharing decision-making and providing sufficient value capital for the diverse needs of students. The course builds candidates' understanding of, and skill in, responding to the complex forces that shape organizational life.

Program Outcomes

1. Have a strong professional identity as an educational leader.
2. Are capable of developing a vision of teaching and learning that is responsive to the changing context of a given school.
3. Can, align, effectively manage, and integrate the organizational structures, processes, and policies of a school system that impact the school's ability to achieve its vision and goals.

Class Outcomes
The following *California Administrators Performance Expectations* (CAPEs) will be practiced and/or assessed in this class:

CAPE 1A	**Developing a Student-Centered Vision of Teaching and Learning** New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. - Develop a student-centered vision of teaching and learning based on the understanding that the school's purpose is to increase student learning and well-being (1)*. - Analyze and align the school's vision and mission to the district's goals (4)*. - Communicate the school's vision of teaching and learning clearly to staff and stakeholders (6)*. *(TO BE ASSESSED)*
CAPE 1B	**Developing a Shared Vision and Community Commitment** Developing a Shared Vision and Community Commitment New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement. *(TO BE ASSESSED)* Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders (1)*

	• Use effective strategies for communicating with all stakeholders about the shared vision and goals. (2)*
CAPE 1C	**Implementing the Vision** New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. *(TO BE ASSESSED)* • Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable learning opportunities for all students. (2)*
CAPE 2A	**Personal and Professional Learning** New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well being. *(TO BE INTRODUCED)* • Involve staff in identifying areas of professional strength and development that link to accomplishing the school's vision and goals to improve instruction and student learning. (2)*
CAPE 2C	**Supporting Teachers to Improve Practice** New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice. *(TO BE PRACTICED)* • Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice. (1)* • Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students. (4)*
CAPE 3A	**Operations and Resource Management** New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well being. *(TO BE ASSESED)* • Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources. (1)* • Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles. (4)* •
CAPE 3B	**Managing Organizational Systems and Human Resources** New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases. *(TO BE INTRODUCED and PRACTICED)* • Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students. (4)*
CAPE 5A:	**Reflective Practice** New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. *(TO BE PRACTICED)*

2

	• Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement (1)*. • Use a professional learning plan to focus personal and professional growth in order to achieve the school's vision and goals. (2)* • Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others. (4)*
CAPE 5B	**Ethical Decision Making** New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students. During preliminary preparation, aspiring administrators learn how to: • Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success. (3)* *(TO BE PRACTICED)*
CAPE 5C	**Ethical Action** New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community. • Use personal and professional ethics as a foundation for communicating the rationale for their actions (3)* *(TO BE PRACTICED)*
* CTC elements	

Required:

Textbooks/Readings/videos

1. Bolman, L. & Deal, T. (2010*). Reframing the Path to School Leadership*, Corwin Publications: Thousand Oaks, CA.
2. Cordeiro, P. & Cunnigham, W. (2013). *Educational leadership: A bridge to improved practice.* Allyn & Bacon: San Francisco, CA.
3. Martinez, M. (2014). *Questions of Ethics and Loyalty: An Assistant Principal's Tale.* Journal of Cases in Educational Leadership, Vol. 17(4) 66–77.
4. Schwahn, C. & Spady, W. (1998/2002) *Total Leaders.* Rowan and Littlefield
5. Sinanis, T. & Sanfelippo, J. (2015). *The Power of Branding: Telling Your School's Story*, Corwin/Sage Company: Thousand Oaks, CA. https://youtu.be/S6HU57KrG58
6. Waggoner, J. (2010). *Ethics and Leadership: How Personal Ethics Produce Effective Leaders*. CMC Senior theses. http://scholarship.claremont.edu/cmc_theses/26.
7. Waters, T. (2006). *The balanced leadership framework: Connecting vision with action. Denver, CO: Mid-continent Research for Education and Learning*. http://files.eric.ed.gov/fulltext/ED544245.pdf

Other instructional materials: Additional readings/case studies as assigned

Course Expectations and Assignment Descriptions
In general students are expected to: Complete all readings and assignments by due date, be prepared for discussions in advance, actively participate making thoughtful contributions during class, meet commitments as a member of your assigned team in preparing any presentation related to the PBL experiences, and make your work public by engaging in a rigorous feedback and reflection.

1. **Participation (15%)**
   This course utilizes the collaboration of student teams therefore attendance is required and expected. Your attendance will foster learning, trust and build quality relationships with other students in the class. You are expected to arrive to class on time. Everything we cover in class is critical to your success.
   Students are expected to attend all class sessions, having read and prepared any material assigned for that day unless prevented from doing so by an emergency, illness, or school-related occasions. *Class absences may result in a lowered grade.* Please notify the instructor by phone or e-mail if you expect to be absent. Work is due on the date assigned by the professor. *Late work may result in a lowered grade.* All students are expected to have and use a USD e-mail account. Special problems need to be discussed with the instructor privately.

2. **Leadership metaphor- due session #2 (5%).**
   Metaphors encourage us to think and act in new ways. It extends horizons of insight and creates new possibilities (Morgan p. 351). Morgan believes that all theories of organization and management are based on implicit images or metaphors that lead us to see, understand, and manage organizations in distinct yet partial ways. Mobilized at a practical level, they create more effective ways of understanding and tackling organizational and human problems. Identify and elaborate on a metaphor that captures what you believe is effective leadership behavior. Prepare a one and a half to 2 page metaphor of Leadership. *(Assesses CAPE 1A)*

3. **Leadership Assessment due session #3 (10%)**
   Using the LPI inventories, do a self-analysis and also have 4 peers do an analysis of your leadership abilities. Using this data from the LPI, record your measurable goals-what you want to accomplish as a result of your developmental actions. Then think about which learning strategy best fits your goals: Select a primary and a secondary strategy. Then write down three to five steps you will take to enact your leadership development strategy and achieve your goals. Must include measurable goals and specific strategies to reach those goals.
   Due. *(Introduces CAPE 2A)*

3. **Case Study on Leadership Ethics due session #9 (10%)**
   In Problem based learning (PBL) teams, you will review a case study in the area of ETHICS AND SCHOOL LEADERSHIP, in teams you will create a professional action plan for the case provided. This action plan is a formal document of no more than five double-spaced pages that describes an approach to solving a school-based problem. The plan typically includes a narrative that defines the problem, a plan for addressing the important components of the problem (including specific activities, their sequence and research-based rationale, a listing of the personnel responsible for carrying out the activities, a timeline, an assessment process for determining the problems resolution and success, and a discussion of leadership strategies for gaining support of the key players involved and overcoming expected obstacles. The team will submit one action plan narrative paper. *(Practices Cape 5A, 5B and 5C)*

4. **Team Visioning Activity and Presentation Due session 9 and 10 (40%)**
   Develop a group presentation according to instructions in Appendix **B** to include a half hour oral presentation to the class. The half hour includes a 20-minute presentation with 10 minutes of engagement with the audience through questioning and deeper inquiry. Evidence of participation by all team members in this presentation is required. The requirements for the assignment can be found in <mark>Appendix B</mark>. *(Introduces CAPE 3A, 3B, 6B; Practices CAPE 2C; Assesses CAPES 1A, 1B, 1C*

5. **Reflections on Educational Leadership** *Due: session 2 and 4* **(5%)**
   Prompts guiding written reflection are designed to help facilitate the initial formulation of the Educational Leadership Platform Statement. Must be submitted electronically by the end of the day following the class in which it was assigned. Topics are included in Appendix **A**. *(Practices CAPE 2C)*

6. **Educational Platform- due session #10 (15%)**
   Educational Platform components and rubric will be reviewed and provided in class.
   The Educational Platform shall be written in the first person and will be due at session 10. The initial platform statement is a 6-7 page narrative addressing the following questions:
   - What are your <u>educational values and beliefs</u>? Include your beliefs about learners and your beliefs about teachers as you answer the following:
   - What is your <u>educational values and beliefs</u>? State your basic beliefs about the purpose of education and the importance of schools to society.
   - What is your <u>philosophy of leadership</u>? Include your beliefs about balancing leadership and management functions, sustaining effective leadership for learning, and assuring accountability for all constituents.
   - What is your personal <u>mission statement?</u>
   - What is your <u>vision of an effective school?</u>
   - How will you <u>achieve your vision</u>?

   These pieces may also be used in your visioning activity (# 4above).
   (Practices CAPE 1A)

7. **Self-Evaluation- Due one week after last session.**
   You will be expected to use the rubric as outlined in the assessment/evaluation portion of this syllabus to honestly reflect on your performance this semester and to assess your level of proficiency in this class.

Grading Scale (based on total %)
The following scale will be used to determine final letter grades:

95-100% A	73 – 76% C
90 - 94% A-	70 –72 % C-
87 – 89% B+	67 – 69% D+
83 – 86% B	63 – 66% D
80 – 82% B-	60 – 62% D-
79 - 77% C+	less than 60% F

The university will place end of semester scores of 79% and below on academic probation.

NOTE: Grade of Incomplete

Incomplete grades are not recommended. However, if an extreme circumstance should   occur the grade of incomplete ("I") may be recorded to indicate (1) that the requirements of a course have

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

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619-260-4655, www.sandiego.edu/disability) before the beginning of the course. Every effort will be made to accommodate students' needs; however, performance standards will not be modified in considering specific accommodations.

ELDA Attendance Policy

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

Academic Integrity

At USD, we take the code of academic integrity very seriously; forms of academic dishonesty, including but not limited to cheating, plagiarism, fabrication, or facilitating academic dishonesty, are not tolerated in the Masters program or this class. Violations of the policy may result in suspension or expulsion from the university. If you are unfamiliar with USD's policy, it is your responsibility to read and understand its elements. In summary, any assignment that you turn in for class must be written in your own words, exemplifying your own thoughts and ideas, and you must clearly identify any references you used in completing your work using the format of the APA 6th Edition Style Manual.

SOLES On-line Course Evaluation

Student evaluations in SOLES are collected via an on-line system that maintains student anonymity.   SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you

with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Statement on Plagiarism
The complete plagiarism policy is available for your review at:
http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Environmental Sustainability and USD/SOLES

  As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

Class Sessions and tentative schedule

Sessions	Topics
Session 1 *CAPE 2A Introduced*	What is leadership? Leader characteristics? Discuss and share use of metaphors to enhance thinking more broadly about leadership; Powerpoint on development of personal and professional values, mission and vision statements for effective teaching and learning; Leadership Practices Inventory-professional learning plan to promote personal and professional learning ;
Session 2 *CAPE 6B Introduced*	Leading the development of a vision through stakeholders involvement; developing strategies to share vision with school district and community members; Communicate how the school is meeting its goals; Seek resources from the public and community to support the school's vision
Session 3 *CAPE 3A and 3B Introduced*	Aligning school and district vision to support equitable learning opportunities for all students; Using data and other systems to set priorities and to manage school goals in achieving the vision and in helping establish, monitor, and evaluate the alignment and effectiveness of organizational processes. The part resources play in supporting the development of vision; how systems thinking can help set priorities and manage organizational complexity;
Session 4	Ethics, values, and principle-driven leadership; Following legal and ethical decisions in school procedures; using ethics as foundation for action. Case studies on ethical decision making Watch You Tube video: Learning Leadership: Ethical dilemmas - Daniel case study
Session 5	Developing a productive school culture that supports learning for all teachers and students. Hallmarks of positive school cultures. How do toxic cultures affect school improvement
Session 6 *2A Introduced*	Adult learning theory and professional growth systems as they relates to motivating teachers and community members to learn, develop and change to reach needed school and district goals.
Session 7	Development of leadership platform; Draft of educational values and beliefs; educational values and beliefs; philosophy of leadership; personal mission statement; vision of an effective school; achieving your vision; Development of the picture of your ideal school; Use Vision of Ideal/effective School worksheet
Session 8	Sharing of platform in small groups. Discussion on use of personal platform in interviews or for professional development activities
Session 9	Presentation of *Visioning Activity* (3 groups)
Session 10	Presentation of *Visioning Activity* (2 groups)

Appendix A
REFLECTIONS

Reflection #1

Reflections on Educational Leadership (Philosophy of Education) Due Session 2

A philosophy of Education illustrates an educator's beliefs about education, learning, and working with students, parents, and the community. The creation of the statement helps educators grow professionally; it helps define goals, increases emotional investment in teaching, and helps to enhance awareness of the issues. It is a highly thought-provoking exercise, and you must be able to clearly articulate your goals and vision, as well as your road map to successfully reaching them. Think carefully about what you want others to discover about you. Realize also that your statement will change over time to correspond to your developing beliefs, values, views, and approach to leadership, teaching and learning.

To begin this reflective process, consider each of the following prompts in light of your own experiences and knowledge regarding education. Type the prompt and then respond in writing. Your responses should be no more than 2 paragraphs per prompt (A paragraph is more than one sentence). Be thoughtful, but concise.

- What are my core, personal values? (standards related to what I believe to be right, fair, honorable, important, and worthy of consistent attention and action)
- What values, beliefs, and/or assumptions consistently guide my work as an educator? (Come up with at least 5)
- What is the fundamental business of public education? What is its compelling purpose?
- What will be my compelling purpose as an educational leader?

_____

Reflection # 2

Reflections on Educational Leadership (Philosophy of Leadership): Due session #5

Vision, in one way, may be understood as a human capacity to recognize and project into the future the implications of one's beliefs and values. Consequently, school leaders must examine and understand their own assumptions and practices as a precursor to developing a vision of educational excellence.

Type the prompt and then respond in writing. Your responses should be no more than 2 paragraphs per prompt (A paragraph is more than one sentence). Be thoughtful, but concise

- What are my 5 greatest strengths? What are my 5 greatest weaknesses? (You may list these.)
- What do I know, value, believe, and assume about leadership?
- What is the job of an educational leader?
- If I were to observe expert school leadership in practice, what would I see, hear, feel, experience?

After you have completed your responses, re-read them, searching for patterns across your thoughts. What do your responses say about your values, beliefs, and assumptions regarding leading?

9

Appendix B

VISIONING ACTIVITY-Signature assignment

TASK:

Visionary leaders create organizational direction and a clear picture of the preferred future of the organization. Organizational vision is the concrete picture and a manifestation of the organization's compelling purpose. It is what the organization will look like when it consistently and creatively acts on its core values and principles of professionalism, and meets its compelling purpose.

It is vision that brings excitement to the productive change process.

The Superintendent of schools has been in the district for one year. After watching and listening for a year, she is convinced that Beachside Elementary/Secondary School needs a new direction. She has hired you as an assistant principal and charged you and a group of other interested constituents to form a committee charged with developing a vision statement for Beachside Elementary/Secondary.

As a member of the committee, you will first develop your personal vision statement, then come to consensus with other committee members on a shared school vision and finally create a web site detailing this shared vision along with a three year plan to attain this vision at Beachside Elementary/Secondary.

INDIVIDUAL ASSIGNMENT	**STEP ONE:** Personal Beliefs/Mission/Vision 1. Develop a list of personal core values and beliefs. 2. Using your personal core values and beliefs, write a personal mission statement. 3. Be prepared to share with your group and to send a copy to the professor.
INDIVIDUAL ASSIGNMENT	**STEP TWO** 1. Read the following: • Total Leaders (Schwahn) chpt. 4: The Visionary Leadership Domain: Total leaders framing vision. (pg 50-65) • *The Power of Branding: Telling Your School's Story*-in required reading list • The Role of Leadership in Sustaining School Reform • *Reframing the Path to School Leadership*- in required reading list
INDIVIDUAL ASSIGNMENT	**STEP THREE** 1. Collect data from your school site to share with your group members. Acquire data about the achievement of the population or targeted population at your school. Collect detailed disaggregated achievement test data, as well as discipline, attendance, and course grade data. For secondary schools, also collect graduation rate data. Achievement test data should be collected for the most recent three years. You will use this data to develop your strategic plan used in attaining your shared vision. (FOR THIS ACTIVITY YOU CAN

10

	USE THE DATA FROM ONE OF YOUR SCHOOLS)
	2. Read: Creating a shared vision (On that site also read: a) Principal's role in creating a vision and b) Exercises for Identifying core beliefs. Use the exercise to identify core beliefs (from the above web site) to develop a draft list of your <u>professional/educational values and beliefs</u> that will be included in your Visioning Activity. Turn in your draft with your project materials. Also bring these to class when requested.
	3. Using your professional core values and beliefs, write an <mark>individual mission statement and a vision statement for an effective school</mark>. This also needs to be attached to your page on the group website.
GROUP ASSIGNMENT	**STEP FOUR**
	<mark>1.</mark> Share the data you have individually collected from your schools. Decide on **one** data set to use for this activity. <mark>Write a short (one-two page) description of the school or targeted group you want to use in this project including demographics and (using the data set), achievement gaps that should be addressed.</mark>
	2. The Superintendent charged you with forming a committee of other interested constituents in order to develop a vision statement for <u>Beachside Elementary/or secondary</u> and a web site detailing this shared vision along with a <mark>three year plan to attain this vision. Decide as a group who you would select as committee members and w</mark>hy? What strengths do they bring to the committee; which constituent group does he/she represent? Should be from community as well as from the school(This needs to become a statement to accompany your final project)
	3. Share your individual effective school vision statements with your fellow committee members and <mark>come to consensus</mark> to develop a Vision statement for this school or targeted population. Individually write a reflective page on your experiences about coming to consensus within your group-how would you have done it differently if you were in charge? (Submit as part of number individual assignment step 5 bellow) below)
	4. <mark>Develop a 3-year strategic plan with a minimum of three (3) measurable goals and accompanying strategies for attaining the shared vision using this worksheet.</mark> Include need for appropriate personnel and budget requirements.
	5. Develop a <mark>1-2 minute video about your shared vision</mark> (points taken off if you go beyond 2 minutes).
	6. <mark>Develop a web site for your chosen School or Program using Google documents or any other program.</mark>
INDIVIDUAL ASSIGNMENT	**STEP FIVE** 1. Write a report (5 pages) to include: • What you learned in your reading (from Individual assignment-step two) about the *role of the leader in developing a school vision* where the primary focus is improved student achievement; which resources were helpful • Your reflection on the consensus process for developing a on a shared

	vision statement (#2 in group assignment).
	• Examining the strategic plan and goals you set as a team (#3 in group assignment) - what do you personally see as the challenge to you as a leader in attaining this shared vision?
	• What are the skills you will need to acquire before you feel comfortable taking on this project in the real world? What strengths will you bring to the task?
	• How well did each member participate in the group project. (fill in the form and attach to your report-assess your own performance).

Appendix C

RUBRIC FOR VISIONING ACTIVITY					
	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Personal Values and vision	Generic list of values with little or no connection to the vision statement	Has a list of values but little connection between the values and the vision statement.	Has a list of values that relate to education and leadership. Vision statement has all the required components but includes only some of the student's values.	Has an extensive list of values that relate to education and leadership. Vision ' statement has all the required components and is representative of list of values	
Shared vision	Common vision statement shows little connection with the list of group values and does not include all required components of a good vision statement	Common vision statement represents the most of the values of the constituents and contains most of the required components of a good vision statement	Common vision statement represents the values of most constituents and contains all the required components of a good vision statement	Common vision statement represents the values of all constituents and contains all the required components of a good vision statement	
Strategic plan for vision attainment	GoaIs are identified but not tied to the achievement gaps. Activities to accomplish the goal, resources needed, timelines and benchmarks are not clearly tied to goals. Outcomes measures are not included.	Goals are identified but not necessarily tied to the achievement gaps. Activities to accomplish the goal, resources needed, timelines and benchmarks are not clearly stated. Program activities are not measureable.	Identified goals are tied to achievement gaps. Activities to accomplish the goal, resources needed, timelines and benchmarks are clear. Evaluation is not systematic or easily measured,	Identified goals are tied to achievement gaps. Plan includes activities to accomplish the goal, resources needed, timelines and benchmarks and an evaluation process; includes measures to specifically determine if and when goals are reached?	
Research on topic	Does not collect any information on topic. Does not read assignment	Collects little information some relates to topic	Collects some basic information. Sources are not most credible	Collects a great deal of research; all relates to topic and is from credible sources	
Two minute video	No connection between shared vision statement; quality shows little planning, lacks creativity. Does not stay within time limit.	Little connection between shared vision statement; quality shows little planning and lacks creativity. Stayed within time limit	Somewhat representative of shared vision statement; quality shows some planning and creativity. Stayed within time limit	Representative of shared vision statement; quality shows good planning and creativity. Stayed within time limit	

13

Web Site	Content of this site is somewhat interesting but not informative to intended audience. Graphics have little relation to the purpose of the site, are of poor quality and do not enhance readers' understanding. Navigation links do not all work.	Content of the Web site is somewhat interesting and informative to the people for whom it is intended. Graphics are somewhat related to the purpose of the site, but are not of high quality nor do they enhance reader interest or understanding. Navigation links for not are clearly labeled and do not all work.	Content of this Web site is interesting and informative to the people for whom it is intended. Graphics are related to the purpose of the site, are of high quality and enhance reader interest or understanding. Links for navigation are clearly labeled and most of them work.	Content of this Web site is interesting and informative to the people for whom it is intended. Graphics are related to the purpose of the site, are of high quality and enhance reader interest or understanding. Links for navigation are clearly labeled and all work.	
Presentation to class	Lacks creativity; Not within time frame; Poorly explains the process; no evidence of participation by all members; contributed	Lacks creativity; Does not meet time frame; Poorly explains the process; Little evidence that members contributed.	Interesting; within time frame; Explains the process in vague terms; All members contributed	Interesting and creative; Within time frame; Explains the process; All members contributed	
Collaborative efforts of group members	Most Team members do not evaluate contribution as significant.	Evaluations from team members are mixed.	Receives exceptional evaluations from most team members.	Receives exceptional evaluations from all team members.	
Individual Written Report	Very little reflection on the assigned readings and questions. Evals on self and team members show little time and effort in making honest observations	Little reflection on the assigned readings and questions. Evals on self and team members show some time and effort in making honest observations.	Some evidence of reflection on the assigned readings and questions. Evals on self and team members show honest observations.	Clear evidence of having read assignments; thoughtful well-articulated reflection on the readings and assigned questions. Evals on self and team members show honest and indepth observations	

14

Appendix D
LEAD 558 Rubric for Class Expectations/Assignments

Assignment	Outstanding A or A-	The Norm B+ or B or B-	Minimum Competency C+ or C
1. Actively participate in all classes and read all assigned readings, and be available to participate in class discussions	Attend all class sessions and demonstrates behaviors consistent with the development of a positive learning community unless prevented to do so by emergency, illness or school related occasions and with prior notification to instructor. Involvement in class discussions and related activities indicates that the student 1) provided clear evidence of having read assignments and given thought to content of reading; 2) made relevant comments; 3) asked pertinent questions; 3) was able to transfer concepts of reading to life/work settings; 4) provided for reflective reaction of the class. Teaching of assigned units that is comprehensive, innovative and motivating as well as covers all required elements.	Attend all but one class sessions and demonstrates behaviors consistent with the development of a positive learning community unless prevented to do so by emergency, illness or school related occasions and with prior notification to instructor. Involvement in class discussions and related activities indicates that the student 1) provided some evidence of having read assignments and given thought to content of reading; 2) made comments on the topics; 3) asked informative questions; 3) was able to transfer concepts of reading to personal settings; 4) provided for reflective reactions of some class members. Teaching of assigned units that are comprehensive and motivating as well as covers all required elements.	Attend all but two class sessions and demonstrates behaviors consistent with the development of a positive learning community unless prevented to do so by emergency, illness or school related occasions and with prior notification to instructor. Involvement in class discussions and related activities indicates that the student provided some evidence of having read assignments, made comments, asked questions. Teaching of assigned units that covers the material.
2. Develop a leadership metaphor	An outstanding, well thought out/ articulated leadership metaphor that demonstrates many of the skills and dispositions needed in a leadership situation identified as falling under both leadership and management skills.	A well articulated leadership metaphor that demonstrates some of the skills and dispositions needed in a leadership situation identified as falling under both leadership and management skills.	A leadership metaphor that demonstrates the skills and dispositions needed in a leadership situation in with more emphasis on the management areas of leadership.

3. Reflective analysis of leadership skills from the LPI with measurable goals.	An honest and reflective analysis of leadership strengths and weaknesses as determined by the LPI. A growth development plan that includes measurable goals and specific strategies to reach those goals.	An analysis of leadership strengths and weaknesses as determined by the LPI. A growth development plan that includes measurable goals and strategies that may reach those goals.	An analysis of leadership strengths and weaknesses as determined by the LPI. A growth development plan that includes goals and strategies to reach those goals.
4. Analysis of case study on Leadership Ethics	The professional action plan is between 4-5 double-spaced pages . It includes a detailed narrative that succinctly defines the problem; includes a comprehensive plan for addressing the important components of the problem to include specific activities, their sequence and research-based rationale; a listing of the personnel responsible for carrying out the activities; a timeline; an assessment process for determining the problems resolution and success; and, a discussion of leadership strategies for gaining support of the key players involved and overcoming expected obstacles	The professional action plan is less than four or more than five double-spaced pages. The plan includes a detailed narrative that: Succinctly defines the problem; includes a comprehensive plan for addressing the important components of the problem to include specific activities, their sequence and research-based rationale; a listing of the personnel responsible for carrying out the activities; a timeline; an assessment process for determining the problems resolution and success; and, a discussion of leadership strategies for gaining support of the key players involved and overcoming expected obstacles	The professional action plan is a document of no more than five double-spaced pages. The plan includes a detailed narrative that: Succinctly defines the problem; includes a comprehensive plan for addressing the important components of the problem to include specific activities, their sequence and research-based rationale; a listing of the personnel responsible for carrying out the activities; a timeline; an assessment process for determining the problems resolution and success; and, a discussion of leadership strategies for gaining support of the key players involved and overcoming expected obstacles
5. Participate in PBL on Visioning	See Detailed RUBRIC IN APPENDIX C	See Detailed RUBRIC IN APPENDIX C	See Detailed RUBRIC IN APPENDIX C
6. Educational Leadership reflections	An honest and reflective piece that addresses each of the prompts. Shows a full understanding of his/her personal philosophy of education and leadership	An honest and reflective piece that addresses each of the prompts. Shows an understanding of his/her personal philosophy of education and leadership	A reflective piece that addresses most of the prompts. An understanding of his/her personal philosophy of education and leadership philosophy are not as clear as need be..

16

	philosophy. Offers astute consideration to proper writing mechanics including proper grammar, proper usage of punctuation, correct spelling, proper use of college-level English and APA standards of reference citations and pagination.	philosophy. Proper writing mechanics, including proper grammar, proper usage of punctuation, correct spelling, proper use of college-level English and APA standards of reference citations and pagination are present.	Writing mostly demonstrates use of proper grammar, proper usage of punctuation, correct spelling, proper use of college-level English and APA standards of reference citations and pagination are present.
7. **Develop a platform on effective leadership beliefs values and actions.**	A well-written platform that: 1) contains personal thoughts supported by readings, on all the required elements 2) demonstrates a well articulated personal belief system 3) shows evidence of critical self-reflection and demonstrates exploration and understanding of varying philosophies. An excellent synopsis of the personal platform that clearly articulates who you are and what you stand for.	A well-written platform that: 1) contains personal beliefs on all the required elements 2) demonstrates a well articulated personal belief system 3) shows evidence of critical self-reflection and demonstrates exploration and understanding of varying philosophies. A synopsis of the personal platform that clearly articulates who you are and what you stand for.	A written platform that: 1) contains thoughts on all the required elements 2) demonstrates a personal belief system 3) shows evidence of self-reflection and demonstrates exploration of varying A synopsis of the personal platform that articulates who you are and what you stand for.
8. **Self-evaluate on class requirements.**	Assessment is honest, reflects the professor's comments on materials and meets all of the requirements for this outstanding grade.	Assessment is honest, reflects the professor's comments on materials and meets all of the requirements for this normative grade.	Assessment is honest, reflects the professor's comments on materials and meets all of the requirements for this passing grade.

17

APPENDIX E
CASE Study

Case

Read : *Questions of Ethics and Loyalty: An Assistant Principal's Tale*

Case Analyses

Read the attached case study listed above and after discussion in a group, write an analysis of the case, following the directions below.

- Define the issue or problem and identify the key players. Consider the following questions:
- *What appears to be the problem?*
- What is the evidence of the problem? Differentiate between symptoms and underlying problem.
- Analyze the data by considering the following questions:
        Why or how did these issues arise? (Consider root causes.)
        Who is affected most?
        What are constraints and opportunities?

- Generate alternatives. Consider the following:
        What is realistic?
        Not making a decision is not an alternative.
        Choosing between two undesirable alternatives is not acceptable, so consider criteria by which you will make a decision.
        Provide a rationale for evaluating alternatives.
        What are the possible consequences for each alternative.

Make a recommendation for solving the problem and provide justification for your decision. Cite relevant leadership and organizational theories as rationale for your decision.

uc **UNIVERSITY COUNCIL FOR**
ea **EDUCATIONAL ADMINISTRATION**

Article

Questions of Ethics and Loyalty: An Assistant Principal's Tale

Melissa A. Martinez[1]

Abstract

$SAGE

Inspired by real-life events, this case describes the dilemma of a novice assistant principal who must balance her role as an administrator at her high school campus where a cousin's son, Eddie, recently enrolled and is proving to be disruptive the first month of school. Troubled by questions of ethics and loyalty, the issue is complicated after Eddie's father Rick engages in what might be considered disruptive or inappropriate behaviors on campus. Coincidentally, Rick seeks the assistant's help, as he believes Eddie's basketball coach is utilizing questionable discipline practices with the team. The administration is left to investigate the issue.

Keywords

Context

As public figures in schools and communities, school leaders are expected to maintain a professional demeanor and exemplify ethical behavior as they strive to provide equal educational opportunities for the students and families they serve (American Association of School Administrators, 2014). As such, varying codes of conduct for educators and school leaders have been established by individual states and professional organizations. For instance, the Council of Chief State School Officers (Educational Leadership Policy Standards, 2008) outlined six standards in educational leadership that were adopted by the National Policy Board for Educational Administration. Among these standards is the need to promote "the success of every student by acting with integrity, fairness, and in an ethical manner"

Specific functions related to this standard require a school leader:

> A. Ensure a system of accountability for every student's academic and social success;
> B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior;
> C. Safeguard the values of democracy, equity, and diversity;
> D. Consider and evaluate the potential moral and legal consequences of decision-making;
> E. Promote social justice and ensure that individual student needs inform all aspects of schooling. (Educational Leadership Policy Standards, 2008, p. 15)

The American Association of School Administrators (2014) also outlined a specific code of ethics for school principals. Some of the stipulations in the code require that principals make decisions with students' best interest at heart, considering due process and civil and human rights, while also exhibiting integrity and trustworthiness in all professional endeavors. Principals are also expected to adhere to all local, state, and national laws, including school board policies and regulations, and correct any that may not be in the best interest of students. The code also refers to principals' commitment to the profession in serving others and through continued research and professional development. While these ethical standards can help guide school leaders in their everyday decision making, there are other frameworks to consider when confronted with multi- faceted dilemmas that particularly challenge a school leader's ethics.

Shapiro and Stefkovich (2010) offer a four-pronged framework to consider in such cases that includes the ethic of justice, critique, care, and ethic of the profession. The ethic of justice is based on laws and rights, which are considered within the context of humans' free will, our existence with and in community, and fundamental principles such as tolerance, respect, and equality. Utilizing this perspective to analyze a dilemma would likely raise the following types of questions: "Is there a law, right, or policy that relates to a particular case? If there is a law, right, or policy, should it be enforced? And if there is not a law, right, or policy, should there be one?" (Shapiro & Stefkovich, 2010, p. 13). The ethic of critique is based on the assumption that all laws must be questioned to determine whether they are just, particularly in light of inequities based on class, race, and other social identifiers. This paradigm, which is rooted in critical theory, urges school leaders to question inequities in schools, and how such inequities relate to such concepts as power, privilege, language, oppression, and authority. The ethic of care is based on the belief that caring for others, students in particular, is a basic necessity in schools and that empathy, collaboration, and concern for others are

key aspects a school leader must consider when dealing with everyday dilemmas. Finally, the ethic of the profession considers "those moral aspects unique to the profession [of educational leadership] and the questions that arise as educational leaders become more aware of their own personal and professional code of ethics" (Shapiro & Stefkovich, 2010, p. 19). Specifically, this ethic is based on the premise that

Educational leaders should be given the opportunity to take the time to develop their own personal codes of ethics based on life stories and critical incidents. They should alsocreate their own professional codes based on the experiences and expectations of their working lives as well as a consideration of their personal codes. (Shapiro & Stefkovich, 2010, p. 23)

Starratt (2005) provides another multi-dimensional framework based on the ethical responsibilities of educators as human beings, citizens and public servants, educators, educational administrators, and educational leaders. At the most fundamental level, educational leaders should consider "the humanly ethical thing to do, taking into account the intrinsic dignity and inviolability of the other person" (Starratt, 2005, p. 125). As citizens and public servants, school leaders much consider acting "for the good of fellow citizens" and "seek the common good first, before their own benefit or the benefit of one person at the expense of others" while also considering that they have been "entrusted with responsibilities to provide certain services to the public" (Starratt, 2005, p. 126). In their role as educators, school leaders "have the responsibility to know curriculum material in sufficient depth to understand the multiple applications and uses that knowledge provides to the community" (Starratt, 2005, pp. 125-126). School lead- ers can also affect organizational structures and processes, which are not ethically neu-tral, in their roles as administrators. In this way, leaders can choose to promote authentic teaching and learning. Finally, as an educational leader, a school leader should seek to be proactive as opposed to reactive, and willing to transform his or her "school from an organization of rules, regulations, and roles into an intentional self-governing community" (Starratt, 2005, p. 130). These ethical standards and frameworks should be considered to further understand and analyze the following case.

Case Narrative

The Scene in Principal Grant's Office

Ana Garcia went into Principal John Grant's office, and he motioned her to sit down. "I wanted to talk to you about the latest discipline referral," he said.

21

I spoke to the students involved, but when I realized that you were related to one of them I thought I should tell you. It's Eddie Fuentes that I'm talking about, and you were listed as an emergency contact. When I asked him about that he said you and his mother were cousins?

Caught off guard by what he was saying, Ana quickly became flushed, "Oh, yes, Eddie Fuentes, his mother Carla and I are second cousins. But I didn't realize she had put me down as an emergency contact." Somewhat embarrassed to be related to a student who had already been referred to the office at the beginning of the school year, she proceeded to get the details of the incident and felt even more humiliated when she found out what he had done.

Eddie and another student, Charles Montes, were caught by their history teacher, Mrs. Barrera, accessing a pornographic website while they were working on a laptop for a group assignment in class. The two boys could not dispute that they in fact were viewing a pornographic site. Mrs. Barrera decided to let administration handle the issue and immediately wrote an office referral for them and sent the students to the office. To address the situation, Principal Grant spoke sternly with the boys and took an account of what happened from each of them. Thereafter, Principal Grant let the boys return to class and informed them that their parents would be notified and that their punishment for having broken the student code of conduct would soon be deter- mined either by him or Assistant Principal Garcia. Additional investigating was not necessary at that point, as Eddie's and Charles' stories were corroborated.

As Ana remained wide-eyed, Principal Grant shared his thoughts: "I think you should be the one to inform both students' parents, especially since one of them is your relative. It would probably be easier if they heard this from you. Don't you think?" He paused, and gave an affirming gesture as he stood up from his desk. "It will also be a good opportunity for you to get your feet wet with handling this type of incident. At this point, we've already got their stories, so you can decide on the final disciplinary action." Sensing hesitation from his assistant principal who sat frozen in the chair in front of his desk, he walked over to her and nudged her shoulder with the palm of his hand, "These are some of the uncomfortable situations we deal with as school administrators, and it probably doesn't help that it involves family this time. But you're ready, you'll do fine." Still numb, Ana composed herself and began to get up from the chair to find consolation in her own office. She responded to his request, "I will go ahead and take care of it and let you know how it goes."

Ana Garcia's Background

Ana Garcia felt as if she was between a rock and a hard place, and wholeheartedly agreed with Principal Grant that it was an uncomfortable position to be in. This was her first administrative role as the assistant principal at Aims High School (Aims), a 3A high school in Texas, and she was still getting to know Principal Grant and the rest of the faculty and staff. She did not anticipate having to deal with such a sticky situa- tion only a month into the school year. Ana had worked in the district for 10 years, 2 years as an elementary special education teacher, then as a special education coordina- tor at a middle school for 8 years. Her varied work experiences and solid reputation in the district had made her an ideal candidate for the position. Plus, she was fluent in Spanish, and the high school was seeing a growing number of Spanish-speaking Latino students walk through its doors. This was an asset that Principal Grant had been looking for among the assistant principal applicants, as he did not speak Spanish and had limited experience with the Latino community. Ana was also known for her tenacity, dedication, and strong work ethic, and she was seasoned when it came to working with parents. She had constant contact with many of her special education students' families over the years. Although she had dealt with her fair share of disgruntled parents, she had not dealt with parents with regard to discipline issues. Despite this fact, she felt adequately prepared to take on the role as assistant principal, particularly after recently completing her master's in educational leadership at a very reputable university in the region that had a strong focus on preparing social justice leaders (Furman, 2012). No matter how much she had studied or prepared for this role, however, she knew there was a fair amount of learning that was going to occur on the job. This felt like one of those moments.

Eddie Fuentes was the son of Ana's second cousin Carla Fuentes who had recently moved to town with her husband Rick Fuentes and two children. Eddie was 14 and a freshman in high school, and Lilly was 12 and a seventh grader in middle school. Carla had contacted Ana a few weeks before school started to let her know about the move, and let Ana know that Eddie would be enrolled at Aims. Because Carla had moved out of state once she got married after college, Ana had limited contact with her over the past 20 years. What Ana knew of Carla and her family was solely based on what her own parents had told her, as Ana's and Carla's parents stayed in contact more frequently. One thing that Ana did know was that Carla's children had only been home- schooled by a family relative up to that point, so this would be Eddie's and Lilly's first time attending public schools. And so Ana welcomed Carla to town during their initial phone conversation and reassured Carla about keeping an eye on Eddie at Aims. Ana made sure to say hi to Eddie

23

when she saw him on campus and asked him how things were going. Ana had not informed Principal Grant that she was related to Eddie because she did not see a need to, but being relatives came to light when the first inci- dent with Eddie occurred in September.

Parent Phone Calls and Punishments

On returning to her office, Ana consulted the student code of conduct's *Student Agreement on Internet and Electronic Communications Use in the District*. She decided that both students would receive 3 days of lunch detention for the incident and would be prohibited from accessing the Internet during school hours for the rest of the year. Ana contacted Charles' parents first that afternoon, explaining the incident and the punishment. Charles' parents did not seem surprised by what had happened, and indicated they would speak to Charles as well once he got home after his extracurricular activities. Ana then called her cousin Carla about Eddie, but she did not get the same reaction.

Ana tried to be firm yet empathetic when explaining the situation to Carla, but Carla believed accessing the site was likely an accident and felt Eddie should not be punished. "Eddie would never do something like that on his own. He knows better," Carla argued. Ana tried to explain, "Even if it was an accident, the boys both remained on the website as opposed to alerting the teacher or quickly navigating to another site. What they did violates District policy." Carla then took a different approach, "Can't you cut him some slack this time cousin? You know he's new to the district and all." "He's got to be held accountable though, Carla," Ana responded. Feeling pushed into a corner, Ana said, "The best I can do is to have him come to my office for detention instead of the detention hall." While handing out two slightly different punishments to students for the same incident was against her best judgment, Ana did not think changing the location of Eddie's detention would give rise to a dilemma. After all, both students were still serving the same number of days of detention and were being banned for the same amount of time from the Internet at school. She just thought that she could save Eddie the embarrassment from having to serve his detention with other students and teachers who might label him as a troublemaker so early in the school year. The decision was also a bit selfish, as she hoped to deter other faculty and staff from learning about the incident and realizing he was her kin.

Another Family Incident

By January of the spring semester, Ana felt as if she had more of a handle on her role as assistant principal at Aims. No other incidents with Eddie had occurred in

24

the fall, and he was even beginning to shine as a key player on the Junior Varsity basketball team. She attended a few of the games, as she was required to do as a part of her assistant principal duties but found it a good opportunity to show her support of Eddie as well. Since the Internet safety incident in the fall, the awkwardness with her cousin Carla had been smoothed over although they were not necessarily any closer than they were before. During the first week of February, however, Ana was faced with an additional dilemma involving Carla and her family. This time, it had to do with Carla's husband Rick Fuentes.

On Tuesday of that first week in February, two of Eddie's teachers went to Principal Grant's office together during their lunch period to discuss their concerns about Rick. The two teachers were Mrs. Henderson, Eddie's geometry teacher, and Mrs. Riley, Eddie's biology teacher. Since the basketball season began, Rick had become increasingly concerned with Eddie's grades because of the no pass, no play rules. Because Eddie tended to struggle in math and science, Rick had on several occasions in November and December gone to both teachers' classrooms unannounced during the school day to speak to them about Eddie's progress. While both teachers wanted parents to be advocates of their students and expressed their willingness to discuss Eddie's progress with Rick in general, they found the manner in which Rick was advocating for Eddie intrusive and disrespectful of their time even though he often stayed no longer than about 10 min. The teachers admitted they were accustomed to the more traditional ways that parents were involved in their students' schooling (Epstein, 2001). They were used to parents contacting them by phone or email when it related to emergencies, absences, or parents' concerns over failing grades or a student's academic progress. When parents did visit the school, it was usually limited to parent–teacher conference days or for scheduled appointments that the teachers often arranged as opposed to the parents. The teachers felt these were generally the school's expectations of parents in terms of involvement (Souto-Manning & Swick, 2006), although these were expectations they assumed and not necessarily policies they had seen at the school or district level. Furthermore, Mrs. Henderson and Mrs. Riley had heard of helicopter parents, or parents who tend to be overinvolved in their children's lives (LeMoyne & Buchanan, 2011), but they had not seen a lot of this at Aims. In fact, they often struggled to get in touch with the parents they needed to talk to the most either because their child was fail- ing or was a discipline issue.

The teachers had not previously brought the situation to the attention of the adminis- tration because they had attempted to handle the issue among themselves and with Rick. Mrs. Riley first sought Mrs. Henderson's advice in mid-November after the initial inci- dent with Rick, knowing that Eddie was in Mrs. Henderson's

geometry class. It was at that time that Mrs. Henderson admitted that Rick had approached her during class one day as well. As two trusted colleagues who worked in the same Professional Learning Community, they brainstormed how to approach the situation. They both agreed that it would be best to talk to Rick individually if he visited them unexpectedly again. After the second incident in December, each teacher had talked to Rick about the need to request an appointment if he wanted to discuss Eddie's progress. They stressed that such an appointment had to be made either before or after school, or during their conference period. They thought that this would stop the impromptu visits from Rick. They also thought that Rick would see that he did not necessarily need to visit with them after the winter break because Eddie was improving his performance in both of their classes. However, this was not the case. That morning, Rick had signed in at the front office and explained he was there to see the two teachers to make sure Eddie was keeping up with his assignments. He had then nonchalantly walked into their classrooms and approached them for progress information on Eddie once again. After this, both teachers agreed to talk to the administration.

Principal Grant empathized with the teachers and felt more inclined to consider this an issue of security and proceeded to consider the actions of Rick as disruptive and inappropriate. He assessed the situation based on the district's policy titled *Regulations for School Visitors*. At the same time, Principal Grant felt obligated to share the incident with Ana, and give her the opportunity to deal with the situation with Rick her- self. Once again, he felt that a conversation with Ana might prove more fruitful and quite frankly result in a more positive outcome than if he were to handle it. While Principal Grant often appeared cool and collected, he did have a bit of a temper that would emerge once in a while, particularly with disgruntled parents. Principal Grant did make it very clear to Ana that if Rick continued to engage in such behavior, he would resort to verbally issuing a Criminal Trespass Warning (CTW) for Rick. Ana knew that under the Texas Education Code, an administrator had the authority to handle this situation in several ways. This included (a) asking the parent to leave the school grounds, (b) forcibly ejecting the parent if she or he refuses to leave, (c) banning the parent from returning to the school, (d) seeking criminal charges against the parent for engaging in the offenses of disruptive activities, and (e) preventing the parent from operating a motor vehicle on the campus (Backus, 2012). Having been a special education teacher and coordinator, however, Ana often felt a loyalty to parents, particularly those who were attempting to advocate on behalf of their children. She admitted to herself that a parent showing up unannounced could be misconstrued as rude, but she often gave parents the benefit of the doubt and felt they had rights as well. In

this case, she felt the possibility of issuing a CTW to Rick was extreme, but she did not argue with Principal Grant. She was still earning his trust as his assistant principal and felt him offering her the opportunity to discuss the matter with Rick, who was her cousin-in-law, was out of respect for her.

An Unexpected Turn

Ana called Rick that afternoon before she left campus and explained the severity of the situation. Rick seemed agreeable, and vowed not to visit the teachers again without an appointment. He admitted that he was a bit over zealous about Eddie being on the basketball team, and that is really why he wanted to make sure that Eddie was still maintaining his grades. Rick had played high school basketball himself and had gained so much from the sport and just wanted the same for his son. He also explained that because he worked odd hours, he tended to drop in at the school whenever he had a chance. He felt it was the least he could do because he could not always make it to Eddie's basketball games. However, he made sure to practice at home with Eddie at least twice a week.

Ana listened, as Eddie then steered the conversation in another direction. He utilized the phone conversation as an opportunity to share some additional, more pressing concerns that he was having. It involved Eddie's basketball coach, Mr. Stevens. He explained how Eddie and some of his teammates had been playing basketball over at his house a few weeks ago. Rick had gone outside to shoot some hoops with the boys when they began to complain to him about Coach Stevens and how he was inappropriately disciplining them:

Every time the boys lose a game or don't score a certain amount of points at a game, he punishes them at their next practice by not letting them drink water for the whole two hours. That's wrong. After all of the running they do, and to not let them drink water? He also doesn't let them eat before the games, either. These growing boys get out at 3:30 and their games aren't until 6:30, so all the kids are really hungry by then. The no eating rule is before every game. The water restrictions don't happen all the time, but the kids said it's definitely happened several times already. I told the kids I would talk to him.

As Rick shared the story, Ana could sense his frustration rising. He continued to explain how he had attempted to call Coach Stevens to discuss the matter before the last game, but the Coach did not return his call. Rick then approached Coach Stevens in the gym after the last game, but the Coach denied the allegations. Because all of the basketball team had seen Rick talk to the Coach after the game, Eddie asked Rick what the Coach had said once they got home. Rick told Eddie how the Coach denied it. "You all need to check this guy out Ana," Rick said. "If you all don't I told Eddie to video or audio record their next practice on his phone,

without the Coach knowing so that you all can have proof." Rick also admitted,

I talked to a couple of other parents after the last game too, and they said that they didn't know about the issue, but they agreed that if it was happening that it wasn't right. They were going to talk to their kids about it.

He exclaimed,

We're prepared to do something and take it to a higher level if you all can't fix this. All you all have to do is drop in on one of the practices or do an investigation and ask the students themselves. "It's just ridiculous, and dangerous! My basketball coach back in high school would have never done that."

Ana advised Rick not to take matters into his own hands or have Eddie record any-thing, as that could get Eddie into trouble and that definitely would not be good in light of Eddie's previous inappropriate use of technology at school. She also advised Rick to not "rile up the parents any further." Although at that point, she assumed parents had already spoken to their children about Coach Stevens' actions. She did not know how many parents knew about the allegations or whether any had contacted any upper level administrators in the district as well. She realized that word about incidents such as these often spread fast among parents and upper level administrators, especially as Aims was only one of two high schools in the District. She felt the need to contain the issue quickly. She assured Rick that the school would look into it.

Ana hung up the phone and knocked on Principal Grant's office door with the intent of sharing what she had just heard. She planned to move forward with a full investigation on the matter, knowing well that Principal Grant might not be so eager because Coach Stevens and Principal Grant were old high school buddies and still close friends. As she knocked on Principal Grant's door once again, he invited her in. To her surprise, she found Coach Stevens sitting in a chair intently talking to Principal Grant.

Well, Ana, just the person I wanted to talk to. It seems we might have to issue that CTW to Rick Fuentes after all. It seems he's been somewhat disruptive with Coach Stevens and meddling with the basketball team as well. We'll have to get everyone's side of the story of course.

At that moment, Ana felt a knot form in the pit of her stomach with this curveball that she did not see coming. She was not certain how things would turn out but expected to learn more about how to maintain her role as an administrator while addressing school-related issues that involved her family, all of which forced her

to critically examine her personal and professional codes of ethics.

Teaching Notes

This case focuses on the experiences of a novice assistant principal, Ana Garcia, as she grapples with her duties and responsibilities as an administrator at a high school where her cousin's son Eddie Fuentes is enrolled. Multiple issues quickly arise for the assistant principal as she deals with Eddie's disciplinary infractions and additional concerns made by Eddie's father Rick Fuentes. The events discussed bring to light possible nepotism, questions of ethics, fairness with regard to student discipline, the school and district's expectations and policies for parental involvement, and regulations for school visitors, as well as the teaching and disciplinary practices of coaches in extracurricular activities. While the assistant principal attends to most of the issues throughout the case, one final dilemma is revealed to readers in the end.

Written to reflect the complex and multi-faceted nature of real-life incidents that took place for one school administrator, the case lends itself to multiple audiences. The case provides a fertile testing ground for educational leadership students to consider whether the decisions made by the assistant principal were appropriate, how they would have responded, and what decisions are yet to be made regarding the final issue posed. Current school administrators might find this case useful to reflect on similar dilemmas and previous decisions they have made. Finally, educational leadership faculty can utilize this case as an individual or group assignment or as an assessment to gauge student's knowledge of federal, state, or district regulations, policies related to the issues at hand, and the ethical issues present in the case. In particular, faculty are encouraged to have students analyze this case based on existing standards for school leaders such as the Educational Leadership Policy Standards (2008) or the American Association of School Administrators' (2014) code of ethics. Shapiro and Stefkovich's (2010) as well as Starratt's (2005) multi-dimensional ethical frameworks can also be utilized to analyze this case.

Discussion Questions

1. In light of what is known of the pornography incident with Eddie and Charles, consider whether Assistant Principal Ana Garcia chose an adequate and equitable consequence. Do you feel there was nepotism involved because Ana let Eddie serve his detention in her office? Why or why not?

2. Do you feel Principal Grant's decision to let Assistant Principal Ana Garcia deal

with her family members' discipline issues and concerns was appropriate, why or why not? How would you have felt if you had been in Ana's position? Would you have preferred not to be the administrator dealing with your family's concerns? How might this be a conflict of interest?

3. Consider whether the complaints made by Mrs. Henderson and Mrs. Riley about Rick Fuentes and his visits to campus were warranted? If you were an administrator and a teacher came to you for advice on how to deal with such a situation, what would you advise? How do the teachers' perceptions and beliefs about parental involvement influence this case?

4. As a novice assistant principal, Ana Garcia was in need of mentorship and guidance, particularly from her Principal John Grant. Given the details of the case, do you feel Principal Grant has provided quality or sufficient mentor- ship? If not, what is needed? If you were in Ana's shoes, what types of questions would you be asking of Principal Grant to help guide you in this case? As a current or future educational leader, what additional advice, mentorship, or information would you need to handle this particular case?

5. Identify two plausible alternative solutions to address the following dilemmas in this case: (a) the teacher's complaints about Rick and (b) the allegations against Coach Stevens. What are legal, ethical, and/or political implications of each plausible solution?

Classroom Activities

1. Utilizing the Internet, locate a student–parent handbook or student code of conduct from a local school district. Critically examine the content covered and language used with a peer or in a group. For each section, determine what you would delete, change, or include if you had the ability to do so. Explain your edits in light of the case and your knowledge of school law.

2. Research Criminal Trespass Warning (CTW). Determine the circumstances in your district and/or state that would allow an administrator to issue this type of warning to a parent/guardian. Determine what the consequences are when this warning is violated by a parent/guardian. Based on what you find, explain whether Mr. Rick Fuentes should or should not be issued a CTW.

3. Develop parental expectation guidelines for a high school based on a particular

model or theory of parental involvement/engagement. Determine whether or how these guidelines might change if the school served predominantly White students, predominantly students of color (Black, Latina/o, and/or Asian, Indigenous, Pacific Islanders), or a racially/ethnically and economically diverse student population. Some possible parental involvement/engagement models and/or theories can be found in the following articles:

Auerbach, S. (2007). Visioning parent engagement in urban schools. *Journal of School Leadership, 17*, 699-734.

López, G. R., Scribner, J. D., & Mahitivanichcha, K. (2001). Redefining parental involvement: Lessons from high-performing migrant-impacted schools. *American Educational Research Journal, 38*, 253-288.

Souto-Manning, M., & Swick, K. J. (2006). Teachers' beliefs about parent and family involve- ment: Rethinking our family involvement paradigm. *Early Childhood Education Journal, 34*, 187-193.

4. Refer to Shapiro and Stefkovich's (2010) *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* to guide you in developing your own professional code of ethics as a school leader. Consider the clashes that can emerge (a) between one's personal and professional codes of ethics, (b) within one's professional codes, (c) between one's professional codes and those of another administrator, and (d) between one's personal and professional ethics and the customs of a community to which one belongs. Once developed, determine how your professional code of ethics would guide you if you were Ana Garcia.

Declaration of Conflicting Interests

Funding

References

American Association of School Administrators. (2014). *Code of ethics: AASA's statement of ethics for educational leaders*. Retrieved from http://www.aasa.org/content.aspx?id=1390

Backus, D. (2012). *Shame on them! Dealing with unruly, disruptive, and abusive parents on campus* (Texas School Administrators' Legal Digest, pp. 1-14). Retrieved from https://tcta. org/sites/tcta.org/files/Handout%20Dealing%20with%20the%20Problem%20Parent.pdf

Educational Leadership Policy Standards. (2008). *Educational leadership policy standards: ISLLC 2008*. (As adopted by the National Policy Board for Educational Administration). Washington, DC: Council of Chief State School Officers.

Epstein, J. L. (2001). *School, family, and community partnerships*. Boulder, CO: Westview Press.

Furman, G. (2012). Social justice leadership as praxis: Developing capacities through prepara- tion programs. *Educational Administration Quarterly*, *48*, 191-229.

LeMoyne, T., & Buchanan, T. (2011). Does "hovering" matter? Helicopter parenting and its effect on well-being. *Sociological Spectrum: Mid-South Sociological Association*, *31*, 399-418.

Shapiro, J. P., & Stefkovich, J. A. (2010). *Ethical leadership and decision making in educa- tion: Applying theoretical perspectives to complex dilemmas* (3rd ed.). New York, NY: Routledge.

Souto-Manning, M., & Swick, K. J. (2006). Teachers' beliefs about parent and family involve- ment: Rethinking our family involvement paradigm. *Early Childhood Education Journal*, *34*, 187-193.

Starratt, R. J. (2005). Responsible leadership. *The Educational Forum*, *69*, 124-133.

Author Biography

Melissa A. Martinez, PhD, is an assistant professor in the Educational Leadership Program at Texas State University. Her research focuses on equity and access issues along the P-16 educational pipeline, particularly in relation to (a) improving college readiness, college access, and fostering a college going culture for underserved communities; (b) the preparation of equity- oriented school leaders; and (c) the preparation and retention of faculty of color.

	TERM	
LEAD 598P	Practicum/Platform	(3 units)

Instructor Contact Information and Office Hours

Stephanie Pierce, Ed.D, smpierce1@gmail.com
Cell #619-739-3931

Course Description

The practicum in School Administration is a two-semester (3 credits) sequence designed as a field experience and accompanying seminar required of students seeking the Preliminary Administrative Services Credential in the state of California. In the Practicum candidates will focus on significant experiences of site instructional leadership and management /operational skills.

This intensive field-based residency experience integrates the theory and knowledge of the program coursework with the experiential learning through practice. The practicum supports the development of candidates' knowledge, skills, and dispositions through practical experience with instructional leadership, operational management, and work with community stakeholders. Candidates meet routinely in triads with their supervising principal and university supervisor to discuss the candidates' progress toward achieving leadership standards. Placements will be selected to ensure a learning environment that supports candidate learning in the critical areas of site leadership with their supervising/mentor principal.

Course Objectives/Student Learning Outcomes

Outcome 1. Develop a vision of teaching and learning that is responsive to the changing context of a given school

- Develop a belief system by using data and articulating specific instructional practices that lead to improved instruction and increased student achievement.

Outcome II. Advocate for the school and communicate, through a variety of media, its successes, needs and challenges with a broad range of audiences, and collaborate with parents, the community and others in achieving the school's vision and goals.

- Develop a commitment to continuous reflective learning and engagement in professional discourse with all stakeholders.
- Develop a plan for establishing strong connections between school and the diverse stakeholder groups represented by students, parents, and community members.

Textbooks/Readings

The Power of Branding: Telling Your School's Story (Corwin Connected Educators Series) by Tony Sinanis, Corwin A Sage Company 2015

Additional articles will be provided.

Course Requirements/Activities

1. Written Practicum/Fieldwork plan: which includes the student's plan for directing their work around the six California Professional Standards for Educational Leaders (and a seventh standard on Technology).
2. Participation: Students are expected to attend class meetings and to participate actively in seminar discussions. Students will be asked to bring to class examples of leadership successes and concerns that will be pertinent to the group as a whole and will advance the whole class' understanding of leadership concepts and practices.
3. Portfolio outline: Students are required to keep the portfolio outline for practicum/fieldwork experiences, detailing leadership experiences that take places during his/her work with the Supervising/ Mentor Principal.
4. Students will collect artifacts that illustrate their leadership role in the six CPSEL standards, and in the 7th Technology standard. These artifacts will be used in their culminating portfolio. Students will write reflections for each artifact, and they will discuss/refine artifacts and reflections in class.

Assessment Plan/Grading Criteria/Rubric

University supervisors will use the Rubric for Assessing Leadership Skills/Outcomes for 597/598P and the evaluations for Semester 2, 3, and 4 to assess students throughout the program. At the end of the second and third semesters students will receive a pass/fail grade. At the end of the fourth semester (final) semester, students will receive a letter grade. Your University Supervisor will assess candidates at the end of the program on their leadership experiences and growth using his/her Educational Platform/Fieldwork Portfolio. A panel of critical friends will assess the candidate using the Rubric for the culminating practice interview.

Educational Platform = 25%
Fieldwork and Final Interview = 50%
ELDA Spotlight Series = 10%
Participation = 15%

Requests for Accommodation

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

Course Outline

Session	Generative Topic(s)
1	Review reflections on field experience and review of CPSELs

2   Seminar on the development of the Educational Platform

3   Continuation of Educational Platform

4   Reflective seminar on practice in preparation of Fieldwork Portfolio

5   Review of field experience, CPSELs and organization of cover letter and resume in preparation for the final interview process.

6   Seminar on the culminating project: practice interview.

Bibliography

Chenowith, Karin (2007). *It's being done: Academic success in unexpected schools.* Harvard Education Press.
Marzano, R., McNulty, B., and Walters, T., (2005). *School leadership that works: From research to results.* ASCD.
Reeves, Douglas (2002). *The daily disciplines of leadership.* Jossey-Bass.
Schmoker, Mike (2006). *Results now, How we can achieve unprecedented improvement in teaching and learning;* ASCD.
University of San Diego, Aspiring Leaders and Intern Program Handbook.

Appendices to LEAD 598P

Academic Integrity
At USD, we take the code of academic integrity very seriously; forms of academic dishonesty, including but not limited to cheating, plagiarism, fabrication, or facilitating academic dishonesty, are not tolerated in the Leadership Studies program or this class. Violations of the policy may result in suspension or expulsion from the university. If you are unfamiliar with USD's policy, it is your responsibility to read and understand its elements. In summary, any assignment that you turn in for class must be written in your own words, exemplifying you own thoughts and ideas, and you must clearly identify any references you used in completing your work using the format of the APA 6th Edition Style Manual.

Levels of Understanding (LT program, Wiske, 1998)

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

3

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

SOLES On-line Course Evaluation
SOLES Course Evaluations are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Torero Hub drop down menu: 1) My Academics, 2) Registration Tools, and 3) Registration History. The course evaluation window opens two weeks prior to the end-of-term date for the course. Instructions for accessing course evaluations can be found at:

https://lib.sandiego.edu/soles/documents/Student%20Instructions%20for%20Accessing%20Course%20Evaluations%208.3.15.pdf

Statement on Plagiarism
The complete plagiarism policy is available for your review at:
http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation

Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a

hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Sustainability

As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

Graduate (2015-2016)

Archived Graduate Course Catalogs

1. Graduate Course Catalog 2013-2015 (http://catcher.sandiego.edu/items/usd/2013_Graduate.pdf)
2. Graduate Course Catalog 2011-2013 (http://catcher.sandiego.edu/items/usd/Grad_2011.pdf)
3. Graduate Course Catalog 2009-2011 (http://catcher.sandiego.edu/items/usd/GradBulletin_09_New.pdf)

Graduate Programs

Through its six major academic divisions, the University of San Diego offers 25 different master's degrees, the JD and five LLM degrees, several dual degree programs, and three doctoral degrees – two in nursing and one in leadership studies. Several of these degrees offer a choice of areas of specialization. The is the list (catalogs.sandiego.edu/graduate/academics-admission/graduate-degrees) of degrees currently offered. Detailed information about these degrees is available through the **Graduate Course Catalog** and the **School of Law**.

Because of the variety of programs offered, there are many different deadlines associated with our graduate programs. In some cases, programs offer entry during the summer, spring, and fall terms, while others only fall or summer entry. *Please consult with the program website, admissions information page, or the graduate catalog for the deadlines associated with your program.*

Reservation of the Right to Modify

It is the policy of the University of San Diego to adhere to the rules and regulations, course offerings and financial charges as announced in this catalog or other university publications. The university nevertheless hereby gives notice that it reserves the right to expand, delete or otherwise modify its degree programs or courses of study, to change its rules affecting the admission and retention of students or the granting of credit or degrees, to change the academic calendar, course offerings, course content or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary.

Responsibility of Students

Students enrolled at USD are responsible for adhering to all regulations, schedules, and deadlines outlined in this course catalog and in any handbooks, contracts, or guideline sheets pertinent to their program. Students have the further responsibility of ensuring that all graduation requirements are met. Questions on these matters should be directed to the student's faculty advisor.

Academic Degree Programs, Credentials and Certificates

Doctoral Degree

The School of Leadership and Education Sciences offers one Doctor of Philosophy degree in Leadership Studies. This program is a 63-unit program that allows students to develop a program consistent with their career goals.

Master's Degrees

The master's programs in SOLES prepare qualified professional personnel in education and related areas through a sequence of graduate work that includes field and laboratory experiences as well as coursework. The School of Leadership and Education Sciences grants two master's degrees: the Master of Arts (MA) and the Master of Education (MEd). Each program requires a specified minimum number of graduate credits and most require the successful completion of an action research project, a comprehensive examination, a culminating curriculum project, thesis, or a portfolio. There is no foreign language requirement.

Credential Programs

USD's credential programs are approved by the California Commission on Teacher Credentialing. Students should see their advisors for specific requirements regarding each credential. It is possible to combine credential programs with a degree program. Students should check with their respective program/department for more information. All PK-12 education programs in SOLES are accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Transfer of Credit

Students may transfer up to six appropriate master's-level units taken at an accredited and approved institution within the past five years into a 30-44 unit program and up to nine (9) units into a program requiring 45 or more units, with the approval of the advisor and program director/department chair, Associate Dean and clearance by the Office of the Registrar.

Reservation of the Right to Modify

Every effort has been made to provide current and accurate information in the description of doctoral, master's degree and credential programs. However, we reserve the right to change program requirements. Students should confer with their advisors and the credential analyst to ensure progress toward their degrees and/or credentials.

Department of Leadership Studies

Faculty

Paula Cordeiro, EdD

Laura Deitrick, PhD

Robert Donmoyer, PhD

Fred Galloway, EdD

Cheryl Getz, EdD

Zachary Green, PhD

Lieutenant Colonel Scott Hodgdon, USA

Lea Hubbard, PhD

Frank Kemerer, PhD

Marcus Lam, PhD

Mary Lyons, PhD

Theresa Monroe, RSCJ, EdD

Afsaneh Nahavandi, PhD

Christopher Newman, PhD

Sergeant First Class David Schible, USA

Hans Peter Schmitz, PhD

Major Ryan Stidum, USA

Teresa VanHorn, MAEd

The Leadership Studies Program offers a PhD program, master's degree programs, and a Preliminary Administrative Services Credential. These credentials have been approved by the California Commission on Teacher Credentialing. A certificate program in nonprofit leadership is also offered to graduate students enrolled in qualified programs.

Certificate Program

Nonprofit Management Certificate

Offered in collaboration with the Division of Professional and Continuing Education, the eight-course Nonprofit Management Certificate develops skills to successfully lead a nonprofit organization. USD faculty and experienced practitioners in the nonprofit sector build knowledge and skills in financial management, fundraising and grant writing, board development, staff and volunteer management, program evaluation and risk management. Courses are delivered in the classroom or online fixed-date format. Participants can enroll in courses and start with any courses in any semester. Courses meet four times for just over three hours from 6 to 9:10 pm. Each class can be completed in one month. For enrollment information, contact the Division of Professional and Continuing Education.

Credential Program

The Educational Leadership Development Academy Program (ELDA)

This 24-unit program of study includes coursework and an intensive fieldwork experience in school leadership over the duration of the program. Classes are held on weekdays and occasional weekends throughout the year. Fieldwork placements will be selected jointly by the program administration and the candidates' district supervisors to ensure a learning environment that will adequately support participant learning in the critical areas of site leadership.

The program of study meets the requirements for the California Preliminary Administrative Services Certificate of Eligibility.

The ELDA Intern Program provides an intern credential for administrators who are selected by a public school district or a county office of education and placed in an administrative position under the supervision of a University of San Diego Supervisor. These candidates work in the administrative position and enroll in coursework at the University to earn the Preliminary Administrative Services Credential.

Additional Requirements for Admission

See here (catalogs.sandiego.edu/graduate/academics-admission/admission) for basic admission requirements.

Educational Leadership Development Program

ELDA Program Required Courses (24 units)

LEAD 552	School Law for Aspiring Leaders	3
LEAD 553	Instructional leadership and Supervision I	2
LEAD 554	Instructional Leadership and Supervision II	2
LEAD 558	Leadership and the Dynamics of School Organizations	3
LEAD 588	Diversity and the Preparation of School Leaders	2
LEAD 583	Special Topics I	1
LEAD 584	Special Topics II	2
LEAD 590	Curriculum Development: Acess, Assessment and School Improvement I	3
LEAD 591	Curriculum Development: Access, Assessment and School Improvement II	2
LEAD 597P	Practicum in School Administration I	2
LEAD 598P	Practicum in School Administration II	3

Exit Requirements

Candidates will be interviewed by a panel of content experts using questions and corresponding rubrics aligned to the California Administrative Performance Expectations (CAPES).