

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
Educational Leadership and Policy Studies

COURSE OUTLINE

ELPS 675 Decision-Making Simulation in Educational Administration

MICHAEL D. EISNER COLLEGE OF EDUCATION MISSION STATEMENT:

The Michael D. Eisner College of Education as a professional school uses a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professions. The values for faculty and students that form the foundation of the Conceptual Framework include the following:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
2. We value the achievement of students at all levels and promote its accomplishment in accordance with national, state, and institutional standards.
3. We value an inclusive learning community.
4. We value creative, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

CATALOG DESCRIPTION

This course is designed to provide experienced school personnel and graduate students in administration and supervision the opportunity to simulate the position of a school administrator and assume the leadership of a typical public school. Consent of instructor needed. The content is developed around the use of simulated materials and focuses on the individual student and his/her approach to realistic problems and situations faced by the school administrator. These responses are the basis for the student's self-examination of his/her administrative behavior and enable him/her to capitalize upon strengths and ameliorate weaknesses. (3 Units)

ELPS DEPARTMENT MISSION STATEMENT

Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

PLACE OF THIS COURSE IN THE CURRICULUM

Required course for the Preliminary Administrative Services Credential and the Master's degree.

CCTC PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL - SIX STANDARDS

Each student should be an educational leader who promotes the success of all students by:

1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
3. ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. modeling a personal code of ethics and developing professional leadership capacity; and
6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

COURSE PERFORMANCE OBJECTIVES

1. To engage students in realistic simulated situations where they must make decisions by responding to a series of "In-Baskets."
2. To provide exposure to a wide range of typical responsibilities and on-the-job situations of administrators, with emphasis on the role of the principal.
3. To provide students with an awareness of the reality of demands in administrative positions.
4. To have students engage in simulations that incorporate content of coursework.
5. To provide students with simulated experiences in time pressured situations requiring quality performance in all aspects of school administration.
6. To provide activities where students will develop reflective decision-making skills.
7. To provide experiences to develop hands-on understanding of careers in educational administration through interviews with practitioners.
8. To write and critique resumes, application letters and to practice interviewing

skills.

9. Students will reflect on their own ethical standards, as well as the ethical standards of the profession of educational administration and will demonstrate understanding of how these apply to the leader's role in the content of this course.
10. Students will develop a basic understanding of the application of technology to the content of this course. Dependent upon the course, examples could include: Principles of data-based management, use of computers in classroom instruction, student and personnel records, financial and facilities management, computerized scheduling, on-line research, and electronic communication systems, such as e-mail and newsletters.

TEXTBOOKS

Simulated In-Basket books in three volumes (A, B, & C) and reference manuals for the simulated school setting. Supplemental Resource: *Career Search Strategies* (2003). Career Center, California State University, Northridge.

COURSE REQUIREMENTS

Overall

Students will assume the role of Pat Watkins, principal of Lincoln School in the Lakeside School District. They will become familiar with this simulated district and school through a video introduction and written information, primarily reference manuals. Students will respond to a series of simulated decision-making experiences (In-Baskets). Students are expected to work through all of the situations in each of the three In-Basket books and complete a response sheet for each situation, providing both the action they took and the rationale. This will be followed by discussion of their responses with a faculty member in small groups.

Candidates are provided with a *criteria* sheet ("Questions to ask about In-Baskets") as a guide when responding to the situations. These include the following:

1. What personal values influenced your actions?
2. What is the problem? What is the issue?
3. The priority of the problem.
4. What were the assumptions you made?
5. What were the reasons for your actions? (Anticipation of consequences)
6. What was your basic concern for action?
7. What was the rationale for your action?
8. What action did you take?
9. Method of action prior to making a decision - with whom do you communicate?
10. Method of action after making a decision - with whom do you communicate regarding the decision?
11. How do you communicate- means of communication?

At the last session of this course, an evaluation should continue to be given which will include a question about the students' Tier I program. The evaluation form will consist of

the following components:

1. What aspects of this experience have you found most valuable?
2. What suggestions do you have for ways to improve this course?
3. Please share with us any other comments about this class and/or your Educational Administration program here at CSUN

This course will also include a “Career Planning” component as described below.

Specific Requirements

Session One: Orientation to the simulated school and district through use of a video. Materials will be reviewed, including the reference materials, the In-Basket binders, response sheets, and requirements for Session # 5.

Sessions Two, Three, and Four: Students will work through the In-Basket materials and will complete Response Sheets to describe what they did and why for each case number. This will be followed by small group discussions with the instructor of the cases and student responses. The instructor will clarify, ask questions and enhance student responses through his/her own experience and knowledge of school administration.

Session Five: Career Planning: Students will share and discuss their independent/on-site activities as described below. The faculty member will plan and schedule any of the following types of activities:

- 1.) Peer review of resumes
- 2.) Discussion of interviews in total group or small groups
- 3.) Practice interview sessions for an administrative position
- 4.) Discussion of personal career plans
- 5.) Students will complete a self-assessment of ELPS Dispositions as part of their introspective reflection and self-analysis in the final session of this course
- 6.) Speakers or presenters (including the faculty members) who will talk about topics such the interview process, the importance of paperwork, career paths, how to get that first job, the first year in the principalship, and other topics of interest to the students (an informal survey may be taken at the Orientation Session # 1).

Career Planning component: This will consist of student independent/on-site activities. It will provide a culminating experience for students regarding their future administrative careers. This component will consist of the following types of activities:

- 1) Each student will conduct **interviews of** at least two administrators at different levels to learn about the responsibilities of those positions. The student will write an **interview report** of what was learned – describing and analyzing the positions in terms of career steps, role and duties, leadership opportunities, etc.
- 2) The student will develop a **Personal Career Plan** where the student reflects on his own strengths and interests toward an administrative career. This will help

students to focus on their own future plans upon completion of the credential program.

- 3) Each student will prepare his/her own professional **resume** to be discussed with, and critiqued by the professor and/or a group of peers during Session # 5.

ELPS DISPOSITIONS

The candidate values and is committed to...

1. **Ethical and professional practice and behavior:** ideal of the common good, caring, respectful of individual and group rights, respect of roles and responsibilities, justice, honesty, integrity, fairness, courage and good character, ethical decision-making; sensitivity to, and concern for, self and others.
2. **Collaboration** with others, with constituency, with all members of the school community, involving stakeholders in management processes and decision-making; involving staff, families and communities in decision making processes that lead to equitable schools.
3. **Effective communication:** using good verbal (oral, speaking, writing) and non-verbal communication skills, especially being a good listener.
4. **Proactive and visionary leadership:** high standards of learning; continuous school improvement; belief that all students can learn; student learning as the fundamental purpose of schooling; willing to examine one's own assumptions/beliefs/practices; commitment to the profession; creative, critical and reflective thinking.
5. **Life-long learning:** professional development for self and others as an integral part of school and personal improvement; high quality standards, expectations and performance; education as key to opportunity and social mobility; commitment to pursuing knowledge and skills required of educational leaders.
6. **Responsibility** and time management to meet obligations to self and others; accomplishing personal and professional goals.
7. **Diversity:** being sensitive to individuals, groups, cultures and all aspects of the school and larger society; recognizing, valuing, and understanding diversity in cultures, ideas, values, lifestyles, learning styles, intelligences; providing leadership that promotes continuing dialog with diverse community groups to develop culturally responsive schools; facilitating implementation of learning opportunities that are effective in closing achievement gaps and providing quality education in diverse school communities.

GRADING POLICY

Performance-Based Assessments will be included as part of the grading criteria.

Examples: Students will be assigned the role of principal and will respond to simulations (In-Baskets); students will write resumes and engage in a peer review and critique process.

- 1) Attendance and Participation in all sessions. If one session is missed, the instructor may develop a plan for the student to make up the work. If more than one session is missed, the student will receive an Incomplete in the course and will need to arrange the make-up session for the specific In-Basket session missed in a future semester.
- 2) Participation in small group discussions
- 3) Quality of contributions
- 4) Review and Analysis of Response Sheets submitted for all In-Baskets
- 5) Interview reports submitted in Session # 5

GRADE SCALE:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	Below 60

COURSE SCHEDULE – *this course will generally be offered to campus students in the spring semester only; cohorts will take it as scheduled for the cohort.*

The class will meet for **five** sessions as shown below. Each session will be 4.5 hours, total of **22.5** class hours. The “Career Planning” component will make up the other **22.5** hours.

- Session # 1 – **Orientation** (including video, introduction to Lakeside School District, review of materials, review of requirements for Session # 5)
- Session # 2 – **In-Basket A**
- Session # 3 – **In-Basket B**
- Session # 4 – **In-Basket C**
- Session # 5 - **Career Planning**

ACADEMIC HONESTY POLICY

Cheating, plagiarism, submitting another person's material as one's own, or doing work for another person, who will receive academic credit are all impermissible. The California Code of regulations in Section 41301, Title 5 is listed as an offense for which a student may be expelled, suspended, or given a less severe disciplinary action. (See University Catalog 2002-2004, pp523-524).