

California State University, Northridge
Michael D. Eisner College of Education
Department of Educational Leadership and Policy Studies
ELPS 650: CONTEMPORARY ADMINISTRATIVE LEADERSHIP

Instructor's information and contact information

Instructor:

Department of Educational Leadership and Policy Studies (ELPS)

Communication:

Office Hours:

THE MICHAEL D. EISNER COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

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.

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 the 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 staff 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.

California Commission On Teacher Credentialing (CCTC) - Standards Of Quality And Effectiveness: Preliminary Administrative Services Credential Program Standards

Category I: Program Design and Coordination-Standards 1-5

Program Standard 1: Program Design and Rationale

Program Standard 2: Collaboration, Communication, and Coordination

Program Standard 3: Development of Professional Leadership Perspectives

Program Standard 4: Equity, Diversity, and Access

Program Standard 5: Role of Schooling in a Democratic society

Category II: Curriculum-Standard 6

Program Standard 6: Preparing Candidates to Master the Administrator

Performance Expectations (CAPEs)

Category III: Practicum Experiences in the Program

Program Standard 7: Nature of Practicum Experiences Program

Standard 8: Guidance, Assistance, and Feedback

Category IV: Candidate Competence and Performance-Standard 9

Program Standard 9: Assessment of Candidate Performance

CATALOG DESCRIPTION

Prerequisite: This course is restricted to candidates who have been admitted to the Master of Arts in Educational Administration and/or the CA Preliminary Administrative Services Credential program. Designed to assist in the development of administrative leadership skills. Focus on the

knowledge and application of leadership skills necessary in effective organizations, with special emphasis on schools. Topics of study include situational leadership, organizational climate and culture, individual and group motivation and transforming leadership as applied through school-based management, shared decision making, strategic planning, team building and total quality management. Includes discussion of current educational reform efforts and trends. (3 units)

California Administrator Performance Expectations (CAPEs) Are Organized Under The California Professional Standards For Education Leaders (CPSELs)

The administrative services curriculum has been carefully aligned to cover the complete set of California Administrator Performance Expectations (CAPEs). These performance expectations include a set of six skill categories (CPSELs) that describe the performance expectations for candidate's ready to begin service as a California educational administrator.

CPSEL Standard 1: Development and Implementation of a Shared Vision

CPSEL Standard 2: Instructional Leadership

CPSEL Standard 3: Management and Learning Environment

CPSEL Standard 4: Family and Community Engagement

CPSEL Standard 5: Ethics and Integrity

CPSEL Standard 6: External Context and Policy

CPSELs STANDARDS & CAPEs ELEMENTS – COURSE OUTCOMES FOR ELPS 650

CPSEL Standard 1: Development and Implementation of a Shared Vision.

- Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

CAPEs Elements:

1A. New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

- 1A-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.
- 1A-2 Analyze available student and school data from multiple sources to develop a site-specific vision and mission.
- 1A-3 Analyze and apply political, social, economic, and cultural contexts to inform the school's vision and mind align the school's vision and mission to the district's goals.
- 1A-4 Analyze and align the school's vision and mission to the district's goals.
- 1A-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.
- 1A-6 Communicate the school's vision of teaching and learning clearly to staff and stakeholders.

1B. New administrators apply their understanding of school governance and the roles and responsibilities, and relationships of the individuals and entities within the California education system that shape staff and community involvement.

- 1B-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.
- 1B-2 Use effective strategies for communicating with all stakeholders about the shared vision and goals.
- 1B-3 Promote a community commitment and collective sense of responsibility for enacting the school's vision, mission, and goals.

1C. 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.

- 1C-1 Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals.
- 1C-2 Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable learning opportunities for all students.
- 1C-3 Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school's vision.
- 1C-4 Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision.
- 1C-5 Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed.

CPSEL Standard 2: Instructional Leadership.

- Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

CAPEs Elements:

2A. 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.

- 2A-1 Use the CA Standards for the Teaching Profession (CSTP) for teachers and the CAPE and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves.
- 2A-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 students learning.
- 2A-3 Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPE, and CPSEL
- 2A-4 Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.

2B. New administrators understand the role of the instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning.

- 2B-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.
- 2B-2 Establish and maintain high learning expectations for all students.
- 2B-3 Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.
- 2B-4 Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.

2C. 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.

- 2C-1 Use learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.
- 2C-2 Use state-adopted professional standards (e.g., CAPE, CPSEL, and CTSP) with staff and the community as a foundation to guide professional learning.

- 2C-3 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.

2D. 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.

Use knowledge of K-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices.

- 2D-2 Use the principles of reflective conversations and collegial feedback to guide targeted instructional improvement.

- 2D-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.

CPSEL Standard 3: Management and Learning Environment.

- **Education leaders manage the organization to cultivate a safe and productive learning and working environment.**

CAPEs Elements:

3A. New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, and academic learning, and well-being.

- 3A-1 Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.
- 3A-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.
- 3A-3 Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.
- 3A-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 practices.

3B. New administrators know the importance of established structures, policies, and practices that lead to all students graduating ready for college and careers

- 3B-1 Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.
- 3B-2 Apply labor relations processes and collective bargaining in CA and their application to contract implementation and management at the local level.
- 3B-3 Use a systems thinking perspective to set priorities and manage organization 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 organization processes to meet school goals and provide equitable access to opportunities for all students.

3C. New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students, and families.

- 3C-1 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.

- 3C-2 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.
- 3C-3 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.

3D. New administrators know how effective management of staff and the school's budget supports student and site needs.

- 3D-1 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.
- 3D-2 Provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.
- 3D-3 Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being.
- 3D-4 Apply foundational laws and regulations to CA school finance, federal and state program funding, and local allocations.
- 3D-5 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.
- 3D-6 Use various technologies related to financial management and business procedures.
- 3D-7 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.

CPSEL Standard 5: Ethics and Integrity.

- **Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.**

CAPEs Elements:

5A. New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.

- 5A-1 Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement.
- 5A-2 Use a professional learning plan to focus personal and professional growth in order to achieve the school's vision and goals.
- 5A-3 Seek opportunities for professional learning that addresses the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.
- 5A-4 Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.

5B. 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.

- 5B-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.

- 5B-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.
- 5B-3 Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based practices to identify and address actual and anticipated challenges that can negatively affect student success.

5C. New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.

- 5C-1 Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
- 5C-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.
- 5C-3 Use personal and professional ethics as a foundation for communicating the rationales for their actions.

CPSEL Standard 6: External Context and Policy.

- **Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.**

CAPEs Elements:

6A. New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger community.

- 6A-1 Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors.
- 6A-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.
- 6A-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.
- 6A-4 Operate within legal parameters at all levels of the education system.

6B. Representing and Promoting the School. New administrators understand that they are a spokesperson for the school's accomplishments and needs.

- 6B-1 Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.
- 6B-2 Provide the public with a clear picture of what the school's mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well-being.
- 6B-3 Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful.
- 6B-4 Involve stakeholders in helping address the school's challenges as well as sharing in its successes.

CALIFORNIA ADMINISTRATOR PERFORMANCE ASSESSMENT (CalAPA)

Effective 2019-2020, candidates enrolling in the MA and/or Preliminary Administrative Services Credential program must successfully pass the CalAPA to obtain a Certificate of Eligibility. The CalAPA consists of three parts, which are listed below.

Leadership Cycle 1 – Analyzing Data to Inform School Improvement and Promote Equity
 Leadership Cycle 2 – Facilitating Communities of Practice
 Leadership Cycle 3 – Supporting Teacher Growth

ELPS DEPARTMENT MISSION STATEMENT

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PLACE OF COURSE IN CURRICULUM

This course is a requirement for the master's in educational administration and the Preliminary Administrative Services Credential.

REQUIRED TEXTBOOK

Northouse, P. G. (2021). *Introduction to leadership: Concepts and practice*. (5th Ed.). Sage.

TEXTBOOK PURCHASING OPT-OUT INSTRUCTIONS (myCSUNDigitalAccess)

You are enrolled in a course which is part of the *myCSUNDigitalAccess* (MCDA) program. The MCDA program provides digital materials to students at a deeply discounted price. Some or all of your materials for this course are being provided digitally through the MCDA program. ALL enrolled students will have access to the materials through Canvas by the 1st day of class, but more likely earlier. A charge will be placed on your CSUN student portal account (much like tuition, but a separate charge), which you must pay to the University. **The cost of the textbook is \$51.25.**

You will maintain access to your materials unless you choose to Opt-Out. If you choose to obtain your materials elsewhere you have until **FRIDAY, 9/20** to complete the **Opt-Out process** (see instructions below). Once complete, your access to the materials will be removed. Charges will be removed from your student account shortly after the Opt-Out deadline (9/20/24).

The Opt-Out process must be completed by Friday, 9/20 to avoid course material charges. Students who do not Opt-Out prior to the deadline (Friday, 9/20) will maintain access to their course materials and the charge will not be removed from their student account.

If students choose to opt-out, students will then need to purchase materials elsewhere on their own.

OPT-OUT INSTRUCTIONS

If you wish to opt out of this program and not receive access to the required digital materials, please follow the steps below **no later than September 20, 2024:**

1. Go to <https://accessportal.follett.com/0150> .
2. Click on *Create an Account* on the lower right.
3. Create an account using your CSUN email account.
4. Select the course(s) you wish to Opt-Out from.

You will receive an email confirming your Opt Out selection, access will be removed, and you will need to purchase the materials elsewhere on your own.

If you need further assistance, please email digitalaccess@csun.edu .

SUGGESTED TEXTBOOKS

Chenoweth, K.& Theokas, C. (2011). *Getting it done: Leading academic success in unexpected schools*. Harvard Education Press.

DuFour, R., DuFour, R., Eaker, R., and Thomas, M. (2016). *Learning by doing: A handbook for professional learning communities at work*. (3rd Ed.). Solution Tree Press.

RECOMMENDED HANDBOOKS, MANUALS, AND JOURNALS

American Psychological Association. (2010). *Publication manual of the American psychological association*. (7th Ed.). American Psychological Association.

PRESENTATION OF WRITTEN MATERIALS

The ELPS Department has adopted the American Psychological Association (APA 7th) style of citations, references, and editorial style for use by our students to create uniformity in the written materials submitted over the course of the program.

Information about the “APA Style” can be obtained through the University Library at the following website: <https://libguides.csun.edu/research-strategies/APA>

Another excellent website for APA7th guidance is:

<http://owl.english.purdue.edu/owl/resource/560/01/>

The ELPS Department also encourages students to contact the CSUN Writing Center and Lab (818-677-2033), located in the University Library, for help with academic writing, research papers, and/or note taking techniques. <https://www.csun.edu/undergraduate-studies/learning-resource-center/university-writing-center>

RESOURCES FOR STUDENTS OF ALL ABILITIES

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations, please contact me to set up an appointment.

STUDENT SUPPORT PROGRAMS AND SERVICES ON CAMPUS

CSUN offers unique student support programs and services to meet the unique needs of students and enhance campus climate for students. I invite you to access and explore student support programs and services, including the Veterans Resource Center, Pride Center, Oasis Wellness Center, Klotz Student Health Center, University Counseling Center, lactation space, and food pantry services. If you need assistance in accessing a student program or service, please let me know, and I would be pleased to support you.

STUDENT TECHNOLOGY RESOURCES

CSUN DEVICE LOANER PROGRAM

<https://www.csun.edu/it/device-loaner-program>

CSUN INFORMATION TECHNOLOGY RESOURCES

<https://www.csun.edu/it/students>

ELPS DEPARTMENT ARTIFICIAL INTELLIGENCE (AI) POLICY:

As part of our commitment to fostering a dynamic learning environment the Department of Educational Leadership and Policy Studies acknowledges the potential benefits and drawbacks of incorporating generative AI tools such as ChatGPT with course assignments. For the purpose of course assignments you can take advantage of generative AI to help brainstorm and fine tune your

ideas; draft an outline to clarify your thoughts; or check grammar, rigor, or style. You cannot use AI to generate any written material for course assignments. All course assignments must adhere to CSUN's academic dishonesty policy.

ACADEMIC HONESTY POLICY

Cheating and/or plagiarism (submitting another person's material as one's own or doing work for another person that will receive academic credit) are impermissible and are grounds for failing the course. The California Code of Regulations in section 41301, Title 5, lists these as offenses for which a student may be expelled, suspended, or given a less severe disciplinary sanction. (See University Catalog).

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CELL PHONE USAGE

Please keep cell phones on vibrate mode during class time.

E-MAIL

CSUN sends all official communications by e-mail including registration information. Check your CSUN e-mail as soon as you have activated your university account. Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or other preferred address, go to www.csun.edu/account, log in and select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester. **Additionally, the course instructor will only use your CSUN email for communication during the semester.**

COURSE METHODS

Between our class meetings and interaction on our Canvas course site, we will utilize several modes of instruction, including instructor-led lectures, student-led small-group interactive work groups, and both instructor-led and student-led online discussions. You are expected to have completed assigned reading prior to the class session in which the reading material will be covered and/or discussed. Assigned readings correspond to topics covered in class as articulated in the "Course Calendar Schedule" and are due to be read by the date where they appear.

COURSE EXPECTATIONS

Respectful discussion and inquiry are at the heart of the academic enterprise. Meaningful and constructive dialogue requires mutual respect, willingness to listen, and tolerance for opposing points of view. Classroom and online discussions, like any academic discourse, should follow university norms of civility and effective communication. Debates should challenge ideas—not individuals who hold opposing views. When we meet in class and/or online, there is an assumption that we abide by ground rules of civility and parameters of collegiality in the academy. We are all expected to observe a basic consideration for our colleagues' comments and work and mutual respect for their opinions. This rule includes confidentiality, the standards by

which we will abide to assure that we can have a free and open discussion. Consequently, we expect each person to respect the confidentiality of what your classmates are willing to share with us while at the same time we ask that each of you exercise good judgment in what you choose to share, avoiding non-public sensitive information.

COURSE COMMITMENT AND SUPPORT

I invite you to see me if a personal or professional issue arises that affects your performance in the class. This class is designed to facilitate your learning, and I am here to support that process.

GRADED ASSIGNMENTS

All assignments are due by the assigned date unless prior approval is given by the professor. No extensions or late submissions will be granted without prior approval by the professor.

Assignments submitted after the due date may result in loss of grading points. **No assignments will be accepted by email. All student work products for this course are archived in Canvas.** Please notify the professor ahead of time should anything interfere with the timely submission of assignments, projects, or presentations. For tech problems using Canvas, contact CSUN IT Support at 818-677-1400. Canvas is an important communication and information tool for our course.

COURSE GRADING SCALE (Final point totals)

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

GPA REQUIREMENTS FOR GRADUATE PROGRAMS

Students pursuing a graduate degree must maintain a minimum 3.0 (“B”) GPA in the formal program and in the cumulative grade point average once admitted to the program. No grade below a “C” can be counted in the formal program. Any grade of “C-” or below in the formal program must be repeated after an approved course repeat form has been filed (2023-2024 University Catalog).

COURSE ASSIGNMENTS (Total Points: 100)

*****Due: Various dates according to the syllabus***

***** All assignments must be uploaded to Canvas and not emailed to the instructor***

*****Late submissions assignments will not be accepted without prior approval from the instructor***

Attendance and Participation (15 points)

- Students are expected to complete all assigned readings prior to class, to actively participate during class by raising issues and asking questions, participate through the posted Panopto discussions, and by analyzing the assigned Northouse case studies for each textbook chapter.
- Complete your individual “Meet Your Peers” Google Slide by September 2. (5 points)

Understanding Self: Introductory Panopto Video (20 points) Due: December 2 (Assess: 4A, 4B)

- Create a **6-to-8 minute video** introducing yourself as the principal of your school at your **first faculty meeting**. Think of this video as way of allowing you to build trust, credibility, and a culture of openness. Your video should highlight your leadership values and how you plan to build meaningful partnerships with school families and the community.

Include the following information in your video clip:

- Provide brief introduction about yourself
- Explain how you would engage school families and the community in supporting the vision for the school and what their role would be in this process.
- Explain how you will acknowledge diverse perspectives and build consensus on school goals to improve student learning and well-being outcomes.
- Identify key elements of your vision and it will guide planning, decision-making, and action to achieve student outcomes.
- Identify how you will build trusting and inclusive relationships with your school community and what communication strategies you will use to reinforce the school vision.

Canvas Panopto Discussions (30 points) Due: Various dates according to the syllabus

- The Panopto discussion prompts will be posted as a Discussion in Canvas. Students are expected to respond to at least one peer’s Panopto video.
- **Assignment D1: Understanding Leadership-A Reflection (Practice: 1B, 1C)**
Watch the YouthSpeak video segment on leaders and leadership, which takes about 2 minutes. Click here for the YouthSpeak Video Clip-What Makes a Great Leader? (Close Caption) Post your Discussion response to the following questions using Panopto: Each of us has our own unique way of thinking about leadership and developing a shared vision with the school community. What leaders or people have influenced or shaped your thinking about leadership? How do you define leadership in the context of creating and implementing a collective vision for teaching and learning? Students have up to 7-minutes for their Panopto video response. Students are expected to respond to at least one peer's Panopto video either with a written or Panopto response.
- **Assignment D2: Stepping Up (Practice 5A)**
Reflective leadership regularly examine their actions, decisions, and impact on others. Respond to this statement: “The challenge for each of us is to be prepared to lead when we are asked to be the leader.” On what occasions have you been asked to lead? Why? How did you respond? What types of leadership roles do you anticipate being asked to fill in the future? Students have up to 7-minutes for their Panopto video response. Students are expected to respond to at least one peer's Panopto video either with a written or Panopto response.

- **Assignment D3: Your Leadership Practice in Developing Others (Practice: 2A) (Assess: 2A)**

As leaders, you are constantly thinking about attending to tasks and building relationships. How would you respond to the following questions. How do you promote ongoing professional growth among staff? How might you model a commitment to your own professional learning as a school leader. What are your strengths and areas you can improve through your own professional learning and development? Students have up to 7-minutes for their Panopto video response. Students are expected to respond to at least one peer's Panopto video either with a written or Panopto response.

- **Assignment D4: Reflecting on Your Leadership Skills (Assess: 3A, 3C, 5A)**

Leaders must be able to reflect and review their own performance and actions and how they impact others and influence progress toward school goals. As you think about your own leadership practice, how can you contribute to a positive school climate? How can reflection be a part of strengthening your practice as a school leader? Students have up to 7-minutes for their Panopto video response. Students are expected to respond to at least one peer's Panopto video either with a written or Panopto response.

- **Assignment D5: Assessing Your Strengths-Completing the Leadership Strengths Questionnaire (Practice 1A, 1B, 5A)**

Complete the 6.3 Leadership Strengths Questionnaire to measure your strengths in the areas of implementation, innovation, encouragement, analysis, and mediation. Discuss the areas in which you have the greatest strengths, and the areas which represent growth areas for you. What did you learn about yourself as a leader? Do you agree or disagree with your results? How might you go about addressing your growth points to strengthen your leadership practice? Students have up to 7-minutes for their Panopto video response. Students are expected to respond to at least one peer's Panopto video either with a written or Panopto response.

- **Assignment D6: Creating a Vision (Assess: 1A, 1B, 1C)**

An effective leader has a compelling vision that challenges people to be aspirational and is student-centered. But making the vision a reality for the organization requires communication, commitment from stakeholders, and deliberate action. Reflect upon and discuss the following: Assess the practice of a leader you have worked for currently or in the past. Use Chapter 7 as you guide for deconstructing their leadership practice. How did this leader leverage any or all of the five characteristics of forming a vision discussed in Chapter 7? As a future school leader, how would you communicate and implement the shared vision in your organization? What are strategies that you would leverage to communicate the shared vision with the community? What would your practice look like in trying to unify your school community around the shared vision? Students have up to 7-minutes for their Panopto video response. Students are expected to respond to at least one peer's Panopto video either with a written or Panopto response.

- **Assignment D7: How Poachers Became Caretakers (Assess: 4B, 5B)**

Watch John Kasaona's presentation on poaching in Namibia at TED talks. Click here to access the video segment. Links to an external site. As you consider Kasaona's steps for change involved ethical decision-making and community engagement. Can any of them be effectively used in your own community to understand the diverse perspectives and help you build trust and respect? What leadership actions could you take to foster equitable decision-making to bring in out-group members who might feel excluded so they feel included?

Students have up to 7-minutes for their Panopto video response. Students are expected to respond to at least one peer's Panopto video either with a written or Panopto response.

- **Assignment D8: Addressing Diversity and Inclusion (Practice 3C, 4A)**

As a school leader, you are challenged to establish a safe and inclusive learning environment. Creating a safe school culture requires actions that build trust and is inclusive. As a school leader, how would you create a positive and inclusive school environment that supports staff, families and students? How would you work with your school community and school families to create such a school environment? Students have up to 7-minutes for their Panopto video response. Students are expected to respond to at least one peer's Panopto video either with a written or Panopto response.

- **Assignment D9: Managing Conflict-Completing the Conflict Style Questionnaire (Assess 3C, 5C)**

Complete the 11.3 Conflict Style Questionnaire to identify your conflict style and examine how your conflict style varies due to contexts or relationships. Discuss what conflict style you rely most heavily upon and which style you use least. How would you describe your conflict style based on the questionnaire results? How has your past history with managing conflict influenced your conflict style now? Students have up to 7-minutes for their Panopto video response. Students are expected to respond to at least one peer's Panopto video either with a written or Panopto response.

- **Assignment D10: Your Character as a Leader (Assess: 5A, 5B, 5C)**

Ethical leaders are reflective in their practice, decision-making, and actions. Your character shapes you as a leader and guides the actions you take as an ethical leader. In your current role, how does reflection shape your growth as an ethical educator/leader? What role does a person's character play in creating a climate of trust and in engaging in ethical decision-making? Identify what character traits and/or behaviors do you value as an ethical leader? Why? Students have up to 7-minutes for their Panopto video response. Students are expected to respond to at least one peer's Panopto video.

Signature Assignment (30 points) Due: December 16 or earlier (Assess: 1A, 1B, 5A)

The *Signature Assignment* will be a written personal reflection (**5-6 pages, double-spaced**) that describes the administrative legacy that you would like to leave after a long and successful career as a school leader. The Signature Assignment includes the following:

- Define your personal philosophy of leadership, including a well-developed, student-centered vision of teaching and learning that is grounded in course readings.
- Describe your leadership approach and explain how it promotes ethical decision-making, builds trust and mutual respect among students, staff, and the community.
- Explain how you would build and communicate a shared vision that includes collaboration with families, staff, and the broader school community.
- Reflect on your professional growth and understanding of leadership as an aspiring school leader, and how reflective practice will guide your future actions and influence your legacy as a school leader.

Use the American Psychological Association (APA) 7th title page template provided in the Signature Assignment directions in Canvas; use Times-Roman font, 12 point; margins formatted at 1" all around; and paginate your document beginning with the first

page of your narrative, not the title page.

COURSE SCHEDULE (Syllabus, course content, and assignment due dates are subject to change)

DATE	TOPICS & ASSIGNMENTS	READINGS	CAPEs
Session 1	Class Introduction Course/Syllabus Overview Introduction to CAPE Standards 1-6 CalAPA Assessment Guide & Rubrics <i>Meet Your Peers Google Slide</i>	Northouse Introduction Cycle 3 Performance Assessment Guide	Introduce: 1A, 1B, 1C 2A, 2B, 2D 3A, 3B, 3C, 3D 4A, 4B 5A, 5B, 5C 6A, 6B
Session 2	Understanding Leadership Case Study 1.2- Charity Water <ul style="list-style-type: none"> Discuss the foundational concept of leadership, distinguishing it from management, that leadership is a process involving influence, groups, and common goals/vision of the organization. Introduce key components of leadership and highlight that effective leadership can be developed through experience and professional and learning. <i>D1: Panopto Discussion: Understanding Leadership-A Reflection</i>	Northouse Chapter 1	Introduce: 1A, 1B, 1C 2A, 2D 3A, 3B, 3C, 3D 4A, 4B 5A, 5B, 5C 6A, 6B Practice: 1A 1B, 1C 3C 5A, 5B
Session 3	Recognizing Your Traits Case Study 2.1-North Town Dulas <ul style="list-style-type: none"> Identify personal traits that contribute to effective leadership. Discuss the importance of self-awareness as a critical step in leadership development, encouraging readers to reflect on their own traits to better understand their leadership potential. **Step 1: Investigate Completed**	Northouse Chapter 2	Introduce: 5C Practice: 1A 3C 5A, 5B,
Session 4	Understanding Leadership Styles Case Study 3.1-Several Different Styles <ul style="list-style-type: none"> Examine different leadership styles, primarily task-oriented and relationship-oriented approaches. Discuss recognizing and adapting one's style to meet the needs of followers and specific situations for more effective leadership. <i>D2: Panopto Discussion: Stepping Up</i>	Northouse Chapter 3	Practice: 1A, 1C 1B 2A 5A

Session 5	<p>Tasks and Relationships Case Study 4.2-Day and Night</p> <ul style="list-style-type: none"> Discuss how effective leaders balance attention to tasks and relationships to achieve organizational goals and achieve a shared vision. Discuss when to focus on task completion and when to nurture interpersonal dynamics. <p><i>D3: Panopto Discussion: Your Leadership Practice in Developing Others</i></p>	Northouse Chapter 4	<p>Introduce: 3A, 3C</p> <p>Practice: 1B, 1C 2A 5B</p>
Session 6	<p>Developing Leadership Skills Case Study 5.2-Reviving an Ancient Art</p> <ul style="list-style-type: none"> Discuss essential leadership skills, including administrative, interpersonal, and conceptual skills. Examine how leadership skills enable leaders to manage people, processes, and strategic planning in an ethical manner. Examine how school leaders leverage leadership skills in communicating school/district policies to the community Examine how school leaders leverage written and oral communication skills to both promote and represent the school to the community <p><i>D4: Panopto Discussion: Reflecting on Your Leadership Skills</i></p> <p>**Step 2: Plan Completed**</p>	Northouse Chapter 5	<p>Re-Introduce: 4B</p> <p>Practice: 1A, 1C 2A 3A 5A, 5C 6A, 6B</p>
Session 7	<p>Engaging Strengths</p> <ul style="list-style-type: none"> Discuss importance of leveraging personal and team members' strengths to enhance leadership effectiveness and take ethical action. Discuss how leaders create environments where strengths are recognized and utilized. <p>6.3-Leadership Strengths Questionnaire</p> <p><i>D5: Panopto Discussion: Assessing Your Strengths</i></p>	Northouse Chapter 6	<p>Practice: 1A, 1B 2A, 2B 5A, 5C</p>

DATE	TOPICS & ASSIGNMENTS	READINGS	CAPEs
Session 8	<p>Creating a Vision Case Study 7.2-Kenya Ntaiya</p> <ul style="list-style-type: none"> Discuss how effective school leaders create and communicate a student-focused vision that provides direction, aligns stakeholder groups, and fosters a shared-sense of purpose. Discuss how effective school leaders work with families and the school community to collaboratively craft the school's vision and how to communicate it to all stakeholders <p>D6: Panopto Discussion: Creating a Vision</p>	Northouse Chapter 7	<p>Introduce: 1C</p> <p>Practice: 1B, 1C 4A, 4B</p>
Session 9	<p>Listening to Out-Group Members Case Study 10.2-Unhappy Campers</p> <ul style="list-style-type: none"> Discusses the importance of recognizing and engaging out-group members. Discuss how effective school leaders listen empathetically to these individuals to foster belonging and improve group inclusion. <p>D7: Panopto Discussion: How Poachers Became Caretakers</p>	Northouse Chapter 10	<p>Introduce: 3C</p> <p>Practice: 3C 4A, 4B 5A, 5B, 5C</p>
Session 10	<p>Embracing Diversity and Inclusion Case Study 9.1-What's in a Name?</p> <ul style="list-style-type: none"> Examine the significance of embracing diversity and fostering inclusion within leadership practice as school leaders. Discuss how school leaders can promote equity, and create safe spaces where stakeholders feel respected and heard. <p>D8: Panopto Discussion: Addressing Diversity</p> <p>**Step 3: Act Completed**</p>	Northouse Chapter 9	<p>Practice: 5A, 5B, 5C 3C, 3C 4A, 4B</p>

Session 11	Managing Conflict Case Study 11.2-High Water Mark <ul style="list-style-type: none"> Address the role of conflict in leadership and discuss strategies to manage conflict. Review various conflict styles to use in order to maintain healthy group dynamics <div style="border: 2px solid red; padding: 5px; text-align: center; margin: 10px 0;"> 11.3-Conflict Style Questionnaire </div> <i>D9: Panopto Discussion: Managing Conflict</i>	Northouse Chapter 11	Practice: 3C 4B 5A
Session 12	Ethics in Leadership Case Study 12.1-The Write Choice <ul style="list-style-type: none"> Discuss the ethical responsibilities of school leaders and the impact of their decisions. Discuss the importance of leaders reflecting on their values and lead with a moral purpose. <i>D10: Panopto Discussion: Your Character as a Leader</i> <div style="background-color: yellow; text-align: center; margin-top: 10px;"> **Step 4: Reflect Completed** </div>	Northouse Chapter 12	Practice: 5A, 5B, 5C
Session 13	Destructive Leadership Case Study 14.1-Breaking the Silence <div style="border: 2px solid red; padding: 5px; text-align: center; margin: 10px 0;"> <i>A11: Understanding Self: Introductory Video</i> </div> <div style="background-color: yellow; text-align: center; margin-top: 10px;"> **Submit Completed CalAPA Cycle 3** </div>	Northouse Chapter 14	Practice: 5A, 5B 5C
Session 14	Introduce CalAPA Cycle 2: Performance Assessment Guide & Rubrics	CalAPA Cycle 2 Performance Assessment Guide & Rubrics	Practice: 1C 2A, 2B, 2C, 2D 3C 5A, 5B
Session 15	ELPS 688: Spring Semester Practicum Overview Review CalAPA Cycle 2 Rubrics <i>A12: Signature Assignment due in Canvas</i>	CalAPA Cycle 2 Performance Assessment Guide and Rubrics	Practice: 1C 2A, 2B, 2C, 2D 3C 5A, 5B, 5C

ELPS 650 Syllabus and Course Schedule-Linking List

Pages on which CAPE Standards are **Introduced** in yellow, **Practiced** in teal, and **Assessed** in green

CAPE 1B: Developing a Shared Vision and Community Commitment

Pages: **I: 15** **P: 12** **A: 13**

CAPE 1C: Implementing the Vision

Pages: **I: 15** **P: 12** **A: 13**

CAPE 2A: Personal and Professional Learning

Pages: **I: 15** **P: 13** **A: 13**

CAPE 4A: Parent and Family Engagement

Pages: **I: 15** **P: 17** **A: 12**

CAPE 4B: Community Involvement

Pages: **I: 14** **P: 17** **A: 12**

CAPE 5B: Ethical Decision-Making

Pages: **I: 15** **P: 18** **A: 14**

CAPE 5C: Ethical Action

Pages: **I: 15** **P: 18** **A: 14**

CAPE 6B: Representing and Promoting the School

Pages: **I: 15** **P: 16**