California State University, Northridge
Michael D. Eisner College of Education
Department of Educational Leadership and Policy Studies
ELPS 675: DECISION MAKING SIMULATION

Instructor's information and contact information

Instructor:
Department of Educational Leadership and Policy Studies (ELPS)
Communication:
Office Hours:

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.

Department of Educational Leadership and Policy Studies (ELPS) 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.

Department of Educational Leadership and Policy Studies (ELPS) Student 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 self and others as an integral part of school and personal improvement; high quality standards, expectations, and performance; education as key top 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.

Course Description

Prerequisite: This course is restricted to candidates who have been admitted to the Master of Arts in Educational Administration program and/or the CA Preliminary Administrative Services Credential (PASC) program.

ELPS 675 is designed to provide candidates the opportunity to simulate the position of a school administrator and assume the leadership of a typical public school. Content is developed around the use of simulated materials and focuses on the individual student's approach to realistic problems and situations faced by a school administrator.

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: Field Experiences in the Program
Program Standard 7: Nature of Fieldwork Experiences
Program Standard 8: Guidance, Assistance, and Feedback

Category IV: Candidate Competence and Performance-Standard 9
Program Standard 9: Assessment of Candidate Performance

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

CPSEL STANDARDS and CAPEs ELEMENTS – COURSE OUTCOMES for ELPS 675

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, 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.

2D-1   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.

3A1   Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.

3A2   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.

3A3   Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.

3A4   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

3B1   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 helps 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 4: Family and Community Engagement.
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

CAPEs Elements:
4A New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement.

4A-1 Engage family and community members in accomplishing the school's vision of equitable schooling and continuous improvement that includes the academic, linguistic, social-emotional, mental, and physical health, and/or other supports needed to succeed in school.

4A-2 Create and promote a welcoming environment for family and community participation.

4A-3 Recognize and respect family goals and aspirations for students.

4A-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.

4B 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.

4B-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.

4B-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.

4B-3 Access 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.

4B-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.

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 effect 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

6B1   Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.

6B2   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.

6B3   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.

6B4   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 Preliminary Administrative Services Credential program must successfully pass the CalAPA to obtain a Certificate of Eligibility for the Preliminary Administrative Services Credential. The CalAPA consists of three parts:

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

Resources for Students of All Abilities

The following CSUN website provides information and resources for all Students

- https://www.csun.edu/matadorsrising/matadors-rising-student-success-resources

The following CSUN website provides information and resources for self-care and counseling

- https://www.csun.edu/counseling

CSUN Student Support Programs and Services

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 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 a zoom appointment.

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.

Required Course Materials

Textbook materials for this course will be provided by the Department of Ed. Leadership and Policy Studies/ELPS Professors:
- Decision Making Simulation In-Basket Scenarios (Books A, B, and C)

Distribution of Copyrighted Course Material

All fixed/tangible form course materials (e.g., written assignment details, written handouts, written PowerPoint presentations, etc.) are copyrighted and not to be distributed/posted outside of the course and/or for commercial use without my express permission.

Student Technology Requirements

Hardware:
- Computer Laptop or Desktop (MAC or PC)
- Web Cam
- Microphone, speakers, or headset
- Access to the Internet: Wi-Fi or Hotspot

Software:
- Microsoft Office (can be downloaded for free from myCSUNsoftware)
- https://www.csun.edu/it/mycsunsoftware-0

Student Technology Resources

CSUN Device Loaner Program:
- https://www.csun.edu/it/device-loaner-program

CSUN Information Technology & Student Technology Resources
- https://www.csun.edu/it/students

Course Philosophy

The success of this class is highly dependent on the participation and contribution of all of us. The hope is that we share the expectation of active and engaging participation and that we have a commitment to the co-construction of the course and collaborative approaches to learning, to the extent possible. In the end, the more that we all invest in the course, the more we stand to gain and carry with us as a function of our experiences.

Course Methods

This is an **ASYNCHRONOUS**/online course. There will be interaction via our Canvas course site. Several modes of (technological) instruction will occur, including mp.4/YouTube instructor-led lectures, google collaborations, small-group interactive activities, online discussions, and activities at your school site. You are expected to complete all assignments as articulated in the "Course Calendar Schedule" and are due by the date where they appear.

Course Communication
- CSUN email account
- CSUN CANVAS Course Site

- Google drive and Shared CSUN box

CSUN sends all official communications by e-mail, including registration information. Check your CSUN e-mail account (or account to which you have forwarded your CSUN email) regularly. To access the site, go to www.csun.edu/webmail. Once logged in, you may forward your CSUN e-mail to personal email address.

CANVAS

Canvas is an important communication and information tool for our course. All course resources, calendar of assignment requirements, readings, and announcements will be posted on CANVAS. Students can log on to CANVAS to find the course. The following is suggested:
1. Go to http://canvas.csun.edu. Alternatively, from the CSUN homepage, click on myNORTHRIDGE PORTAL, then click on the CANVAS link.
2. Log in using your **CSUN username and password.**
3. Once you have logged in ELPS 675 will appear as a link under "My Course."
4. You will receive an email (your CSUN email address) inviting you to join our ELPS 675 course once you have officially enrolled.

Grading Policies

ELPS students must maintain an overall GPA of 3.0; no grade lower than a "C" will count for credit. An Incomplete will only be given in cases of serious illness or emergency where: (a) the student is on track to pass the course and has completed most required work, per CSUN policy; and (b) the student has contacted professor and submitted Request for Incomplete form before the last class.

Course Grading Scale

You will be graded on the course and assignments, according to the following scale:

A	94-100	C+	77-79
A-	90-93	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	59 and below

Course Assignment Submissions

- All assignments are to be submitted electronically to our Canvas course site unless otherwise noted in course calendar or by professor.
- For tech problems using Canvas, contact CSUN IT Support at 818-677-1400. Canvas is an important communication and information tool for our course.

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 will not be accepted by email unless prior approval is given by the professor.
- All student work products for this course are archived in Canvas. Please notify the professor ahead of time should anything interferes with the timely submission of assignments, projects, or presentations.

Department of Educational Leadership and Policy Studies (ELPS) Writing Standards

The ELPS department has adopted the American Psychological Association (APA 7 ed) 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.
The CSUN University Library also provides academic writing support and feedback:
- https://www.csun.edu/undergraduate-studies/learning-resource-center/online-writing-services

Academic Integrity

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.

Your Course Grade Will Be Determined By The Following:

1. **Professional Participation**   **5 points**

2. **Decision Making Scenarios**
   - In-Basket Decision Making Scenarios Book A   **10 points**
   - In-Basket Decision Making Scenarios Book B   **10 points**
   - In-Basket Decision Making Scenarios Book C   **10 points**
   - Lakeside Orientation   **5 points**

3. **Career Planning Portfolio**
   - Letter of Interest /Personal Mission Statement   **10 points**
   - Resume   **10 points**
   - Initial to Administrative Entry Plan   **5 points**

4. **Self-Assessments of Leadership**
   - Decision Making Scenario   **10 points**
   - Johari Window   **10 points**
   - Sociogram   **10 points**
   - How Do You Get Better?   **5 points**

The following pages include the ELPS 675 calendar of assignments and the alignment to the CAPSELs/CAPEs.

ASSIGNMENTS
Detailed assignment guidelines and rubrics are housed on Canvas course site, under course modules.

1. **Professional Participation (5pts)**
   You are expected to complete assignments, group work, and actively participate in order to fully understand the concepts presented. **Assignments** are to be submitted by 11:59 pm of their due dates unless instructor states differently and/or prior arrangements have been made.

2. **Decision Making Scenarios, (35 pts)**
   Book A and Orientation - Practice : IB, 3C,3D, 5A, 5B, 5C
   Book B and C- Assessment:1B, 3C, 3D, 5A, 5B, 5C
   Students will assume the role of Pat Watkins, principal of Lincoln School in the Lakeside School District. Students will become familiar with this simulated district and school through written information and provided materials. Students will make determinations regarding strengths and weaknesses of the Lakeside School and District, as well as respond to a series of simulated decision-making scenarios.
   - In-Basket Decision Making Scenarios Book A (10 pts)
   - In-Basket Decision Making Scenarios Book B (10 pts)
   - In-Basket Decision Making Scenarios Book C (10pts)
   - Lakeside Orientation (5 pts)

3. **Career Planning Portfolio (25 pts.)**
   Assessment:1B, 3C, 3D, 5A, 5B, 5C
   This is an opportunity for students to create or update their professional career portfolio in preparation for securing a future out-of-classroom or administrative position. This includes understanding how to incorporate your vision of leadership, school culture and climate as well as strategies and strengths for creating safe spaces, diversity, equity, and inclusion of marginalized students.
   - Letter of Interest /Personal Mission Statement (10 pts)
   - Updated Resume (10pts)
   - Initial Administrative Entry Plan (5 pts)

4. **Self-Assessments of Leadership (30 pts.)**
   Assessment:1B, 3C, 3D, 5A, 5B, 5C
   This is an opportunity for students to participate in collaborative and independent activities which will provide experience in making equity-centered leadership determinations at their school site. Students will also be provided surveys for reflections and self- assessments of their own leadership skills.
   - Individual Decision Making Scenario (10pts)
   - Johari Window (10 pts)
   - Sociogram (5 pts)
   - How Do You Get Better? (5 pts)

Course Commitment and Support
This class is designed to facilitate your learning, and I am here to support that process. I invite you to see me if a personal or professional issue arise that affects your course performance.

COURSE CALENDAR – ELPS 675
All Readings, Assignment Requirements and Resources Located on Canvas
Syllabus and Course Content Subject to Change due to course and/or student needs

Weeks/Sessions	Topics To Read or Do This Week	Assignments Due This Week
WEEK #1 *Intro:1B, 3C, 3D, 5A, 5B, 5C*	**Course overview** • Review of Syllabus • Review of Assignments • Review of Course Calendar • Navigating CANVAS **See Week 1 in Canvas Modules for more information**	**Create CANVAS Profile**
**PART 1A** **DECISION MAKING SCENARIOS: YOUR IN-BASKET**	
WEEK #2 *Intro:1B, 3C, 3D, 5A, 5B, 5C*	**READ Decision Making Scenarios: Book A** • Review Staff Handbook- Customized to school,personnel, students, parents, and community • Prioritization Activity Assignment • Review Book A: Assignment Guideline **See Week 2 in Canvas Modules for more information**	
WEEK #3 *Practice: 1B, 3C, 3D, 5A, 5B, 5C*	**READ Decision Making Scenarios: Lakeside Orientation** • Review Lakeside Assignment Guideline • Review Staff Handbook: Customized to school,personnel, students, parents, and community. **See Week 3 in Canvas Modules for more information**	**CANVAS Submission** **Decision Making Scenarios:** **Book (A)** *Practice: 1B, 3C, 3D, 5A, 5B, 5C*
**PART 2** **SELF-ASSESSMENT OF LEADERS: YOU AND YOUR SCHOOL SITE**	
WEEK #4 *Practice: 1B, 3C, 3D, 5A, 5B, 5C*	**Self-Assessments of Leadership: How Do We Get Better?** • Review How Do We Get Better assignment guidelines. • Review Feedback Forms 1 and 2 **See Week 4 in Canvas Modules for more information**	**CANVAS Submission** **Decision Making Scenarios: Lakeside Orientation** *Practice: 1B, 3C, 3D, 5A, 5B, 5C*

Weeks/Sessions	Topics To Read or Do This Week	Assignments Due This Week
WEEK #5 *Practice: 1B, 3C, 3D, 5A, 5B, 5C*	**Self-Assessments of Leadership: Johari Window** • Review Johari Window assignment guidelines • This is a collaboration with multiple colleagues who know you and know your work at your school site. **See Week 5 in Canvas Modules for more information**	
WEEK #6 *Practice: 1B, 3C, 3D, 5A, 5B, 5C*	**Self-Assessments of Leadership: Sociogram Activities** • Review Sociogram assignment guidelines • Three meeting observations – Zoom or face-to face **See Week 6 in Canvas Modules for more information**	**Canvas Submission** **Self-Assessments of Leadership: How Do We Get Better?** *Assess: 1B, 3C, 3D, 5A, 5B, 5C*
WEEK #7 *Practice: 1B, 3C, 3D, 5A, 5B, 5C*	**Self-Assessments of Leadership: Individual Decision Making Scenarios** • Individual Decision making scenario **See Week 7 in Canvas Modules for more information**	**Canvas Submission** **Self-Assessments of Leadership: Individual Decision Making Scenario** *Assess: 1B, 3C, 3D, 5A, 5B, 5C*
**PART 1B** **DECISION MAKING SCENARIOS YOUR IN-BASKET**	
WEEK #8 *Practice: 1B, 3C, 3D, 5A, 5B, 5C*	**READ Decision Making Scenarios: Book B** • Review Staff Handbook- Customized to school,personnel, students, parents, and community • Prioritization Activity Assignment • Review Book B: Assignment Guideline **See Week 8 in Canvas Modules for more information**	**Canvas Submission** **Decision Making Scenarios: Book (B)** *Assess: 1B, 3C, 3D, 5A, 5B, 5C*
**PART 3:** **CAREER PLANNING YOUR PROFESSIONAL PORTFOLIO**	
WEEK #9 *Practice: 1B, 3C, 3D, 5A, 5B, 5C*	**Career Planning Portfolio: Letter of Interest** • Preparing for an Admin Job (Part 1) • Review Letter of Interest /PersonalMission Statement assignment guidelines • Job Search website: Edjoin.org **See Week 9 in Canvas Modules for more information**	**Canvas Submission** **Self-Assessments of Leadership: Johari Window** *Assess: 1B, 3C, 3D, 5A, 5B, 5C*
WEEK #10 *Practice: 1B, 3C, 3D, 5A, 5B, 5C*	**Career Planning Portfolio: Resume** • Preparing for an Admin Job (Part 2) • Review Writing/Updating your Resume assignment guidelines **See Week 10 in Canvas Modules for more information**	**Canvas Submission** **Self-Assessment: Sociogram** *Assess: 1B, 3C, 3D, 5A, 5B, 5C*

Weeks/Sessions	Topics To Read or Do This Week	Assignments Due This Week
WEEK #11 *Practice: 1B, 3C, 3D, 5A, 5B, 5C*	**Career Planning Portfolio: Entry Plan** • Preparing for an Admin Job (Part 3) • Initial Admin Entry Plan for your first Administrative Job **See Week 11 in Canvas Modules for more information**	**Canvas Submission** **Career Planning:** 1. **Letter of Interest** 2. **Updated Resume** 3. **Entry Level Plan** *Assess: 1B, 3C, 3D, 5A, 5B, 5C*
PART 1 C **DECISION MAKING SCENARIOS YOUR IN-BASKET**		
WEEK # 12 *Practice: 1B, 3C, 3D, 5A, 5B, 5C*	**In-Basket Scenarios: In-Basket C** Discussion and Prioritization of Scenarios **See Week 12 in Canvas Modules for more information**	**Canvas Submission** **Decision Making Scenarios:** **Book (C)** *Assess: 1B, 3C, 3D, 5A, 5B, 5C*
WEEK #13	**Happy Thanksgiving** 😊 Focus on your CalAPA responsibilities	
WEEK #14	Focus on your CalAPA responsibilities	
WEEK #15	Focus on your CalAPA responsibilities	**Any late assignments will be accepted here!**
WEEK #16 Finals Week	Complete all of your CalAPA responsibilities	**Cycle 3 Submission to CTC** *Assess: 1B, 3C, 3D, 5A, 5B, 5C*

Decision Making Scenarios: Assignment Guidelines Book A : 10 points
Practice: 1B, 3C, 3D, 5A, 5B, 5C

1. **Please watch Welcome Video Week 2**.

2. **Introduction to Book A Scenarios:**
   a. The materials in **Book A** were left in your "in-basket" by your administrative assistant, Dana Hodges. Before leaving for a brief summer vacation, you asked Dana to assemble any materials, documents, or memos requiring your attention and leave them on your desk. You will address these items upon returning from your brief summer vacation.

      You have just returned from your brief vacation and have allotted yourself approximately <u>one hour</u> in your office alone (before the first day of school).

3. **Read each of the 25 scenarios in Book A**:
   a. **Prioritize and label each of the 25 scenarios in Book A as to "high," "medium," or "low" priority**. Use the Book A Prioritizing Scenarios Template doc. located in Canvas Modules week 2 (download, add your prioritization and save as Last Name_BkA_1).

   b. Arrive at your decisions as if you are Pat Watkins, principal of Lincoln School in the Lakeside School District. In other words, be yourself **but** behave as if you are really on the job as the assigned administrator known as Pat Wakins, principal of Lincoln School in the Lakeside School District.

   c. **Then select 10 out of the 25 scenarios in Book A** that you believe are the highest priority for you as principal of Lincoln School to address as soon as possible. You will create a brief written response for each of the 10 scenarios that you selected by <u>briefly explaining your thinking and rationale</u> for selecting the scenario as a high-priority item that needs to be addressed a soon as possible. (Save your document as Last Name_BkA_2)

   d. **Address the following questions in each of your responses:**

      1. Why is this a high-priority issue?
      2. What action did you take?
      3. What assumptions did you make?
      4. To whom would you talk to **before** you make the final decision?
      5. To whom would you need to talk to **after** you make a final decision?

4. **Assignment Submission to Canvas DUE anytime during WEEK 3**

Decision Making Scenarios
Lakeside Orientation and Assessment Assignment Guidelines: 5 points
Practice: 1B, 3C, 3D, 5A, 5B, 5C

Administrators must be able to assess the strengths and areas of need at their school site as well as the overall school district. The superintendent has asked you, the newly selected principal for Lincoln School, to provide a **5-minute video reflection** of your assessment of the district and your new school.

After reading the **Lakeside Overview** (see Week 3 module), provide your Canvas Discussion Video response to the following prompts:

1. Describe what you believe are the strengths and areas of need of the **Lakeside School District.**

2. Describe what you believe are the strengths and weaknesses of your new assignment, **Lincoln School**.

3. Based on your responses to prompts 1 and 2 above, discuss what other information you believe would be helpful to you in your position as principal in Lakeside School District and Lincoln School as a new principal.

Directions for creating a Canvas Discussion Video Recording

1. Click Discussion Link located on the left side of Canvas ELPS 675 course page.
2. Click the Reply button
3. Click the GREEN Panopto button
4. Before submitting, scroll down, and check "SHOW CAPTIONS" button
5. Hit Submit!
6. After submitting, you can also reply to any other cohort members' submission if you would like to—written or video- your choice.
7. Please remember to first watch the Welcome Video Week #3 first.
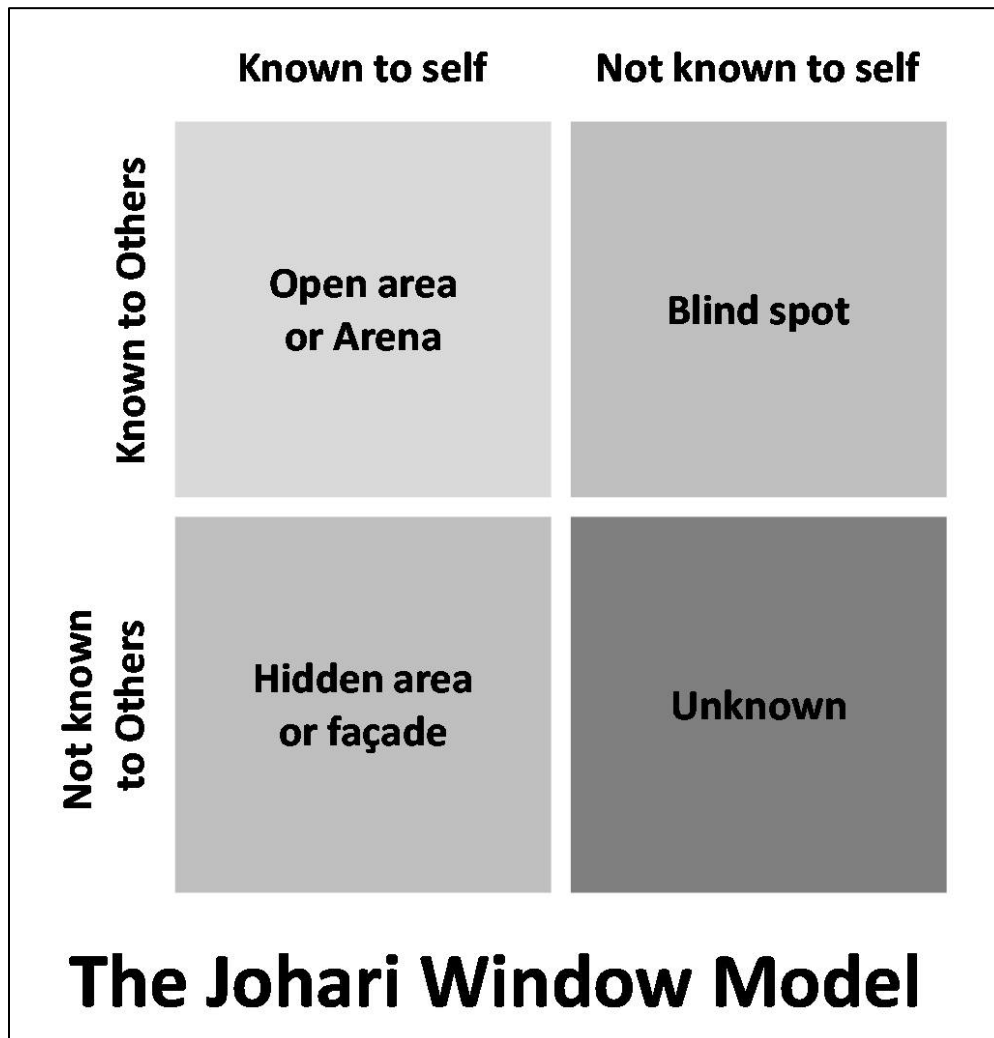
Canvas Discussion Video Submission: Due anytime during Week 4

<u>Self-Assessment of Leadership</u>
JOHARI WINDOW ACTIVITY Assignment Guidelines: 10 points
Assess: 1B, 3C, 3D, 5A, 5B, 5C

      The JOHARI Window was developed by two psychologists, Joseph Luft and Harrington Ingham in the 1950s. The purpose of the JOHARI Window is to provide you an opportunity to grow your leadership/communication skills as a result of gaining a better understanding of yourself. This is an activity for you and three of your colleagues who know you and your work well.

	Known to self	Not known to self
Known to Others	Open area or Arena	Blind spot
Not known to Others	Hidden area or façade	Unknown

The Johari Window Model

<u>The four quadrants include:</u>

- Open Area (public area): Known to you – Known to others. ...
- Blind Spot: Unknown to yourself – Known to others. ...
- Hidden Area: Known to yourself – Unknown to others. ...
- Unknown Area: Unknown to yourself – Unknown to others.

The Johari Window Activity Includes the Following Steps (Repeated Three Times):

You and three of your school site colleagues will place adjectives as follows:

1. The **Open Area** (**public**) quadrant – **YOU and COLLEAGUES** place adjectives that you believe best describe you

2. The **Blind Spot** quadrant – **YOU ASK COLLEAGUES** to place adjectives that **COLLEAGUES** believe best describe you

3. The **Hidden Area** quadrant (also known as the Blind Area) – **COLLEAGUES** place adjectives in this box (**anonymously**)

4. The **Unknown Area** – adjectives that neither **YOU nor COLLEAGUES** would place in this box because they do not apply, or you/they just don't know

MORE SPECIFICALLY:

- **You** complete the PUBLIC AREA and UNKNOWN AREA. Do the PUBLIC AREA first, before asking them to complete the other two sections.

- **Ask three colleagues** that know you and your work well to complete the BLIND, HIDDEN and UNKNOWN quadrants – all about you.

- **Once completed**, analyze the adjectives, and see if there are any trends that seem to appear.

- **Prepare a written reflection which includes a summary** of what you learned and what you might do with the results. (One half page double spaced- minimum AND one full page double spaced maximum)

- **Scan and submit your three completed Johari Windows along with your written reflection.**

ADJECTIVES:

able	accepting	adaptable	bold	brave
calm	caring	cheerful	clever	complex
confident	dependable	dignified	empathetic	energetic
extroverted	friendly	giving	happy	helpful
idealistic	independent	ingenious	intelligent	loving
introverted	kind	knowledgeable	logical	organized
mature	modest	nervous	observant	reflective
patient	powerful	proud	quiet	sensible
relaxed	religious	responsive	searching	
self-assertive	self-conscious			

CANVAS SUBMISSION DUE: Anytime during Week 9

Self-Assessments of Leadership
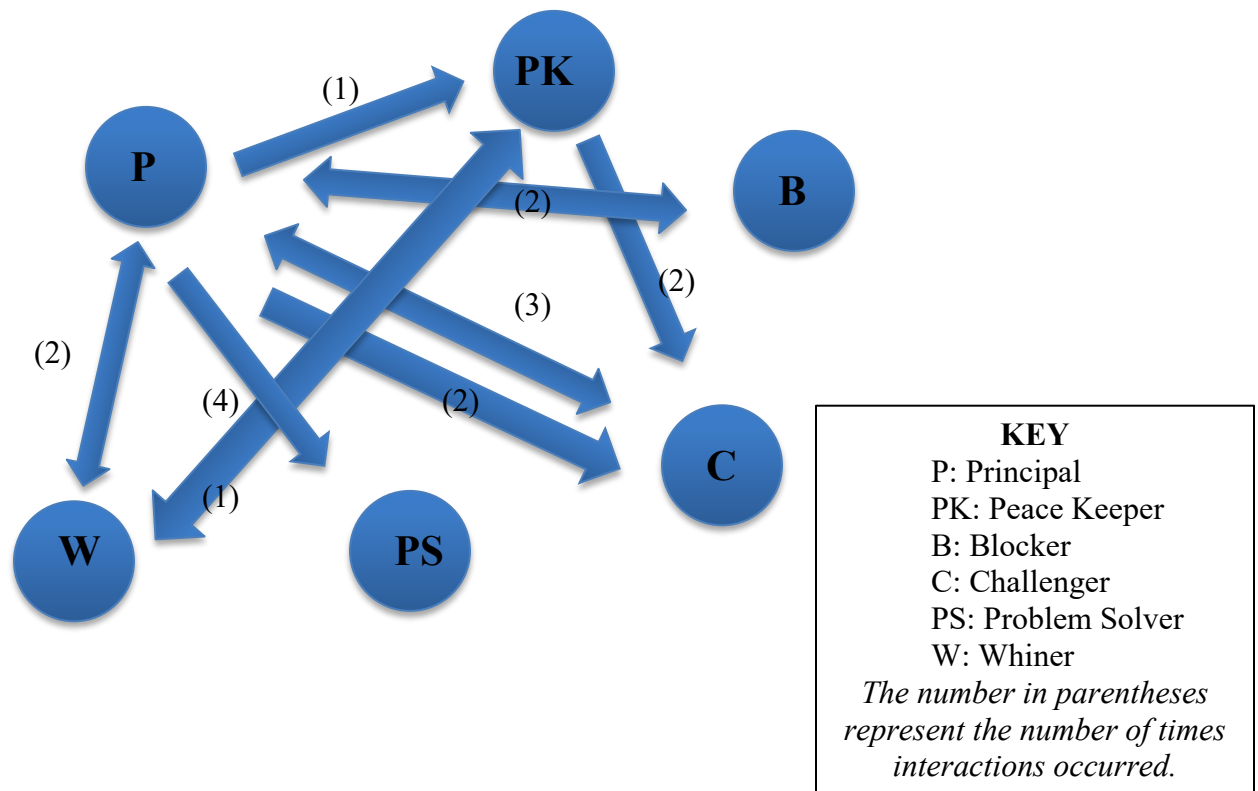## Sociogram Activity Guidelines: 5 points
Assess: 1B, 3C, 3D, 5A, 5B, 5C

A Sociogram can be used to develop a graphic representation of group interactions. Doing several of these with a group provides an idea of the structures and patterns of a group.

As a new equity-minded administrator, it is helpful to know who has influence, communicates, challenges, exaggerates, is dramatic, blocks, etc. Knowing faculty and staff is critical when addressing equity gaps; when building school culture, when building your leadership team and varying types of learning communities.

TO DO:
- Choose a group that meets together (i.e. faculty meeting, grade level, department or content area meeting, PTA, or other school related group).
- Attend at least **three** meetings. (Three of the same group OR three different groups.)
- Develop a Sociogram (see below) for each meeting and chart the interactions that occur.
- Once you have completed them, identify the roles individuals played and the flow of communication. Give a label to each individual.
- Provide a brief summary of what you learned and how you might use this information as a new school leader.

DUE: CANVAS Submission: Week 10

KEY
P: Principal
PK: Peace Keeper
B: Blocker
C: Challenger
PS: Problem Solver
W: Whiner
The number in parentheses represent the number of times interactions occurred.

ELPS 675 Linking List

Pages 1B	I:16	P:20	A:23
Pages 3C:	I:16	P:20	A:23
Pages 3D:	I:16	P:20	A:23
Pages 5A:	I:16	P:19	A:22
Pages 5B:	I:16	P:19	A:21
Pages 5C:	I:16	P:19	A:21