

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

**ELPS 681: ORGANIZATION AND ADMINISTRATION OF ELEMENTARY,  
SECONDARY AND SPECIAL EDUCATION SCHOOLS**

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**Instructor's information and contact information**

**Instructor:**

**Department of Educational Leadership and Policy Studies (ELPS)**

**Communication:**

**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 excellent, 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 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 ethical practice by caring professionals.
- 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)** **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.

## **CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CCTC)-** **STANDARDS OF QUALITY AND EFFECTIVENESS: PRELIMINARY** **ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM STANDARDS**

### **Category 1: 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 LEADERSHIPS (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 AND CAPEs ELEMENTS – COURSE OUTCOMES FOR ELPS 681****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. New administrators know the importance of established structures, policies, and practices that lead to all students graduating ready for college and careers
- 3B Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.
- 3B1 Apply labor relations processes and collective bargaining in CA and their application to contract implementation and management at the local level.
- 3B-2 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.
- 3B-3 New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students, and families.
- 3C 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-1 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-2 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.
- 3C-3 New administrators know how effective management of staff and the school's budget supports student and site needs.
- 3D 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-1 Provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.
- 3D-2 Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being.
- 3D-3 Apply foundational laws and regulations to CA school finance, federal and state program funding, and local allocations.
- 3D-4 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-5 Use various technologies related to financial management and business procedures.
- 3D-6 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.
- 3D-7

**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 resources 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 it successes.

### **CALIFORNIA ADMINISTRATIVE PERFORMANCE ASSESSMENT (CalAPA)**

Effective 2019-2020, candidates enrolling in the MA/Preliminary Administrative Services Credential Program must successfully pass the CalAPA to obtain a Certificate of Eligibility. 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

### **PLACE OF COURSE IN THE CURRICULUM**

This course is a requirement for the Master's Degree in Educational Administration and Preliminary Administrative Credential.

### **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. Organizational structure of elementary and secondary education in the schools, with a focus on site leadership. Particular emphasis given to the organization, administration and supervision of various types of special education programs as well as the internal organization, structure, cultural context and the administration of the school, and the role of the school principal. Emphasizing and encouraging personal responsibility for developing, articulating and refining the values, beliefs and assumptions that guide professional practice to maximize student learning. (3 units)

### **COURSE PHILOSOPHY**

The success of this class is highly dependent on the participation and contribution of us all. 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 assume positions of leadership.

### **COURSE METHODS**

We will utilize several modes of instruction including in-person and virtual instructor-led lectures, discussions, and presentations. All activities, assignments and resources will be posted on our CANVAS course site. Spend some time familiarizing yourself with Canvas as it is both an important tool and a resource for course work and communication.

### **STUDENT RESOURCES:**

#### **Recommended Handbooks, Manuals, and Journals**

American Psychological Association. (2010). *Publication manual of the American psychological association*. (6<sup>th</sup> Ed.) Washington, D.C.: American Psychological Association

### **Presentation of Written Materials and Journals**

The ELPS Department has adopted the American Psychological Association (APA) 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 Oviatt Library at the following website:

<http://library.csun.edu/Guides/ResearchStrategies/CitationStyleGuides>

Another excellent website for APA guidance is:

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

ELPS Department Writing Standards and ELPS Department Writing Rubric at:

<http://www.csun.edu/education/elps/writing-standards.html>

<http://www.csun.edu/sites/default/files/ELPS-Student-Writing-Rubric.pdf>

The ELPS Department also encourages students who are interested to contact the CSUN Writing Center and Lab (818-677-2033), located in the Learning Resources Center in Bayramian Hall 408, for help with academic writing, research papers, and/or note taking techniques.

### **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. These resources provide free, confidential help and information. If you would like to discuss your need for accommodations, please contact me to set up an appointment.

### **COVID-19 updates and student resources**

CSUN is following the guidelines from the California Department of Public Health and the Los Angeles County Department of Health to promote safety during the COVID-19 pandemic for all students, employees, and visitors. In order to protect against the spread of COVID, all students, employees, and visitors to campus are required to adhere to all health and safety requirements. Please review CSUN Matadors Forward – <https://www.csun.edu/matadors-forward>

### **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 more than happy to support you.

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

<https://www.csun.edu/counseling>

### **Student technology requirements**

Hardware:

- Computer Laptop or Desktop (MAC or PC)
- Web Cam and Headset
- Access to the Internet: WiFi or Hotspot

Software:

- Microsoft Office (can be downloaded for free from myCSUN software)
- <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>

### **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). **Equally important is that the issue of ethics is deeply embedded into school leadership, and plagiarism is a breach of ethics.**

### **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](http://www.csun.edu/webmail). Enter your CSUN User ID and Password. To forward your CSUN e-mail to your personal preferred email, go to [www.csun.edu/account](http://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.

Other course resources and activities will be posted on Canvas. There are a number of ways students can log on to Canvas to find the course. The following is suggested:

1. Go to <http://canvas.edu>. Alternatively, you can also get there from the CSUN homepage.
2. Use your **CSUN username and password.**
3. Once you have logged in, your current course(s) will appear as a link under "My Course(s)."

### **AUDIO AND/OR VIDEO RECORDING IN CLASS**

You may not record synchronous class sessions except in accordance with ADA accommodations. Any recordings made in connection with a disability accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual.

### **CALIFORNIA ADMINISTRATORS PERFORMANCE EXPECTATIONS (CAPE) LOG**

Beginning with the Fall, 2015 semester all newly enrolled ELPS students will identify and incorporate three activities per each California Administrative Performance Expectations (CAPE) using the California Administrator Content Expectations (CACE) as a guide. Please see the CAPES on page 2 of this syllabus. There will be a total of eighteen authentic experiences to be selected during the candidate's entire participation in the ELPS program. Experiences prior to enrolling in the program are not relevant and may not be included.

### **MUTUAL RESPONSIBILITIES, OBLIGATIONS, AND EXPECTATIONS**

This syllabus represents a contract between the student and the professor. The professor is committed to the due diligence necessary to provide a quality program, including accurate and relevant information that is presented in a manner that promotes learning and involves students in the learning process. Course content, requirements, scheduling, assessment of student work, and expectations will be clear and unambiguous. Student work will be graded and returned in a timely manner.

This course is an interactive seminar in which each student has the responsibility to contribute as well as learn. Students will participate in all aspects of the instruction, including Canvas resources, and meet deadlines for all coursework. **Professor must be notified ahead of time should anything interfere with the timely submission of assignments and/or participation. Grades will be affected if prior notification is not given to professor.** Given the seminar format of this course, students are expected to participate in class discussions, and make contributions to the content of the course through literature, current events, and their own experiences. It will be your responsibility to prepare for class discussions and reflections by reading materials posted and by participating in the activities.

### **REQUIRED READING**

Texts: Chenoweth, Karin, Theokas, Christina, (2011). *Getting It Done Leading Academic Success in Unexpected Schools*. Harvard Education Press.

McLaughlin, M. & Nolet, V. (2009). *What every principal needs to know about special education*. Corwin Press: Thousand Oaks, CA

Supplementary: Not Required, but good sources of information

McLaughlin, M. & Ruedel, K. (2012). *The School Leader's Guide to Special Education 3<sup>rd</sup> Edition*, Solution Tree Press.

Mary Konya Weishaar, Phillip M. Weishaar, John C. Borsa. *Inclusive Educational Administration A Case Study Approach*

John R. Hoyle, Fenwick W. English, Betty E. Steffy. *Skills for Successful 21<sup>st</sup> Century School Leaders*

Assigned articles: Numerous articles are assigned throughout the course. All articles are posted on Canvas.

**CANVAS – The articles, resources, etc. that you need for this class are all posted on Canvas in the Modules section.**

### **GRADING REQUIREMENTS**

All assignments will be judged on depth of content information, thoroughness, detailed analysis, effort/quality, organization and understanding of the assignment. Assignments are due on the Sunday following the date specified on the syllabus unless otherwise noted by the professor or agreed upon individually with student.

Evaluation will be based on a point scale from 1-100:

A	100-93	Exemplary and consistent evidence of meeting or exceeding standards
A-	92-90	Strong and consistent evidence of meeting or exceeding standards
B+	89-85	Very good and consistent evidence of meeting standards
B	84-80	Satisfactory and usually consistent evidence of meeting standards
C+	79-75	
C	74-70	

### **GENERAL REQUIREMENTS**

This course is an interactive seminar in which each student has the responsibility to contribute to as well as learn. Therefore the student is expected to fulfill the following requirements:

- Demonstrate knowledge and competence in stated objectives through written assignments and class discussions.
- Read course texts and other readings as assigned.
- Timely submittal of assignments and conscientious preparation of assignments/activities.
- Participate in class discussions by sharing ideas, opinions, and experiences.
- Be present and engaged during course sessions

### **STUDENT GRADING RUBRIC**

The following categories will be used for assessing Knowledge and Skill:

#### **Concept Development**

- Knows important facts and theories
- Interprets and applies ideas and theories in classroom content
- Connects ideas and develops hypothesis

- Generates new ideas or perspectives

### **Participates regularly in each class**

- Active listener
- Asks/answers questions – demonstrates higher order thinking as appropriate
- Contributes to group work
- Participates regularly in each class session
- Shares ideas
- Prepares for class
- Respects ideas of others
- Explores and presents multiple points of view

### **Written Assignments**

- Adheres to assignment parameters
- Demonstrates use of research
- Develops clear thesis/topic around important idea
- Provides relevant supporting facts/details
- Draws logical and supported conclusions
- Makes realistic and useful recommendations
- Connects ideas and applications beyond the context of assignments
- Uses correct academic language and style
- Uses correct spelling, mechanics, and grammar
- Shows clear organization
- Types all written work using double space format

### **Oral Assignments**

- Adheres to assignment requirements
- Demonstrates planning
- Utilizes research
- Demonstrates topic understanding
- Utilizes appropriate and effective delivery style
- Demonstrates clarity of ideas
- Maintains eye contact
- Utilizes an appropriate volume and clear voice
- Demonstrates organization of content
- Utilizes communication aids
- Maintains engagement with audience

### **MY COMMITMENT AND SUPPORT**

I invite you to see me if a personal or professional issue arises that affects your performance in class or your short or long term career goals. Please reach out to me so that I may provide

support for you. This class is designed to facilitate your personal learning, and I am here to support that process. Please know that I am invested in your success, and all of our conversations are confidential.

### **COURSE REQUIREMENTS AND GRADING POLICY-100 POINTS TOTAL**

Attendance and Active Class Participation	15 points
3 Reflections – 10 points each	30 points
Special Education Observation	25 points
Final Exam	35 points
<b>Possible Total Points</b>	<b>100 points</b>

Each assignment is given with certain goals in mind. One of the most important of these goals is for you become a master at communication. The skill of communication is the one most closely linked to effective leadership. These assignments provide opportunities for you to put our class discussions and educational learning theory into practice with the goal being to **connect the rhetoric to your practice**. The written assignments all are to be viewed through your own personal leadership lens in a reflective dialogue rather than a structured academic paper. The goal of **ALL** assignments in this course is for you to think analytically and critically about each reading, interview, etc. and **respond in your own unique way**. The purpose is for you to agree, disagree, discuss the impact the article had on your thinking, and how it will affect your future practice. **Be sure that you are constantly reflecting about how to connect all of the leadership jargon to your work site practice. Otherwise, there will be no impact on anyone or anything.**

It is critical that your writing be revised and edited before you submit it for grading.

**All submitted work is to be double-spaced and submitted using Word.**

Assignments submitted late **without prior discussion with professor** may result in a reduction of points. **Assignments are due by 11:59 pm on the Sunday posted on the Course Schedule and on Canvas.**

**All articles are posted on Canvas. You can find each one there so that you can access and refer to them during class.**

**All reading is to be completed prior to class on the date assigned on the course schedule.**

No make-up work will be assigned for missed classes unless there are special circumstances discussed prior to missed class session.

### **Additional discussion of assignments:**

#### **1. Attendance and Class Participation 15 Points**

Students are expected to attend class sessions and to **actively** participate in all class activities and discussions. This is an interactive seminar and, as such, depends upon dialogue and examples brought to class by students. Participation grade **will reflect student engagement in class discussions**. All discussions will remain confidential and stay within the confines of the

classroom. **If you will be late or need to miss a class, please let the professor know before class begins.** Sometimes life happens – just be sure to notify the professor ahead of time.

## **2. Reflection Assignments (3) 30 Points**

All assignments include a personal reflective component that encourages you to document your progress, challenges, and developing style of leadership as you apply adult learning theory in the context of your work for these courses. These reflections are about YOU, YOUR style, YOUR challenges, YOUR strengths. We tend to reflect on what other people have done when we engage in reflection. That is NOT the point of these reflections. It is all about you and what you think about the articles you are reading. Think about the takeaways that have made an impact on your thinking, the strategies you will take with you on your journey, the points you do not agree with, etc.

Sometimes life gets in the way of our best intentions. **If you have an emergency and need to turn in an assignment late, let the professor know prior to the time the assignment is due.** All assignments are due at 11:59 pm on the Sunday after they are assigned except for the final exam which is due on December 11<sup>th</sup>. Reflections should be about 1-2 pages.

**Specifically, these assignments include:**

**Session/Assignment     All assignments are to be submitted on Canvas**

### **Reflection 1 – 10 points each**

#### **Session 3 (Assess: 1A, 1B, 1C, 2B, 2D)**

*The Agenda – Grassroots Leadership* describes the effect that one person in leadership can have on an organization from developing a collective vision to helping understand how the vision guides the change process in the organization. What points resonated with you the most when you read the article about the Admiral in Grassroots Leadership? What strategies did you learn that you might adopt as you move forward in leadership roles? How will you adapt those strategies to your own school site leadership?

### **Reflection 2 – 10 points**

#### **Session 11 (Assess: 2B, 2C, 2D, 3A, 3C, 5A, 5B, 5C)**

As an aspiring school leader, reflect on your current school's practices related to curriculum, instruction, and assessment for students with disabilities. In your reflection, consider how well your school embodies both the spirit and the legal requirements of IDEA. Are students with disabilities provided with individualized supports and effective instructional strategies that align with Program Quality Indicators? Describe your role, or the role you intend to take, as an instructional leader committed to shaping a collaborative and inclusive culture of teaching and learning.

### **Reflection 3 – 10 points**

#### **Session 14 (Assess: 2B, 2C, 2D, 3A, 3C, 5A, 5B)**

After watching F.A.T. City by Rick Lavoie, reflect on how the video deepened your understanding of the experiences of students with learning disabilities and shapes your vision for supporting diverse learners.



As a future school leader, consider how this perspective influences your approach to creating an inclusive school climate, supporting teacher growth and instructional improvement, and ensuring ethical, student-centered decision-making.

**Special Education Observation – 25 points (Assess: 2B, 2C, 2D, 3B, 3C, 5A)**

Write a 3-4 page narrative that reflects what you observed about the classroom environment, the access to core curriculum, the teaching strategies, the engagement of students, student behavior, the involvement and interaction of the aides in the room, and your own analysis of what you saw, what conversations or questions you might have with/for the teacher and what possible next steps you might take as an administrator. The observation should take about 30 - 45 minutes. Please be sure to send a formal thank you to the teacher. If you need help finding a special education classroom, please let the professor know.

**Final Exam – 35 points**

**Session 16 (Assess: 1A, 1B, 1C, 2B, 3A, 3B, 3D, 5A, 5B, 5C, 6A, 6B)**

Write a 6-7 page personal reflection paper in which you assume the role of principal. This school is situated in a culturally and linguistically diverse urban neighborhood and serves approximately 800 students. The school is known for its strong philosophical commitment to inclusion. However, significant structural and operational challenges limit its ability to fully include students with disabilities. For example:

- Special education classrooms are physically isolated at the back of the campus, limiting interaction and integration.
- General education teachers support inclusion but lack meaningful, ongoing professional development in inclusive practices.
- A needs assessment and parent surveys show widespread concern over limited social interaction and access for students with disabilities.

As principal, you are responsible for addressing these issues through ethical leadership, resource management, inclusive planning, and policy communication. In your written reflection, address the following:

- Reflect on your professional responsibility to act ethically, ensuring equitable outcomes for students with disabilities and adhering to district policies
- Address short- and long-term strategies for addressing physical and systemic barriers to inclusion
- Identify steps to engage and support staff in understanding inclusive pedagogy through ongoing reflection and training
- Identify strategies for communicating changes and policies clearly to all stakeholders, including staff, families, and the community

# Course Schedule

Class	Session Content	Reading and Assignment(s)
Session 1	<p><b>Discussion:</b> Welcome and introductions Review of course requirements Forms and Schedules Introduction of CAPE Standards 1-6</p> <p><b>Activities:</b> Introduction to 681 PPT Collaborative Vision Building, Part 1 Introduction and Discussion of CAPE Standards 1-6</p>	<p>I will post all the articles that you are required to read for the class session on Canvas in the module that corresponds to the date of the class session. <b>Reading should be completed prior to class.</b> All of your assignments will be listed in this section of the course schedule, and you have until Sunday of that same week to complete them and upload them onto Canvas. <b><u>Assignments should be posted on Canvas in the assignment section no later than 11:59 pm by Sunday of the week it is due – that means you have 5 days to submit.</u></b></p> <p><b>Introduce:</b> CAPE Standards 1-6</p>
Session 2	<p><b>Discussion:</b> Reflect on those ideas in the LaBarre, Zmoredsky, and Blanchard articles that resonated with you as compelling. Be prepared to discuss them in class.</p> <p><b>Activities:</b> Leadership Vision PPT Collaborative Vision Building, Part 2 Group Discussion: Process of developing and implementing a unifying vision</p>	<p><b>Read:</b> Chenoweth and Theokas, Foreword, Preface, Introduction, Chapter 1</p> <p>LaBarre, Patty: <i>The Agenda – Grassroots Leadership</i> Zmoredsky, Debbie: <i>Why Leaders Must have Vision</i></p> <p>Blanchard, Ken: <i>Leadership and Vision</i></p> <p><b>Introduce:</b> 1A, 1C, 3C</p> <p><b>Practice:</b> 1A, 2A, 1B, 3A, 3C</p>
Session 3	<p><b>Discussion:</b> Culture and climate determine the direction of school site work. Time and attention to cultivating and maintaining the right culture are critical to the vision and forward movement of the school.</p> <p><b>Activity:</b> Culture and Climate PPT Connecting vision to creating safe spaces for work and learning Group Discussion: Effectively creating a safe learning environment and workplace in schools.</p>	<p><b>Read:</b> Chenoweth and Theokas, Chapters 2, 3</p> <p>Barth, Roland: <i>The Culture Builder</i> Kent D. Peterson and Terrence E. Deal: <i>How Leaders Influence the Culture of Schools</i></p> <p><b>Assignment Due:</b> <b>Personal Analytical Reflection #1</b></p> <p><b>Introduce:</b></p> <p><b>Practice:</b> 1A, 1B, 1C, 3A,</p> <p><b>Assess:</b> 1A, 1B, 1C, 2B, 2D</p>
Session 4	<b>CalAPA Independent Work Session</b>	
Session 5	<p><b>Discussion:</b> Communication is the skill that is the most closely aligned to leadership</p>	<p><b>Read:</b> Chenoweth and Theokas, Chapters 4, 5</p>

	<b>Activities:</b> Communication PPT Betsy Bernard 7 Golden Rules Communication Questionnaire Group Discussion: How to communicate and implement your vision with stakeholders	Myatt, Mike: <i>10 Communication Secrets of Great Leaders</i>  <b>Introduce:</b> 3A, 4A, 4B, 5A, 5B, 5C  <b>Practice:</b> 1C, 2B, 2D, 3A
<b>Session 6</b>	<b>CalAPA Work Session</b>	
<b>Session 7</b>	<b>Discussion:</b> Think about the core beliefs and attributes of the 33 GID principals; the focus areas, core practices that positively impact achievement based on the research provided, and the systems and structures put in place to encourage sustained growth over time.  <b>Activities:</b> Chenoweth and Theokas PPT Group Discussion: Developing a collaborative culture focused on teaching, learning, and teacher feedback on practice	<b>Read:</b> Chenoweth and Theokas, Chapters 6, 7 and Conclusion  Tim Westerberg: <i>Principles for Principals</i>  <b>Introduce:</b> 2B, 2D, 3A,  <b>Practice:</b> 2B, 2D, 4B, 5A, 5C
<b>Session 8</b>	<b>Discussion:</b> Conflict and resistance – strategies for building consensus and responding to resistance. Think about how transition plays into conflict and resistance?  What are some specific conflicts you have been engaged in or observed at your school?  <b>Activities:</b> Conflict PPT Conflict Scenarios Self-Survey Conflict Resolution	<b>Read:</b> Haden, Jeff: <i>10 Things Incredibly Likable People Never, Ever Do</i>  Bridges, William: <i>Managing Transitions</i>  Abrams, Jennifer: <i>Hard Conversations</i>  <i>Art of Questioning</i>  <i>3 Behavioral Types</i>  <i>Self-Survey Conflict Resolution – fill it out and bring it to class</i>  <b>Introduce:</b> 3B, 3C, 3D, 5A, 5B  <b>Practice:</b> 3A, 3B, 3C, 3D, 5A, 5B
<b>Session 9</b>	<b>Discussion:</b> Conflict Continued How to initiate, maintain, manage and sustain change  <b>Activities:</b> Change Management PPT Video: Rita Pierson	<b>Read:</b> Bruce Tuckman – Forming, Storming, Norming and Performing; Doug Reeves – The Myth About Buy-in  <b>Practice:</b> 3A, 3B, 3C, 3D, 4B, 5A, 5B  <b>Assess:</b> 3A, 3B, 3C, 3D, 4B, 5A, 5B

<b>Session 10</b>	<p><b>Discussion:</b> Special Education Foundations Building a quality program that provides meaningful access to all students -&gt; equity. Introduce and discuss key policies and practices to consider when building quality instructional programs</p> <p><b>Activities:</b> Special Ed PPT Group Discussion: Role of professional learning in developing a culture of teaching and learning</p>	<p><b>Read:</b> McLaughlin – Introduction and Section I  Kingsley, Emily Pearl, <i>Welcome to Holland</i></p> <p><b>Introduce:</b> 2B, 2C, 2D, 3A,3C, 6A, 6B</p> <p><b>Practice:</b> 2B, 2C, 2D, 3A,3C, 6A, 6B</p>
<b>Session 11</b>	<p><b>Discussion:</b> Instructional Leadership in Special Education – Program Quality Indicators</p> <p><b>Activity:</b> Instructional Leadership and Quality Indicators PPT Group Role Play: Providing feedback to teachers around instructional practices Discussion Group: Professional learning and growth opportunities needed to support high quality teaching and learning.</p>	<p><b>Read:</b> Program Quality Indicators-Assessing special education programs, assessments, planning, and strategies Review Special Ed Acronyms and Scenarios</p> <p><b>Assignment Due:</b> <b>Personal Analytical Reflection #2</b></p> <p><b>Introduce:</b> 2A</p> <p><b>Practice:</b> 2B, 2C, 2D, 3A, 3C, 5A, 5B, 5C, 6A, 6B</p> <p><b>Assess:</b> 2B, 2C, 2D, 3A, 3C</p>
<b>Session 12</b>	<p><b>Discussion:</b> Special Education – A Practitioners Perspective</p> <p><b>Activity:</b> Guest Speaker: Alesha Haase, Administrator of Instruction, Division of Special Ed Group Discussion: How school leaders are responsible for promoting equitable policies and practices around student outcomes</p>	<p><b>Read:</b> Armstrong, Thomas: <i>First, Discover Their Strengths</i>  John Elder Robison: <i>Call Me Different, Not Difficult</i></p> <p><b>Practice:</b> 2A, 2B, 2C, 2D, 6A, 6B</p>
<b>Session 13</b>	<p><b>Discussion:</b> Think about the implications for leadership after you watch the videos and discuss the case studies. What’s your role as a leader?</p> <p><b>Activities:</b> The Equity Lens PPT Case Studies – Gabe, Billy, Jason, Lena, Melany</p> <p>Videos – <i>Ruby’s Inclusion Story</i>, <i>Under the Surface</i>, <i>Dear Teacher</i></p>	<p><b>Read:</b> 5 Case Studies – Gabe, Billy, Jason, Lena, Melany</p> <p><b>Observation Assignment Due:</b> <b>See the assignment description in your syllabus and in the Assignment Section.</b></p> <p><b>Practice:</b> 2B, 2C, 2D, 3B, 3C, 5A</p> <p><b>Assess:</b> 2B, 2C, 2D, 3B, 3C, 5A</p>
<b>Session 14</b>	<p><b>Discussion:</b> Historical context for Special Education advocacy work</p> <p><b>Activities:</b></p>	<p><b>Read:</b> McLaughlin – Section III and Summary</p> <p><b>Assignment Due:</b> <b>Personal Analytical Reflection #3</b></p>

	Historical Context and Perspective PPT Social Skills and Learning Disabilities – Rick Lavoie F. A. T. City – Rick Lavoie	<b>Assess:</b> 2B, 2C, 2D, 3A, 3C, 4A, 4B, 5A, 5B, 5C, 6A, 6B
<b>Session 15</b>	<p><b>Discussion:</b> The school leader’s role in understanding how district policies and practices impacts the school community</p> <p><b>Activities:</b> Principal Leadership PPT Collaborating with the school community to address the needs of students with disabilities</p>	<p><b>Read:</b> <i>Promoting Principal Leadership for the Success of Students with Disabilities</i>  Colin Powell, <i>The Leadership Primer</i></p> <p><b>Practice:</b> 3A, 3C, 4A, 4B, 5A, 5B, 5C, 6A, 6B</p>
<b>Session 16</b>  <b>FINAL EXAM POSTED ON CANVAS BY 11:59 PM</b>		<p><b>Final Exam Due on Canvas</b> The final exam can be found on Canvas in the Assignment section and in your syllabus.</p> <p><b>Assess:</b> 1A, 1B, 1C, 2B, 3A, 3B, 3D, 5A, 5B, 5C, 6A</p>

### ELPS 681 Syllabus and Course Schedule-Linking List

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

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

Pages: **I: 19** **P:19** **A: 17**

#### CAPE 1C: Implementing the Vision

Pages: **I: 19** **P: 19** **A: 17**

#### CAPE 2B: Promoting Effective Curriculum, Instruction, and Assessment

Pages: **I: 20** **P: 20** **A: 17**

#### CAPE 2D: Feedback on Instruction

Pages: **I: 19** **P: 20** **A: 17**

#### CAPE 6A: Understanding and Communicating Policy

Pages: **I: 21** **P: 21** **A: 18**

#### CAPE 6B: Representing and Promoting the School

Pages: **I: 21** **P: 21** **A: 18**