

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

**COURSE OUTLINE**

**Research in Educational Leadership**

**ELPS 600**

**The Michael D. Eisner College of Education Conceptual Framework**

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

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

**ELPS 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. 1
5. **Life-long learning:** professional development for staff and others as an integral part of school and personal improvement; high quality standards, expectations, and performance;

education as key to opportunity and social mobility; commitment to pursuing knowledge and skills required of educational leaders.

6. **Responsibility and time management:** to meet obligations to self and others; accomplishing personal and professional goals.
7. **Diversity:** being sensitive to individuals, groups, cultures, and all aspects of the school and larger society; recognizing, valuing, and understanding diversity in cultures, ideas, values, lifestyles, learning styles, intelligences; providing leadership that promotes continuing dialog with diverse community groups to develop culturally responsive schools; facilitating implementation of learning opportunities that are effective in closing achievement gaps and providing quality education in diverse school communities.

### **California Commission on Teacher Credentialing (CCTC) – Standards of Quality And Effectiveness: Preliminary Administrative Services Credential Program Standards**

#### **Category 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 2: Curriculum-Standard 6**

- Program Standard 6: Preparing Candidates to Master the Administrator Performance Expectations (CAPEs)

#### **Category 3: Field Experiences in the Standards-Standards 7 and 8**

- Program Standard 7: Nature of Field Experiences
- Program Standard 8: Guidance, Assistance, and Feedback

#### **Category 4: Candidate Competence and Performance-Standard 9**

- Program Standard 9: Assessment of Candidate Performance

### **CATALOG DESCRIPTION**

Prerequisite: This course is restricted to candidates who have been admitted to the Master of Arts in Educational Administration and/or the CA Preliminary Administrative Services Credential program. This course introduces students to education research concepts, methods, and contributions to K12 and higher education practice, with an emphasis on how administrators can use research to inform decision-making. It is designed to provide students with the foundations of educational research so they will be able to understand basic research reports, evaluate practice considering research, and develop action research projects.

### **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 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 600**

### **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-2 Analyze available student and school data from multiple sources to develop a site-specific vision and mission.
- 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-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.

### **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:**

- 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-4 Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.
- 2D-2 Use the principles of reflective conversations and collegial feedback to guide targeted instructional improvement.

### **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-4 Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school.

### **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-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.

### **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-4 Maintain a high standard of professionalism, ethics, integrity, justice and equity and expect the same behavior of others.
- 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-3 Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual anticipated challenges that can negatively affect student success.
- 5C-3 Use personal and professional ethics as a foundation for communicating the rationale 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-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.
- 6B-1 Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.
- 6B-4 Involve stakeholders in helping address the school’s challenges as well as sharing in its successes.

**CALIFORNIA ADMINISTRATOR PERFORMANCE ASSESSMENT (CalAPA).**

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

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

**ELPS DEPARTMENT MISSION STATEMENT**

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

**PLACE OF COURSE IN CURRICULUM**

This course is a requirement for the Master’s degree in Educational Administration and the Preliminary Administrative Services Credential.

**TEXTBOOKS**

Suggested Textbooks:

Creswell, John W. (2005). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (2nd ed.). New Jersey: Merrill Prentice Hall.

Fraenkel, J. and Wallen, N. (2015). *How to design and evaluate research in education*. (9<sup>th</sup> Ed.). New York: McGraw Hill

Mills, G. E. (2018). *Action research: A guide for the teacher researcher* (6th Ed). Boston: Pearson Education

Spaulding, D. and Falco, J. (2013). *Action research for school leaders*. (1<sup>st</sup> Ed.). Upper Saddle River: Pearson Education

### **RECOMMENDED HANDBOOKS, MANUALS, AND JOURNALS:**

American Psychological Association. (2010). *Publication manual of the American psychological association*. (6th edition). Washington, D.C.: American Psychological Association.

### **PRESENTATION OF WRITTEN MATERIALS**

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 to contact the CSUN Writing Center and Lab (818-677-2033), located in the Learning Resources Center in Baramins Hall 408, for help with academic writing, research papers, and/or note taking techniques

### **DISABILITIES**

If you know you have a disability that could affect your performance in this class, please contact CSUN Students with Disabilities Resources (818-677-2684, Student Services Building 110) for free, confidential help and information. You are welcome to share this information with the professor if you wish to do so.

### **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).

### **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 Yahoo, Hotmail, or other preferred address, 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 email account throughout the semester.

### **Course Schedule**