

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

COURSE OUTLINE

DECISION MAKING SIMULATION

ELPS 675

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.
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 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

CATALOG DESCRIPTION

Prerequisite: This course is restricted to candidates who have been admitted to the Master of Arts in Educational Administration and/or the CA Preliminary Administrative Services Credential program. Designed to provide experienced school administrators and graduate students in administration and supervision the opportunity to simulate the position of a school administrator and assume the leadership of a typical public school. Content is developed around the use of simulated materials and focuses on the individual student and his or her approach to realistic problems and situations faced by a school administrator. These responses are the basis for the student's self-examination of his or her administrative behavior and enables him or her to capitalize upon strengths and ameliorate weaknesses. (3 units)

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

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

CPSEL Standard 1: Development and Implementation of a Shared Vision

CPSEL Standard 2: Instructional Leadership

CPSEL Standard 3: Management and Learning Environment

CPSEL Standard 4: Family and Community Engagement

CPSEL Standard 5: Ethics and Integrity

CPSEL Standard 6: External Context and Policy

CPSELs STANDARDS 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 help establish, monitor, and evaluate the alignment and effectiveness of organization processes to meet school goals and provide equitable access to opportunities for all students.
- 3C New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students, and families.
 - 3C-1 Use principles of positive behavior interventions, conflict resolution and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.
 - 3C-2 Recognize personal and institutional biases and inequities within the educational system and the school site that can negatively impact staff and student safety and performance and address these biases.
 - 3C-3 Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.
- 3D New administrators know how effective management of staff and the school's budget supports student and site needs.
 - 3D-1 Observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.
 - 3D-2 Provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.
 - 3D-3 Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being.
 - 3D-4 Apply foundational laws and regulations to CA school finance, federal and state program funding, and local allocations.
 - 3D-5 Assess and analyze student and site needs and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school's vision, goals, and improvement plans.
 - 3D-6 Use various technologies related to financial management and business procedures.
 - 3D-7 Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school's budget and expenditures, including financial record keeping and accounting.

CPSEL Standard 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.

ELPS 675 in conjunction with ELPS 697 Comprehensive Exam and ELPS 688-Fieldwork in Educational Administration represent the culminating experiences that each candidate successfully completed in order to receive the MA and Certificate of Eligibility (Tier I). Upon successful completion of these three courses the candidates have been assessed in all of the CAPE’s and have submitted documentation in the form of activity logs, artifacts, biweekly reports, work samples, course requirements and exams. This assures the ELPS Department that all of the candidates have addressed and been assessed in all of the CAPEs.

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 THE CURRICULUM

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

SUPPLEMENTARY MATERIALS

- Decision Making Simulation developed and provided by the ELPS Office
- Book A-developed and provided by the ELPS Office
- Book B- “ “ “
- Book C- “ “ “

RECOMMENDED HANDBOOKS, MANUALS, AND JOURNALS

American Psychological Association. (2010). *Publication manual of the American psychological association*. (6th Ed.). 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 Bayramian 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).

CELL PHONE USAGE

Cell phones are to be turned off during instructional time.

E-MAIL

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

Course Schedule: