CALIFORNIA STATE UNIVERSITY **LONG BEACH**

EDUCATIONAL
LEADERSHIP DEPARTMENT

COURSE INFORMATION

Course:	EDAD 621C (1 unit)
	Seminar: Collaboration and Educational Leadership (1 unit)
Term:	Fall 2020
Meeting Times:	Tuesdays, 5:45-8:30pm
Course Modality:	Fully Online (Alternative Mode of Instruction)

Online (Asynchronous) Class Modules: November 12

Online (Synchronous) Sessions (these sessions will be held via Zoom—links to be provided on BeachBoard and via email):

- Thursday, September 3: 6-8pm whole class Zoom
- Thursday, September 24: individual student conferences 6-8:30pm
- Thursday, October 8: 6-6:30pm whole class Zoom; individual student conferences 6:30-8:30pm
- Thursday, December 3: 6-8pm whole class Zoom

INSTRUCTOR

- o Erin Biolchino, J.D., Ed.D.
- o Phone: 562-985-1539 (email is preferred method of contact)
- o Email: Erin.Biolchino@csulb.edu
- o Office: AS-203
- o Office Hours: Wednesdays, 2:00-5:00pm
  - o You can schedule an appointment at https://biolchino.youcanbook.me
  - o All office hours will be conducted via Zoom during fall 2020 using this Zoom link: https://csulb.zoom.us/j/7545685798 (please do not share this with anyone outside the class)

COLLEGE OF EDUCATION MISSION STATEMENT
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

COURSE DESCRIPTION

Supports students in their leadership development and progress in the program (including program portfolio) and on the CalAPA. Supports students in preparing for collaborative leadership with a focus on facilitating professional learning. Prerequisite: Admission to the Educational Administration Program or consent of instructor. Letter grade A-F only.

STUDENT LEARNING OUTCOMES

The following student learning outcomes are derived from the California Administrator Performance Expectations (CAPEs). By the end of this course, students will be able to:

1. Demonstrate a mature understanding of state standards for educational leaders (e.g., the CAPEs and CPSELs) (CAPE 2A.1)
2. Collaborate with stakeholder groups, particularly teachers, during coursework and fieldwork related to CalAPA Cycle 2
3. Practice advanced use of APA format in scholarly writing by correctly creating a reference list
4. Reflect on learning in the program and leadership development by adding to and refining the EDAD program portfolio
5. Use personal and professional ethics as a foundation for communicating the rationale for actions (CAPE 5C.3)

REQUIRED TEXTS

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.)*. Washington, DC: Author. *(this will be used/needed throughout the program)*

The Purdue Owl web site will also be helpful: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

California Administrator Performance Expectations (CAPE): https://www.ctc.ca.gov/docs/default-source/educator-prep/asc/2017-cape-and-cace.pdf?sfvrsn=f66757b1_2

CalAPA Materials (on BeachBoard)

Additional supplemental readings may also be assigned by the instructor.

MODE OF DELIVERY AND TECHNICAL REQUIREMENTS

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on BeachBoard and are required to participate in synchronous class meetings via

Zoom. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on BeachBoard and Zoom, students will need access to the Internet and an up-to-date, supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to http://get.adobe.com/reader/.

If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk.

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

RESOURCES

The following may be useful resources as you go through the semester:

- Academic Technology Services Resources for Students (including links to BeachBoard Help and Software Depot)
- ITS Help Desk on Learning Remotely
- Graduate Student Resource Center

The Division of Student Affairs has prepared a helpful guide, Student Resources During COVID-19. A full list of student support services is also available on the Programs and Services website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

COURSE POLICIES AND REQUIREMENTS

CLASS PARTICIPATION

This course is participatory and interactive. Your attendance and participation is critical to our collective success. Successful participation on the part of students includes:

- Attending all synchronous class sessions on time and in their entirety.
- Being prepared for each class meeting (completing readings, having questions in hand, etc.).
- Moving the conversation forward through asking questions, contributing examples/comments, constructively building on the ideas of others, and listening and responding to others' ideas.
- Being sensitive to your level of participation and to the engagement of your colleagues.
- Engaging in respectful, professional discourse at all times.

ATTENDANCE

Perfect attendance, active engagement, and punctuality and adherence to class hours, whether online or in-person class sessions, are expected. Observance of class norms for participation, and thorough preparation for class are integral components of the learning process and expectations of this course. Course readings need to be completed prior to class, online modules must be completed by the due date indicated, and assignments must be completed and submitted on time. All written assignments must adhere to APA (6th ed.) format.

Since the class is interactively structured, you are expected to participate to the best of your ability in all class activities, whether online or in-person, synchronous or asynchronous.

Due to the design of the course, synchronous class sessions are held only when absolutely necessary, and every effort should be made to attend. Your participation grade and/or points for an in-class activity may be reduced, at the instructor's discretion, for failure to participate in a synchronous session or failure to complete an asynchronous or assignment by the due date.

It is your responsibility to inform the instructor of absences **in advance** when possible. It is your responsibility to take proactive measures (e.g., checking BeachBoard, asking classmates) to obtain any information missed due to an absence.

ASSIGNMENTS

All assignments are due on BeachBoard by 11:59pm on the due date indicated. Late assignments are not accepted except in **rare circumstances** and at the instructor's discretion. If you are having difficulty meeting a deadline, please email the instructor **in advance of the due date.** The instructor reserves the right to not accept late assignments and/or to penalize the grade for late assignments. **In light of the difficult circumstances of COVID-19, I will do my best to be as flexible as I can be about assignment deadlines--please reach out if you are having difficulty meeting a deadline, and we will come up with a plan to help you succeed in the course.**

PROFESSIONALISM

During synchronous online sessions, please adhere to etiquette for Zoom meetings by muting yourself when not speaking. You always have the option of having your camera on or off; however, if it's turned on try to minimize distractions to class in the background when possible. For small group discussions, it's preferable to have the camera turned on.

As professionals, we will communicate with each other in a professional manner. Respectful discourse is always expected in all forms of communication. If you want to learn more about the expected netiquette for an online class, please consult this resource:
http://www.albion.com/netiquette/corerules.html

ACADEMIC HONESTY

Students who engage in academic dishonesty (i.e., plagiarism, receiving improper assistance, cheating) are in violation of university policy. If you have any doubt about what constitutes academic dishonesty, please speak with the instructor before turning in your assignments.

THE WRITING PROCESS

The ability to communicate clearly and thoroughly in writing is an essential skill for any administrator or researcher. The instructor places a great deal of emphasis on this skill in this course. All work must be edited and demonstrate your best thinking, organization, and writing. **At a minimum, please take the time to use the spell and grammar check features in your word processing software BEFORE submitting an assignment.**
Writing is a process. No one produces a final draft in one sitting. Therefore, you are strongly encouraged to begin writing all assignments early and allow yourself plenty of time to get any additional support you may need (e.g., the Writing Center, peers) and go through the revision process. You should never submit your first draft as a final assignment. As you review and revise your work, ask yourself these questions:
o   Does my paper contain all elements of the assignment? Is all the content there and is it clear, easy to understand?
o   If there is a rubric, did I consult it carefully?

- Is my paper coherent? Does it flow, with connections and transitions between paragraphs and sections?
- How are the mechanics, spelling and grammar in the paper? Have I proofread for typos, extra spaces, misspelled words, etc.?
- What is the similarity percentage in my Turn It In originality report? Have I properly cited all sources?
- Have I only used direct quotations where absolutely necessary?
- Have I paraphrased adequately to avoid unintentional plagiarism?

Graduate level writing and APA (6th ed.) formatting is expected on all assignments. Please type all papers and use correct grammar, spelling, and punctuation. Properly cite sources using APA format (6th ed.). Your grade will be affected if more than a rare editing issue is present. **The instructor may stop reading any assignment that has multiple errors (without grading it) and return it to you for editing before continuing to grade.**

BEACHBOARD

The syllabus, readings, and electronic versions of course documents, and other relevant material will be posted on BeachBoard. The instructor will post announcements on BeachBoard and use the Grades function. You should check BeachBoard regularly (at a minimum, once a week) for announcements and materials. All assignments must be submitted by the due date via BeachBoard.

EMAIL

The instructor uses email as an official form of notification. Please make sure that you check your official CSULB email regularly (at a minimum, once per week). Per University policy, all official course communications must come through your CSULB email address.

STATEMENT REGARDING STUDENTS WITH DISABILITIES

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

POLICY FOR WITHDRAWAL

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online,

whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

INCOMPLETES

Incompletes are strongly discouraged and granted only in cases of emergencies beyond the student's control. University policy states that at least 2/3 of assignments must be complete before an incomplete can be granted. Consult the CSULB Student Catalog for details of this policy.

GRADING/COURSE CREDIT

A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 59 and below

COURSE ASSIGNMENTS

Assignment #1 Participation in September 3 Discussion (10 points)
SEPTEMBER 3
Students will earn 10 points for their participation in the synchronous class session on Zoom from 6-8pm on Thursday, September 3. The discussion prompts will be provided on BeachBoard.

Assignment #2 APA Formatting Exercise (10 points)
DUE OCTOBER 8
Students will submit a properly formatted reference list in APA format. This reference list can be from any paper/assignment from any other course in the program; however, the reference list must contain at least 3 sources. Please upload as a Word document so the instructor will provide feedback related to the APA formatting of this reference list.

For this assignment, students will rely on the APA Manual (6th ed.) and/or the Purdue Owl web site:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Students will receive an individual grade for this assignment, and all 10 points will be earned for an on-time submission (regardless of how correct or incorrect the APA formatting is). Due by 11:59pm on October 8.

Assignment #3 Apply to Graduate (10 points)
DUE OCTOBER 5
The university's deadline to apply to graduate in spring 2021 (without paying an additional fee) is October 15, 2021. Follow the steps on the [CSULB Student Records web page](#) for steps and detailed information on how to apply to graduate (you will actually apply through the MyCSULB Student Center). Please note that there is a $45 fee to apply to graduate. You will upload your verification email from the university to Dropbox on BeachBoard as evidence of completion.

Assignment #4 Advisor Check In
By NOVEMBER 4 (10 points)
Students will schedule an individual appointment (15-30 minutes) and meet with their advisor (Dr. Biolchino) during the first two months of the fall semester.

This assignment is credit/no credit, and 10 points will be earned for meeting with Dr. Biolchino no later than Wednesday, November 4.

Students may schedule an appointment for a time either during office hours (most Wednesdays between 2-5pm) or during class time on 9/23 and 10/08 (appointments between 6:00-8:30pm).

Appointments can be scheduled at https://biolchino.youcanbook.me.
Please schedule your appointment at least 48 hours before the meeting time.

Assignment #5 Adding Artifacts to Portfolio (20 points)
DUE NOVEMBER 12
Students will add at least two additional artifacts to the portfolio (the program portfolio on BeachBoard) and will submit a completed artifact rationale sheet and a screenshot showing its location in the portfolio for each of the two artifacts (i.e., you're submitting two artifact rationale sheets and two screen shots). The artifacts can be from EDAD680 and/or spring 2020 EDAD courses.

Students who need assistance with the portfolio should schedule an appointment with Dr. Biolchino to discuss (this could potentially be a topic of the advisor check in/assignment 2).

This assignment is credit/no credit, and 20 points (10 per artifact) will be earned for a complete, on-time submission (by 11:59pm on November 12).

Assignment #6 Participation in December 3 Discussion (10 points)
DECEMBER 3
Students will earn 10 points for their participation in the synchronous class session on Zoom from 6-8pm on Thursday, December 3. The discussion prompts will be provided on BeachBoard.

Assignment #7 CalAPA Cycle 3 Plan (20 points)
DUE DECEMBER 17

Students will identify a fieldwork site for Cycle 3 of the CalAPA and will submit a preliminary plan (template will be provided in BeachBoard) for completing Leadership Cycle 3 of the CalAPA. CalAPA Cycle 3 will be the topic of the November 12 asynchronous module and part of the discussion during the synchronous Zoom session on December 3.

ASSIGNMENTS AT-A-GLANCE

Assignment	Due date	% of grade
1. Participation in September 3 Discussion	September 3	10
2. APA Formatting Exercise (Reference List)	October 8	10
3. Apply to Graduate through the University	October 15	10
4. Meeting with Advisor	November 4	20
5. Adding to the Program Portfolio	November 12	20
6. Participation in the December 3 Discussion	December 3	10
7. Cycle 3 CalAPA Plan	December 17	20

SELECTED BIBLIOGRAPHY

Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press.

Elmore, R. F. (2002). *Bridging the gap between standards and achievement: The Imperative for professional development in education*. Washington, D.C.: Albert Shanker Institute.

Forman, M.L., Stosich, E.L., & Bocala, C. (2017). *The internal coherence framework: Creating the conditions for continuous improvement in schools*. Cambridge, MA: Harvard Education Press.

Frattura, E.M., & Capper, C.A. (2007). *Leading for social justice: Transforming schools for all learners*. Thousand Oaks, CA: Corwin Press.

Fullan, M. (2008). *What's worth fighting for in the principalship* (2nd ed.) New York: Teachers College Press.

Fullan, M. (2014) *The principal: three keys to maximizingiImpact*. San Francisco, CA: Jossey-Bass.

Fullan, M., and Quinn, J. (2015). *Coherence: The right drivers in action for schools, districts, and systems*. Thousand Oaks, CA: Corwin.

Fullan, M. (2017*). Indelible leadership: Always leave them learning*. Thousand Oaks, CA: Corwin.

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world.* Boston, MA: Harvard Business Review Press.

Horsford, S.D., Scott, J., & Anderson, G. (2018). *The politics of education policy in an era of inequality: Possibilities for democratic schooling*. New York: Routledge.

Marzano, R.J., Waters, T., & McNulty, B.A. (2005). *School leadership that works*: *From research to results.* Thousand Oaks, CA: Association for Supervision and Curriculum Development.

Mintrop, R. (2016). *Design-based school improvement: A practical guide for educational leaders*. Cambridge, MA: Harvard Education Press.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2011). *Crucial conversations: Tools for talking when stakes are high*. New York: McGraw Hill.

Reeves, D. (2009). *Leading change in your school: How to conquer myths, build commitment, and get results*. Alexandria, VA

Schmoker, M. (2011). *Focus*. Alexandria, VA: ASCD.

Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas*. New York: Routledge.

Tomlinson, C.A., and Murphy, M. (2015). *Leading for differentiation: Growing teachers who grow kids*. Alexandria, VA: ASCD.

Wagner, T. & Kegan, R. (2006). *Change leadership: A practical guide to transforming our schools.* New York: Jossey-Bass.

Whitaker, T. (2012) *What Great Principals Do Differently: Things that Matter Most*. Larchmont, NY.

COURSE CALENDAR

This course calendar may be changed to support student learning and at the discretion of the instructor.

Class	Date	Topic(s)	Reading Due
1	9/3 Synchronous Zoom class session 6-8pm	Checking In Course Overview	Supplemental reading on BeachBoard

2	9/24 Asynchronous Online Module Individual appointments 6:00-8:30pm	Scholarly Writing & APA Formatting (Reference Lists) Individual Student Meetings	APA Manual 6th edition Purdue Owl Web Site Reference List Formatting Power Point
3	10/08 Synchronous Zoom Class Session 6-6:30pm Individual appointments 6:30p8:30pm	Checking In Individual Student Meetings	CAPEs
4	11/12 Asynchronous Online Module	Overview of CalAPA Cycle 3	Cycle 3 Assessment Guide (provided on BeachBoard) CalAPA Cycle 3 Video
5	12/03 Synchronous Zoom Class Session 6-8pm	Checking In CalAPA Cycle 3 Questions	Cycle 3 Assessment Guide & Templates (provided on BeachBoard)