



CALIFORNIA STATE UNIVERSITY LONG BEACH

EDUCATIONAL LEADERSHIP DEPARTMENT

College of Education Vision:

Equity & Excellence in Education

College of Education Mission:

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.

EDAD621D: Preparing for Educational Leadership Positions

Spring 2021

Department of Educational Leadership – Educational Administration (EDAD) Program

Course Information

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| Instructor: Erin Biolchino, J.D., Ed.D | Email: erin.biolchino@csulb.edu |
| Virtual Office Hours Days/Times: Wednesdays, 2:30-5pm | Schedule Office Hours: https://biolchino.youcanbook.me |
| Office Hours Zoom Link: https://csulb.zoom.us/j/7545685798 | |

SYNCHRONOUS ONLINE (ZOOM) CLASS SESSIONS

- Tuesday, 1/26, 6-8pm
- Tuesday, 3/9, 6-8pm
- Tuesday, 4/27, 6-8pm

Please note that there is additional asynchronous work outside of these synchronous class sessions. See calendar below, and always consult the online modules on BeachBoard.

| Zoom Link (for all live sessions) | Zoom ID | Zoom Passcode |
|--|----------------|----------------------|
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| | | |
|---|---------------------|--------|
| https://csulb.zoom.us/j/89731861126?pwd=ZlINy3dqK3Fuc2RwZUZkQ3g1UWd5QT09 | 897 3186 1126 | 740523 |
| <p>*Please do not share this Zoom information with anyone outside of the class</p> | | |

COURSE DESCRIPTION

Supports students in preparing for leadership positions, completion of the program/program portfolio, and completion of Cycle 3 of the CalAPA. 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. Demonstrate mastery of APA format in scholarly writing by selecting and citing high-quality literature and proofreading scholarly papers
3. Reflect on learning and leadership development throughout the program by completing the EDAD program portfolio
4. Examine ways to develop a school culture of professionalism, ethics, integrity, justice, and equity (CAPE 5A.4)
5. Create professional materials that can be used to apply for a leadership position in a school or school district

REQUIRED TEXTS

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

California Professional Standards for Education Leaders (CPSEL) & California Administrator Performance Expectations (CAPE):

https://www.ctc.ca.gov/docs/default-source/educator-prep/asc/2017-cape-and-cape.pdf?sfvrsn=f66757b1_2

California Administrator Performance Expectations (CAPE):

https://www.ctcexams.nesinc.com/content/docs/CAPE_Placemat.pdf

The instructor will also assign several supplementary readings. Please check BeachBoard regularly.

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 unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. 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 a 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. 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 provides a variety of [technology resources](#) to students.

COURSE POLICIES AND REQUIREMENTS

COURSE COMMUNICATION AND ZOOM ETIQUETTE

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

ATTENDANCE AND PARTICIPATION

Attendance (i.e., being present for all synchronous class sessions) and active engagement with peers and in discussions are essential to your success in this class. The CSULB Attendance Policy can be found here: [Policy Statement 17-17](#). Asynchronous participation in BeachBoard discussions is also required. Successful participation in this course includes:

- Attending all class meetings on time and in their entirety. Although not required,

keeping your video on helps to facilitate non-verbal communication and engagement with others.

- Moving the conversation forward by 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 discourse at all times.

Participation will be monitored both through attendance at Zoom sessions and through entries in the discussion board on BeachBoard. It is your responsibility to inform the instructor of absences in advance when possible and to take proactive measures (e.g., checking BeachBoard, asking classmates) to obtain any information missed due to an absence. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

COLLEGE OF EDUCATION EXPECTATIONS FOR PROFESSIONAL CONDUCT

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination,

harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

PROFESSIONALISM

We see professionalism, among faculty *and* students, as foundational to creating a robust learning environment. While consistent attendance is one aspect of this professionalism, there are others that we expect to see displayed during this course as well:

- **Preparation and Engagement:** We expect everyone to come to class having read the assigned readings, given thought to questions or issues raised in the readings, and completed the assignments due for that session. We expect each student to engage with the material in a critical way and to participate in whole class and small group discussions.
- **Respect and Netiquette:** We expect all students to demonstrate respect for their colleagues, instructors, guests, and themselves. This means seeking to listen and understand before responding and critiquing, offering critiques in a constructive and thoughtful way, and drawing out and engaging one another. Consult this resource to learn more about netiquette expected for an online class:
<http://www.albion.com/netiquette/corerules.html>
- **Focus:** Working and studying at home can present unique challenges not experienced in a classroom with fewer distractions. Students are expected to make every effort to reduce disruptions while in a synchronous class session, including silencing cell phones, muting the microphone and/or stopping video to avoid disrupting others.

LATE WORK

Late assignments are not accepted, except in rare circumstances. In light of unique circumstances presented by COVID-19, the instructor will do her best to be as flexible as she can about assignment deadlines. Please reach out **in advance of the due date** if you are having difficulty meeting a deadline, and we will come up with a plan to help you succeed in the course. The instructor reserves the right to not accept late assignments and/or to reduce points for late assignments.

THE WRITING PROCESS

Writing is an essential skill for students and leaders; this is especially true in the case of your dissertation. Therefore, we put a great deal of emphasis on this skill in this course. Writing is a process. No one produces a publication-quality manuscript in one sitting. We strongly encourage you to begin writing all assignments early and allow yourself plenty of time to get any additional support (e.g., writing coaches, peers, instructors) and revise. As you revise your work, ask yourself these questions:

- Does my paper contain all required elements? Is all the content there and is it clear, easy to understand?
- Is my paper coherent? Does it flow, with connections and transitions between paragraphs and sections? (Does it “hang together”?)

- How are the mechanics, spelling and grammar in the paper? Have I proofread for typos, extra spaces, misspelled words, etc.?

REQUIREMENTS FOR WRITTEN ASSIGNMENTS

All work submitted for grading must reflect your best thinking, organized through careful editing. Grammar, spelling, coherence and format (not just content) matter and will be considered in grading. All written assignments must be typed, scholarly in tone, spell-checked, double-spaced with a standard 12-point font, 1" margins, and are due at the start of class on the due date. References must be properly cited using American Psychological Association (APA) format (6th Edition).

PLAGIARISM/ACADEMIC INTEGRITY POLICY

We expect that all material submitted as part of any class exercise, in or out of class, is your original work and is properly documented. The concept of academic honesty includes receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per University's Policy on Cheating and Plagiarism, [found here](#).

To ensure academic integrity, instructors will use **TurnItIn** to compare your work with multiple sources. The software will report a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, instructors make that judgment. If in doubt, please use it yourself first to check your work and prevent plagiarism. Avoid plagiarism by:

- Reviewing the [University policy](#)
- Learning about the [principles of paraphrasing](#)

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](#)

UNIVERSITY WITHDRAWAL POLICY

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.

SPECIAL NEEDS ACCOMMODATIONS

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.

STUDENT SUPPORT SERVICES

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. Services are primarily available in a virtual format. Visit individual websites for current 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.

SYLLABUS AND COURSE CALENDAR CHANGES

The instructors reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so. The instructors will communicate changes via email and BeachBoard, and students are required to continually check their email for these notices.

SUMMARY OF ASSIGNMENTS, DUE DATES, AND POINTS

| Assignment | Due date | Points (% of grade) |
|------------------------------|---------------------|----------------------------------|
| 1. EDAD Program ePortfolio | 4/27 | 31 |
| 2. Job Application Materials | 4/20 | 30 |
| 3. Transition Plan | 4/27 | 24 |
| 4. Class Participation | 1/26 3/9 4/27 | 5 5 5 (15 points total) |

GRADING SCALE

| Letter Grade | Percentage |
|--------------|---------------|
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | 59% and below |

COURSE ASSIGNMENTS

Assignment #1 Completion of EDAD Program ePortfolio (31 points)

All items required for the EDAD Program ePortfolio will be uploaded to the BeachBoard ePortfolio platform by 11:59pm on 4/27. Required contents for the EDAD Program ePortfolio can be found on the ePortfolio table of contents document (available on BeachBoard). Students will submit their ePortfolio by sharing the link to their ePortfolio with the instructor (submitting the link to Dropbox on BeachBoard).

Four things need to be submitted to Dropbox on BeachBoard (by 11:59pm on 4/27) to complete this assignment:

1. The link to share the ePortfolio demonstrating the portfolio is complete (20 points)
2. A completed skills & dispositions self-assessment (you completed one in your first semester of the program, and you should complete another in your final semester— both should be in your portfolio) (3 points)
3. A signed copy of one skills & disposition assessment from the EDAD680 site supervisor (3 points) (this should be included in your ePortfolio, but I also need a copy submitted on BeachBoard!)
4. A signed copy of the portfolio summary assessment document (5 points)

Students will not be able to be recommended for their credential until items 1,3, and 4 listed above are successfully completed.

**Students completing EDAD680 fieldwork in summer 2021 should meet with the instructor to make alternative arrangements for Assignment 1 as a modified portion of the portfolio will be submitted as part of EDAD621D and the final portfolio will be submitted at the end of EDAD680*

Assignment #2 Job Search Materials (30 points)

Students will search on EdJoin (or similar job posting/advertisement service) to locate an admin position (position requiring a preliminary administrative services credential) that they might be interested in applying to. Students will not necessarily apply for this position as part of EDAD621D; however, students will create/modify their resume and write a cover letter as though they were applying for the position. This assignment is due by 11:59pm on 4/20.

Students should submit 3 items to BeachBoard as part of Assignment #2:

1. A PDF copy/screen shot of the job listing from EdJoin (or similar job posting/advertisement) (5 points)
2. A copy of their resume (not to exceed 2 pages) (note: this can also be the same resume that ends up in your portfolio) (10 points)
3. A copy of their cover letter tailored to the position in item 1 (not to exceed 2 pages) (15 points)

Assignment #3 Transition Plan (24 points)

Students will complete a transition plan that reflects on their strengths and weaknesses aligned to the CAPEs. This plan will be used to take to their employer/clear induction program. A required template will be provided on BeachBoard. This assignment is due by 11:59pm on 4/27.

Assignment #4 Class Participation (15 points total, 5 points per synchronous online class)

Students are on time, present, and actively engaged in the course work/activities/discussions during each synchronous online class session. Five points will be earned per each synchronous online class session (1/26, 3/9, 4/27). If a student misses a synchronous class session, these points cannot be made up except in rare circumstances and at the discretion of the instructor.

SELECTED BIBLIOGRAPHY

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

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

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

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

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

Fullan, M. (2014) *The principal: Three keys to maximizing impact*. Jossey-Bass.

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

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

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

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

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

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

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

Schmoker, M. (2011). *Focus*. ASCD.

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

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

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

COURSE CALENDAR – TOPICS

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

| Class | Date | Topic(s) | Reading Due |
|--------------|---|---|-------------------------------------|
| 1 | 1/26 Synchronous Class Session 6-8pm | Roadmap for Spring 2021—The Home Stretch What kind of administrator are you equipped to be? What opportunities for leadership are emerging in our post-COVID schools? | Supplemental Readings on BeachBoard |
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|---|---|--|---|
| 2 | 2/16 Asynchronous Online Module | Updating your EDAD ePortfolio | ePortfolio Materials on BeachBoard |
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| 3 | 3/9 Synchronous Class Session 6-8pm | Portfolio questions & feedback Reflecting on the CAPEs Checking In | CAPEs |
| | | | |
| 4 | 4/6 Asynchronous Online Module | Job application materials | Supplemental readings on BeachBoard |
| | | | |
| 5 | 4/27 Synchronous Class Session 6-8pm | Mock interviews Next steps | |
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