



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.

EDAD621B: Equity and Educational Leadership

Spring 2021

Department of Educational Leadership – Educational Administration (EDAD) Program**Course Information**

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, 2/9, 6-8pm
- Tuesday, 3/2, 6-8pm
- Tuesday, 4/20, 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
https://csulb.zoom.us/j/82581288564?pwd=WmY2dFFzTUxlbks2RU5zZTBCZ3JKQT09	825 8128 8564	624510
*Please do not share this Zoom information with anyone outside of the class		

COURSE DESCRIPTION

Supports students in their leadership development and progress in the program (including program portfolio) and on the state administrator assessment. Emphasis on preparing for equity and leadership. 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. Set expectations for growth and performance for themselves, using the state standards for educational leaders (e.g., the CAPEs and CPSELs) (CAPE 2A.1)
2. Utilize APA format in scholarly writing by correctly using in-text citations
3. Reflect on learning in the program and leadership development by developing EDAD program portfolio
4. Develop professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement (CAPE 5A.1)
5. Demonstrate understanding of the role of professionalism, ethics, integrity, justice, and equity that arise in the field of educational administration (CAPE 5A.4)

REQUIRED TEXTS

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th 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 (7th 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 instructor 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 instructor 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 Advancement to Candidacy Form	2/16	10
2. EDAD680 Application	2/16	10
3. EDAD Program ePortfolio Update	4/20	20
4. APA Formatting Exercises	4/20	20
5. CalAPA Cycle 2 Plan	5/4	25
6. Class Participation	2/9 3/2 4/20	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 Advancement to Candidacy (10 points)

A copy of the Advancement to Candidacy form must be downloaded from BeachBoard, completed, signed (the form is a fillable PDF that you can sign electronically), and submitted to Dropbox on BeachBoard. All 10 points will be earned for a complete, on-time submission. No points will be given if this assignment is submitted late. This assignment is due by 11:59pm on 2/16. Please note that failure to complete your Advancement to Candidacy in a timely manner may affect your ability to graduate on time.

**If you are on an alternative program completion timeline, please schedule an office hours appointment with Dr. Biolchino to receive guidance on completing your Advancement to Candidacy form.*

Assignment #2 EDAD 680 Application (10 points)

A copy of the EDAD680 application must be downloaded from the program BeachBoard page and completed (we will go over this together on 2/9). Submit your completed EDAD680 application to the appropriate Dropbox folder on BeachBoard by 11:59pm on 2/16. All 10 points will be earned for a complete, on-time submission. No points will be given if this assignment is submitted late. Failure to submit this assignment by the due date may affect your ability to take EDAD680 in summer 2021.

*Note: If you plan to take EDAD680 in spring 2022 instead of summer 2021, please schedule an advising appointment with Dr. Biolchino during office hours as soon as possible.

Assignment #3 Portfolio Update (25 points)

Your final EDAD Program ePortfolio won't be due until spring 2022, but it is expected that you are adding artifacts to your portfolio every semester in the program. Use the ePortfolio guide (on BeachBoard) as a guide.

For Assignment 3, select one artifact from your fall 2020 EDAD coursework to upload to your ePortfolio. For example, perhaps your "self as leader" paper from EDAD625 is an artifact you'd like to use. Complete the artifact documentation & reflection form (this can be found on BeachBoard) for that artifact.

Upload both the artifact and the artifact documentation & reflection form to your ePortfolio (filed under the proper CAPE). Then take a screen shot showing that both items are uploaded

to the correct place/CAPE (instead of a screen shot you can share the link to your portfolio with Dr. Biolchino so she can see both the artifact & the form). A sample screenshot is provided on BeachBoard. If you need assistance taking a screenshot, this link might be helpful:

<https://lifehacker.com/how-to-take-a-screenshot-or-picture-of-whats-on-your-co-5825771>

This proof of uploading 1 artifact and 1 artifact documentation & reflection form to your ePortfolio is worth 10 points (credit/no credit—credit given for a complete, on-time submission).

Please also upload the artifact documentation & reflection form (as a Word document) to Dropbox on BeachBoard so that Dr. Biolchino can provide feedback. This uploading of the documents & reflection form to Dropbox on BeachBoard is worth 10 points (credit/no credit—credit given for a complete, on-time submission).

This assignment is due by 11:59pm on 4/20.

If you have individual questions, please email Dr. Biolchino and/or schedule an office hours appointment.

Assignment #4 APA Formatting Exercises (20 points)

Students will complete an online APA formatting quiz related to in-text citations and will submit a written assignment featuring in-text citations. This assignment is due by 11:59pm on 4/20.

The APA formatting content related to in-text citations will be part of the 4/6 asynchronous online module.

There are two parts to this assignment:

- 4.1: APA formatting quiz (10 questions worth 1 point each for a total of 10 points)
- 4.2: Submit a paper for any course in the program (from fall 2020 or spring 2021) that contains in-text citations (please attempt to put them APA format). The instructor will correct the in-text citations/make comments on APA formatting as it relates to in-text citations. Please submit this paper as a Word document. This assignment is 10 points credit/no credit. Full credit will be given for an on-time submission.

Assignment #5 CalAPA Cycle 2 Plan (25 points)

Students will identify a fieldwork site for Cycle 2 of the CalAPA and will submit a preliminary plan (template provided on BeachBoard) for completing Cycle 2 of the CalAPA. CalAPA Cycle 2 will be discussed in detail in class on 4/20, and Assignment 5 is due by 11:59pm on 5/4.

Assignment #6 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 (2/9, 3/2, 4/20). 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	1/29 Asynchronous Online Module	Updating your Program Portfolio	ePortfolio Materials on BeachBoard
2	2/9 Synchronous Class Session 6-8pm	Checking In EDAD680 Fieldwork	Supplemental reading on BeachBoard (Schmoker) EDAD680 Handbook
3	3/2 Synchronous Class Session 6-8pm	Checking In Equity in Education in light of COVID-19	Supplemental readings on BeachBoard (EdTrust)
4	4/6 Asynchronous Online Module	APA Formatting	Supplemental materials on BeachBoard
5	4/20 Synchronous Class Session 6-8pm	CalAPA Cycle 2	CalAPA Cycle 2 Overview Video CalAPA Cycle 2 Assessment Guide