|  |  |
| --- | --- |
|  | **EDL 610:**  **Visionary Leadership**  *Revised: Summer 2017* |

|  |  |
| --- | --- |
| **Mr. Dominique Smith** | Email: [dsmith@hshmc.org](mailto:dsmith@hshmc.org) |
| Department of Educational Leadership | Telephone: 619-528-9070 ext. 268 |
| Location: Health Science High and Middle College  3910 University Avenue San Diego, CA 92105 | Website: <http://go.sdsu.edu/education/edl/seqcourse_cred.aspx> |

|  |
| --- |
| **Course At-a-Glance** |

This course embodies concepts and techniques of leadership, analysis of factors and practices and procedures of individual and group leadership as applied to educational environments. Students are introduced to the importance of vision and the process for developing, sustaining and communicating that vision to achieve higher student achievement by actively and meaningfully including stakeholders.

More specifically, EDL 610 is designed to focus on the standards and competencies associated with each candidate’s *visionary leadership*. This emphasis is in direct response to the professional standards that guide the development and practice of educational leaders.

At the conclusion of this course, students will be able to demonstrate how equity-driven school leaders take personal responsibility for empowering engaged, inspired and successful learners*.*

The administrative services curriculum has been carefully aligned to cover the complete set of California Administrator Performance Expectations (CAPEs).

Please review what is included in each of the following tables:

**Table 1:** The major cluster *California Administrator Performance*

*Expectations* (CAPEs) this course will cover, the *Five Types of Leaderly Thinking* introduced and practiced in this course, and the California Administrator Performance Assessment (CalAPA) cycle for which this course will help prepare you to take.

**Table 2** A complete listing of all indicators within the *California Administrator Performance Expectations*.

**Table 3** A breakdown of the course schedule with the CAPEs & *Leaderly Thinking* addressed, the agenda & success criteria,

and the assignments & readings due at each session.

Please reference the course schedule section of the syllabus to review where and how each is addressed. The CAPE course outcomes, CalAPA Cycles, and *Five Types of Leaderly Thinking* this course either introduces, practices, or assesses are shaded in Table 1.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **CAPEs, CalAPAs &**  **5 Types of Leaderly Thinking**  **Addressed** | **Table 1**  **California Administrator Performance Expectations (CAPEs) Addressed** | | | | | | |
| **1** | | **2** | **3** | **4** | **5** | **6** |
| Development & Implementation of a Shared Vision | | Instructional Leadership | Management and Learning Environment | Family and Community Engagement | Ethics and Integrity | External Context and Policy |
| **California Administrator Performance Assessment Cycles (CalAPA) Addressed** | | | | | | |
| Cycle 1  Analyzing Data to Inform School Improvement  CAPEs: 1, 1A1-6, 1C1-5, 5, 5A-4 | | | Cycle 2  Facilitating Communities of Practice  CAPEs: 2, 2A2, 2C2, 5, 5B | | Cycle 3  Supporting Teacher Growth  CAPEs: 2, 2D1-3, 5, 5A, 5B, 5C | |
| **5 Types of Leaderly Thinking Addressed** | | | | | | |
| Systems Thinking | A *Systems* Thinkingleader must have the ability to (1) conceptualize schools as complex organizations comprised of a network of dynamic and interdependent thinking components, (2) pursue school change and improvement through *systemic* change and capacity building, and (3) create and articulate a shared vision of a school as a place where students are empowered and their voices are heard. | | | | | |
| Data and Design Thinking | A *Data and Design* Thinking leader must have the ability to (1) access, interpret, and apply diverse forms of data to iteratively design programs, products and initiatives, and (2) inform decisions that contribute to optimal learning conditions for all. | | | | | |
| Culture & Climate Thinking | A *Culture and Climate* Thinking leader must have the ability to (1) understand the current state of the school culture and climate, and (2) drive collaborative actions and relational leadership to influence optimal learning conditions for all. | | | | | |
| Learnership Thinking | A *Learnership* Thinking leader must have the ability to (1) focus on the learning lives of adults and children in the school community, and (2) utilize instructional leadership practices that are driven by the belief that students voice is both an *input* and an *outcome*. | | | | | |
| Operational Thinking | An *Operational* Thinking leader must have the ability to (1) orchestrate fair, legal, honest, ethical, and practices to promote student voice, and (2) create spaces for shared decision-making and stakeholder influence. | | | | | |

| **Table 2**  **California Administrator Performance Expectations (CAPEs)** | |
| --- | --- |
| **CAPE 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION:** Education leaders facilitate the development & implementation of a shared vision of learning and growth of all students. | **1** |
| **Developing a Student-Centered Vision of Teaching and Learning New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.** | **1A** |
| 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. | 1A1 |
| Analyze available student and school data from multiple sources to develop a site-specific vision and mission. | 1A2 |
| Analyze and apply political, social, economic, and cultural contexts to inform the school’s vision and mission. | 1A3 |
| Analyze and align the school’s vision and mission to the district’s goals. | 1A4 |
| 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. | 1A5 |
| Communicate the school’s vision of teaching and learning clearly to staff and stakeholders. | 1A6 |
| **Developing a Shared Vision and Community Commitment New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement.** | **1B** |
| 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. | 1B1 |
| Use effective strategies for communicating with all stakeholders about the shared vision and goals. | 1B2 |
| Promote a community commitment and collective sense of responsibility for enacting the school’s vision, mission, and goals. | 1B3 |
| **Implementing the Vision 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** |
| Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals. | 1C1 |
| Use the goals in developing and implementing a plan aligned with the school’s shared vision of equitable learning opportunities for all students. | 1C2 |
| 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. | 1C3 |
| 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. | 1C4 |
| Facilitate & support school structures, systems, & conditions that offer equal opportunities for all students to succeed. | 1C5 |
| **CAPE 2: INSTRUCTIONAL LEADERSHIP Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.** | **2** |
| **Personal and Professional Learning 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** |
| Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves. | 2A1 |
| Involve staff in identifying areas of professional strength and development that link to accomplishing the school’s vision and goals to improve instruction and student learning. | 2A2 |
| 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, CAPEs, and CPSEL. | 2A3 |
| Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice. | 2A4 |
| **Promoting Effective Curriculum, Instruction, and Assessment New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning.** | **2B** |
| 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. | 2B1 |
| Establish and maintain high learning expectations for all students. | 2B2 |
| Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students. | 2B3 |
| 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. | 2B4 |
| Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success. | 2B5 |
| **Supporting Teachers to Improve Practice 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** |
| Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice. | 2C1 |
| Create and foster a culture of continuous improvement by employing strategies to encourage staff to be open to new ideas and motivated to learn and change. | 2C2 |
| Use state-adopted professional standards (e.g., CAPEs, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning. | 2C3 |
| 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. | 2C4 |
| **Feedback on Instruction 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** |
| Use knowledge of TK-12 student academic content standards and appropriate instructional practices to 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. | 2D1 |
| Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice. | 2D2 |
| 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. | 2D3 |
| **CAPE 3: MANAGEMENT AND LEARNING ENVIRONMENT Education leaders manage the organization to cultivate a safe and productive learning and working environment.** | **3** |
| **Operations and Resource Management**  **New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being.** | **3A** |
| Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources. | 3A1 |
| 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. | 3A2 |
| Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students. | 2A3 |
| 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 principles. | 2A4 |
| **Managing Organizational Systems and Human Resources New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases.** | **3B** |
| Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff. | 3B1 |
| Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level. | 3B2 |
| 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. | 3B3 |
| Use a systems thinking perspective to set priorities and manage organizational 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 organizational processes to meet school goals and provide equitable access to opportunities for all students. | 3B4 |
| **Managing the School Budget**  **New administrators know the school’s budget and how the budget supports student and site needs.** | **3C** |
| Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations. | 3C1 |
| 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. | 3C2 |
| Use various technologies related to financial management and business procedures. | 3C3 |
| 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. | 3C4 |
| **CAPE 4: FAMILY AND COMMUNITY ENGAGEMENT Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.** | **4** |
| **Parent and Family Engagement**  **New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement.** | **4A** |
| Engage family and community members in accomplishing the school’s vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school. | 4A1 |
| Create and promote a welcoming environment for family and community participation. | 4A2 |
| Recognize and respect family goals and aspirations for students. | 4A3 |
| 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. | 4A4 |
| **Community Involvement 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** |
| 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. | 4B1 |
| 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. | 4B2 |
| 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. | 4B3 |
| Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals. | 4B4 |
| **CAPE 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.** | **5** |
| **Reflective Practice New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.** | **5A** |
| Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement. | 5A1 |
| Use a professional learning plan to focus personal and professional growth in order to achieve the school’s vision and goals. | 5A2 |
| Seek opportunities for professional learning that address the range of students’ academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs. | 5A3 |
| Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others. | 5A4 |
| **Ethical Decision-Making 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** |
| 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. | 5B1 |
| Guide staff in examining issues that may affect accomplishment of the school’s vision, mission, and goals, including issues that may be related to race, diversity, and access. | 5B2 |
| Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success. | 5B3 |
| **Ethical Action New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.** | **5C** |
| Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff. | 5C1 |
| 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. | 5C2 |
| Use personal and professional ethics as a foundation for communicating the rationale for their actions. | 5C3 |
| **CAPE 6: EXTERNAL CONTEXT AND POLICY Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.** | **6** |
| **Understanding and Communicating Policy**  **New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community.** | **6A** |
| 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. | 6A1 |
| 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. | 6A2 |
| 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. | 6A3 |
| Operate within legal parameters at all levels of the education system. | 6A4 |
| **Representing and Promoting the School New administrators understand that they are a spokesperson for the school’s accomplishments and needs.** | **6B** |
| Improve their public speaking, writing, electronic communication, presentation, and advocacy skills. | 6B1 |
| 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. | 6B2 |
| 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. | 6B3 |
| Involve stakeholders in helping address the school’s challenges as well as sharing in its successes. | 6B4 |

|  |  |  |
| --- | --- | --- |
| **Table 3**  **Course Schedule** | | |
| **Session 1: Setting your Compass to True North**  **Date: October 25** | | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: All | | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * Review syllabus and related requirements * Review CAPES and 5 Types of Thinking * Overview of 3-Module Class Format   **Module 1: Leadership Habits: Personal Responsibility**   * Personal and Public Victories * Leadership Maturity Concepts * Habits: Personal Responsibility   **Module 2: Achievement**   * Culture: Overview * The Cultures in our Schools   **Module 3: Leadership Platform**   * Standards for School Leadership * Standards for Informing School Leadership: ISLLC, CASEL and CAPE * Moving Leadership Standards Into Everyday Work: Descriptions of Practice * Platform Work: A conceptual framework: I believe! | | **Before Class Read:**   * Greene: Chapter 1 & 2 * Waters et al: pgs. 1-26 * Fisher, Frey and Pumpian: Chapter Intro and Chapter 1 & 2 * Smith, D., Fisher, D., & Frey, N. (2015).: N/A * Moving Leadership Standards Into Everyday Work: Descriptions of Practice Element 1 A,B,C pg. 1-11   **Assignments: (non-submittal)**   * Reflection and Commitment Journal Reflection #1 * Platform Beliefs Journal Reflection 1 |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Understand their leadership habits and the role their personal responsibility plays in leading a school. * Understand the dynamics of different cultures of achievement and potential barriers within schools. * Understand and begin to articulate their personal leadership platform, including non-negotiables. * Understand and develop a Core belief system that will lead them through their professional career. | |
| **Session 2: Taking Responsibility: Leadership Standards, Style and Voice**  **Date: November 1** | | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems, Learnership, Culture & Climate, and Operational | | **Assignments/ Readings Due** |
| **Topics/Agenda:**  **Module 1: Leadership Habits**   * Habits: Focus on what’s important   **Module 2: Culture of Achievement**   * Introduction of the Pillars * A Welcoming School   Introduction to Restorative Practices  **Module 3: Leadership Platform**   * Unpacking the Standards; Balanced Leadership Framework * Standards: Leadership styles * Why do you believe what you believe, your story | | **Before Class Reading:**   * Greene: Read Chapter 2 * Waters et al: pgs. 21-26 * Fisher, Frey and Pumpian: Intro and Chapters 2 * Smith, D., Fisher, D., & Frey, N. (2015).: N/A * Moving Leadership Standards Into Everyday Work: Descriptions of Practice Element 2 A,B,C pgs. 11-17   **Assignments:**   * Reflection and Commitment Journal Reflection * Platform Beliefs Journal Reflection |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Understand their leadership habits and the role of focusing on what’s important in their leadership role. * Understand the importance of the five pillars and school culture. * Understand the impact and role of restorative practices as foundation for creating a culture of achievement. * Understand and begin to articulate their personal experiences and bias and how it impacts their leadership voice, moves, and beliefs. * See the value of how authentic sharing in a collaborative setting confirms, disrupts, or expands one’s leadership ideology. | |
| **Session 3: Leadership Styles**  **Date: November 8** | | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems, Learnership, Culture & Climate, and Operational | | **Assignments/ Readings Due** |
| **Topics/Agenda**  **Module 1: Leadership Habits**   * Habits: Put first things first   **Module 2: Culture of Achievement**   * Do No Harm * Advanced Restorative Practices   **Module 3: Leadership Platform**   * Platform Work: Your story, Your Experience | | **Before Class Reading:**   * Greene: Chapter 3 * Waters et al: pgs. 45-59 * Fisher, Frey and Pumpian: Chapter 3 * Smith, D., Fisher, D., & Frey, N. (2015), Ch. 1 * Moving Leadership Standards Into Everyday Work: Descriptions of Practice Element 3 A,B,C,D pgs. 18-25   **Assignments (non-submittal):**   * Reflection and Commitment * Journal Reflection * Platform Personal Story Journal Reflection * Be prepared to verballystate, summarize your journal entries |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Understand their leadership habits and the role of prioritizing. * Understand the importance of *do no harm*. * Expand understanding on the impact and role of restorative practices as foundation for creating a culture of achievement. * Expand understanding and continue to articulate their personal experiences and bias and how it impacts their leadership voice, moves, and beliefs. * See the value of how authentic sharing in a collaborative setting confirms, disrupts, or expands one’s leadership ideology. | |
| **Session 4: Engagement**  **Date: November 15** | | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Leaderly Thinking: Systems, Learnership, Culture & Climate, and Operational | | **Assignments/ Readings Due** |
| **Topics/Agenda:**  **Module 1: Leadership Habits**   * Personal and Public Victories * Leadership Maturity Concepts * Habits: Common Ground   **Module 2: Culture of Achievement**   * Culture: Choice Words * Advanced Restorative Practices   **Module 3: Leadership Platform**   * Standards: Organizational Theories and Influences * Your Style, Your Non-negotiables, * Platform Work: Section 2 Overview | | **Before class reading:**   * Greene: Chapter 4 * Waters et al: 26-45 * Fisher, Frey and Pumpian: Chapter 4 * Smith, D., Fisher, D., & Frey, N. (2015).: N/A * Moving Leadership Standards Into Everyday Work: Descriptions of Practice Element 4 A,B,C pgs. 26-31   **Assignments due:**   * Reflection and Commitment Journal Reflection * Reflection Pillar Journal Reflection * Platform Professional Experience Blog Post Be prepared to verbally state/summarize your journal entries * Do No Harm Reflection to be turned in |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Understand their leadership habits and the role of how personal and public victories is essential for increasing motivation while confirming the hard work of all stakeholders. * Understand the value of establishing common ground with all stakeholders. * Understand the strategies and leadership demeanor that will likely establish common ground with all stakeholders. * Understand the importance of choice words and their impact on student achievement. * Expand understanding on the impact and role of restorative practices as foundation for creating a culture of achievement. * Understand the impact of organizational theories and influences. * See the value of how authentic sharing in a collaborative setting confirms, disrupts, or expands one’s leadership ideology. | |
| **Session 5: Managing Yourself and Others**  **Date: November 22** | | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems, Learnership, Culture & Climate, and Operational | **Assignments/ Readings Due** | |
| **Topics/Agenda:**  **Module 1: Leadership Habits**   * Effective Communication and Collaboration   **Module 2: Culture of Achievement**   * Culture: Learning is always possible * Advanced Restorative Practice   **Module 3: Leadership Platform**   * Developing and Articulating a Consistent Vision of Teaching and Learning**.** * Finalize Section 1 * Section 2 Overview * Section 2 Part 1-4 | **Before class reading:**   * Greene: At your discretion/interest * Waters et al.: At you’re your discretion/interest * Fisher, Frey and Pumpian: Chapter 5 * Smith, D., Fisher, D., & Frey, N. (2015): Chapter 2 * Moving Leadership Standards Into Everyday Work: Descriptions of Practice Element 5 A,B,C pg. 32-37   **Assignments due:**   * Reflection and Commitment Journal Reflection * Reflection Pillar Journal Reflection * Platform Leadership Style and * Non-negotiables Journal Reflection * Be prepared to verbally state/summarize your journal entries * Choice Reflection to be turned submitted. | |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Understand their leadership habits and the role of effective communication and collaboration. * Understand the importance of authentic, meaningful, and continual learning of and for all stakeholders. * Expand understanding on the impact and role of restorative practices as foundation for creating a culture of achievement. * Expand understanding and continue to articulate a consistent vision of teaching and learning that fosters student growth and achievement towards mastery. * See the value of how authentic sharing in a collaborative setting confirms, disrupts, or expands one’s leadership ideology. |
| **Session 6: Building Identity and Agency**  **November 29** | | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems, Learnership, Culture & Climate, and Operational | **Assignments/ Readings Due** | |
| **Topics/Agenda:**  **Module 1: Leadership Habits**   * Professional Development Habit 7 “Sharpening Your Saw” * Teach It and Post   **Module 2: Culture of Achievement**   * Revisit Pillar Blog Posts 1-4. Focus on the 5 commitments * Digital Pillar Prezi Poster   **Module 3: Leadership Platform**   * Finish working on subsections 1-4 | **Before class reading:**   * Greene: At your discretion /interest * Waters et al: At your discretion /interest * Fisher, Frey and Pumpian: Chapter 6 * Smith, D., Fisher, D., & Frey, N. (2015).: Chapters 4 & 5 * Moving Leadership Standards Into Everyday Work: Descriptions of Practice. Element 6 A,B,C pg. 38-43   **Assignments due:**   * Reflection and Commitment Journal Reflection * Reflection Pillar Journal Reflection- Never Too Late To Learn * Continue work on Platform Subsections * Work on other assignments and readings for Week 7 | |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Understand the role of *sharpening your saw* (taking the time for self-rejuvenation, reflection, and balance). * Understand how the five commitments are a foundation for their leadership. * See the value of how authentic sharing in a collaborative setting confirms, disrupts, or expands one’s leadership ideology. |
| **Session 7: Listen and Learn**  **December 6** | | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems, Learnership, Culture & Climate, and Operational | **Assignments/ Readings Due** | |
| **Topics/Agenda:**  **Module 1: Leadership Habits**   * Collaborating and Coaching   **Module 2: Culture of Achievement**   * Good to Great * Best Place to Teach, Learn and Collaborate   **Module 3: Leadership Platform**   * Finish working on subsections 1-4 * Platform Completion | **Before class read:**   * Greene: At your discretion/interest * Waters et al: At your discretion/interest * Fisher, Frey and Pumpian: Chapter 7 * Smith, D., Fisher, D., & Frey, N. (2015).: Chapter 3   **Assignments due:**   * + - * Reflection and Summary Journal Reflection       * Continue to work on platform       * Be prepared to verbally state/summarize your journal entries | |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Understand their leadership habits and the importance of effectively collaborating and coaching. * Understand how to create a mindset that good is the enemy of great. * Expand understanding and continue to articulate a consistent vision of teaching and learning that fosters student growth and achievement towards mastery. * See the value of how authentic sharing in a collaborative setting confirms, disrupts, or expands one’s leadership ideology. |
| **Session 8: Synergy and The Best Place to Teach and Learn**  **December 13** | | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Systems, Learnership, Culture & Climate, and Operational | **Assignments/ Readings Due** | |
| **Topics/Agenda**  **Module 1: Leadership Habits**   * N/A   **Module 2: Culture of Achievement**   * Museum Walk Presentations and Reviews * Habits, Culture and Platform: Takeaways in Visionary Leadership * Habit 7   **Module 3: Leadership Platform**   * Platform Submission | **Before class reading:**   * Greene: At your discretion/interest * Waters et al: At your discretion/interest * Fisher, Frey and Pumpian: Chapters 6 and 7 * Smith, D., Fisher, D., & Frey, N. (2015).: N/A   **Assignments due:**   * Habits -Final Reflection and Summary Due- Submit per email to the instructor. * Final Platform Submitted -per email to the instructor. * Culminating Poster Due and brought to class * Be prepared to verbally state/summarize your platform/journal entries | |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Articulate a personal vision of teaching and learning that fosters student growth and achievement towards mastery. * Understand the diverse visions and leadership styles of their colleagues and how each brings different and valuable perspectives to envisioning the *best school in the universe*. * See the value of how authentic sharing in a collaborative setting confirms, disrupts, or expands one’s leadership ideology. |

|  |
| --- |
| **Required Texts** |

* Green, L. (2017). *Practicing the Art of Leadership: A Problem-Based Approach to Implementing the ISLLC Standards. 5th Edition.* Pearson Education (Allyn & Bacon). [Link on Amazon](https://www.amazon.com/Practicing-Art-Leadership-Problem-Based-Implementing/dp/0134088778/ref=sr_1_1?ie=UTF8&qid=1494279029&sr=8-1&keywords=practicing+the+art+of+leadership). (Kindle Version ½ Price)
* Waters, T., Cameron, G. (2006). The balanced leadership framework: Connecting vision with action. Denver, CO: Mid-continent Research for Education and Learning. <http://files.eric.ed.gov/fulltext/ED544245.pdf>
* Fisher, D., Frey, N., & Pumpian. I. (2012). *How to Create a Culture of Achievement In Your Schools and Classrooms*. Alexandria, VA: ASCD. Book Provided

Smith, D., Fisher D., & Frey, N. (2015). *Better Than Carrots or Sticks.* Alexandria, VA: ASCD.

Book Provided

Moving Leadership Standards Into Everyday Work: Descriptions of Practice Resource Provided

|  |
| --- |
| **Grading Policy** |

Assignments are included within this syllabus.  Each assignment will be discussed during class time.  All assignments:

* should be typed;
* should use precise terminology;
* should reflect “People First” language;
* require correct grammar and spelling; and
* should be turned in on the established due date (late assignments will be marked down).

The criteria which guide grading include the following operational definitions:

**Professional Quality:** Work is presented in a form that will be acceptable to show a parent or colleague in a professional meeting.  Time and attention appears to have been given this activity (carefully prepared versus being “thrown together”).

**Functional Value:** The product in its present form would serve as a useful tool (has actual teaching application).  It would be useful to other similarly prepared professionals (it has communicative value).

**Progressive:** The assignment demonstrates growth in the instructional progress (objectives, instruction, assessment).  Relates to the set of best practices discussed in class and in the readings.

**Completed on Time:** Assignments are due on the assigned day.  Problems with the policy should be discussed and negotiated well in advance.  Late assignments will be accepted only if such arrangements are possible and are made before the due date. Late assignments that have not been discussed in advance with the instructor may result in a letter grade reduction for the assignment for each day past the due date.

Plagiarism will not be tolerated. Plagiarism is defined as “to steal and pass off (the ideas or words of another) as one's own; literary theft” (Merriam-Webster online dictionary).  All sources of reference, including quotes, major theories, and instructional materials for lesson plans or papers must be properly cited.  Plagiarism will result in a zero for the assignment and a referral to Student Affairs for possible suspension or expulsion.

|  |
| --- |
| **Assignments** |

**Performance Assessments:** Each performance assessment is designed for students to demonstrate understanding, application, and evaluation of the *5 Types of Thinking*. Performance assessments may include simulations, written reflections, projects, interviews, and other tasks. Each performance assessment will be evaluated on a 4-point rubric aligned to the *5 Types of Thinking*. The professor will determine the performance assessments that will be graded. The performance assessments are intended to prepare students for the successful completion of their Culminating Exit Exam.

|  |  |  |  |
| --- | --- | --- | --- |
| **Module 1: Leadership Habits** | **Points** | **Due On** | **Percentage of Total Grade** |
| Reflection and Summary Submission-per email | 50 | Dec. 13 | 25% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Module 2: Assessing and Building Culture** | **Points** | **Due On** | **Percentage of Total Grade** |
| Poster Creation and Museum Walk  Pillar 5: Best School in the Universe  Summary of Pillar Reflections-Email Submission | 25  25 | Dec. 13 | 25% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Module 3: Developing and Articulating Your Leadership Platform** | **Points** | **Due On** | **Percentage of Total Grade** |
| Platform Draft Submission-Per email | 50 | Dec. 13 | 25% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Disposition** | **Points** | **Due On** | **Percentage of Total Grade** |
| Evidence of your presence attentiveness, participation and contribution. | 50 | Ongoing | 25% |

**Module 1: Leadership Habits**

CAPEs practiced and assessed: 2A1, 5A, 5A4,

Leaderly Thinking practiced: Learnership, Culture & Climate

**Journal Reflections**

**Steps:**

1. Identify whom you are going to teach (target group within your sphere of influence) the new habit that is introduced weekly in class.
2. Someone in your personal life (e.g. significant other, kids)
3. Group of colleagues (e.g. your PLC, grade level team, student teacher)
4. Group of students (e.g. 3rd period English class, advisory, club or team)
5. Schedule the time to teach the habit for at least 15 minutes weekly.
6. Reflect weekly on habit and the impact as it applies to enhancing your own behavior, to make personal commitments and to teach it to others

**Journal Instructions:**

1. Title Journal: Leadership Habits
2. Write a weekly reflection and commitment entry in your journal.
   1. Your commitment will include:
   2. Behavioral changes you intend to make
   3. A brief description of how you plan to teach the habit to a person (or group) currently within your sphere of influence.
3. Bring Journal to class, as you will be sharing your journal entries with collegial coach during class time provided.
4. Submit a reflection and summary: December 12th
   1. This entry/submission will summarize what changes you have and are making in your
   2. Own leadership behavior and the progress you have made teaching these habits to others.
5. Covey has a very straightforward way to teach and internalize the habits. He calls it his Three Person Process. Three person teaching involves the
   * *1st person sharing the knowledge with another,*
   * *The 2nd person models and teaches new knowledge to another (thru process of capture, expand and apply)*
   * The 3rd person receives (i.e. captures, expands and applies) added-value knowledge.
   * For reference please watch this short clip:<https://youtu.be/axfH4M08SGI>

**Module 2: Building and Assessing Culture**

CAPEs practiced and assessed: 1A, 1C2, 1C5, 2A3, 2B2, 2B4, 2C4, 5A3, 5B1

Leaderly Thinking practiced: Learnership, Culture & Climate

Fisher, D., Frey, N., & Pumpian, I. (2013) will provide fodder to deeply examine aspects of building and assessing school culture. These aspects are presented as “pillars.” in weeks 2,3,4,5. Each class will provide an overview of one of the culture building pillars. The class presentations will provide background aligned with the assigned reading from Fisher et al.

Over the course of the semester you will also receive instruction and guidance in restorative practices. This will include the readings in Smith et. al. (2015). Better Than Carrots or Sticks and class work and discussions. You are responsible for actively engaging in both.

**Reflection Assignment Details:**

* After reading and discussing each chapter, students will use the template provided in Blackboard for completing and submitting a pillar reflection.
* Pillar Reflections can be adequately completed in about 500 to 700 words.
* Each Pillar Reflection template you complete ends with the next 5 things you are committed to do immediately to build and enhance school culture.
* Write one Pillar Reflection each week as assigned for a total of four Pillar Reflections.
* Each of these Pillar Reflections will be submitted by email to all of the course instructors and reflection coaches.

**Best School in the Universe: Culminating Poster and Museum Walk**

* Create a poster session to be included in the Museum Walk.
  + Your poster sessions will include highlights of your next five things list from the previous 4 pillar reflections, along with progress you have made enacting them, next steps and reflections.
  + Each student will contribute to the museum walk by creating a poster presentation summarizing the commitments made in previous weeks in their pillar reflections.
  + This summary will also highlight activities, achievements, lessons learned and next steps for each of the pillars. What steps are you talking to positively build a culture of achievement and make your school the best place in the universe?

**Module 3: Developing and Articulating Your Leadership Platform**

CAPEs practiced and assessed: 1A, 1B, 2A, 2B, 2C, 5A, 5B, 5C, 6A3

Leaderly Thinking practiced: Learnership, Culture & Climate**, Systems, Operational**

**Platform Assignment Details:**

By semester’s end, each student will draft and submit a personalized **leadership platform statement.** Your platform will incrementally evolve over the course of the semester based on a set of incremental weekly assignments and activities.

* The rubric for your platform will be provided.
* Submit approximately 5-7 pages that communicates your platform.
* A portion of each week to developing and articulating sections of this platform. You will be assigned writing tasks each week and to bring those written drafts to class for our group work and activities. None of those working drafts will be submitted for grades.
* Your platform product will be developed over time and the final draft will be submitted, per email to [dsmith@hshmc.org](mailto:dsmith@hshmc.org) on the last day of class (12/13).
* This is the signature assignment for this course and incorporates all of our work together.
* This end of semester Module 3 assignment will account for 25% of your grade.

**Class Readings and Weekly Platform Expectations:**

Class readings and activities will use the Green, L. (2012) and Waters, T., Cameron, G. (2006) text to study leadership standards and styles. These readings will be used to help students identify and reflect on their own leadership skills, knowledge and disposition and to help you communicate your developing concept of you as

* a visionary leader,
* an ethical leader
* an instructional leader and
* a community leader

These readings, activities, reflections and discussions will all be fodder for the platform drafts you are writing over the course of the semester.

* Throughout the semester you will also be assigned responsibilities to verbally articulate components of your platform.
* Remember, the written platform is not a term paper. It is a living journal that is intended to help you organize your thinking and personal expectations.
* You will practice communicating the ideas in platform statements in class and you will receive feedback and editing support.
* Outside of class, most people will know the contents of your platform by your words and your actions. Very few people will ever read your platform. Therefore you need to feel comfortable verbally expressing its contents.

**Leadership Disposition:**

**The fourth element of the class** combines a total assessment of the student’s skills, knowledge, disposition and behavior. **CAPE 5.5C3 is a performance expectation for ethical visionary leadership**. This CAPE expects: Use personal and professional ethics as a foundation for communicating the rationale for their actions.  The structure of Modules 1, 2 and 3 combine to support each student to meet this performance expectation. You are expected to engage in this class in a way that demonstrates that you are a reliable, reflective, professional educator and educational leader.

* Timely submissions, responsive posts, insightful reflections, and purposeful reporting of commitments are required throughout this course.
* Active participation and preparation is expected for both the restorative practices and platform groups you will participate in.
* Students will be expected to Learn and Demonstrate the Habits of Highly Effective Learners, to purposefully enhance school culture and to articulate their leadership platform.
* Evidence of your virtual presence attentiveness, participation and contribution will account for 25% of your grade. **So prepare, attend, post and fully engage!!!**

|  |
| --- |
| **Grading Scale** |

At the end of the semester, the points you earn will be assigned a transcript grade according to the following criteria:

90% or above A (100-94% = A; 93-90% = A-)

80% - 89% B (89-87% = B+; 86-84% = B; 83-80% = B-)

70% - 79% C (same pattern repeated as for B)

60% - 69% D

59% or lower F

|  |
| --- |
| **Americans with Disabilities Policy** |

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student

Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

|  |
| --- |
| **Controversial Content** |

Consistent with the approved course of study for San Diego State University, this course may include controversial topics. The faculty does not endorse particular political or social agendas and will present a sensitive, balanced, and objective approach to these topics, with a goal of developing informed and responsible attitudes toward people, cultures, religions, societies, and environments in the spirit of scholarly inquiry.

|  |
| --- |
| **Religious Holidays** |

It is the responsibility of the student to notify the instructor within one week of the beginning of the course about any religious holidays that will require an excused absence. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.

|  |
| --- |
| **Field Trips** |

Should this course require students to participate in field trips, research or studies that include course work that will be performed off-campus, it is important to note that participation in such activities may result in accidents or personal injury. Students participating in the event are aware of these risks, and agree to hold harmless SDSU, the State of California, the Trustees of the California State University and Colleges, and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Students using their own vehicles to transport other students to such activities should have the current automobile insurance. Sdsu.edu/GB0203/index.html

|  |
| --- |
| **Student Appeals** |

If for any reason a student feels that he/she has need for an exception to the program or any other programmatic issue that needs to be addressed, they must adhere to the following procedures:

* + Talk to their professor of record or Department Coordinator (depending on the issue)
  + If the issue is not resolved, talk with their Program Coordinator
  + If still not resolved, talk to the EDL Chair.
  + If the chair does not resolve the problem to the student’s satisfaction, the student can send a letter of appeal to the Department of Educational Leadership’s Error and Omissions committee.

The student also has the right to the SDSU Student appeal process delineated at the following web site: <http://www.sa.sdsu.edu/srr/index.html>