CALIFORNIA STATE UNIVERSITY **LONG BEACH**

EDUCATIONAL
LEADERSHIP DEPARTMENT

COURSE INFORMATION

Course:	EDAD 621A (1 unit)
	Seminar: Introduction to Educational Leadership
Term:	Fall 2020
Meeting Times:	Tuesdays, 5:45-8:30pm
Course Modality:	Fully Online (Alternative Mode of Instruction)
	Online (Asynchronous) Class Modules: 9/15, 11/03
	Online (Synchronous) Sessions: 8/25, 10/06, 11/17 (these sessions will be held via Zoom from 6-8pm)
	Class Zoom Link: https://csulb.zoom.us/j/99964812174?pwd=L1F0VjRlWGRXZ0lzcGIxUTZrTFNoZz09 (you must be logged into your CSULB account to access)
	Zoom Meeting ID: 999 6481 2174
	Zoom Password: 357721

INSTRUCTOR
- o Erin Biolchino, J.D., Ed.D.
- o Phone: 562-985-1539 (email is preferred method of contact)
- o Email: Erin.Biolchino@csulb.edu
- o Office: AS-203
- o Office Hours: Wednesdays, 2:00-5:00pm
  - o You can schedule an appointment at https://biolchino.youcanbook.me
  - o All office hours will be conducted via Zoom during fall 2020 using this Zoom link: https://csulb.zoom.us/j/7545685798

Please do not share the Zoom information for class sessions or office hours with anyone outside of the class.

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

COURSE DESCRIPTION

Introduces students to the program expectations and requirements, including current state credentialing requirements. Sets students up to begin program portfolio and prepare for the state administrator assessment. 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 understanding of the expectations and requirements of the EDAD program, including the program expectations and timelines for the California Administrator Performance Assessment (CalAPA)
2. Understand and practice basic APA format and scholarly writing
3. Initiate the EDAD program portfolio
4. Assess personal and professional challenges as a way to identify areas for self-improvement and demonstrate understanding of professional leadership (CAPE 5A.1)
5. Identify issues 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: Author. *(this will be used/needed throughout the program)*

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

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

CalAPA Materials (on BeachBoard)

Additional supplemental readings may also be assigned by the instructor.

MODE OF DELIVERY AND TECHNICAL REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

COURSE POLICIES AND REQUIREMENTS

CLASS PARTICIPATION

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

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

ATTENDANCE

Perfect attendance, active engagement, and punctuality and adherence to class hours, whether online or in-person class sessions, are expected. Observance of class norms for participation, and thorough preparation for class are integral components of the learning process and expectations of this course. Course readings need to be completed prior to class, online modules must be completed by the due date indicated, and assignments must be completed and submitted on time. All written assignments must adhere to APA (7th ed.) format.

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

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

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

ASSIGNMENTS

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

PROFESSIONALISM

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

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

ACADEMIC HONESTY

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

THE WRITING PROCESS

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

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

Graduate level writing and APA (7th ed.) formatting is expected on all assignments. Please type all papers and use correct grammar, spelling, and punctuation. Properly cite sources using APA format (7th ed.). Your grade will be affected if more than a rare editing issue is present. **The instructor may stop reading any assignment that has multiple errors (without grading it) and return it to you for editing before continuing to grade.**

BEACHBOARD

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

EMAIL

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

STATEMENT REGARDING STUDENTS WITH DISABILITIES

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

POLICY FOR WITHDRAWAL

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

grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the CSULB Course Catalog.

INCOMPLETES

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

GRADING/COURSE CREDIT

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

COURSE ASSIGNMENTS

Assignment #1 Introduction to the CAPEs (18 points)
DUE AUGUST 25 (In-Class Assignment)
In groups of 3-4, students will study one CAPE in depth. Each group will share information about their assigned CAPE to the class via a shared online document (more details provided in class on 8/25). For this assignment, students will rely on the [CAPE document](#).

Students will receive a group grade. Groups will be assessed using the rubric at the end of the syllabus.

Assignment #2 APA Formatting Quiz (22 points)
DUE OCTOBER 6
Students will demonstrate competence in APA formatting by completing an APA formatting quiz on BeachBoard as part of the September 15 asynchronous online module.

For this assignment, students will rely on the APA Manual (7th ed.) and/or the [Purdue Owl web site.](#)

Students will receive an individual grade for this assignment, and the quiz must be completed

by 11:59pm on October 6.

Assignment #3 Opening a Credential File (10 points)
DUE OCTOBER 6 (DECEMBER 1)
Students will open a file with the Credential Center before the end of the semester and will submit a copy of their email confirmation/receipt from the Credential Center to the appropriate Dropbox folder on BeachBoard. This assignment is credit/no credit, and all 10 points will be earned for an on-time submission.

The Credential Center file will be discussed as part of the synchronous Zoom class session on August 25 with directions to be reviewed at that time.

The credential file information can be found here: https://www.csulb.edu/college-of-education/credential-center/files-and-applications/open-a-credential-center-file (go to "Specialist and/or Service Credential--the second yellow box—and click on "Preliminary Administrative Services Evaluation Request", then follow the directions at the top of the form). Because Credential Center employees will be working remotely during fall 2020, please submit all materials to: ced-credentials@csulb.edu

Please note that it may take time to receive a confirmation email from the Credential Center, so you have until 11:59pm on December 1 to submit evidence of completion without penalty; however, you should plan to submit your materials to the Credential Center by 10/06 to allow processing time.

*If a student is an MA-only student, this assignment is not required. For MA-only students, these 10 points will be dropped from the course point total, and their grade will be calculated out of 90 possible points rather than 100.

Assignment #3 Portfolio Set Up (30 points)
DUE NOVEMBER 17
Students will set up a (digital) portfolio in BeachBoard that is organized by the six CAPEs. This portfolio will house artifacts of their learning throughout the program and will be presented at the portfolio exit interview at the culmination of the program.

Detailed instructions for the portfolio will be provided in the BeachBoard Module for October 6, but the initial portfolio set up will include:
- Creating a digital portfolio template in BeachBoard (you will add artifacts to this portfolio in later semesters) (screen shot to be submitted) (10 points)
- Writing a brief introductory leadership reflection about their perceived strengths and weaknesses and what they hope to learn related to each of the six CAPEs (approximately 500 words per CAPE) (12 points)
- Completing a leadership dispositions self-assessment (8 points)

Assignment #4 CalAPA Cycle 1 Plan (20 points)

DUE DECEMBER 1
Students will identify a fieldwork site for Cycle 1 of the CalAPA and will submit a preliminary plan (template will be provided) for completing Leadership Cycle 1 of the CalAPA. CalAPA Cycle 1 will be discussed in detail as part of the November 3 online module and during the synchronous Zoom session on November 17.

ASSIGNMENTS AT-A-GLANCE

Assignment	Due date	% of grade
1. Introduction to the CAPEs	August 25	18
2. APA Formatting Quiz	October 6	22
3. Opening a Credential File	October 6 (December 1)	10
4. Portfolio Set Up	November 19	30
5. Cycle 1 CalAPA Plan	December 1	20

SELECTED BIBLIOGRAPHY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COURSE CALENDAR

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

Class	Date	Topic(s)	Reading Due
1	8/25 Synchronous Zoom class session 6-8pm	What kind of leader do you want to be? Course Overview Opening a Credential Center File Introduction to the CA Leadership Standards (CAPE, CACE, CPSEL)	Supplemental reading TBD CAPEs
2	9/15 Asynchronous Online Module	Scholarly Writing & APA Formatting	APA Manual 7th edition Purdue Owl Web Site Intro to APA formatting narrated Power Point video
3	10/06 Synchronous Zoom Class Session 6-8pm	Checking In Setting up the Program Portfolio Leadership Dispositions Self-Assessment	CAPEs
4	11/03 Asynchronous Online Module	Revisiting the Program Portfolio Introduction & Overview of Cycle 1 of the CalAPA	Cycle 1 Assessment Guide (provided on BeachBoard) CalAPA Cycle 1 video
5	11/17 Synchronous Zoom Class Session 6-8pm	Q&A about Cycle 1 of the CalAPA Creating a plan for Cycle 1 of the CalAPA	Cycle 1 Assessment Guide (provided on BeachBoard) CalAPA Cycle 1 Plan

Assignment #1 Rubric
Introduction to the CAPEs

	Superior (5-6)	Adequate (3-4)	Needs Work (0-2)
Overview of the CAPE (6 points)	The group provides key details about their CAPE to the extent needed to familiarize the audience without providing excessive or too few details. Information is clear.	The group provides some information about their CAPE to the extent needed to familiarize the audience. Info may be too detailed or key details may be omitted.	The group provides info about their CAPE, but the information presented does not give a clear and accurate description of the CAPE. Contains significant gaps in information needed to gain an understanding of the CAPE.
Application (6 points)	The group provides clear, specific examples of what this CAPE might look like in practice in a TK-12 school or district setting. At least one example per CAPE sub-point is provided (For example, CAPE 1 has A, B, C, CAPE 2 has A,B,C,D, and so on…)	The group provides some examples of what this CAPE might look like in practice in a TK-12 school or district setting, but the examples aren't as clear or well connected to the CAPE sub-points as the superior column.	The group provides some examples of what this CAPE might look like in practice in a TK-12 school or district setting, but not all the CAPE's sub-points are covered. Examples lack clarity and specificity.
Teamwork (6 points)	During the creation of the Google doc during the synchronous Zoom session members work together, demonstrating cooperation and respect, to effectively complete the final product. All group members contribute.	Members work together to complete the Google Doc, but occasional disagreements or setbacks may comprise the final product. Respect for group members is demonstrated during interactions.	Members are out for themselves and do not work as a team to complete the Google Doc. Open dissention is noticeable with little support from or respect for group members.