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|  | **EDL 660:**  **Field Experience**  *Revised: Summer 2017* |

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

This course is designed to have students integrate the competencies developed across the leadership program in a manner which allows them to *articulate and* *communicate their leadership development and ethical decision-making processes* around each of the CAPES and *5 Types of Thinking*.

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 Field Experience course in Educational Leadership is intended to tie coursework to practice. The Field Experience focuses on a targeted population of students at the candidate’s school site, identified through data analysis of student achievement. Candidates will focus on improving student achievement for this targeted group via the establishment of an Advisory Committee of stakeholders who have relevant associations with the targeted group of students. Candidates will provide leadership to the Advisory Committee to plan, implement, and evaluate specific interventions aimed at increasing student achievement for the targeted group of students.

The administrative services curriculum has been carefully aligned to cover the complete set of California Administrator Performance Expectations (CAPEs), Five Types of Leaderly Thinking, and help prepare students to successfully take and pass the California Administrator Performance Assessment (CalAPA).

Please review what is included in each of the tables to follow:

**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* (CAPEs).

**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 outcomes and assignments 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.

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| **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)** | |
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| **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 |

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| **Table 3**  **Course Schedule** | |
| **Session 1**  **Date: August 22 and August 24** | |
| 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:**   * **Orientation of Course Requirements** * Attend a Mid-Point Field Experience meeting with your University Supervisor/Mentor focusing on your work thus far and your plans going forward. These small group meetings will focus on collaborative problem solving with your group. This meeting will be held on Wednesday, January 18, 2017 from 4:30-8:30 PM at Health Sciences High and Middle College, 3910 University Ave., San Diego, CA 92105. * Attend Transforming Education Night Speaker series with University Supervisor/Mentors. The TEN series feature nationally known researchers who will discuss their work with all EDL credential, graduate, and doctoral students and their professors. Candidates and University Supervisor/Mentors will meet from 4:00-5:00 PM, before joining the speaker. These will be held on Wednesday, October 19, 2016 (Marcellus McRae, litigator on the Vergara v. California lawsuit), Tuesday, January 17, 2017 (Principal Baruti Kafele on critical leadership), and Wednesday, March 15, 2017 (Assessment expert Thomas Guskey) from 4:00-8:00 PM. Locations are on pages 13-14. * Meet with their university supervisor/mentor monthly each semester to discuss progress and current issues. The setting for these meetings is up to the discretion of the university supervisor/mentor and may be any of the following: Individual, group, Skype, and/or Collaborate (virtual). * Identify a group of students at a school site that will be targeted for intervention, based on work done in EDL 630. * Work with Site Administrator Supervisor to establish an Advisory Committee (teachers, parents, other stakeholders) that will work as a Professional Learning Community for the purpose of improving student performance of the selected target group. * Conduct at least 4 Advisory Committee meetings in the first semester and an additional 3 Advisory Meetings in the second semester as a means to develop, monitor, adjust and evaluate the Target Group Improvement Plan developed in EDL 630. * Write an evaluation of the results of interventions associated with the Target Group Improvement Plan. * Engage in self-assessment of leadership growth. * Complete the following Performance Assessments throughout the field experience.   **Success Criteria:** *What will be accepted as evidence of success?*   * By the end of the course it is expected that candidates will: * Gain experience in establishing, planning and conducting meetings. * Develop skills in establishing, nurturing, delegating, and monitoring teacher leadership. * Develop strategies to modify instruction and curriculum to advance student achievement. * Understand the relationship between effective teaching, professional development, and student achievement. * Develop strategies to gain involvement of adult stakeholders (including classroom teachers, specialists, support staff, and parents) in efforts to improve student achievement. * Apply effective communication techniques in working with stakeholders. | No Assignments Due |

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| **Session 2**  **Date: September** | |
| 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:**   * **Initial Triad** * Meet with supervisor/mentor and site administrator supervisor   **Success Criteria:**   * Students will through active participation and discussion: |  |
| **Session 3**  **Date: October** | |
| 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** |
| ***Students will attend a school board meeting for this session and participate online***  **Topics/Agenda:**   * **Transforming Education** * **Meet with University Supervisor/Mentor**   **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through online active participation, observation discussion: |  |
| **Session 4**  **Date: November** | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Meet with Supervisor/Mentor** * Virtual or Face-to-Face   **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: |  |
| **Session 5**  **Date: December** | |
| 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:**   * **Meet with Supervisor/Mentor** * Virtual or Face-to-Face   **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: |  |

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| **Session 6**  **Date: January** | |
| 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:**   * **Transforming Education Night** * Discussion with Principal Brauti Kafele on Critical Leadership * **Mid-Point Supervision Meeting** * Meeting with supervisor/mentors and candidates * **Meet with Supervisor/Mentor**   **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: |  |
| **Session 7**  **Date: February** | |
| 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:**   * **Meet with Supervisor/Mentor** * Virtual or Face-to-Face   **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: |  |
| **Session 8**  **Date: March** | |
| 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:**   * **Meet with Supervisor/Mentor** * Virtual or Face-to-Face   **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: |  |
| **Session 9**  **Date: March 15** | |
| 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:**   * **Transforming Education Night** * Discussion with Principal Brauti Kafele on Critical Leadership * **Mid-Point Supervision Meeting** * Meeting with supervisor/mentors and candidates * **Meet with Supervisor/Mentor**   **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: |  |

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| **Session 10**  **Date: April** | |
| 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:**   * **Meet with Supervisor/Mentor** * Virtual or Face-to-Face   **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: |  |
| **Session 11**  **Date: May** | |
| 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:**   * **Final Triad with Supervisor/Mentor and Site Administrator**   **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: |  |

**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.

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| **Roles and Responsibilities** |

The candidate, Site Administrator Supervisor, and University Supervisor/Mentor share responsibility for creating a meaningful field experience. Mutual respect, cooperation, and open communication will create a supportive relationship between these individuals. The quality of the field experience depends upon this interaction.

## The Site ADMINISTRATOR Supervisor

The Site Supervisor is a practicing administrator at the candidate’s school site. At the onset of the first semester of the field experience, the candidate should approach a practicing administrator at their school and ask him/her to provide appropriate support for supervision of the field experience. The Site Supervisor must fully understand the field experience program and support the candidate’s need to engage in frequent, ongoing conferences with him/her to review progress and plans related to the completion of all fieldwork tasks. He or she should create a climate that facilitates successful experiences for the candidate. The candidate must obtained a signed fieldwork agreement (located in the Educational Leadership Handbook) and submit it to TaskStream before any assigned tasks can be completed.

## The University Supervisor/Mentor

The University Supervisor/Mentor shares responsibility for ensuring a meaningful field experience for each candidate. This is accomplished in cooperation with the Site Administrator Supervisor as well as with the candidate.

In order to accomplish these responsibilities, the University Supervisor/Mentor will:

* Schedule one to two site visits with the candidate and Site Administrator Supervisor each semester for any of the following purposes: (a) finalizing the field experience agreement first semester; (b) observing the candidate lead their advisory committee, followed by a feedback session; (c) attending an end-of-fieldwork session to evaluate the total effort; (d) arranging other opportunities in support of the candidate’s field experience program.
* Receive and evaluate periodic reflections and assignments from the candidate. The University Supervisor/Mentor’s responsibility includes timely feedback for work submitted via TaskStream for assessment and evaluation of the required tasks as well as prompt response to calls or emails.
* Check in monthly with candidates. These contacts will provide opportunities for candidates to exchange issues and ideas regarding their field experiences. The mode of contact should be mutually agreed upon by the candidate and University Supervisor/Mentor and can include digital as well as face-to-face contacts.
* Attend and evaluate an advisory meeting lead by the candidate at least once per semester and engage in a post-meeting reflection with the candidate.
* Consult with the Site Administrator Supervisor, review progress toward completion of the authentic leadership tasks, and evaluate the total field experience to ensure attainment of the six areas of competency.

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| **Assignments** |

Schedule a final triad meeting between the candidate, Site Administrator Supervisor and University Supervisor/Mentor to summarize the total field experience near the end of the second semester. The 30-45 minute meeting should provide the candidate a forum for reflection, an opportunity to highlight valuable leadership experiences, and identify next steps for future growth and development.

## Task F0: Field Work Agreement

CAPEs practiced and assessed: 2, 2A2, 2C2, 5, 5B

Leaderly Thinking practiced: Leaderly, Operational

*State regulations require that there is a signed formal agreement signed by the Principal to begin fieldwork at a school. This agreement can only be approved by the Principal (vice principals, associate principals, and other subordinate administrators are not approved). No assigned work can begin until a signed agreement is on file.*

The Field Work Agreement form is in the 2016-17 Educational Leadership Handbook. This must be signed by you, the Candidate, and by the building Principal, who is the Site Administrator Supervisor.

Scan and submit this to TaskStream. **Select Nancy Frey, coordinator for EDL 660, for this Task only. All other tasks should be submitted to your university supervisor/mentor.**

## Task F1: Advisory Meeting #1: Getting Started (Due Sept. 14, 2016)

*The purpose of this initial Advisory Meeting is to establish the group, set its purpose, and introduce them to your initial findings about your proposed target group.*

* Select and then invite your Advisory Group members to a meeting. Remember that it is important to include those you feel will be most helpful in addressing the needs of your proposed target group. Plan the agenda carefully and think about your strategy for approaching the meeting. Try to keep the meeting short but long enough to get the process started (1 to 1.5 hours for this initial meeting would be sufficient.)
* In the meeting, talk with your Advisory Group about norms and goals. Make sure that you tell them about your initial data analysis process and about the target group. Ask them for their thoughts. Why is the target group not achieving as they should? What is being done now and what might be done? What type of additional data would be useful to gather from faculty? Talk about how the group can gather the data and have all agree to bring back the information at the next meeting so the process can move forward. Emphasize their key role in this process.
* Conduct the meeting and keep detailed, well-organized minutes (or ask someone to help you do so). Make sure you include item, a summary of discussion and any agreements or reports. Be sure to develop a schedule of future meeting dates and time.
* Based on your agenda, write up a 1-2 page reflection. How did the meeting go? Did you accomplish what you hoped to accomplish? Did you focus on getting the group started, orienting them towards the task ahead of them for the year? Did you share information on the target group and how you selected this group based on the data analysis? Did you ask them for their thoughts? Did you talk about additional data needed and enlist their help? Do you feel that all felt included, that there was collaboration and shared decision making with consensus? Was there conflict and if so how was it resolved? Describe your leadership both in terms of what went well and what could be improved. Briefly overview content and strategy for the next meeting.
* Review the rubric for Advisory Meetings before you write and before you submit the final copy. Make sure that your document is clear, well organized, comprehensible and professionally written. Submit your agenda, minutes and reflection to Task Stream.

## Task F2: Target Group Selection Process (Due Sept. 21, 2016)

CAPEs practiced and assessed: 1, 1A1-6, 1C1-5, 2, 2A2, 2C2, 5, 5A-4, 5B

Leaderly Thinking practiced: Leaderly, Operational, Data & Design

Draft a 1-2 page memo to your principal that provides the following information:

* *A description of the data analyzed,* how you analyzed it and the results of what you found out. Please do not include all of the data.
* *A description of the proposed target population.* Include the needs of the group that substantiates the reason for selecting this group. The reason should relate back to the data analyzed. Include possible root causes for lack of achievement.
* *A description of the Advisory Committee.* Describe who you asked to participate on the Advisory Committee and why.
* Make sure that your report is clear, well organized, written in professional language. *Once approved by your university supervisor/mentor and site administrator,* it will become part of for your assignment for EDL 630.

## Task F3: Advisory Meeting #2: Developing the Plan: Sharing/analyzing faculty input (Due September 28, 2016)

CAPEs practiced and assessed: 1, 1A1-6, 1C1-5, 2, 2A2, 2C2, 5, 5A-4, 5B

Leaderly Thinking practiced: Leaderly, Operational, Data & Design

*The purpose of this Advisory Meeting is to discuss the analysis of the data and gather suggestions for the actions, services, and interventions.*

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* Invite your Advisory Group members to a meeting. Plan the agenda carefully and think about your strategy for approaching the meeting. Conduct the meeting and keep detailed, well-organized minutes (or ask someone to help you do so). In this meeting you should give a brief recap of last meeting and the team should share and analyze data they gathered and start to generate ideas for the instructional improvement plan. Based on your agenda, write up a 1-2 page reflection. How did the meeting go? Did you accomplish what you hoped to accomplish? Did the group share and analyze data and start to generate plan ideas? Do you feel that all felt included, that there was collaboration and shared decision making with consensus? Was there conflict and if so, how was it resolved? Describe your leadership both in terms of what went well and what could be improved. Comment on next meeting’s focus.
* Review the rubric for Advisory Meetings before you write and before you submit the final copy. Make sure that your document is clear, well organized, comprehensible and professionally written. Submit your agenda, minutes and reflection to Task Stream.

**Task F4: Advisory Meeting #3: Finalizing the Plan (Due October 19, 2016)**

CAPEs practiced and assessed: 1, 1A1-6, 1C1-5, 2, 2A2, 2C2, 5, 5A-4, 5B

Leaderly Thinking practiced: Leaderly, Operational, Data & Design

***The purpose for this Advisory Meeting is to finalize the plan and reach agreement to launch the actions, services and***

***interventions.***

* Invite your Advisory Group members to a meeting. Plan the agenda carefully and think about your strategy for approaching the meeting. Conduct the meeting and keep detailed, well-organized minutes (or ask someone to help you do so). During this meeting the group should finalize their suggestions for the instructional improvement plan.
* Based on your agenda, write up a 1-2 page reflection. How did the meeting go? Did you accomplish what you hoped to accomplish? Did the group make recommendations for a plan to help increase achievement of the target group? Do you feel that all felt included, that there was collaboration and shared decision making with consensus? Was there conflict and if so how was it resolved? Describe your leadership both in terms of what went well and what could be improved. Comment on the next meeting’s focus.
* Review the rubric for Advisory Meetings before you write and before you submit the final copy. Make sure that your document is clear, well organized, comprehensible and professionally written. Submit your agenda, minutes and reflection to Task Stream.

**Task F5: Self-Assessment Tool: Part 1 (Due November 9, 2016)**

* At this point in the semester, you have now amassed a set of experiences that require leadership among adults. How are you doing? Review the Self-Assessment of Candidate Leadership Development Form introduced during the orientation. You will need to print two copies of the form. Rate yourself using one copy form and ask your site supervisor/principal to rate you using the form as well. Keep in mind that you are looking at your leadership capability as it relates to a school wide perspective, not only in your classroom. The rating scale is 1-3 range with 1 being Developing capability, 2 is Approaching capability, and 3 is Entry-level capability. It is typical that in the beginning of the credential program, your score would be in the 1-2 range of the rating scale. When you finish the program, a 3 score would indicate that you are ready for an entry-level administrative position.
* Meet with your Principal/Site Supervisor and discuss your responses, making revision to your self-assessment as you see fit.
* Complete the self-assessment form on TaskStream taking into account feedback from your site supervisor/principal.
* PRINT a copy of the final Self-Assessment, as you will need it for the second part of this task - Goal Setting.

**Task F6: Goal Setting from Self-Assessment: Part 2 (Due November 16, 2016)**

CAPEs practiced and assessed: 1, 1A1-6, 1C1-5, 2, 2A2, 2C2, 5, 5A-4, 5B

Leaderly Thinking practiced: Leaderly, Operational, Data & Design

After completing the Self-Assessment of Candidate Leadership Development instrument and discussing it with your Principal/Site Supervisor, work with your University Supervisor/Mentor to determine 3 strengths that will guide you during the remainder of the field experience, and 3 areas that you hope to grow during your participation in the administrative credential program. Think of how you will address these areas of need in order to convert them to strengths. Remember to use the CAPE language in the description of your strengths and areas of growth.

Share the plan with your Principal. Ask him/her whether he/she agrees with your plan. Also ask for him/her to help you work on your areas of need as well as utilize your strengths.

Create and upload a one-page sheet that summarizes these strengths, goals and actions. Consult the rubric before you write as well as before you submit the final copy to Task Stream.

**Task F7: Advisory Meeting #4: Monitoring and adjusting the plan (Due December 14, 2016)**

CAPEs practiced and assessed: 1, 1A1-6, 1C1-5, 2, 2A2, 2C2, 5, 5A-4, 5B

Leaderly Thinking practiced: Leaderly, Operational, Data & Design

*The purposes of this Advisory Meeting are fourfold. The first purpose is to check in on the progress of the actions, services, and interventions in its first weeks of implementation, and make adjustments as needed. The second purpose is to obtain feedback from the group regarding the groups learning process and how knowledge and practice changed as a result of the groups work. The third purpose is to attend to your self-identified leadership goals and work toward them in your meeting. The fourth purpose is to complete* CalAPA Cycle 1

* Invite your Advisory Group members to a meeting. Plan the agenda carefully and think about your strategy for approaching the meeting. Conduct the meeting and keep detailed, well-organized minutes (or ask someone to help you do so). In this meeting you should talk about how the plan is going and whether any adjustments need to be made.
* Keep your leadership goals in mind as you organize and lead this meeting. This is an opportunity for you to consciously work on the leadership goals you, in collaboration with your Site Supervisor and University Supervisor/Mentor have developed.
* Review the rubric for Advisory Meetings before you write and before you submit the final copy. Make sure that your document is clear, well organized, comprehensible and professionally written. Submit your agenda, minutes and reflection to Task Stream.
* Produce on continuous unedited video clip (5-8 mins.) that demonstrates your work with the group to accomplish the following:
* Support a collaborative group process
* Maintain group focus and energy
* Provide supportive leadership

**Spring 2017 - EDL 660 Tasks**

**Task S1: Leadership Reflection**

Write up a 1-2 page reflection. Reflect back on your leadership so far in the first semester. Discuss the goals you identified for yourself, and your successes and challenges in meeting these goals. Include information about your Fall advisory meetings. How did the meetings go? Did you accomplish what you hoped to accomplish? Did the group re-visit the plan and talk about how things are going? Do you feel that all members felt included throughout. Discuss how your ensured collaboration and shared decision was enacted. Discuss conflict and if and how you resolved them. Discuss the level of ownership of the plan on the part of the Advisory Group and staff involvement in its implementation? Describe your leadership both in terms of what went well in the meetings and in the overseeing of the plan, in general, and what could be improved. Based on your reflection, comment on the next meeting’s focus and your plans for your development as an Equity Driven Leader.

**Task S2: Advisory Meeting #5: Monitoring and adjusting the plan (Due February 8, 2017)**

CAPEs practiced and assessed: 1, 1A1-6, 1C1-5, 2, 2A2, 2C2, 5, 5A-4, 5B

Leaderly Thinking practiced: Leaderly, Operational, Data & Design

*The purpose of this first meeting of the spring semester is to re-engage the Advisory Committee in the actions, services, and interventions and discuss preliminary data gathered about student progress. A secondary purpose is to work toward and report on progress toward your self-identified leadership goals.*

* Invite your Advisory Group members to a meeting.  Plan the agenda carefully and think about your strategy for approaching the meeting. Conduct the meeting and keep detailed, well-organized minutes (or ask someone to help you do so).  In this meeting you should talk about how the plan is going and whether any adjustments need to be made.
* Based on your agenda, write up a 1-2 page reflection. Reflect on the leadership goals you identified for yourself, and your successes and challenges in meeting these goals. Include information about the meeting. How did the meeting go? Did you accomplish what you hoped to accomplish?  Did the group re-visit the plan and talk about how things are going? Were any modifications made discussed? Were any other changes made, and if so, which?  Do you feel that all felt included, that there was collaboration and shared decision making with consensus? Was there conflict and if so how was it resolved? Does there appear to be ownership of the plan on the part of the Advisory Group and staff involved in its implementation?  Describe your leadership both in terms of what went well in the meeting and in the overseeing of the plan, in general, and what could be improved. Comment on the next meeting’s focus.
* Review the rubric for Advisory Meetings before you write and before you submit the final copy.  Make sure that your document is clear, well organized, comprehensible and professionally written.  Submit your agenda, minutes and reflection to Task Stream.

**Task S3: Advisory Meeting #6: Planning for Final Assessment of Intervention (Due March 22, 2017)**

CAPEs practiced and assessed: 1, 1A1-6, 1C1-5, 2, 2A2, 2C2, 5, 5A-4, 5B

Leaderly Thinking practiced: Leaderly, Operational, Data & Design

*The purpose of this Advisory Meeting is to make plans for final assessment of the actions, services, and interventions, such that data can be gathered in advance of your final meeting (Task S3). A secondary purpose is to work toward and report on progress toward your self-identified leadership goals.*

* Invite your Advisory Group members to a meeting.  Plan the agenda carefully and think about your strategy for approaching the meeting. Conduct the meeting and keep detailed, well-organized minutes (or ask someone to help you do so).  In this meeting you should talk about how the plan is going and whether any adjustments need to be made.
* Based on your agenda, write up a 1-2 page reflection.  Reflect on the leadership goals you identified for yourself, and your successes and challenges in meeting these goals. Include information about the meeting. How did the meeting go? Did you accomplish what you hoped to accomplish?  Did the group re-visit the plan and talk about how things are going? Were any modifications made discussed? Were any other changes made, and if so, which?  Do you feel that all felt included, that there was collaboration and shared decision making with consensus? Was there conflict and if so how was it resolved? Does there appear to be ownership of the plan on the part of the Advisory Group and staff involved in its implementation?  Describe your leadership both in terms of what went well in the meeting and in the overseeing of the plan, in general, and what could be improved. Comment on the next meeting’s focus.
* Review the rubric for Advisory Meetings before you write and before you submit the final copy.  Make sure that your document is clear, well organized, comprehensible and professionally written.  Submit your agenda, minutes and reflection to Task Stream.

**Task S4: Advisory Meeting #7: Evaluate the Process and Results (Due April 26, 2017)**

CAPEs practiced and assessed: 1, 1A1-6, 1C1-5, 2, 2A2, 2C2, 5, 5A-4, 5B

Leaderly Thinking practiced: Leaderly, Operational, Data & Design

*The purpose of this final Advisory Meeting is to review the results of the actions, services, and interventions and make recommendations about sustaining the learning of students. In addition, you will continue to work toward your stated leadership goals.*

* Invite your Advisory Group members to a meeting.  Plan the agenda carefully and think about your strategy for approaching the meeting. Conduct the meeting and keep detailed, well-organized minutes (or ask someone to help you do so).
* Based on your agenda, write up a 1-2 page reflection.  How did the meeting go? Did you accomplish what you hoped to accomplish?  Did the group re-visit the plan and talk about how it went in terms of both process and results for students?  Did they feel that the plan was successful?  Do you feel that all felt included, that there was collaboration and shared decision making with consensus? Was there conflict and if so how was it resolved? Describe your leadership both in terms of what went well in the meeting and in the implementation/modification/evaluation of the plan, in general, and what could be improved. Mention recommendations for next steps.
* Review the rubric for Advisory Meetings before you write and before you submit the final copy.  Make sure that your document is clear, well organized, comprehensible and professionally written.  Submit your agenda, minutes and reflection to Task Stream.

**Task S5: Mid-point Self Assessment of Candidate Leadership Development** (Due May 3, 2017)

* Carefully complete the Leadership Development Assessment by clicking on the link below. If you can, meet with your Principal and complete the instrument together. If this is not possible, fill it out yourself.
* PRINT a copy of the assessment as you will need it for the second part of this exercise: Task S5: Checking In.

**Task S6: Checking in on your leadership development** (Due May 3, 2017)

* After completing the Self-Assessment of Candidate Leadership Development instrument, look back at your strengths and areas of need. Did you improve? Were you able to capitalize on your strengths?  To what extent did you meet your goals? What goals do you want to continue to work toward in your final semester (Fall 2016)? Write a 2-page reflection on this growth process.
* You will complete this instrument and write a final reflection when you finish the program in EDL 655, so keep that in mind.  Hold on to your notes, copies of assessments, reflections.

**Task S7: Final evaluation of the target group intervention plan** (Due May 10, 2017)

CAPEs practiced and assessed: 1, 1A1-6, 1C1-5, 2, 2A2, 2C2, 5, 5A-4, 5B

Leaderly Thinking practiced: Leaderly, Operational, Data & Design

* Write a 3-5 page document that includes the following:  an introduction that briefly explains the process you followed this year, a thoughtful evaluation of the plan’s effectiveness (process and results), as well as next steps both in terms of how the candidate’s leadership can be improved and how the target group can be helped to improve their achievement even more.
* The plan should be well organized, clear, and professionally written (as if it were being presented to the School Board, for example).  The document should be able to stand alone as an executive summary for anyone who might want to read about the work of the Advisory Committee and its leader.
* Review the rubric carefully before you begin writing and before you submit your final document to Task Stream.

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| **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.

* Field Experience is a Credit/No Credit course.
* CR is given when all work is complete and that work meets expected standards and is submitted on time.
* NC is given if work does not meet expected standards or if two or more tasks are not completed in a timely fashion.

**NOTE**: Effective leaders manage their time and consistently meet deadlines. Failure to do so seriously compromises the work of others, and inhibits a leader’s ability to build the capacity of individuals and the school. Likewise, failure to meet due dates for this course compromises the quality of your learning, and negatively impacts the work of others. *Therefore, failure to meet assignment due dates for two tasks in Fall 2016 or Spring 2017 will result in a NC (No Credit) grade.* Students who do not complete these tasks cannot advance to the spring semester portion of the course and will be required to re-enroll in EDL 660 in the future. This will significantly

**If the Target Group Improvement Plan is NOT APPROVED by the end of Semester I, the student will receive No Credit and will be suspended from the administrative services credential program.**

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| **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.

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| **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.

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| **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

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| **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:

1. Talk to their professor of record or Department Coordinator (depending on the issue)
2. If the issue is not resolved, talk with their Program Coordinator
3. If still not resolved, talk to the EDL Chair.
4. 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

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| **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.