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|  | **EDL 640:  Community Leadership**  *Revised: Summer 2017* |

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

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 course provides an opportunity to learn how to work effectively with families and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. Students will examine the relationships between schools and communities from demographic and political perspectives. Critiquing school publications, assessing school and community needs, and dealing with crisis management are addressed during the course.

Additionally, the course offers an opportunity to examine and evaluate attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine your attitudes toward sexual orientations and individuals with disabilities so that you will be able to be an effective leader in a diverse setting by valuing individuals from different family structures, religions, races, cultures, various socio-economic backgrounds and/or ethnic backgrounds, as well as treating them with fairness and respect. Systemic forms of racism and sexism as institutional practices are discussed, and you are encouraged to find ways to eliminate such practices as you seek to provide equitable, challenging, and safe school settings for all students.

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* (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) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Culture & Climate, Systems, Operational | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Course Expectations & Assignments** * Review the overall course. * Review the assignments for the course * **Understanding Culture** * Students will pinpoint key cultural practices and repertoires of given ethnic groups and describe how this information is useful in improving school-community relationships * Students will engage in Journal #1 (Culture and Achievement Gaps) * **School Community Relations** * Participate in Blackboard online lecture. * Participate and discuss in a brief online lecture on an introduction to six types of community involvement. * **History of School Community Relations** * Discussion and debate of reading * **Community Equity Audit** * Students will discuss school, community, and self-residence data * **Six Types of Community Involvement** * Students will discuss and debate previously viewed video of Joyce Epstein * Students will discuss and debate online lecture provided by Dr. Ward | *Students are expected to complete the following readings and assignments prior to Session 1:*   * Read Chapters 1 & of Fiore * Read Chapters 1 & 2 of Lindsey et al. * Read Chapter 1 (p. 7- 52) of Epstein * Read Chapter 1 of Schrum and Levin * Read *History of School-Community Relations in Brie*f (5-page PDF)   Lindsey et. al.   * Complete Session 1 online quiz. * Conduct data analysis on school, community, and your home residence data * Complete journal entry #1 |
| **Success Criteria:** *What will be accepted as evidence of success:*   * Students will, through active participation and discussion: * Understand Public Opinion and the Pulse of the Community * Get Centered Around Cultural Proficiency * Develop a context for school-community relations * Understand tenants of critical thinking * Be able to discuss and debate case studies from Fiore regarding history of school & community relations through a cultural proficiency lens. * Successfully respond to online questions on current session’s readings and lectures. * Synthesize and discuss with table learning communities topics on culture. |

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| **Session 2**  (Date) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Climate & Culture, Learnership | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Understanding Culture** * Students will pinpoint key cultural practices and repertoires of given ethnic groups and describe how this information is useful in improving school-community relationships. * Understand the importance of culturally proficient leadership. * Understand inner and outer communities. * Students will engage in Journal #2 (Barriers to Moral Leadership) * **Community Politics and Relations** * Discuss and debate assigned reading * Discuss and debate assigned online lecture * **Defining Culture as It Relates to Poverty and Trauma/Victimization** * Discuss and debate assigned online lecture * Discuss and debate assigned reading * **Six Types of Community Involvement** * Student presentations on case studies from six types of community involvement. | *Students are expected to complete the following readings and assignments prior to Session 2:*   * Read Chapters 3 & 4 of Fiore * Read Chapter 2 of Schrum and Levin * Read Part 2, Intro, and Chapter 2 of Lindsey et al. * Read article, Literacy, *Education, and Inequality: Assimilation and Resistance Narratives* * Read article, *The Voices Behind the Numbers* * Presenters read Chapter 2 Epstein * Complete Session 2 online quiz. * Review powerpoint, *If Only She Knew*, Blackboard online lecture: *Defining Culture* and *Understanding Poverty* * Complete journal entry #2 |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion:   + Be able to thoughtfully express cultural competency by completing several journal entries by looking inward.   + Demonstrate understanding of the six types of community involvement in context in order to engage entire school communities.   + Demonstrate understanding through a class discussion activity on where and how homelessness interfaces with school life.   + Be able to discuss and debate case studies from Fiore regarding key components of effective communication through a cultural proficiency lens.   + Successfully respond to online questions on current session’s readings and lectures.   + Synthesize and discuss with table learning communities topics on culture. |
| **Session 3**  (Date) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Culture & Climate, Learnership | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Understanding Culture** * Discuss origins and experiences of different ethnicities in the US * Student Presentations: Culture and Ethnicity, African American Females * Students will pinpoint key cultural practices and repertoires of given ethnic groups and describe how this information is useful in improving school-community relationships * Students will complete Journal 3 (The Guiding Principles) * **Communication: Internal and External Publics on Defining Culture** * Student presentations: TLC on Epstein Handbook, Ch. 2 * **Assessing Cultural Knowledge** * Students will share personal practice * **Types of Involvement to Improve School Climate and Student Success** * Pinpoint key characteristics of given ethnic groups and describe how this information is useful in improving school and community relations. | * Read Chapters 5 & 6 of Fiore, Chapter 3 of Epstein, and Chapter 4 of Lindsey * Read the following articles: *Putting a Face to Faith, Confronting Racial and Religious Tensions,* *The Stereotype Threat,* and *Invisible Asian* * Watch Blackboard online lectures: *Internal and External Publics,* *Defining Cultur*e, and *National Origin on Ethnicity* & *Race* * Complete Session 3 online quiz. * Complete journal entry #3 |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Be able to better support our African American female students and all students. * Be able to discuss and debate case studies from Fiore regarding internal and external publics through a cultural proficiency lens. * Identify and understand stereotypes and their impact. * Students will demonstrate ways to use the Guiding Principles. * Successfully respond to online questions on current session’s readings and lectures. * Synthesize and discuss with table learning communities topics on culture. |
| **Session 4**  (Date) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Culture & Climate, Learnership | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Understanding Culture:** * Students will discuss Journal 4 entry (The Cultural Proficiency Continuum) * Student presentation onThird Generation Mexican American Males * Students will pinpoint key cultural practices and repertoires of given ethnic groups as well as describe how this information is useful in improving school-community relationships. * **Six Types of Community Engagement** * Students will engage in presentations on TLC Handbook, Ch.3 of Epstein * Taking an Action Team Approach to Partnerships * **Media Relations and Communication in Writing** * Students will participate in case study analysis regarding issues with media. * **Politics and Complexities of Managing S-CR** * Students will discuss case study analysis regarding inner and outer school communities. | * Read Chapters 7 & 8 of Fiore, Chapter 5 of Lindsey et al., Chapter 3 of Schrum & Levin, and Chapters 4 & 5 of Epstein (presenters only) * Read articles: *Learning from New Americans*, *School to Prison Pipeline*, and *The Road Less Travelled.* * View Blackboard online lecture: *The Politics of Managing School and Community Relations.* * Complete Session 4 Quiz online * Complete journal entry #4 |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Be able to evaluate case studies on principals’ written communication and involvement with the media. * Be able to lead parent workshops in order to train and engage parents in the LCAP process. * Understand how the processes of developing parent workshops. * Create breakthrough questions for cultural proficiency. * Successfully respond to online questions on current session’s readings and lectures. * Synthesize and discuss with table learning communities topics on culture. |

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| **Session 5**  (Date) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Culture & Climate, Learnership | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Understanding Culture:** * Students will discuss Journal 5 entry **(The Essential Elements As Standards For Leadership).** * Student presentation onSomali students and their families. * Students will pinpoint key cultural practices and repertoires of given ethnic groups as well as describe how this information is useful in improving school-community relationships. * **Expanding Parent Involvement** * Discuss flipped online lectures:   + Communication   + Ways to expand parent involvement. * Student presentations: Epstein Handbook, Ch. 6 * **Managing Cultural Dynamics Through Collaboration** * Pinpoint key characteristics of given ethnic groups and describe how this information is useful in improving school-community relations. | * Read Chapters 9 & 10 of Fiore * Read Chapter 6 of Lindsey et al. * Read Chapters 4 & 6 of Schrum and Levin * Presenters read Chapter 6 of Epstein * Read articles: *Looking Out, Looking In*, *It’s All in the Family, Beyond Integration: How Teachers Can Encourage Cross-Racial Friendships, and Meet the Family.* * View online lecture * Complete Session 5 Quiz online * Complete journal entry #5 |
| **Success Criteria: *What will be accepted as evidence of success:***  Students will, through active participation and discussion:   * Be able use case studies to identify what is right and wrong with both written and electronic communications. * Be able to use case studies to identify appropriate development of websites, Facebook posts, and tweets. * Create breakthrough questions for cultural proficiency. * Successfully respond to online questions on current session’s readings and lectures. * Synthesize and discuss with table learning communities topics on culture. |
| **Session 6**  (Date ) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Culture & Climate, Learnership, Operational, Systems | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Understanding Culture:** * Students will discuss Journal 6 entry (Communication Skills for Culturally Proficient Leaders). * Student presentation on Chinese American students. * Students will pinpoint key cultural practices and repertoires of given ethnic groups as well as describe how this information is useful in improving school-community relationships. * **Verbal Communication in Preparing for a Crisis** * Performance Assessment: Application of Systems Thinking (Case 5.1: A Tale of Two Teams) * Discuss flipped online lecture, *Verbal Communication* and *Strategic Planning.* * **Adapting to Diversity** * Students will discuss flipped presentation. | * Read Chapters 11 & 12 of Fiore * Read Chapter 7 of Lindsey et al. * Read Chapter 8 of Schrum & Levin * Presenters read Chapter 8 of Epstein * View *Verbal Communication* and *Strategic Planning* from Blackboard online lecture * Complete Session 6 Quiz online * Complete journal entry #6 |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will, through active participation and discussion: * Know how to 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. * Understand the 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. * Be able to guide others to examine complex issues related to students’ academic, social, and emotional well-being. * Create breakthrough questions for cultural proficiency. * Successfully respond to online questions on current session’s readings and lectures. * Synthesize and discuss with table learning communities topics on culture. |
| **Session 7**  (Date) | |
| CAPE Clusters Addressed: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C,  4A, 4B, 5A, 5B, 5C, 6A, 6B  Leaderly Thinking: Culture & Climate, Learnership | **Assignments/ Readings Due** |
| **Topics/Agenda:**   * **Understanding Culture:** * Students will discuss Journal 7 entry (Learning and Transformative Change) * Student presentation on LGBTQ students. * Students will pinpoint key cultural practices and repertoires of given ethnic groups as well as describe how this information is useful in improving school-community relationships. * **Community Relations** * Showcasing our schools * **Educational Leadership and Multiculturalism** * Discuss flipped online lecture: Creating Multicultural Schools | * Community Relations Case Study due Saturday after Session 7 by 11:59 p.m. * Read Chapter 8 of Lindsey et al. * Read Chapter 13 of Fiore * Presenters read Chapter 9 of Epstein. * Submit repost on Diversity within Unity * View *Educational Leadership and Multiculturalism* and *The Total Leader* via Blackboard * Complete Session 7 Quiz online * Complete journal entry #7 |
| **Success Criteria: *What will be accepted as evidence of success:***   * Students will through active participation and discussion: * Ability to prepare self and staff for parental engagements such as Open House, Back to School Night, and School Tours. * Ability to prepare students, staff and parents for Parent Conferences. * Analyze school demographics and be able to create a culturally proficient organization. * Use classroom content to analyze 2 district’s LCAP and identify strengths and challenges of both, through the lens of culturally proficiency. * Successfully respond to online questions on current session’s readings and lectures. * Synthesize and discuss with table learning communities topics on culture. |
| **Session 8**  (Date) | |
| 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:**   * **No Class** * **Aligning Behaviors with Values** * Students will write a reflection on ways to align behaviors with values   **Success Criteria: *What will be accepted as evidence of success:***   * Students will be able to align behaviors with values through a written course reflection. | * EDL 640 Course reflection to be uploaded to Blackboard by 11:59 p.m. on (TBD) |

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| **Assignments** |

**Class Participation (15%):** There will be 5 points possible for weekly class attendance and participation. The points will be based on involvement in class discussions and related activities which indicate that the student 1) is fully present; 2) provides clear evidence of having read assignments and given thought to content reading; 3) completes all reflection assignments; 4) makes relevant comments; 5) ask pertinent questions; and 6) is able to transfer concepts of reading to life/work settings.

**Weekly Quizzes (15%):** Short weekly quizzes of 25 questions will be administered on weekly readings and Blackboard lectures.

**Weekly Journal Responses (15%):**

CAPEs practiced and assessed: 1A, 1B, 1C, 2A, 4A, 4B, 5A3, 5B1-3, 5C1-3

Leaderly Thinking practiced: Culture & Climate, Learnership

This is an opportunity to 1) examine your current practices as they relate to cultural proficiency and engaging with members of the community and 2) reflect on ways that you might think and behave with a community of learners to ensure that all students perform at higher levels than ever before. Each week as you read Lindsey et al., please take some time to write the reflections when prompted in your composition journals (not the book). The writing must be legible and reflect deep thinking. The journals will be checked weekly during class and there will be weekly group discussions based on your reflections. EACH journal entry should be written as follows: Session #, Reflection #, and Page #. The first set of reflections are due the first day of class. Each reflection in an entry should be limited to a maximum of two paragraphs.

**Epstein Handbook Table Learning Community (TLC) Presentation (15%):** An individual presentation to your TLC in which the presenter provides relevant information about the chapter, resources, references, and best use of the information to the TLC. Please make enough copies of your paper for your table learning community and be prepared to share your thoughts. This assignment is due as follows: A’s week 3, Bs week 4, Cs week 5, Ds week 6, and E’s week 7 (more on this will be discussed the first night of class).

**EDL 640 Course Reflection and the Principal 50 (10%)**

CAPEs practiced and assessed: 5A, 5A4, 5C, 5C1, 5C3

Leaderly Thinking practiced: Culture & Climate, Learnership

Read the book, *The Principal 50(chapters 1-5 and 10 only)*. Then write a four page paper (maximum) describing the *Total Leader* and Kafele’s, *The Principal 50 (chapters 1-5 and 10 only)*.

We have made reference to some difficult situations in the course. How will you as a leader perform ethically when faced with difficult situations. What will you do to build a culture that breeds excellence and in many ways may avoid challenges to integrity, equity and access for all students? How can what has been gleaned from EDL 640 and the content of *The Principal 50* to be part of your ethical compass? Use specific examples. APA format with a minimum of 10 references to course discussions/lectures and a minimum of 10 references to the book for this assignment. After you read the book, but before you write discuss with a classmate what it all means to you. Write from the heart.

**Community Relations LCAP Case Study (20% of Grade):**

CAPEs practiced and assessed: 1A2, 1A4, 1A6, 1B, 1B1, 1C, 1C1-1C5, 2A4, 2B3, 3C1, 6A4

Leaderly Thinking practiced: Systems, Operational, Learnership

In 2012, Governor Brown unleashed the era of Local Control and Accountability. Many had high hopes that this would provide poor and underserved students with the dollars to meet their needs. However, student advocates and parent groups are struggling to ensure the money is used to best meet the needs. Each year districts are to meet with their constituents: parents and students to determine best how to meet their needs. The constituents include 4 specific groups: English language learners, foster students, students from low income families and SPED students. In the winter/spring of each year, districts are to revisit their Local Control Accountability Plan. The state county offices of education then review the plans to ensure that they are in compliance with state guidelines and laws. Your job is to use what you have gleaned from 640 to do the following:

Conduct research on LCFF/LCAP:

1. What is LCFF
2. What is LCAP
3. How does a district create a strong LCAP Plan (references: Wested research, State Board Policy, CDE Policy)
4. Pros/Cons of LCFF and LCAP (what are the new and unforeseen issues of serving the communities that LCAP was meant to serve?
5. Sample of two different districts’ LCAPs; how created, how closely do they follow WestEd guidelines for LCAP
6. Recommendation for improvement of the two plans and comparison of the two plans**.**

**This project may be conducted with ONE other classmate and should include your district's LCAP as one of the two reviewed.** **The submitted document should be NO longer than 20 pages including the two samples of district LCAP SUMMARIES.**

Sample (Los Angeles Unified’s LCAP Executive Summary for 2016

<http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/577/LCAP%20EXECUTIVE%20SUMMARY%202016%20word%20FINAL.pdf>

**Please note that you will receive an individual score for each group project reflecting your contribution to the project. Uploads to blackboard should reflect your contribution to the group project and one group member should upload the complete project and any handouts including the annotated bibliography formatted in APA style.**

**Platform Reflection Paper (Course Requirement):** A paper in which the student reexamines his/her initial platform statement through the lens of the school-community relations course readings and activities. The student will describe strategies from the school community relations course that will move a school toward the attainment of his/her vision and beliefs, asking the question, “How will my learning in this course assist me in implementing my vision?” Two pages APA format. This assignment must also be submitted to Taskstream for the EDL 640 platform reflection. Due 11:59 p.m. on the final night of class (session 8). Note, you will NOT receive course credit without meeting this course requirement. This is a C/NC assignment.

**Diversity**

Since the students will be working on a case study that involves developing plans to involve all community stakeholders, they will have the opportunity to apply knowledge, dispositions and performances necessary to assessing school culture and implementing context-appropriate communication and process strategies. These strategies seek to capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community in order to make effective decisions.

**Technology**

Students will explore the use of technology in school sites to increase school operations and to assess, analyze and plan for future student growth. They will also be required to use technology in their research, class presentations and class assessments. A copy of the students’ signature assignment for this class will also be placed in the student’s electronic portfolio. Students have and use an email account.

# Fieldwork assignments

Your fieldwork assignments should document your professional experiences and provide evidence at the

application level of competencies in the standards covered in this class. Assessment/Evaluation

Students have the opportunity to earn a grade of A, B, C, Incomplete or F. The professor will establish rubrics, which will define standards of work for grade attainment. Students will be expected to engage in self- reflection and provide meaningful input related to their ability to demonstrate competency in meeting course outcomes. Each student will be expected to lead teaching and learning activities related to developing consensus, managing conflict, and practicing communication processes.

Since this is a seminar course, discussion will be a major component of class time. All students are expected to contribute on a regular basis to class discussions. All discussions and presentations will be conducted in a professional manner appropriate for a graduate level class. Lack of participation due to absences may affect a student’s grade.

**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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| **Required Texts** |

Fiore, D. J. (2016). *School-Community Relations,* (4rd Edition). Berkeley, CA: Eye on Education, Inc.

Lindsey, R., Roberts, L., Campbell Jones, F. (2013). *The Culturally Proficient School: An Implementation Guide for School Leaders*. Thousand Oaks, CA: Corwin Press

Epstein, J. L. et el. (**2009**). *School Family and Community Partnerships*: *Your Handbook for Action*, **3rd Edition**. Thousand Oaks, CA: Corwin Press.

Schrum, L., Levin, B. (2015). Leading 21st Century Schools: Harnessing Technology for Engagement and Achievement, **2nd Edition**. Thousand Oaks, CA: Corwin Press.

Kafele, B. (2015). *The Principal 50.* Alexandria,VA: ASCD.

Blackboard Articles

**Optional Texts**

Leblanc-Esparza, R. & Leblanc-Esparza K. (2013). Strengthening the connection between school and home. Bloomington, IN: Solution Tree Press.

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| **Grading Policy** |

Class Participation

Classes are structured on the belief that each student has important contributions to make to class discussions and that one's learning is greatly enhanced by collaborative interactions with other students. Quality participation in discussions, presentations, and exercises is an expectation, as is quality written work. Students are expected to attend all class sessions, having read and prepared any material assigned for that day. Class absences may result in a lowered grade. Please notify the instructor by phone or e-mail if you expect to be absent; explanations are unnecessary, and students have the option to attend the Wednesday night class if necessary. Work is due on the day assigned. Late work will not be accepted. All students are expected to have and use e-mail accounts. Special problems need to be discussed with the instructor privately.

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.

Preparing Products:

All written projects should be submitted electronically **with your name, course, and section written on the cover page** (Note that the cover page is in **excess** of the total number of written pages). Additionally, hardcopies of some projects will be required. In such cases, submit the document with the aforementioned information stapled on the upper left and prepare enough copies for your Table Learning Community.

Use APA style for all written projects except where otherwise noted (i.e. journal entries).

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.

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| **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

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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.

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| **Cont 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.

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| **FiFi Field Trips** |

Field trips and off campus activities are defined as group learning activities outside the regularly scheduled classroom or laboratory environment arranged and led by university faculty or staff.  The duration of the field trip may be a class period or longer and could extend over multiple days.

Students should provide their own transportation to and from field trip sites whenever possible. If carpools are organized, all drivers must be university employees or identified university volunteers and must be authorized to drive a vehicle on university business.  Personal vehicle liability insurance is primary in the event of a vehicle accident.  

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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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| **EDL Student Expectations** |

The following are the department requirements: E-mail Address

It is imperative that you have an active email address with the department office and the instructor. Should you change the address, please notify the department and instructor within 5 days of such change.