



**EDUCATIONAL LEADERSHIP AND  
ADMINISTRATION PROGRAM**

**Course Syllabus**

**Basis of SOE Conceptual Framework:**

- Learning for (purpose)
- Learning through (process)
- Learning about (content)

<b>Course Number &amp; Title:</b> <b>EDUC 587 Educational Foundations and Current Issues</b>		<b>Term &amp; Year:</b> Summer 2018
<b>Instructor:</b> Dr. Andrea Somoza-Norton Dr. Jim Brescia	<b>Office Location:</b> 02-110	<b>Phone/Cell:</b> 805-431-0745
<b>Class Location &amp; Time:</b> 02-214 Tuesdays 5:10PM - 8:00PM	<b>Office Hours:</b> By appointment or before class.	<b>Email:</b> asomozan@calpoly.edu
<b>Course Description:</b>  Welcome to EDUC 587. This synthesis course fulfills selected requirements for the Master of Arts degree in Education with a specialization in Educational Leadership and Administration. It is designed for prospective K-16 and other leaders who desire a thorough understanding of how to conduct action research. This is also a synthesis course, designed to help students apply knowledge, skills, and perspectives acquired during their studies to a real-world issue. Prerequisite: Admission to the Educational Leadership and Administration Program.  <b>Course Topics – Summer 2017</b> <ul style="list-style-type: none"><li>✓ Technology Integration and Accountability in Education</li><li>✓ Project Based Learning (PBL)</li></ul> <i>"Leadership is the single most important factor affecting the successful integration of technology. This is true at the state level and at the school level. Schools which have made the most progress are those with energetic and committed leaders." From a 1998 study by the SouthEast and Islands Regional Technology in Education Consortium</i>  <b>Course Objectives</b>  This course is designed to address the following indicators within Educational Leadership. These indicators originate from the Administrative Services Credential Program Standards and the International Society for Technology in Education (ISTE). <ul style="list-style-type: none"><li>• <u>Visionary Leadership:</u> Promote the integration of technology to advance excellence and support transformation throughout the organization.</li><li>• <u>Digital Age of Learning Culture:</u> Provide learner centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.</li><li>• <u>Excellence in Professional Practice:</u> Promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.</li><li>• <u>Systemic Improvement:</u> Provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.</li><li>• <u>Digital Citizenship:</u> Model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.</li></ul> Source: <a href="http://www.iste.org/standards/ISTE-standards/standards-for-administrators">http://www.iste.org/standards/ISTE-standards/standards-for-administrators</a>		

All course-related activities—readings, session assignments, and in-class learning activities—are designed to provide integrated experiences and to maximize application of the roles and responsibilities of school leaders; whether those leaders are teachers, counselors, administrators or other educational professionals. Discussion, lab practical, and large- and small-group exercises will be employed to address course content. This class is an exercise in thought and practice. There will be written assignments, but length restrictions will reduce these to concise summaries for reference. The demonstration of your thinking will be assessed through discussion and questioning with your classmates. Your contributions in writing and discussion will be at the heart of this course evaluation. *Prerequisite: Graduate standing and admission to the Educational Leadership and Administration Program.*

COURSE LEARNING OUTCOMES. <i>Candidates will be able to:</i>	ASSESSMENT	STANDARD
Facilitate the comprehensive integration of technology to support achievement of the vision	Group Project, Class Discussion, Written Assignments	CAPE 1 A, B & C
Understands K-12 standards-based curricula and adopted/articulated instructional programs and materials throughout the grades and/or content areas, including instructional uses and applications of technology within the educational program for all teachers and student	Group Project, Class Discussion, Written Assignments	CAPE 2 B
Understand how to create a dynamic learning environment that appropriately integrates technology to facilitate student learning, creativity, and collaboration	Group Project, Class Discussion, Written Assignments	CAPE 2 B
Use time and technology effectively to help manage the school improvement process	Group Project, Class Discussion, Written Assignments	CAPE 5 A
Understand how to use time and technology effectively to improve instructional leadership and promote personal and professional growth	Group Project, Class Discussion, Written Assignments	CAPE 2 A, B, & 5 A
Understand legal issues and responsibilities related to an evolving technological culture (e.g., ensuring equitable access to digital tools and resources to meet all students’ needs, implementing policies for the safe and appropriate use of information technology, promoting responsible use of technology)	Group Project, Class Discussion, Written Assignments	CAPE 6 A
Understands principles and procedures for evaluating and using technology to facilitate effective and timely communication, manage information, enhance collaboration, and support effective management of the organization	Group Project, Class Discussion, Written Assignments	CAPE 3 A & 6 B

*Note: For each learning outcome, the applicable standard and SOE learning outcome is listed by number (full text provided at the end of syllabus).*

**NO REQUIRED TEXTS**

**Additional Materials**

**Individual Reading Assignment – Articles (available as PDFs on the course PolyLearn)**

## CLASS MEETING SCHEDULE

Unless otherwise stated, course meetings for EDUC 587 will take place in the **Cotchett Education Building (02), Room 214**.

June 13	June 20	June 27
Tuesday, 5:10 – 8:00, Room 214	Tuesday, 5:10 – 8:00, Room 214	Tuesday, 5:10 – 8:00, Room 214
<b>Independent Study for Team Projects</b> June 16, 22 July 5, 6, 10		

## COURSE GUIDELINES AND EXPECTATIONS

### Participation

Attendance and participation in weekend sessions are **MANDATORY**, and students may be dropped from the program for non-approved absences.

### Assignments

1. Students are required to submit all written assignments in MS Word format (Mac or PC versions). All written assignments must follow the American Psychological Association (APA) writing style guidelines. Use a 12-point font and double-space all work. Use a one-inch margin on all sides. Consider contacting the [Cal Poly Writing Lab](#) if you have any questions regarding your writing skills. All written work will be critiqued for content, grammar, and spelling.

2. All assignment submissions must contain your last name. Save your files using this format:

**LAST NAME\_TITLE OF ASSIGNMENT**

3. All assignments submitted to instructors must be the original work of the student and shall not have been submitted for credit in any other course.
4. All assignments must be completed and presented to the instructor on the due dates listed in the session guides. One-half credit will be given for late submissions.
5. You must have access to the [Cal Poly Web Portal](#). The portal will give you access to PolyLearn, and all course materials, announcements, and assignments will be posted there in your respective course sections.
6. Students are required to maintain an electronic portfolio of their work (hereafter referred to as an “e- portfolio”). All assignments must be included, and students will submit their e-portfolios for assessment purposes at the end of spring quarter.

### ASSESSMENT PROCESS

Course grades will be based upon successful completion of the following:

- Class preparation, attendance, participation, and group activities
- Assignments

**Discussion, Participation, In-Class Projects and Presentations**

The number and type of these activities vary by course, but you will be required to work in teams to solve problem and present your learning. EVERYONE IS EXPECTED TO PARTICIPATE EQUALLY IN TEAM PROJECTS.

**Written Assignments**

You will be required to write several short papers during the summer session in response to various prompts or case studies. You will be given an assessment rubric for each written assignment. Before you submit your work, you must use the rubric to complete an assessment of your paper. I will use the same rubric to assess your work. Any discrepancies between our assessments will be briefly explained when your papers are returned.

**Academic Honesty**

Academic honesty is fundamental to the activities and principles of California Polytechnic State University San Luis Obispo. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences.

\*All rubrics used to evaluate student work are posted on Polylearn.

**ELAP GRADING SCALE**

Grade	Grade Point	Description	Percentage Range
A	4.0	Excellent – superior performance; demonstrates exceptional understanding and comprehensive mastery of subject matter.	97 - 100
A-	3.7		93 - 96
B+	3.3		89 - 92
B	3.0	Very Good – significantly above average performance; demonstrates full understanding and complete mastery of subject matter.	85 - 88
B- CR	2.7	Minimum grade required for credit-no credit (CR/NC) courses.	80 - 84
U NC	0	Unsatisfactory or no credit (NC) – results in a failing course grade.	< 80
I	0	The "Incomplete" ("I") grade signifies that a portion of required coursework has not been completed and evaluated in the prescribed time period due to fully justified reasons. There is still a possibility of the student earning credit once missing coursework has been submitted.	

## INSTRUCTORS BIOGRAPHY

**James J. Brescia, Ed.D.** - Dr. Brescia is a Clinical Faculty Member in the School of Education. He has formerly served as the coordinator for the Multiple Subjects Credential Program at Cal Poly, the interim superintendent for the Paso Robles Public Schools and the superintendent of the Cayucos Elementary School District. Dr. Brescia is currently the San Luis Obispo County Superintendent of Schools. He enjoys teaching courses in organizational policy, teacher preparation, educational leadership, educational finance, school site leadership, and evaluation as an administrative function. Dr. Brescia's writing and research interests include the areas of school leadership, instructional leadership, and problem-solving-based training of educational leaders. Dr. Brescia holds a bachelor's degree in Psychology from the University of California, San Diego; a master's degree in Humanities from California State University Dominguez Hills; a master's degree in Administration from Cal Poly San Luis Obispo; and a doctorate in Educational Leadership and Administration from the University of California, Santa Barbara. He earned his basic teaching credentials from the University of California, San Diego and his administrative services credential from California Polytechnic State University, San Luis Obispo.

**Andrea Somoza-Norton, Ed.D.** - Dr. Norton is an Assistant Professor and the Coordinator of the Educational Leadership and Administration Program. Dr. Somoza-Norton served for 17 years as a teacher, school administrator, educational consultant, and New Hampshire Department of Education Title III State Director. Her research interests are K-12 educational leadership and administration, particularly in the areas of creative leadership, and systems thinking and dynamic models. In addition, she is interested in the integration of information technology in education and English learners programs and policies.

### THE SCHOOL OF EDUCATION

VISION	MISSION
The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.	The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

### LEARNING OUTCOMES

#### Informed – Advancing Disciplinary Knowledge

InformED educators are scholars of education, demonstrating mastery and application of educational theories, pedagogies and content knowledge.

#### Empowered – Responding To Diverse Learning Needs

EmpowerED educators are equipped to support all students to learn, calling upon appropriate strategies when serving students varying levels of support, including: students who receive special education, students who are emergent bilingual, first generation students, students with trauma, and students in poverty.

#### Engaged – Building Cultural Responsiveness

EngagED educators are culturally responsiveness, demonstrating appropriate strategies and approaches to support

diversity, inclusion, multiculturalism, social justice, and cultural sustainability.

#### Connected – Drawing on Knowledge and Partnerships Across Disciplines and Communities

ConnectED educators build partnerships across communities and draw upon knowledge from other disciplines. ConnectED educators demonstrate appropriate strategies for working with families and community partners, being an agent for change, participating in advocacy, and capacity building.

#### Grounded – Demonstrating Professionalism

GroundED educators are professionals, demonstrating ethics, integrity, legality, teamwork, and professional communication skills. GroundED educators are leaders, either overtly or by example.

#### Transformed – Encouraging Continuous Growth & Reflection

TransformED educators are continuously reflecting and improving. They participate in action research and professional development as part of their commitment to lifelong professional learning. They engage in assessment and reflection

### DISPOSITIONS

#### Professionalism

- 1.1 Responsibility and Accountability — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.
- 1.2 Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

#### Ethical Practice

- 2.1 Cross-Cultural Competence — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.
- 2.2 Collaboration — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

#### Shaping Change

- 3.1 Inquiry and Innovation — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

- 3.2 Social Justice — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

#### Statement on Diversity

The faculty and students of the Educational Leadership and Administration Program (ELAP) are committed to creating and maintaining a learning community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, we seek to develop and nurture diversity, believing that it strengthens the program, stimulates creativity, promotes the exchange of ideas, and enriches campus life. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resource Center, Building 124, Room 119, at (805) 756-1395, as early as possible in the term.

#### ASSIGNMENTS, COURSE GRADES, DUE DATES

Date Due	Activities and Assignments for EDUC 587	Points
<b>Areas in Red are to be added to the E-Portfolio</b>		
6/30/18	Written reflections from selected articles (3 – 2 page reflections) 10 points each  Send via email to <a href="mailto:asomozan@calpoly.edu">asomozan@calpoly.edu</a> with the following file name: LAST NAME_TITLE OF ASSIGNMENT	30
7/12/18	Written assignment based on the action research question  Send via email to <a href="mailto:asomozan@calpoly.edu">asomozan@calpoly.edu</a> with the following file name: LAST NAME_TITLE OF ASSIGNMENT	30
7/12/18	Online recorded presentation (summarizing the action research)  Send URL via email to <a href="mailto:asomozan@calpoly.edu">asomozan@calpoly.edu</a> with the following file name: LAST NAME_TITLE OF ASSIGNMENT or make arrangements to provide instructor with file on USB drive	25
	<b>Participation</b> In class assignments and participation	15
	<b>TOTAL POSSIBLE POINTS</b>	<b>100</b>

## GROUP ACTION RESEARCH PROJECT

This year, the EDUC 587 summer course will consist of an action research project focused on one research question:

**What policies and protocols should be in place in order for a public school district to maximize student access to the internet for educational purposes, yet limit risk and liability to the school district?**

The action research project has two components:

1. Students will self-select a working group of three (3) members and collaborate with the group to fully answer the research question stated above by writing a *report to a fictional school board*. The report must outline the need for and draft policy and protocol for allowing a site administrator to override the district's content filter to access a blocked website or app for educational purposes.

Report: A 4-6 page paper outlining the need for as well as potential issues raised in allowing a site administrator to override the district's content filter. The paper must address the following:

- security and liability risks as well as a proposed protocol
- how the proposed changes relate to the school district vision and impact student learning
- reference current board policy relating to this proposal as well as current guidelines provided by \*CIPA, \*ISTE, and other national/international agencies
- how the changes and the rationale for the changes should be communicated to the stakeholders

2. An 8-10 minute online presentation in which the group will summarize their report to the school board as to why they should approve this new board policy.

### WEBSITES

\*The International Society for Technology in Education (ISTE®)

<http://www.iste.org/standards>

\*The Children's Internet Protection Act (CIPA)

<http://www.ala.org/advocacy/advleg/federallegislation/cipa>

<https://www.fcc.gov/consumers/guides/childrens-internet-protection-act>

## THE RECORDED ONLINE PRESENTATION

Students will collaborate with their respective groups to write and produce an online recorded presentation in which they:

Present cogent, well-researched, and well-argued answer and summary to the research question. The online recorded presentation must meet the following requirements:

- Minimum of 8 minutes in length
- Can include existing video footage
- Must be based on a script or plan

The report and recorded online presentation will be assessed using the rubrics posted on PolyLearn.

THE VIDEO AND THE REPORT ARE DUE JULY 12. PROVIDE VIA EMAIL A URL TO THE RECORDED PRESENTATION IF IT IS STORED ONLINE OR MAKE ARRANGEMENTS WITH THE INSTRUCTOR TO

**Comment [VM1]:** 1A, 1B, 1C, 2B, 3A, 6A, 6B Practiced and Formally Assessed through group project.

1A, 1B, 1C – Understanding how the proposal relates to school vision and impacts student learning.

2B – Understanding how the proposal relates to student learning and educational activities

3A – Understanding of operations issues, security, etc.

6A – Understanding and communicating current guidelines and policies

6B – Effectively communicating to the school district and planning to communicate with various stakeholders

**Comment [VM2]:** 6A, 6B Practiced and Formally Assessed

6A – Understanding and communicating current guidelines and policies

6B – Effectively communicating to the school district and planning to communicate with various stakeholders



PROVIDE THE FILE ON A PORTABLE STORAGE DEVICE (FLASHDRIVE).

### REFLECTION JOURNAL ENTRIES

- Summarize the main points of the article or the assigned pages of the article
- Describe any new learnings from the article and cite specific quotes or sections from the article.
- Describe what potential impacts or takeaways you have as an educational leader. For example: How will you do things differently in your job with this new knowledge?

This journal entries should be in APA format of 2-3 pages (2 pages minimum - 3 pages maximum, excluding title and reference pages), double-spaced, 12 pt. Times New Roman Font, due on **Friday, June 30th, 2017**. Submit via email/share to [asomozan@calpoly.edu](mailto:asomozan@calpoly.edu) with the following file name: **LAST NAME\_TITLE OF ASSIGNMENT**

### READINGS

#### Pre class reading (no reflection journal required):

June 13: Article

#### Five Myths about Classroom Technology (And What to Do, Instead)

Available at:

<http://www.edsurge.com/news/2016-05-07-five-myths-about-classroom-technology-and-what-to-do-instead>

Discussion Topics: Current state of technology integration in schools, developing the school wide vision and policies around technology, the role of technology in supporting student learning, promoting equity and access through technology in our schools.

June 13: Article #1

Watson, J., Pape, L., Murin, A., Gemin, B., & Vashaw, L. (2014). Keeping pace with K-12 digital learning: An annual review of policy and practice. *Evergreen Education Group*. (pp. 1-7, 69-71)

June 20: Article #2

Ertmer, P. A., Ottenbreit-Leftwich, A. T., Sadik, O., Sendurur, E., & Sendurur, P. (2012). Teacher beliefs and technology integration practices: A critical relationship. *Computers & Education*, 59(2), 423-435.

Discussion topics: supporting teachers with appropriate technology implementation, dealing with change and resistance related to technology, promoting effective curriculum, instruction and assessment with technology.

June 27: Article #3

Tudor, J. (2015). Legal Implications of Using Digital Technology in Public Schools: Effects on Privacy. *JL & Educ.*, 44, 287.

Or

Batch, K. (2014). Fencing Out Knowledge: Impacts of the Children's Internet Protection Act 10 Years Later. *American Library Association*.

Discussion: understanding and applying legal precedents associated with technology and communication technology values and policies to various stakeholders.

**Comment [VM3]:** 2A, 5A – Practiced and Formally Assessed through written reflection

**Comment [VM4]:** 1A, 1, 2B, 3A, 6A Practiced through videos and facilitated in class discussion topics and activities

**Comment [VM5]:** 1A, 1C, 2B, 3A, 6A Practiced through readings, videos and facilitated in class discussion topics and activities

**Comment [VM6]:** 6A, 6B Practiced through readings, videos and facilitated in class discussion topics and activities