



California Polytechnic State University
San Luis Obispo

**EDUCATIONAL LEADERSHIP AND
ADMINISTRATION PROGRAM**
Course Syllabus

Basis of SOE Conceptual Framework:

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

Course Number & Title: <i>EDUC 588 Education, Culture and Learning</i>		Term & Year: Summer 2018		
Instructors: Andrea Somoza-Norton, Ed.D.	Office Location: 02-110	Phone: 805-756-5373 Cell: 603-327-7664		
Class Location & Time: 02-214 Mondays 5:10pm-8:00pm	Office Hours: Mondays and Wednesdays 3pm-5pm (or by appointment)	Email: asomozan@calpoly.edu		
Course Description: Review of theory and research relating to the social and organizational context in which learning and teaching take place. Educational leadership and administration standards (synthesis). Cultural characteristics of educational institutions and practice.				
Course Objectives All course-related activities—readings, session assignments, and in-class learning activities—are designed to provide integrated experiences and to maximize the 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. The demonstration of your thinking will be assessed through discussion and questioning with your classmates, written assignment and quiz results. Your contributions in writing and discussion will be at the heart of this course evaluation. <i>Prerequisite: Graduate standing and admission to the Educational Leadership and Administration Program.</i>				
COURSE LEARNING OUTCOMES. <i>Candidates will be able to:</i>	ASSESSMENT	STANDARD	SOE LEARNING OUTCOME	SOE DISPOSITION (listed at the end of document)
Ethics and Integrity: <ul style="list-style-type: none"> • Understand federal, state, and local laws, regulations, and guidelines relating to public schools and the educational process. • Understand how district policies and specific laws (e.g., related to students with disabilities, English learners, parents/guardians, mandated reporting, confidentiality, liability) at the federal, state, and local levels affect individuals and schools, and how to ensure that the school operates consistently within the parameters of applicable laws, policies, regulations, and requirements. 	Discussion post, written assignment	CAPE 5B, 5C & 6A	All	All
External Context and Policy: <ul style="list-style-type: none"> • Defining an inclusive “school community.” Understand the multiple connections between school, families, and the community.	Discussion post, written assignment	CAPE 3B, 3C, 6A & 6B	All	All

<ul style="list-style-type: none"> • How to learn about and address the diverse expectations, needs, goals, and aspirations of family and community groups and incorporate this knowledge as a basis for planning and decision making. • Skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the multicultural educational community 				
<p><i>Visionary Leadership:</i></p> <ul style="list-style-type: none"> • Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students. • Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. • Education leaders manage the organization to cultivate a safe and productive learning and working environment. • Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources. • Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. • Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices. 	Discussion post, written assignment	CAPE 1A, 1B, 1C, 2A & 2B	All	All

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

REQUIRED TEXTS

Green, R. L. (2017) *Practicing the art of leadership: A problem-based approach to implementing the Professional Standards for Educational Leaders* (5th edition.). Boston, MA: Pearson.

Phillips, D. T. (1992). *Lincoln on leadership: Executive strategies for tough times*. New York, NY: Warner Books, Inc.

CLASS MEETING SCHEDULE

Unless otherwise stated, course meetings for EDUC 588 will take place in the **Cotchett Education Building (02), Room 214.**

June 12	June 19	June 26
Monday, 5:10 – 8:00, Room 214	Monday, 5:10 – 8:00, Room 214	Monday, 5:10 – 8:00, Room 214
Independent Study for Team Projects June 22 July 3, 5, 6, 10		

COURSE GUIDELINES AND EXPECTATIONS

Participation

Attendance and participation is **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
- Written assignment

Discussion, Participation, In-Class Projects and Presentations

The number and type of these activities vary by course and quarter, 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 a paper during this session in response to a prompt. You will be given an assessment rubric this 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.

Sample evaluation rubric for written assignments:

Written Assignment Evaluation Rubric

Criteria	Rating Scale
The paper addresses and clearly identifies important issues and adheres to guidelines described in assignment.	5 4 3 2 1
The paper demonstrates accurate mechanics in writing and organizational clarity.	5 4 3 2 1
The authors use appropriate sources to construct a well-developed analysis of investigation (introduction, analysis and findings).	5 4 3 2 1
The paper offers a clear authoritative critique and summary of the investigation.	5 4 3 2 1
The paper is well written and organized.	5 4 3 2 1

Sample evaluation rubric for projects and presentations:

Project/Presentation Evaluation Rubric

Criteria	Rating Scale
The presentation addresses and clearly identifies important issues and themes while adhering to guidelines described in this assignment.	5 4 3 2 1
The presentation focused on relevant issues related to course content.	5 4 3 2 1
The presenters utilized appropriate questioning to elicit the knowledge, experience and ideas of participating practitioners.	5 4 3 2 1
The presentation offered a clear authoritative critique and summary of the assignment and its relationship to course content.	5 4 3 2 1

Overall the presentation was well organized and informative.

5 4 3 2 1

Rating Scale: 5 = Outstanding, 4 = Above Average, 3 = Average, 2 = Below Average, 1 = Less than Adequate

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.	

INSTRUCTOR BIOGRAPHY

Dr. Somoza-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
<p>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.</p>	<p>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.</p> <p>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.</p>

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 588	Points
Areas in Red are to be added to the E-Portfolio		
Post Due: Before Session #2 (6/19) Responses Due: Before Session #3 (6/26)	Discussion Post (respond to 5 of your colleague's posts) ½ credit for late post, ½ credit for less than 5 responses to colleagues	10
Due 6/30	Written Assignment APA Format (Leadership Standards) Due via email to Dr. Norton (first initial last name.EDUC588)	60
Due 6/30	Online Quizzes 1-3 ½ credit for late submissions	10
	Group work case scenarios, in class assignments and participation	10
	Attendance	10
	TOTAL	100

READINGS & PODCASTS DATES

- Session #1: **Phillips:** Part I (People)
 Green: Chapters 1 & 2 (Standards, Framework)
 Podcast:
 http://www.ted.com/talks/itay_talgam_lead_like_the_great_conductors.html
 (Lead Like the Great Conductors)
 "A conductor's] happiness does not come from only his own story and his joy of the music. The joy is about enabling other people's stories to be heard at the same time." (Itay Talgam)
 Podcast:
 http://www.ted.com/talks/lang/en/drew_dudley_everyday_leadership.html
 (Everyday Leadership)
 Podcast:
- Session #2: **Phillips:** Part II (Character)
 Green: Chapters 3-5 (Theories, Organizational Influences, Enhancing)
- Session #3: **Phillips:** Part III (Endeavor)
 Green: Chapters 6-8 (Decision Making, Managing Conflict, Leadership)

Written Assignment (Synthesis of Leadership)

True effective leaders share a **common vision** with their followers. Their vision permeates throughout the organization. They have the ability to **communicate** their beliefs and ideas so that others are **influenced** directly or indirectly. Thus great leaders strive to **create an environment** that accepts and **promotes individual differences**. As a result, they **empower** the entire organization. This synthesis paper should summarize your primary beliefs and attitudes regarding leadership that are supported by research. Include in the paper the central aspects from previous assignments such as the challenges you expect to face in leading others, the stakeholders involved, potential legal issues and why leading in an ethical fashion is vital for organizational success. This paper should be in APA format of no more than five pages (**excluding** title and references). The paper should include multiple references to the text materials applied throughout the entire program. The following points should be contained in your synthesis paper.

1. **PHILOSOPHY OF LEADERSHIP** - What approach do you take when you are providing leadership? (Your beliefs about effective leadership and its impact on an organization). What constitutes effective, purposeful leadership and how is effective, purposeful leadership addressed and sustained?)
2. **VISION FOR LEARNERS** - Actually, what are your expectations, practices, and norms? What do you believe about how children and adolescents learn? What role should the leader play in promoting this learning? How is your leadership role essential to the development of student learning?

Commented [VM1]: Assessment of CAPE: 1A, 1B, 1C, 5A (Reflecting on leadership vision for students, teaching, learning, and the community)

Commented [VM2]: Assessment of CAPE: 1A, 2B (Reflecting on vision for students, teaching, and ongoing learning)

3. **VISION FOR THE ORGANIZATION** - What is your vision for an organization for which you provide the leadership? Include climate, community, parents and families, collaboration, and communication in your response.

Commented [VM3]: Assessment of CAPE: 1B, 3B, 3C, 4A, 4B (Reflecting on operations and organization, resources, personnel, climate, and including families and communities)

4. **VISION FOR PROFESSIONAL GROWTH** - How important is professional development to you and the individuals that you lead? How should professional development needs be determined and addressed? What is your approach leading professional learning communities and action research communities? How would you create a school climate reflection and continuous improvement?

Commented [VM4]: Assessment of CAPE: 2A, 3C, 5A (Reflecting on personal goals for professional growth, as well as growing the school community and continuous improvement)

5. **METHOD OF VISION ATTAINMENT** - What is your leadership style? What strategies do you use to move the organization toward its goals? In your response address decision-making, encouragement, initiation, facilitation of change, and support during the change process.

Commented [VM5]: Assessment of CAPE: 1C, 5B, 5C, 6A, 6B (Understanding how to implement leadership vision, work within policy, and effect change as a leader)

This paper should be in APA format of no more than five pages (**excluding** title and references), double-spaced, with a (12, Times Font) due one day after final session. Send via email to Dr. Norton with the following file name: **first initial last name.EDUC588**
