

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM:

- 1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_ units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

**EDPL 631 PROFESSIONAL DEVELOPMENT/FIELDWORK I 1 unit**

3 3-hour seminars per semester and 20 hours of field experience

Prerequisite: Admission to the Principals Leadership Program.

Collaborative assessment (student, university instructor, and mentor) of each candidate’s competence for meeting CCTC standards and development of professional induction plan. Integration of fieldwork and application of knowledge and skills of entry level administrative position in local school or program settings. May be repeated for a maximum of two units.

**2. Mode of Instruction.**

	<b>Units</b>	<b>Hours per Unit</b>	<b>Benchmark Enrollment</b>
Lecture			
Seminar	<u>.60</u>	<u>1</u>	<u>20</u>
Laboratory			
Activity	<u>.40</u>	<u>3</u>	<u>20</u>

- 2. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This is a required course in the Principals Leadership Program and meets the California Commission on Teacher Credentialing Standards for Quality and Effectiveness for Educational Leadership Programs leading to the Preliminary Administrative Services Credential.

**Students who successfully complete this course will be able to:**

- Analyze, implement and reflect on the relationships between theory and practice concerning leadership, teaching, and learning in the context of contemporary school issues in California.
- Examine their own leadership practices and through reflection, analysis and discussion
- Make informed decisions about teaching, learning and instructional leadership.
- Examine their own personal attitudes toward race, gender, and socio-economic status
- Examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity, and access.
- Experience and address the major duties and responsibilities authorized by the administrative credential in a variety of realistic settings with an intensive experience in at least one setting
- Experience and examine the intensive day-to-day functions of administrators and the responsibilities involving the long-term policy design and implementation.
- Apply the concepts and skills needed to facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Apply the concepts and skills needed to advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
- Apply the concepts and skills needed to manage the operations and resources of a school for a safe, efficient, and effective learning environment.

- Apply the concepts and skills needed to collaborate with the families and community members, respond to diverse community member’s interests and needs and mobilize community resources.
- Apply the concepts and skills needed to model a personal code of ethics and develop personal leadership capacity.
- Apply the concepts and skills needed to understand, respond to, and influence the larger political, social, economic, legal and cultural context.

4. **Is this a General Education Course**                      **YES**                      **NO**  
**If Yes, indicate GE category:**

<b>A (English Language, Communication, Critical Thinking)</b>	
<b>B (Mathematics &amp; Sciences)</b>	
<b>C (Fine Arts, Literature, Languages &amp; Cultures)</b>	
<b>D (Social Perspectives)</b>	
<b>E (Human Psychological and Physiological Perspectives)</b>	

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

- Introduction: review of course requirements
- Conduct a personal pre program and post program assessment on each of the Standards prescribed by the California Commission on Teacher Credentialing.
- Identify past significant experiences that demonstrate competency on standards
- Develop a professional development and field experience plan of short and long term activities, tasks, and projects following the personal assessment on each standard. Complete the plan under the direction of the supervising administrator.
- Carry out activities as defined by the professional development/field experience plan.
- Monitor the plan and modify as needed throughout the program experience.
- Keep a daily journal to document tasks, activities, and projects and integrate experiences with the standards using personal reflection and dialogue with the supervisor.
- Assemble a portfolio of administrative experiences that document competence on each of the standards. The portfolio includes evidence of actual administrative experiences related to the standards and shows growth and development from an aspiring to an entry-level administrator. In at least one section, the portfolio demonstrates competency in the use of technology for presentation and communication of information.
- Field work includes involvement in a variety of school settings reflective of the diverse communities of Ventura County and the State of California. Defined experiences including but not limited to actual involvement in student/parent discipline conferences, leadership of faculty meeting, involvement in IEP conference, observation and feedback on classroom instruction, observation and/or participation in faculty conflict/discipline conference and participation in addressing parent/student concerns.
- Develop a dynamic professional development plan related to progress in meeting standards.
- Conduct and document deep and sustained discussions with the supervising administrator on the challenges and responsibilities of the school principal.
- Demonstrate professional attitude and behavior at all times while completing field experiences.
- Complete the portfolio in preparation for final evaluation program competencies.
- Participate actively with the supervisor and university coordinator in final evaluation of the program competencies.

6. **References.** *[Provide 3 - 5 references on which this course is based and/or support it.]*

Kouzes, James M. & Posner, Barry Z. (2002) *The Leadership Challenge*, San Francisco CA: John Wiley & Sons, Inc.  
Fullan, Michael (1988) *What’s Worth Fighting for in the Principalship?* Andover, MA: The Regional Laboratory for Educational Improvement.  
Fullan, Michael & Hargreaves, Andy (1991) *What’s Worth Fighting For? Working Together for Your School.* Ontario, Canada: Ontario Teachers’ Federation  
Bollman, Lee G. & Deal, Terrance E. (1995) *Leading with Soul* .San Francisco CA: Jossey-Bass Publishers