CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM: EDUCATION

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 620. INSTRUCTIONAL LEADERSHIP OF THE COLLABORATIVE INCLUSIVE SCHOOL (3).

Three hours lecture/discussion per week.

Prerequisite: Admission to the Principals Leadership Program.

Leadership skills needed for implementation and evaluation of instructional programs that meet the needs of all learners. Focus on skills needed to involve teachers in reform and renewal of educational practice, shared instructional decision making and systematic improvement processes. Topics include skills needed for effective instructional supervision at the program and individual level, development of instructional staff, mentoring, coaching, direct instructional supervision integrated with the personnel decision making process involving hiring, renewal of contracts and granting of tenure.

2. Mode of Instruction.

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

3. 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 leadership theories and practice as applied to instructional programs.
- Develop and refine a personal vision of education and instruction
- Examine, practice and model a personal code of ethics
- Engage in professional leadership practices including shared decision-making, problem solving, and conflict management.
- Develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance personal and professional responsibilities.
- Apply the principles of effective communications, systems management, organizational problem solving, and collaborative decision-making skills to real world issues.
- Develop the skills needed to use the influence of positions of leadership to enhance educational opportunities for students rather than for personal gain.
- Develop a plan to leverage and marshal sufficient resources to implement and attain an academic vision for all students and subgroups of students.

- Communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity and access.
- Build relationships with members of diverse communities that democratic schooling and involve the greater community in the life of the school
- Apply skills needed to design, implement, and evaluate curriculum, instruction and assessment as delivered in the school setting.
- Create an accountability system of teaching and learning based on students learning standards
- Welcome and facilitate constructive conversations the lead to improved achievement for all students.

4.	Is this a General Education Course	YES	<u>NO</u>
	If Voc indicate CF cotogory		

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

- **5.** Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]
 - Introduction: review of course requirements
 - Nature of instructional leadership
 - Personal vision of leadership
 - Perspectives on diversity
 - Facilitating effective teaching and learning
 - Purpose of K-12 Education
 - Current accountability systems and legislation
 - Successful school leadership
 - Effective classroom practice (evaluating and supporting teachers)
 - Implementing standards based instruction (overview)
 - Implementing standards based instruction in context of diverse student populations
 - Final examination and class closure
- **6. References.** [Provide 3 5 references on which this course is based and/or support it.]

Fullan, Michael G. (2001) Leading in a Culture of Change. San Francisco, CA: Jossey-Bass

Bolman, Lee G. & Deal, Terrance E. (1995) Leading with Soul. San Francisco, CA: Jossey-Bass.

Leithwood, Keith A. & Riehl, Carolyn. (2003) What Do We Already Know About Successful School Leadership? Paper presented for the AERA Division A Task Force on Developing Research in Educational Leadership.

California Standards for the Teaching Profession (CSTP)

California Department of Education. (2002) Elementary Makes the Grade. Sacramento, CA: CDE Press.

California Department of Education. (2001) Taking Center Stage. Sacramento, CA: CDE Press.

California Department of Education. (2002) Aiming High. Sacramento, CA: CDE Press.

/.	List Faculty Qualified to Teach This Course.
	Current Education Faculty

8.	Fre	Frequency.					
	a.	Projected semesters to be offered:	<u>Fall</u>	Spring	Summer		