



Candidate Handbook

California Preliminary Administrative Services Credential

“The Shasta Leadership Academy’s mission is to be the premier Region 2 provider for relevant, personal and high quality instruction in the field of school administration and leadership.”

Dr. Kim McKenzie
Director, Leadership Academy
(530) 225-0125
kmckenzie@shastacoe.org

Table of Contents

Table of Contents	1
Welcome Letter	2
Orientation Agenda	3
Staff/Faculty Directory	4
California Administrator Performance Expectations (CAPES)	5
Program Overview	6
Course Descriptions	9
Course Schedule	10
End of Course Essay Submission Deadlines	11
End of Course Essay Guidelines	12
Online Component - Google Hangouts	13
Online Instruction - Timeline	14
Policies and Procedures	15
Teach Out Plan	18
Policy on Nondiscrimination in Employment and Education	19
Grievance Form	20
Preliminary Administrative Services Credential	21
Course Syllabi	22
Program Book Bibliography	74
Leadership Framework	75
2021-22 Payment Plan	79
Faculty Mentor List	80



Welcome *from* Superintendent Judy Flores



Welcome to our Tier 1 Administrator Credential Program! We are honored that you would choose to join with us as you take the journey toward school administration.

This year will broaden your view of what it takes to lead. You will have the opportunity to hear from and connect with superintendents, principals, and administrators in various educational programs. You will experience scenarios as if you were the administrator, you will read articles and texts, you will complete projects and assignments – all with one goal in mind: to prepare you to step into an administrative assignment.

Over the past five years of leading a Preliminary Administrative Services Credential (PASC) program, we have seen over 60% of our participants move into an administrative assignment within the following school year. Our goal is to prepare you for a successful first administrative assignment as a true leader.

Strong leadership will be critical to your success as an administrator. Throughout this year, your leadership style will continue to develop as your personality and values shine through. Those who are successful are ones where their actions are consistent with what they truly believe, both within their coursework and group discussions as well as with their words and actions back at their school sites.

Leadership is vital to improving student outcomes. More today than probably ever before, leaders are expected to help their school community increase both academic and behavioral outcomes for their students. We know that taking the time to truly understand the reasons why certain outcomes exist from multiple perspectives is critical to change the current trajectory for students. Our goal is to equip you to listen, ask questions, and reflect on realities so that you are prepared to lead this work as you step into an administrative position.

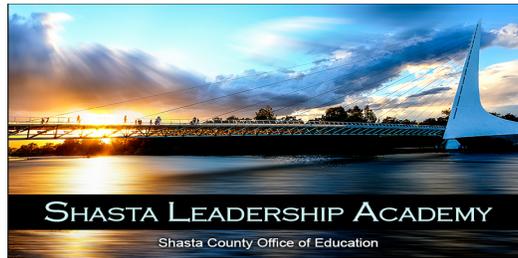
The Shasta County Office of Education (SCOE) has a long-standing tradition of providing quality administrator programs. Over the past decade, SCOE has served hundreds of administrators by helping them achieve their Preliminary and Administrative Clear Services Credentials. Beginning in 2016-17, we started our own PASC program. This program was researched and developed by Dr. Kimberlee McKenzie, in collaboration with local administrators, school districts, and the nine County Offices of Education in north eastern California, providing cutting edge training to prepare strong leaders to meet the needs of our local schools and districts. Kim brings a wealth of knowledge and practical experience as she leads this program, having been a highly successful school administrator for many years.

As an experienced leader in professional development for school administrators, we are very proud to offer the Preliminary Administrative Credential under the direction of our Administrator Support Services Department. This department is operated by directors with a wide range of county office, school, and district administrator experience and are committed to providing the most up to date and essential material related to school management and leadership. We are excited to be coordinating and delivering the leadership training in conjunction with county, district, and school leaders throughout the North State. You are in for a great learning opportunity this year!

Thank you for your interest in school leadership,


Judy Flores
Shasta County Superintendent of Schools

State of Education and Your Leadership



Program Overview and Orientation

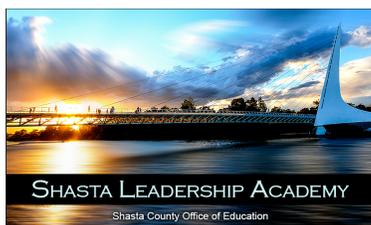
August 28, 2021

8:30 AM – 2:00 PM

**Shasta County Office of Education
Professional Development Center**

AGENDA

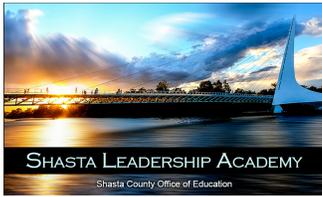
- 8:30 AM Welcome and Opening
- Dr. Kim McKenzie, Director, Leadership Academy, Shasta COE*
Sarah Kohlbeck, Instructional Services Technology Assistant
Overview of Coursework and Expectations; “The Big Picture.”
- 10:00 AM Networking Break
- Writing Expectations for Papers
Mary Lord, Executive Director of Student Programs, Shasta COE
- Google for Education Orientation: Hangouts and Classroom
Online Coaching: Purpose and Understanding/Technology/
Community Development –personal devices
- 11:00 AM Faculty Introductions and Course Descriptions
- 11:30 PM Networking Lunch (meet with faculty and assigned mentees)
- 12:00 PM CalAPA Assessment
- 1:30 PM Exit Ticket: Meet with Sarah for checklist review
- 1:45 PM Master’s Candidates meet with National University
Eileen Cooper Master’s Instructor for Research Courses



Staff and Faculty Directory

Shasta COE Cohort 10

Academy Staff	Email	Phone
Dr. Kim McKenzie <i>Director, Leadership Academy</i> Shasta County Office of Education	kmckenzie@shastacoe.org	(530) 225-0125 (530) 510-8124
Sarah Kohlbeck <i>Instructional Services Technology Assistant</i> <i>Certified Trainer, Google Workspace for Education</i> Shasta Leadership Academy Shasta County Office of Education	skohlbeck@shastacoe.org	(530) 245-7833
Academy Faculty	Email	Phone
Cheryl Olson 632 Instructional Leadership <i>Superintendent</i> Rescue Union School District, El Dorado Hills	colson@my.rescueusd.org	(530) 355-9415
Dr. Kim McKenzie 631 and 635 Visionary Leadership Professional Growth and Ethical Leadership <i>Director, Leadership Academy</i> Shasta County Office of Education	kmckenzie@shastacoe.org	(530) 225-0125 (530) 510-8124
Becky Love 634 Community Leadership <i>Reach Higher Shasta</i> <i>Hatching Results, CAMTSS Lead</i> <i>College and Career</i> <i>Counseling Coordinator</i> Shasta County Office of Education	blove@shastacoe.org	(530) 225-0251
Dale Porter 633 Organizational and Systems Leadership <i>Director, Continuous Improvement</i> Tehama County Office of Education	dporter@tehamschools.org	(530) 604-2789
Leeanna Rizzo 636 School Improvement Leadership <i>Director of State and Federal Programs</i> Siskiyou County Office of Education	lrizzo@siskiyoucoe.net	(530)842-8415 or cell phone (530)925-6812



California Administrator Performance Expectations (CAPEs)

Category A: Visionary Leadership (CACEs A1-A20)

- CAPE 1:** Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency's Overall Vision and Goals
- CAPE 2:** Developing a Shared Commitment to the Vision Among All Members of the School Community
- CAPE 3:** Leading by Example to Promote Implementation of the Vision
- CAPE 4:** Sharing Leadership with Others in the School Community

Category B: Instructional Leadership (CACEs B1-B32)

- CAPE 5:** Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction
- CAPE 6:** Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth
- CAPE 7:** Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors
- CAPE 8:** Communicating With the School Community about School Wide Outcomes Data and Improvement Goals

Category C: School Improvement Leadership (CACEs C1-C9)

- CAPE 9:** Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan
- CAPE 10:** Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement
- CAPE 11:** Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan
- CAPE 12:** Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes

Category D: Professional Growth and Ethical Leadership (CACEs D1-D11)

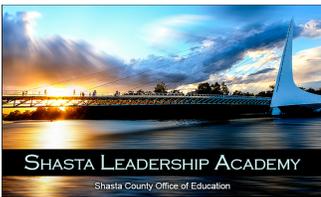
- CAPE 13:** Modeling Life-Long Learning and Job-Related Professional Growth
- CAPE 14:** Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities
- CAPE 15:** Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program

Category E: Organizational and Systems Leadership (CACEs E1-E27)

- CAPE 16:** Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning
- CAPE 17:** Developing, Implementing, and Monitoring and Monitoring the School's Budget
- CAPE 18:** Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations

Category F: Community Leadership (CACEs F1-F10)

- CAPE 19:** Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public
- CAPE 20:** Involving the Community in Helping Achieve the School's Vision and Goals



Overview of Program

Admission Requirements:

- Completed Application Packet
- Personal Leadership Narrative Essay
- Resume
- Copy of Transcripts (unofficial)
- Copy of California Clear Teaching Credential and/or Service Credential
- Copy of CBEST Verification or proof of registration for CBEST examination
- Verification of Experience Form
- \$75 application (non-refundable) send check to 2985 Innsbruck Dr. Redding, CA 96003**

Upon review of application the participants will be invited to participate in the SCOE Shasta Leadership Academy Program

Program Candidates will participate in a blended 11-month program that requires:

- 140 hours of “in-seat” instruction (22 Saturday classes / 7 hours each class)
- In-seat instruction accounts for more than 50% of the program

Courses	
EDA 631	Visionary Leadership
EDA 632	Instructional Leadership
EDA 633	Organizational and Systems Leadership
EDA 634	Community Leadership
EDA 635	Professional Growth & Ethical Leadership
EDA 636	School Improvement Leadership

- 32 hours of online learning
- 60 hours of fieldwork including passing the CalAPA Assessment Cycles 1-3
- One additional activity makes up the final piece to the program:
 - Orientation Day - August 7, 2021
- All hours/classes are required for candidates to meet course requirements and receive a final Commission on Teacher Credentialing (CTC) recommendation. **In the case of an emergency**, hours may be made-up with **prior consent** from the Program Director and Course Faculty. Alternative assignments/projects will be given to make-up program hours. (See Policies and Procedures for Non-Emergency Missed Days)

Upon successful completion of the CalAPA and SLA program, candidates will be recommended to the Commission on Teacher Credentialing (CTC) for certificate of eligibility or a preliminary administrative services credential.

Master's Candidates

For those who are interested in earning their Master's degree, the SLA program has partnered with National University. Please contact Dr. Kim McKenzie for more information kmckenzie@shastacoe.org.

Requirements for Successful Completion of Program

_____ Candidates are expected to:

- Attend an Orientation Workshop and **all** Saturday classes.
- Successfully complete all of the required SLA coursework.
- Successfully complete online chat learning components and summary assignments.
- Successfully complete and pass the CalAPA Assessment Cycles 1-3

Candidate Support

_____ The SLA program prides itself on providing individualized and supportive instructional program. The Program Director provides guidance and support on program requirements including support with completion of assignments, APA assistance, and a sounding board for any questions or concerns a candidate may have. If at any time a candidate needs assistance, the Program Director is available to meet, assist, listen and provide resources as needed.

In addition to the ongoing mentoring by the Program Director, there are three other mentor/coaching roles:

- **Faculty Mentor**

The program will assign each candidate a faculty member to mentor him/her through the different aspects of the program. The focus of this mentoring is to support the participant throughout the year. Faculty mentors make contact and have discussions around the participant's progress and experiences. They offer guidance on program expectations and assignments.

- **District Coach**

The SLA Program has established a Memorandum of Understanding (MOU) with each candidate's school district. In the MOU, the district agrees to provide a coach who will assist with the aspect of the SLA Program that involves district support. Many of the fieldwork assignments involve exploring district policies, plans, data and other resources that a district coach can help with obtaining. The district coach will also provide guidance, resources and support for the end of the year project. In addition, the district coach will support the candidate by assisting the candidate with making connections to coursework and its application to the district concepts and direction.

NOTE: Each candidate must identify the district coach and provide the SLA program with contact information.

- **Online Principal Coach**

An Online Principal Coach are assigned to a community to provide guidance and coaching. Following each scenario and article, the candidates complete a 2-4 paragraph final statement based upon the prompt and submit their final statements to his/her Online Principal Coach by the assigned due date.

Instructional Outcomes

Each course has specific learner outcomes as a result of studying the CAPEs (California Administrator Performance Expectations) and CE (Content Expectations) on which each class is based.

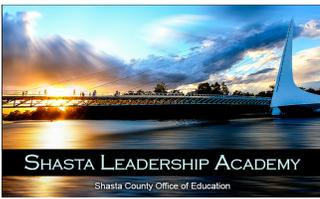
- Candidates will participate in a variety of assignments and activities that will support the learning and application of course standards.
- Candidates will read current educational books and articles and reflect on those readings through in-class discussions, short writing responses, and activities.
- Candidates will be exposed to a variety of current Educational Leaders that will share their experiences, expert advice, and answer candidate questions.
- Candidates will complete an end of course 5 to 7 page paper, using APA guidelines, at the end of each course to demonstrate an understanding of the CAPEs and CEs and further their reflective thinking regarding application of what was learned in class.

CalAPA Assessment Cycles

Being an educational leader encompasses a multifaceted set of skills, which are encapsulated in the CAPEs and the CEs. The CalAPA is designed to allow candidates the opportunity to demonstrate mastery of the performance expectations and content knowledge, taking theory and putting it into practice. Candidates must complete and pass all 3 cycles of the CalAPA in order to be recommended to CTC for the Certificate of Eligibility.

Grading

Candidates receive a “meets standards” or “does not meet standards” grade for all coursework (e.g., fieldwork activities, online final statements, and end of course papers). Candidates in the Master’s Program will receive “meets standards” or “does not meet standards” grades as well as letter grades of A or B to satisfy the National University requirements for the course.



Course Descriptions 2021-22

Shasta Leadership Academy (SLA) Course Descriptions 2021-22

Visionary Leadership EDA 631

Visionary Leadership provides an overview of the role of the leader in developing and implementing a shared vision of learning and growth for all students. Candidates will learn how to use multiple-measures of data to shape a collective vision that is focused on equitable access, opportunities and success for all students. Candidates will learn to engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders, and they will learn to guide and monitor decisions, actions and outcomes in light of the vision and goals.

Instructional Leadership EDA 632

Instructional Leadership provides an understanding of shaping a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. Candidates will learn to promote and support the implementation of standards, pedagogical skills, effective instructional practices and student assessments.

Organizational and Systems Leadership EDA 633

Organizational and Systems Leadership prepares new leaders to understand and manage the complex interactions of all the school's systems to promote teaching and learning. Candidates will learn how to develop, implement and monitor a budget and align fiscal and human resources to achieve goals. In addition, the candidates will learn how to implement laws, guidelines, requirements and contractual agreements to ensure a safe and productive learning and working environment. The course will cover operations and facilities, employee policies and processes, and safe, respectful and equitable learning environments.

Community Leadership EDA 634

Community Leadership provides an understanding of collaboration with families and other stakeholders to address diverse student and community interests and how to mobilize community resources.

Professional Growth and Ethical Leadership EDA 635

Professional Learning and Growth Leadership provides an understanding of the importance of lifelong learning and job related professional growth for administrators and teachers. Candidates will learn how to help teachers improve the individual professional practice, and will learn to identify and facilitate a variety of professional and personal growth opportunities for faculty, staff, parents and other members of the school community.

School Improvement Leadership EDA 636

School Improvement Leadership provides an understanding of approaches to systematic school improvement. Candidates will work with others to identify student and school needs and facilitate the development and implementation of an articulated and systematic plan for improvement. The course will emphasize the importance of appropriate use of data for needs identification and ongoing progress monitoring, theories and best practices in school improvement, and the broad and integrated use of resources.



Course Schedule 2021-22

Draft 4/12/21

Course Title	Online Hours	Course Date(s)
Orientation Program Director: Dr. Kim McKenzie Director, Shasta Leadership Academy Shasta County Office of Education	TBD	August 28, 2021 8:30am-2:00pm
Visionary Leadership Instructor: Dr. Kim McKenzie Director, Shasta Leadership Academy Shasta County Office of Education	5 hours	September 11 September 25 October 9
School Improvement Leadership Instructor: Leanna Rizzo/Martie Hagarty Director of State and Federal Programs Siskiyou County Office of Education	5 hours	October 23 November 6 November 20
Organizational and Systems Leadership Instructor: Dale Porter Director of Continuous School Improvement Tehama County Office of Education	6 hours	December 4 December 18 January 8 January 22
Instructional Leadership Instructor: Cheryl Olson Superintendent Rescue Union School District El Dorado Hills	6 hours	February 5 February 12* March 5 online March 19 online
Professional Development & Ethical Leadership Instructor: Dr. Kim McKenzie Director, Shasta Leadership Academy Shasta County Office of Education	5 hours	April 2 April 16 April 23*
Community Leadership Instructor: Becky Love Reach Higher Shasta College and Career Counseling Coordinator Shasta County Office of Education	5 hours	May 14 May 21* June 4
Graduation	1 hour	June 4 4:00-5:00 pm

*Indicates consecutive weekends



End of Course Essay Submission Timelines

Course Date	Course Title	Essay Due Date
September 11, 2021 - October 9, 2021	Visionary Leadership	October 23, 2021
October 23, 2021 - November 20, 2021	School Improvement Leadership	December 4, 2021
December 4 , 2021 - January 22, 2022	Organizational and Systems Leadership	February 5, 2022
February 5, 2022 - March 19, 2022	Instructional Leadership	April 2, 2022
April 2, 2022 - April 30, 2022	Professional Development and Ethical Leadership	May 14, 2022
May 14, 2022 - June 4, 2022	Community Leadership- project	*June 4, 2022



End of Course Essay Guidelines

The paper should be 5-7 pages and follow APA format (12 point font; preferred typefaces include Times Roman, Courier, Arial; double spaced; one inch margins). References should be on a separate page, references must come from current course content and should support the End of Course paper (e.g., course content, articles, and major concept texts) and follow APA Guidelines. No Abstract is required for these papers, but a cover page is required.

A. Identify and discuss your knowledge around the California Administrative Performance Expectations Standards (CAPES) and Content Expectations (CE) connected to **this course**. Make connections to **this** course content and major focus areas (include supporting concepts, democracy in education, frameworks, theories, etc.)

B. Choose one idea, concept, or strategy and discuss your process(es) for implementation and how you will evaluate the effectiveness of implementation. Be specific and reference **course content**.

C. In what areas would you expand your learning? This part of the paper may be written in first person.

D. References-Minimum of three (i.e. fieldwork, chats, course content, articles, etc.) **Must pertain to the current course enrolled in.**



Online Component Google Hangouts

The online mechanism our program uses for communicating with one another is Google Hangout. In addition to the face-to-face class time, participants also engage in online coursework. The purpose of this online component is to assist participants in the development of their judgment, relationship, implementation, and balance as a future leader. Included in this work are scenarios and articles related to leadership development. Candidates are assigned to “online communities” and are required to discuss the scenarios and articles during a specific chat time for a specific number of hours per course (refer to chart below). Each chat session lasts for 75 minutes.

Online Principal Coach are assigned to a community to provide guidance and coaching. Following each scenario and article, the candidates complete a 2-4 paragraph final statement based upon the prompt and submit their final statements to his/her Online Principal-Coach by the assigned due date.

Online Instruction (hours per course)	
Visionary Leadership	4 chats 5 hours
Instructional Leadership	5 chats 6 hours
Organizational and Systems Leadership	5 chats 6 hours
Community Leadership	4 chats 5 hours
Professional Learning and Ethical Leadership	4 chats 5 hours
School Improvement Leadership	4 chats 5 hours



Online Component Timeline

Task	Responsible Party(ies)	Due Date
Select articles and scenarios, formulate questions, and send documents to program director for approval	Online Principal-Coach Coordinator	Three weeks prior to the end of the existing course
Inform faculty and online principal-coaches of online communities, articles, scenarios, and questions	SLA Staff	Two weeks prior to the end of the existing course
Email Leadership participants online communities	SLA Staff	One week prior to the end of the existing course
Post online communities for upcoming class on Google Classroom class info	SLA Staff	One week prior to start of the upcoming course
Review articles, scenarios, and questions to prepare for online discussion	Online Principal-Coaches	Last class session of the existing course
Email online community to determine chat schedule	Online Principal-Coaches	One week prior to start of the upcoming course
Post articles, scenarios, and questions on Google Hangout chat community course for participants	SLA Staff	Monday following the start of the new course
Read articles, scenarios, and questions to guide online discussions	Online Principal-Coaches and SLA Candidates	Released on the Thursday prior to the first Saturday of the course (after 6:00pm)
Participate in online chats for each article and scenario	Online Principal-Coaches and SLA Candidates	Prior to the last day of the course
Submit final statements for each article or scenario by emailing them to the Online Coach	SLA Candidates	Final statements for each article/scenario must be posted two days prior to the next scheduled chat time.
Review participants' final statements, write a response for each participant. Contact program director if candidate's statement does not meet standards.	Online Principal-Coaches	All final statements from Online Principal-Coaches must be submitted no later than the Friday following the last class of the course.



Policies and Procedures

1. Acts of Dishonesty

Candidates are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, falsification of records or documents, personal misrepresentations, theft, and evasion of SLA financial obligations will not be tolerated.

Self-Plagiarism

Re-use of a student's original work, in part or in its entirety, without the express permission of the course instructor may be considered a form of plagiarism. This can occur when a student:

- hands in the same or similar work for separate, unrelated classes in previous or current semesters without the knowledge or express permission of instructors;
- Retakes a class and hands in work completed during a previous semester for the same or a different instructor, without the current instructor's express permission.

Developed in accordance with "Academic Self plagiarism (Double-dipping)" guidelines from Avoiding Plagiarism, and other Questionable Writing Practices: A guide to Ethical Writing." Office of Research Integrity, U.S. Department of Health and Human Services. 6 Dec. 2009.

2. Attendance

Regular attendance is required and expected. Your agreed upon attendance is for the benefit of your own learning as well as the learning of others in the cohort. Candidates may miss one day for a non-emergency. ***Should a candidate miss more than one day for a non-emergency, the candidate must make up the missed day(s) the following year in class.*** Credential recommendations will not be made until the class is made up. Instructor facilitation, presentations, classroom exercises, and discussions are essential parts of the educational experience for each class. Therefore, candidates must attend all class meetings. Classes begin at 8:30 a.m. and prompt attendance is necessary as it will have a direct impact on learning, performance and grades.

Candidates who miss a class session will be given make-up assignments to compensate for the missed hours of instruction. Make-up assignments will not be given prior to the scheduled class date and are due before the next course begins. In the case of an emergency, please contact the course instructor to determine the impact of the absence on academic requirements.

Candidates who miss an online chat session must read the transcripts from their specific chat community and write a summary based on the community's points of view/discussion. Along with the summary, candidates must also write a one page paper weaving one of the leadership frameworks throughout the article or scenario summary. This paper must be turned into the Program Director prior to the next online chat. Make-up assignments must be turned into the Program Director in order to receive course credit.

3. Business Office Procedures

Refunds will only be given for those courses not attended (e.g., Attending at least one class in a course would prevent eligibility for refund.) Candidates, who are not able to participate in a particular course due to personal or family illness, maternity or paternity leave, death in the immediate family, relocation due to job transfer, or other family or personal crisis that prevents them from successfully participating in the program, may receive credit for participation in a future class with a different cohort. It is the responsibility of the candidate to communicate with the Program Director if an issue is preventing him/her from completing course assignments or attending classes.

4. Disability

Candidates with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the participant must provide the Program Director with documentation that describes the specific disability (i.e., psychologist, physician, or educational diagnostician). Candidates with disabilities should contact the SLA faculty to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations will be made.

5. District Support

Districts will provide support by identifying candidates for participation, supporting their participation in the program, guiding the fieldwork experiences of participants, and arranging time for the district coaches and participants to meet.

The Program Director works with the candidates throughout the course of the program, ensuring that there is a match between course requirements and field experience.

6. Emergency Procedures

All participants are required to complete an emergency procedure form and submit it to the program office on the first day of the first core course.

7. Evaluations

Surveys are administered to candidates, faculty, and participating districts to collect data on program quality and effectiveness. Candidates are expected to complete evaluations. The evaluation forms and surveys are reviewed by SLA program staff; based upon candidate feedback, revisions and updates will be made accordingly.

8. Grievance and Appeals Process

Should a candidate question prerequisites for program participation, program requirements, participation hours, special needs provision, discrimination policy, program extension request rationale, satisfactory progress requirements, and/or denial of preliminary administrative services credential, a meeting should be held with the SLA Program Director and the concern put in writing. The SLA Program Director will then review and discuss concerns with involved candidates, including the program candidate and the

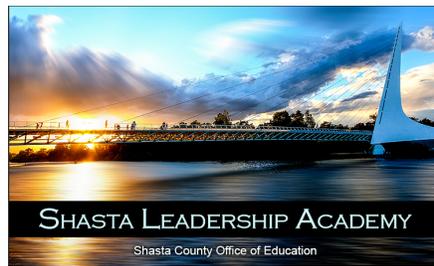
representative of the participating district. Following discussion and review of the concern, a decision will be made regarding the grievance. The decision will be final and will be forwarded to the candidate.

9. Probation

In addition to attending assigned class sessions, candidates are expected to complete all their fieldwork assignments, online coursework, and end of course papers for each course. If a candidate has not met program requirements at the conclusion of the second course, the Program Director will schedule a meeting with the candidate to review the expectations of the program and place the candidate on probation. At the conclusion of the third course, a review of the candidate's progress will be evaluated and either the candidate's probation will be lifted or he/she will be asked to withdraw from the program.

10. Textbooks

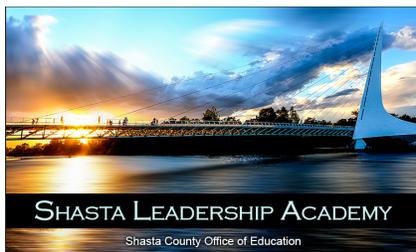
Each faculty member determines the textbooks and/or materials required for their course. The director of the program will send out an email with information if a textbook is required prior to the start of the course.



Shasta Leadership Academy's Teach Out Plan Form

The Shasta Leadership Academy shall offer the approved program, meeting the adopted standards, until the candidate:

- i. completes the program.
- ii. withdraws from the program, following the program withdrawal process.
- iii. is dropped from the program due to change in employment status; or
- iv. is admitted to another approved program to complete the requirements, with minimal disruption, for authorization.
- v. In the event Shasta Leadership Academy educator preparation program closes, the following teach out plan will be put in place:
 - a. All student records will continue to be maintained within the Shasta Leadership Academy program, and electronic databases with continued access through the Program Completion/Records Request Form for all graduates and candidates at the time of closure.
 - b. All candidates enrolled at the time of a program closure will be enrolled into the local educator preparation program: National University. The Shasta Leadership Academy will assist in enrolling candidates and supporting their transition into the program.
 - c. In the event of a program closure, the Executive Director and the Director of the Leadership Academy will assume full responsibility for the continued maintenance and access to student records, as well as ensure all candidates are enrolled in the regional educator preparation programs as listed above.



Shasta Leadership Academy

Policy on Nondiscrimination in Employment and Education

Shasta Leadership Academy establishes this policy in recognition of its educational mission, its social concerns, its responsibility for the personal development of individuals, and its concern for the rights of individuals.

Shasta Leadership Academy will comply with federal and state regulations relating to nondiscrimination obligations. The Academy will provide equal opportunity in education **and** employment for all qualified persons; prohibit illegal discrimination based on age, race, religion, color, national origin, gender, sexual orientation, gender identity and/or gender expression, marital or veteran status, and physical or mental impairment; and promote the full realization of equal education and employment opportunities.

This policy governs all the Academy's educational **and** employment practices and procedures including, but not limited to, recruitment, employment, enrollment, rate of pay or other compensation, renewal, non-renewal, termination, dismissal, leave, training, employee benefits, grading and program access.

It will be a violation of this policy to dismiss, discharge, expel, penalize, discipline, harass, adversely alter academic grades or otherwise discriminate against any student, faculty, or staff member because he/she has opposed any discriminatory practice, filed an internal or external complaint of discrimination, or testified or assisted in any proceeding in accordance with this policy.

Responsibility and authority for the dissemination and implementation of this policy lies ultimately with the Superintendent of Shasta County with the support of the Academy directors, faculty, and staff and with assistance from the Director of Human Resources (or designee). Practically, the responsibility and authority to act affirmatively to provide equality of opportunity in education **and** employment lies with all who are in decision-making positions within the leadership program. The Academy will commit appropriate resources and create a supportive atmosphere for the implementation of this policy.



Grievance Form

Name of Complainant:

Last

First

Address:

City

State

Zip

(____) _____

Home Phone

(____) _____

Business Phone

(____) _____

Cell

*Note: The information contained above will remain confidential.

Name of Person who Complaint is against:

Last

First

Position & Title

Grievance _____

IT IS ESSENTIAL THAT YOU RETURN THIS FORM TO:

Shasta County Office of Education

Shasta Learning Academy

2985 Innsbruck Dr

Redding, CA 96003

Mike Freeman, Senior Executive Director of Instructional Services



Preliminary Administrative Services Credential

California's Credential Structure

California has a two-tier credential structure. A preliminary credential is the first credential issued after an individual meets basic credentials requirements. A professional clear credential is issued when all credential requirements have been completed.

To obtain a preliminary credential, participants must meet and satisfy the following requirements:

1. Possess **one** of the following:
 - A valid California Teaching Credential requiring a baccalaureate degree and a program of professional preparation, including student teaching
 - A valid California Designated Subjects Teaching Credential provided the applicant also possess a baccalaureate degree
 - A valid California Services Credential in Pupil Personnel Services, Health Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a program of professional preparation, including field practice or equivalent

2. Complete **one** of the following:
 - A Commission-approved program of specialized and professional preparation in administrative services which results in the formal recommendation of the program sponsor
 - A one-year administrative services internship consisting of supervised in-service training taken through a California college or university with an approved internship program and obtain the recommendation of a California college or university with a Commission-approved program
 - Achieve a passing score of 173 on the School Leaders Licensure Assessment (SLLA) examination administered by the Educational Testing Services (ETS)

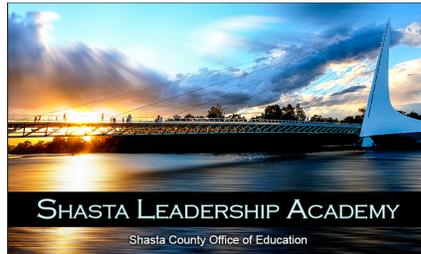
3. Pass the California Basic Educational Skills Test (CBEST)

4. Complete a minimum of five years of successful teaching (full-time) experiences in the public schools or private schools of equivalent status.

5. Verify employment in an administrative position on form CL-777. An individual who has completed requirements 1-4 above but does not have an offer of employment as an administrator may apply for a Certificate of Eligibility.

The preliminary credential is valid five years from the date of issuance. It will expire with and may be renewed with the prerequisite credential during the preliminary period. **(Please note: Once an individual has accepted an administrative position and obtained the preliminary credential, he/she has 1 year to apply and be accepted into a professional clear credential program.)**

Shasta County Office of Education's Shasta Leadership Academy



Class Syllabus for: Visionary Leadership

Mission of Shasta County Office of Education's Leadership Academy

“The Shasta County Office of Education’s Leadership Academy recognizes the essential need for high quality school leaders in the 21st century and designed its preliminary service credential program to provide the most current research about effective leadership in schools aligned with the California Administrative Performance Expectation Standards. The program puts an emphasis on the concept of theory into practice through various learning experiences that provide career preparation and experiences that facilitate a candidate’s progression from the classroom to practicing administrator. Candidates focus on leadership elements within a year-long program that embeds coursework, online experiences, fieldwork, and the CalAPA to demonstrate a candidate’s competency of leadership expectations and prepares them to meet the diverse needs facing schools in California”

Visionary Leadership - EDA 631

Required Text:

Heifetz, Ronald A. & Linsky, Marty (2002). Leadership on the Line: *Staying Alive through the Dangers of Leading*. Boston, MA.: Harvard Business School Press

ISBN 1-57851-437-1

Fullan, Michael (2014). *The Principal: Three Keys To Maximizing Impact*. San Francisco, Ca: Jossey-Bass

ISBN 978-1-118-57523-9

Course Prerequisites:

None

EDA 631 - Visionary Leadership

Course Lead: Kim McKenzie, Ed.D

Description:

Visionary Leadership

EDA 631

Visionary Leadership provides an overview of the role of the leader in developing and implementing a shared vision of learning and growth for all students. Candidates will learn how to use multiple-measures of data to shape a collective vision that is focused on equitable access, opportunities and success for all students. Candidates will learn to engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders, and they will learn to guide and monitor decisions, actions and outcomes in light of the vision and goals.

(CAPEs) - California Administrator Performance Expectations:

Category A: Visionary Leadership (CACEs A1-A20)

CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency's Overall Vision and Goals

CAPE 2: Developing a Shared Commitment to the Vision Among All Members of the School Community

CAPE 3: Leading by Example to Promote Implementation of the Vision

CAPE 4: Sharing Leadership with Others in the School Community

Course Learning Outcomes:

By the end of this course students should be able to:

- Develop and articulate a vision of teaching and learning for the school consistent with the local education agency's overall vision and goals.
- Develop a shared commitment to the vision among all members of the school community.
- Learn to lead by example to promote implementation of a vision.
- Learn to share leadership with others in the school community to help accomplish the vision.

Instructional Outcomes:

Each course has specific learner outcomes as a result of studying the CAPEs (California Administrator Performance Expectations) and CE (Content Expectations) on which each class is based.

- Candidates will participate in a variety of assignments and activities that will support the learning and application of course standards.
- Candidates will read current educational books and articles and reflect on those readings through in-class discussions, short writing responses, and activities.
- Candidates will be exposed to a variety of current Educational Leaders that will share their experiences, expert advice, and answer candidate questions.
- Candidates will complete an end of course 5 to 7 page paper, using APA guidelines, at the end of each course to demonstrate understanding of the CAPEs and CEs and further their reflective thinking regarding application of what was learned in class.

Course Requirements:

- Participate in classwork and fieldwork associated with CalAPA Cycle 1 Assessment
- Participate in a presentation teaching a leadership concept from an up to date leadership book
- Participate in a data snapshot activity that has candidates look at equity gaps..
- Participate in online chats with a 2 to 4 paragraph summary turned into an online coach 48 hours after chat.
- Complete an end of course page paper (5-7 pages), using APA guidelines, to demonstrate an understanding of the CAPEs.

Online Chat Requirements

The online mechanism our program uses for communicating with one another is Google Hangout. In addition to the face-to-face class time, participants also engage in online coursework. The purpose of this online component is to assist participants in the development of their judgment, relationship, implementation, and balance as a future leader. Included in this work are scenarios and articles related to leadership development. Candidates are assigned to "online communities" and are required to discuss the scenarios and articles during a specific chat time for a specific number of hours per course (refer to chart below). Each chat session lasts for 75 minutes. Candidates are required to write a 2-4 paragraph summary addressing the case scenario or study, relating to the leadership concepts taught and learned in class. The summary is due 48 hours after the chat to the online coach.

For guidance with APA format, an *excellent* tutorial is available at:

[APA Tutorial](#)

Detailed Course Assignments and Method of Assessment/Evaluation:

1. Leadership Presentation: Presenting a PowerPoint of Google Slides (preferred) present to your community, teaching from a chosen leadership book. (Rubric for assignment)
2. Online Chat participation (Rubric for assessment)
3. Course paper (Rubric for assessment)
4. Participate in Cycle 1 of CalAPA Cycle (Rubric for Assessment)

The final grade evaluation in this course will be based on points as follows:

Assignments	Points
1. Leadership Project	50 points
2. Online Chat Participation	20 points
3. Course Paper	50 points
4. Fieldwork Assignment(s)	20 points

Total Points = 140 points

Grades	Percentage	Point Range
A	96-100	4.0
A-	90-95	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0

Course Grading Definition:

Please refer to the [SCOE Preliminary Credential Handbook](#).

Course Calendar: Learning Outcomes, Readings, Topics

Unit #	Learning Outcomes	Readings	Topics	Lecture	Chat Discussion Board
Unit 1	Develop and articulate a vision of teaching and learning for the school consistent with the local education agency's overall vision and goals.	Ch. 1, 2, 3, 4- Heifetz and Linsky <i>Psychology Today</i> -Evans (2010)	1. What is a Vision Statement? 2. What is a Mission Statement? Discuss CalAPA Cycle 1	1. Vision versus Mission	1. Qualities of Effective Principals
Unit #	Learning Outcomes	Readings	Topics	Lecture	Chat Discussion Board
Unit 2	Develop a shared commitment to the vision among all members of the school community.	1. Ch. 5, 6, 7,8-Heifetz and Linsky The Working Triangle for Leadership Mandela: His 8 Lessons on Leadership The Ladder of Inference Leadership Lessons for Steve Jobs	1.Leadership Styles 2. Working Triangle,Four Agreements, Ladder of Inference, Core Concepts of Development	1. Frameworks for Leadership	Mistake in Identity

Unit 3	Learn to lead by example to promote implementation of a vision.	Ch. 9,10, 11-Heifetz Linsky	Developing a shared commitment Implementing the vision and mission	1. Visionary Leadership 2. Leadership on the Line: The Principal video	Developing a Vision and Mission
Unit 4	Learn to share leadership with others in the school community to help accomplish the vision	Fullan Ch. 1-6	Data SnapShot Activity-Gap analysis review Visionary Leadership Review progress of Cycle 1	Transformational Leadership Keys to Maximizing Impact	Shared Vision

Course Calendar: Learning Outcomes, Readings, Topics

Unit #	Activities	Assignment	How Assessed	Related Resources	CAPEs Addressed
Unit 1	Readings Chat/reading/postings Leadership Presentation Project-Maximizing Impact as a Leader End of course paper	Chat reading/posting Fieldwork Assignment # 1	Rubric for, paper and presentation	Rubric PowerPoint presentations Chat Articles or case scenarios	1
Unit 2	Readings Chat/reading/postings	Chat/reading/postings Share out fieldwork progression/assign	Course Rubrics	Rubrics PowerPoint Presentations	2

		Fieldwork assignment # 2			
Unit 3	Readings Chat/reading/postings Group presentations on Data Snapshot	Chat/reading Postings Share out Fieldwork	Course Rubric for Postings	Rubrics PowerPoint Presentations	3
Unit 4	Readings Chat/reading/postings Final Paper	Chat/reading postings Leadership Presentation Final Paper	Course Rubric for the Final paper and Presentation	Rubrics PowerPoint Presentations	4

Fieldwork Assignments:
Week 1: Upload to google classroom a one-page narrative that identifies the data you used both quantitative and qualitative, your area of interest, areas that may be contributing factors to the equity gap and your problem statement.
Week 2: Upload to google classroom a one page narrative identifying potential strategies for school improvement. After getting targeted feedback from stakeholders explain how you would adapt those strategies. Lastly, reflect on what strengths you would like to develop in the area of equitable leadership.

Fieldwork Grading Rubric

Students must earn a “3” on every fieldwork assignment to demonstrate competency of concepts addressed in this course to pass the course. If a score lower than “3” is earned on an assignment, students may re-submit the assignment as many times as needed until full competency is demonstrated.

Rubric

0 No evidence	1 Practice that is developing	2 Practice that approaches standard	3 Practice that meets standard
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Professional Dispositions and Civility

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Expectations for classroom behavior (which apply to online and onsite courses) include but are not limited to the following: Conflicting opinions among members of a class are to be respected and responded to in a professional manner. Respond to others in the way that you yourself would want to be addressed.

Professionalism:

Candidates are expected to:

- demonstrate the dispositions expected of teacher candidates
- demonstrate professionalism by being prompt to class and in turning in assignments
- turn off all pagers and cell phones upon entering the classroom
- be honest in all coursework.
- bring the following skills and attitudes to the class discussions:
 - Willingness to accept the challenge of reading text and research concerning teaching and learning;
 - Willingness to discuss, read and write independently and in small and large groups;
 - Willingness to listen with an open mind to the ideas and informed opinions of others;
 - Willingness to express ideas in clear, concise English.

Attendance (onsite class):

It is expected that candidates will:

- Attend every class session and be on time
- Notify the professor prior to the start of class if a class will be missed
- Complete a Make-Up assignment for missed class time
- **If a student missed more than a day and a half for non-emergency situations, students will need to make up the class the following academic year.**

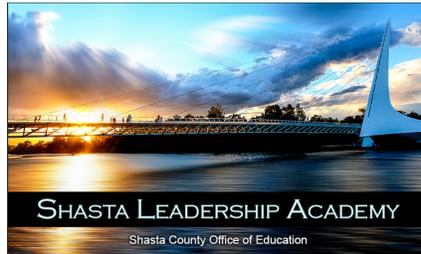
Written Assignment Expectations: All assignments are to be:

1. Typed/word-processed, font size 12, double spaced with Candidate name and date Indicated.
2. Submitted in Standard English following APA guidelines, error free in sentence construction, grammar, punctuation, and spelling.

Late Work: Guidelines for late work are as follows:

Late work is discussed and arranged with the instructor.

Shasta County Office of Education's Shasta Leadership Academy



Class Syllabus for: Instructional Leadership

Mission of Shasta County Office of Education's Leadership Academy

“The Shasta County Office of Education’s Leadership Academy recognizes the essential need for high quality school leaders in the 21st century and designed its preliminary service credential program to provide the most current research about effective leadership in schools aligned with the California Administrative Performance Expectation Standards. The program puts an emphasis on the concept of theory into practice through various learning experiences that provide career preparation and experiences that facilitate a candidate’s progression from the classroom to practicing administrator. Candidates focus on leadership elements within a year-long program that embeds coursework, online experiences, fieldwork, and the CalAPA to demonstrate a candidate’s competency of leadership expectations and prepares them to meet the diverse needs facing schools in California”

Instructional Leadership - EDA 632

Required Text:

Robert Marzano (2003). What Works In Schools: Translating Research Into Action

ISBN-13: 978-0-87120-717-3

Liz Wiseman (2010). Multipliers

ISBN: 978-0-06-196439-8

Kathryn Kee (2010). Results Coaching: The New Essential for School Leaders

ISBN 978-1-4129-8674-8

Dominique Smith, Nancy Frey, Ian Pumpian, Douglas Fisher (2017). Building Equity

ISBN: 978-1-4166-2426-4

Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas Many (2006). Learning by Doing

ISBN: 1-932127-93-3

Course Prerequisites:

None

EDA 632 - Instructional Leadership

Course Lead: Cheryl Olson

Description:

Instructional Leadership

EDA 632

Instructional Leadership provides an understanding of shaping a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. Candidates will learn to promote and support the implementation of standards, pedagogical skills, effective instructional practices and student assessments.

(CAPEs) - California Administrator Performance Expectations:

Category B: Instructional Leadership (CACEs B1-B32)

CAPE 5: Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction

CAPE 6: Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth

CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socio-economic, and Political Factors

Course Learning Outcomes:

By the end of this course students should be able to:

- Promote implementation of K-12 Standards, pedagogical skills, effective instructional practices and student assessments for content instruction.
- Learn how to evaluate, analyze, and provide feedback on the effectiveness of classroom instruction to promote student learning and teacher professional growth.
- Learn how to work with others to identify student and school needs and develop a data-based school growth plan.
- Implement change strategies based on current, relevant theories and best practices in school improvement.
- Institute a collaborative, ongoing process of monitoring and revising the growth plan based on student outcomes.
- Learn to help teachers improve their individual professional practice through professional growth activities.
- Identify and facilitate a variety of professional and personal growth opportunities for faculty, staff, parents and other members of the school community in support of the educational program.
- Model instructional leadership by being a lead learner.

Instructional Outcomes:

Each course has specific learner outcomes as a result of studying the CAPEs (California Administrator Performance Expectations) and CE (Content Expectations) on which each class is based.

- Candidates will participate in a variety of assignments and activities that will support the learning and application of course standards.
- Candidates will read current educational books and articles and reflect on those readings through in-class discussions, short writing responses, and activities.
- Candidates will be exposed to a variety of current Educational Leaders that will share their experiences, expert advice, and answer candidate questions.
- Candidates will complete an end of course 5 to 7 page paper, using APA guidelines, at the end of each course to demonstrate an understanding of the CAPEs and CEs and further their reflective thinking regarding application of what was learned in class.

Course Requirements:

- Participate in fieldwork associated with CalAPA Cycle 2 Assessment
- Participate in class group work, class assignments, and class discussions.
- Participate in online chats with a 2 to 4 paragraph summary turned into online coach 48 hours after chat.
- Complete an end of course page paper (5-7 pages), using APA guidelines, to demonstrate an understanding of the CAPEs.

Online Chat Requirements

The online mechanism our program uses for communicating with one another is Google Hangout. In addition to the face-to-face class time, participants also engage in online coursework. The purpose of this online component is to assist participants in the development of their judgment, relationship, implementation, and balance as a future leader. Included in this work are scenarios and articles related to leadership development. Candidates are assigned to "online communities" and are required to discuss the scenarios and articles during a specific chat time for a specific number of hours per course (refer to chart below). Each chat session lasts for 75 minutes. Candidates are required to write a 2-4 paragraph summary addressing the case scenario or study, relating to the leadership concepts taught and learned in class. The summary is due 48 hours of the chat to the online coach.

For guidance with APA format, an *excellent* tutorial is available at:

[APA Tutorial](#)

Detailed Course Assignments and Method of Assessment/Evaluation:

1. Classroom participation: Group presentations (standards review and presentation, data analysis simulation), and participation in class discussions (Graded by Rubric)
2. Online Chat participation (Rubric for assessment)
3. Course paper (Rubric for assessment)
4. Participate in Cycle 2 of CalAPA Cycle (Rubric for Assessment)

The final grade evaluation in this course will be based on points as follows:

Assignments	Points
1. Online Chat Participation	20 points
2. Course Paper	50 points
3. Fieldwork Assignment(s)	30 points
Total Points = 100 points	

Grades	Percentage	Point Range
A	96-100	4.0
A-	90-95	3.7
B+	87-89	3.3
B	84-86	3.0

B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0

Course Grading Definition:

Please refer to the [SCOE Preliminary Credential Handbook](#).

Course Calendar: Learning Outcomes, Readings, Topics

Unit #	Learning Outcomes	Readings	Topics	Lecture	Chat Discussion Board
Unit 1	Students read and learn about School-Level Factors that impact student learning. Overview of CA State Standards and Curriculum Frameworks for English Language Arts, Mathematics, Next Generation Science and History/Social Science.	<ol style="list-style-type: none"> 1. What if Faculty Meetings Were Voluntary? by Thomas R. Hoerr 2. Building a New Structure for School Leadership by Richard Elmore 3. Checking In: Do Classroom Assignments Reflect Today's Higher Standards? By The Education Trust 	<ol style="list-style-type: none"> 1. How can staff meetings be used for professional learning? 2. If our educational system is to deliver on the promise of high standards for all students, how can we as educational leaders strive to create conditions for high quality instruction in 	<ol style="list-style-type: none"> 1. Guaranteed and Viable Curriculum; Understanding CA State Standards <p>Videos:</p> <p>What Works in Schools by R. Marzano</p>	The Quest for Mastery

			every classroom? Discuss CalAPA Cycle 2		
Unit #	Learning Outcomes	Readings	Topics	Lecture	Chat Discussion Board
Unit 2	Overview of LCAP. Gain deeper understanding of CAASPP data, and the new accountability plan.	<ol style="list-style-type: none"> 1. Research Says - Mindsets Are Key to Effective Data Use by Bryan Goodwin . 2. Executive Summary On Track for Success by John Hopkins University 	1.Understanding the connection between LCAP, New Accountability System and communicating both to Stakeholders	<ol style="list-style-type: none"> 1.LCAP 101 2. Data Analysis (Attendance, Behavior, Course Performance, CAASPP) 3. New Accountability System 4. Communicating Student Outcomes with Stakeholders <p>Videos: Rita Pierson: Every kid needs a champion TED Talk Rethinking thinking - Trevor Maber - YouTube</p>	The Gatekeeper
Unit 3	Students will have the opportunity to read and learn about leadership practices that have the greatest impact on student learning.	<ol style="list-style-type: none"> 1. Sections of the Book Multipliers, 2. Results Coaching 	<ol style="list-style-type: none"> 1.How the best leaders manage talent 2.Instructional leadership, and coaching teachers 	1. Leadership Practices that have the greatest impact on student learning	The 2 Es- EFFECTIVE and EFFICIENT

Unit 4	<p>Students will gain an understanding of how to build equity in the school and the school community.</p> <p>Students will gain an understanding of what a school that functions as professional learning community looks like</p>	<p>1. How PLCs Do Data Right, by Richard DuFour .</p> <p>2. Unconscious Bias: When Good Intentions Aren't Enough by Sarah E. Fiarman.</p> <p>3. What Works Best in Education: The Politics of Collaborative Expertise by John Hattie</p>	<p>1. How does personal bias impact school culture?</p> <p>2. What impact does school culture play on building a professional learning community?</p> <p>Review progress of Cycle 2</p>	<p>Building Equity policies and practices to empower all learners.</p> <p>A school as a professional learning community</p> <p>Videos:</p> <p>1. Linda Cliatt-Wayman How to Fix a Broken School? Lead Fearlessly/TED Talk.</p> <p>2. Why PLCs? by Richard DuFour YouTube</p> <p>3. What PLC's should and shouldn't look like YouTube .</p> <p>4. What is the Role of a New Principal? Anthony Muhammad YouTube</p>	<p>Identifying the Stretch Points for Collegial's Teams</p> <p>Creating Communities of Practice</p>
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Course Calendar: Learning Outcomes, Readings, Topics

Unit #	Activities	Assignment	How Assessed	Related Resources	CAPEs Addressed
Unit 1	<p>Readings</p> <p>Chat/reading/postings</p> <p>Student/Group Google Slide presentations on summary of standards and frameworks.</p>	<p>Chat reading/posting</p> <p>Fieldwork Assignment # 1 - Standards Implementation Plans</p> <p>Group Presentation</p>	<p>Rubric for class participation and group presentation</p>	<p>Rubric</p> <p>PowerPoint presentations</p> <p>Chat Articles or case scenarios</p> <p>Videos</p>	<p>5</p>

			Course Rubric for Postings		
Unit 2	<p>Readings</p> <p>Students/Group data presentations using data from CA Dashboard.</p> <p>Chat/reading/postings</p>	<p>Chat/reading/postings</p> <p>Share out field work progression/assign Field- work assignment # 2: Review district LCAP and identify goals/actions related to implementation of state standards</p> <p>Group Presentation</p>	<p>Rubric for class participation and group presentation</p> <p>Course Rubric for Postings</p>	<p>Rubrics</p> <p>PowerPoint Presentations</p> <p>Chat Articles or case scenarios</p> <p>Videos</p>	5 & 8
Unit 3	<p>Students will watch videos and role played providing feedback to teachers to encourage/motivate toward continuous improvement.</p> <p>Readings</p> <p>Chat/reading/postings</p>	<p>Chat/reading Postings</p> <p>Share out Fieldwork assignment #2</p> <p>Assign Fieldwork # 3: Collaboration/Data Analysis Meeting attendance and summary</p>	<p>Rubric for class participation</p> <p>Course Rubric for Postings</p>	<p>Rubrics</p> <p>PowerPoint Presentations</p> <p>Chat Articles or case scenarios</p> <p>Videos</p>	6
Unit 4	<p>Readings</p> <p>Chat/reading/posting</p> <p>Students read articles, watch videos, jigsaw section of book, have discussions, created posters, and create Google slide deck to demonstrate learning</p>	<p>Chat/reading postings</p> <p>Group Presentation</p> <p>Share out Fieldwork assignment #3</p> <p>Final Paper</p>	<p>Rubric for class participation and group presentation</p> <p>Course Rubric for Postings</p> <p>Course Rubric for Final Paper</p>	<p>Rubrics</p> <p>PowerPoint Presentations</p> <p>Chat Articles or case scenarios</p> <p>Videos</p>	6, 7 & 8

	Final Paper				
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Fieldwork Assignments:
Week 1: Review Standards Implementation Plans, and interview district and/or site administrator to understand how they ensure standard implementation on school sites. Summarize thoughts on how you would ensure implementation of standards. (CAPEs 5, 6, 7 & 8)
Week 2: Review district LCAP, identify goals aligned to standards implementation, and stakeholder engagement. Summarize and share out your strategies and plan with your community for feedback. (CAPEs 5, 6, 7 & 8)
Week 3: Participate in a Collaboration/Data Analysis meeting and analysis effectiveness of meeting in regards to standards, assessment, and culture of participating. Reflect on your leadership capabilities and how you would move a school to a professional learning community. (CAPEs 5, 6, 7 & 8)
Week 4: Share out with community and submit Cycle 2 to CalAPA

Fieldwork Grading Rubric

Students must earn a “3” on every fieldwork assignment to demonstrate competency of concepts addressed in this course to pass the course. If a score lower than “3” is earned on an assignment, students may re-submit the assignment as many times as needed until full competency is demonstrated.

Rubric

0 No evidence	1 Practice that is developing	2 Practice that approaches standard	3 Practice that meets standard
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Professional Dispositions and Civility

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Expectations for classroom behavior (which apply to online and onsite courses) include but are not limited to the following: Conflicting opinions among members of a class are to be respected and responded to in a professional manner. Respond to others in the way that you yourself would want to be addressed.

Professionalism:

Candidates are expected to:

- demonstrate the dispositions expected of teacher candidates
- demonstrate professionalism by being prompt to class and in turning in assignments
- turn off all pagers and cell phones upon entering the classroom
- be honest in all coursework.

- bring the following skills and attitudes to the class discussions:
 - Willingness to accept the challenge of ready text and research concerning teaching and learning;
 - Willingness to discuss, read and write independently and in small and large groups;
 - Willingness to listen with an open mind to the ideas and informed opinions of others;
 - Willingness to express ideas in clear, concise English.

Attendance (onsite class):

It is expected that candidates will:

- Attend every class session and be on time
- Notify the professor prior to the start of class if a class will be missed
- Complete a Make-Up assignment for missed class time
- If student missed more than a day and a half for non-emergency situations, student will need to make up the class the following academic year.

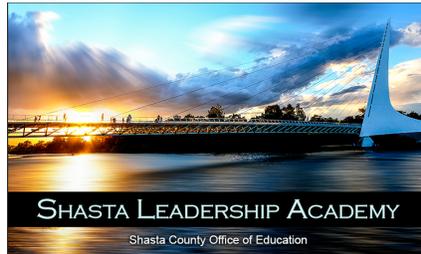
Written Assignment Expectations: All assignments are to be:

1. Typed/word-processed, font size 12, double spaced with Candidate name and date Indicated.
2. Submitted in Standard English following APA guidelines, error free in sentence construction, grammar, punctuation, and spelling.

Late Work: Guidelines for late work are as follows:

Late work is discussed and arranged with the instructor.

Shasta County Office of Education's Shasta Leadership Academy



Class Syllabus for: Organizational and Systems Leadership

Mission of Shasta County Office of Education's Leadership Academy

“The Shasta County Office of Education’s Leadership Academy recognizes the essential need for high quality school leaders in the 21st century and designed its preliminary service credential program to provide the most current research about effective leadership in schools aligned with the California Administrative Performance Expectation Standards. The program puts an emphasis on the concept of theory into practice through various learning experiences that provide career preparation and experiences that facilitate a candidate’s progression from the classroom to practicing administrator. Candidates focus on leadership elements within a year-long program that embeds coursework, online experiences, fieldwork, and the CalAPA to demonstrate a candidate’s competency of leadership expectations and prepares them to meet the diverse needs facing schools in California”

Organizational and Systems Leadership - EDA 633

Required Text:

Andelson, Steven J., J.D. FRISK Fundamentals for Evaluators in Addressing Below-Standard Employee Performance. Atkinson, Andelson, Loya, Ruud, Romo

<http://aalrr/publications/frisk>

Course Prerequisites:

None

EDA 633 - Organizational and Systems Leadership

Course Lead: Kathi Emerson

Description:

Organizational and Systems Leadership EDA 633

Organizational and Systems Leadership prepares new leaders to understand and manage the complex interactions of all the school's systems to promote teaching and learning. Candidates will learn how to develop, implement and monitor a budget and align fiscal and human resources to achieve goals. In addition, the candidates will learn how to implement laws, guidelines, requirements and contractual agreements to ensure a safe and productive learning and working environment. The course will cover operations and facilities, employee policies and processes, and safe, respectful and equitable learning environments.

(CAPEs) - California Administrator Performance Expectations:

Category E: Organizational and Systems Leadership (CACEs E1-E27)

CAPE 16: Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning

CAPE 17: Developing, Implementing, and Monitoring and Monitoring the School's Budget

CAPE 18: Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations

Course Learning Outcomes:

By the end of this course students should be able to:

- Understand the budget cycle
- Review alignment of the District Budget and the LCAP
- Understand Human Resources Functions such as hiring, developing, and evaluating
- Understand the role of the Governing Board
- Review Facilities Responsibilities: Functions of Maintenance and Operations
- Discuss Strategies to improve school safety

- Map the interaction of school systems

Instructional Outcomes:

Each course has specific learner outcomes as a result of studying the CAPEs (California Administrator Performance Expectations) and CE (Content Expectations) on which each class is based.

- Candidates will participate in a variety of assignments and activities that will support the learning and application of course standards.
- Candidates will read current educational articles and reflect on those readings through in-class discussions, short writing responses, and activities.
- Candidates will complete an end of course 5 to 7 page paper, using APA guidelines, at the end of each course to demonstrate an understanding of the CAPEs and CEs and further their reflective thinking regarding application of what was learned in class.

Course Requirements:

- Participate in fieldwork associated with CalAPA Cycle 2 Assessment
- Participate in a group presentation/research project on a common organizational system (budget, human resources, facilities, etc.) within local districts; share findings in a panel discussion format
- Participate in online chats with a 2 to 4 paragraph summary turned into online coach 48 hours after chat.
- Complete an end of course page paper (5-7 pages), using APA guidelines, to demonstrate an understanding of the CAPEs.

Online Chat Requirements

The online mechanism our program uses for communicating with one another is Google Hangout. In addition to the face-to-face class time, participants also engage in online coursework. The purpose of this online component is to assist participants in the development of their judgment, relationship, implementation, and balance as a future leader. Included in this work are scenarios and articles related to leadership development. Candidates are assigned to “online communities” and are required to discuss the scenarios and articles during a specific chat time for a specific number of hours per course (refer to chart below). Each chat session lasts for 75 minutes. Candidates are required to write a 2-4 paragraph summary addressing the case scenario or study, relating to the leadership concepts taught and learned in class. The summary is due 48 hours of the chat to the online coach.

For guidance with APA format, an *excellent* tutorial is available at: [APA Tutorial](#)

Detailed Course Assignments and Method of Assessment/Evaluation:

1. Participate in a group presentation/research project on a common organizational system (budget, human resources, facilities, etc.) within local districts; share findings in a panel discussion format (Rubric for assignment)
2. Online Chat participation (Rubric for assessment)
3. Course paper (Rubric for assessment)

4. Participate in Cycle 1 of CalAPA Cycle (Rubric for Assessment)

The final grade evaluation in this course will be based on points as follows:

Assignments	Points
1. Online Chat Participation	20 points
2. Course Paper	50 points
3. Fieldwork Assignment(s)	40 points

Total Points = 110 points

Grades	Percentage	Point Range
A	96-100	4.0
A-	90-95	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0

Course Grading Definition:

Please refer to the [SCOE Preliminary Credential Handbook](#).

Course Calendar: Learning Outcomes, Readings, Topics

Unit #	Learning Outcomes	Readings	Topics	Lecture	Chat Discussion Board
Unit 1	<p>Understand the network of systems within an organization</p> <p>Understand leadership responsibilities within the superintendent's role</p>	<p>The Personality Compass</p> <p>The Iceberg</p>	<p>1. Leadership Styles</p> <p>2. Time Management, Networks and Partnerships</p>	<p>Organizational and Systems Leadership, The View from the Top: The Superintendent's Role</p>	<p>Truths Hidden in Plain View</p>
Unit #	Learning Outcomes	Readings	Topics	Lecture	Chat Discussion Board
Unit 2	<p>Basic Comprehension of a budget cycle</p> <p>Understand Professional Learning Communities</p>	<p>PLC supporting documents</p> <p>Sample Budget Guidelines and Assumptions</p> <p>Sample District Budgets</p>	<p>Facilitating Professional Learning Communities</p> <p>Development and Management of District Budgets</p>	<p>1. Organizing Collaboration</p> <p>2. Reading a sample District Budget</p>	<p>No Matter What, It Isn't Working</p>
Unit 3	<p>Understand Human Resources Functions such as hiring, developing, and evaluating</p> <p>Understand the role of the Governing Board</p>	<p>FRISK Manual, selected chapters</p> <p>Brown Act article</p>	<p>Human Resources</p> <p>Responsibilities of the Governance Team</p>	<p>1. Functions of a District Human Resources Department</p> <p>2. Role of the Governing Board</p>	<p>Shift in School Culture</p>

Unit 4	Review Facilities Responsibilities: Functions of Maintenance and Operations	Student Discipline 101	Facilities Transportation Safety	1.Group Presentations 2. Systems Leadership within Facilities Maintenance, Transportation, and School Safety	Tolerance Test for Rancho
	Discuss Strategies to improve school safety	Facilities Inspection Tool			Teachers Who Actively Undermine Team Functioning: Shirley Temple Block - The Stopper
	Map the interaction of school systems				

Course Calendar: Learning Outcomes, Readings, Topics

Unit #	Activities	Assignment	How Assessed	Related Resources	CAPEs Addressed
Unit 1	Readings Chat/reading/postings End of course paper	Chat reading/posting <i>Fieldwork assignment # 1: CalAPA Step 1 Investigate, narrative</i>	Rubric for, paper and group presentation	Rubric PowerPoint presentations Chat Articles or case scenarios	16
Unit 2	Readings Chat/reading/postings	Chat/reading/postings Share out field work progression <i>Fieldwork assignment # 2: CalAPA Step 2 Plan, narrative, agenda and minutes</i>	Course Rubrics	Rubrics PowerPoint Presentations	17
Unit 3	Readings	Chat/reading/postings	Course Rubric for Postings	Rubrics	16,18

	Chat/reading/postings	Fieldwork assignment # 3: CalAPA Step 3 Act, narrative of work in progress and CalAPA Step 4 Reflect, narrative of reflection in progress		PowerPoint Presentations	
Unit 4	Readings Chat/reading/postings Final Paper	Chat/reading postings Panel Presentation Final Paper	Course Rubric for the Final paper and Group Presentation	Rubrics PowerPoint Presentations	18

Fieldwork Assignments:
Week 1: CalAPA Step 1 Investigate, narrative
Week 2: CalAPA Step 2 Plan, narrative, agenda and minutes
Week 3: CalAPA Step 3 Act, narrative of work in progress and CalAPA Step 4 Reflect, narrative of reflection in progress Week 4: Panel Presentation CalAPA Cycle 2/Professional Learning Communities

Fieldwork Grading Rubric

Students must earn a “3” on every fieldwork assignment to demonstrate competency of concepts addressed in this course to pass the course. If a score lower than “3” is earned on an assignment, students may re-submit the assignment as many times as needed until full competency is demonstrated.

Rubric

0 No evidence	1 Practice that is developing	2 Practice that approaches standard	3 Practice that meets standard
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Professional Dispositions and Civility

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Expectations for classroom behavior (which apply to online and onsite courses) include but are not limited to the following: Conflicting opinions among members of a class are to be respected and responded to in a professional manner. Respond to others in the way that you yourself would want to be addressed.

Professionalism:

Candidates are expected to:

- demonstrate the dispositions expected of teacher candidates
- demonstrate professionalism by being prompt to class and in turning in assignments
- turn off all pagers and cell phones upon entering the classroom
- be honest in all coursework.
- bring the following skills and attitudes to the class discussions:
 - Willingness to accept the challenge of ready text and research concerning teaching and learning;
 - Willingness to discuss, read and write independently and in small and large groups;
 - Willingness to listen with an open mind to the ideas and informed opinions of others;
 - Willingness to express ideas in clear, concise English.

Attendance (onsite class):

It is expected that candidates will:

- Attend every class session and be on time
- Notify the professor prior to the start of class if a class will be missed
- Complete a Make-Up assignment for missed class time
- If student missed more than a day and a half for non-emergency situations, student will need to make up the class the following academic year.

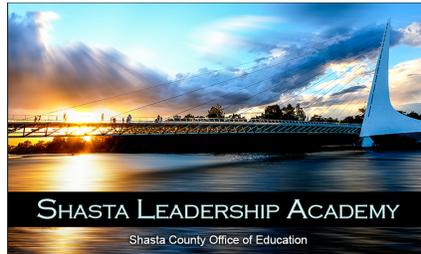
Written Assignment Expectations: All assignments are to be:

1. Typed/word-processed, font size 12, double spaced with Candidate name and date Indicated.
2. Submitted in Standard English following APA guidelines, error free in sentence construction, grammar, punctuation, and spelling.

Late Work: Guidelines for late work are as follows:

Late work is discussed and arranged with the instructor.

Shasta County Office of Education's Shasta Leadership Academy



Class Syllabus for: Community Leadership

Mission of Shasta County Office of Education's Leadership Academy

“The Shasta County Office of Education’s Leadership Academy recognizes the essential need for high quality school leaders in the 21st century and designed its preliminary service credential program to provide the most current research about effective leadership in schools aligned with the California Administrative Performance Expectation Standards. The program puts an emphasis on the concept of theory into practice through various learning experiences that provide career preparation and experiences that facilitate a candidate’s progression from the classroom to practicing administrator. Candidates focus on leadership elements within a year-long program that embeds coursework, online experiences, fieldwork, and the CalAPA to demonstrate a candidate’s competency of leadership expectations and prepares them to meet the diverse needs facing schools in California”

Community Leadership - EDA 634

Required Text:

Bodenhausen, Nancy & Birge, Margit (2017) California Department of Education. Family Engagement Toolkit: Continuous Improvement Through an Equity Lens. Sacramento, CA:

Course Prerequisites:

None

EDA 634 - Community Leadership

Course Lead: Becky Love

Description:

Community Leadership

EDA 634

Community Leadership provides an understanding of collaboration with families and other stakeholders to address diverse student and community interests and how to mobilize community resources.

(CAPEs) - California Administrator Performance Expectations:

Category F: Community Leadership (CACEs F1-F10)

CAPE 19: Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public

CAPE 20: Involving the Community in Helping Achieve the School's Vision and Goals

Course Learning Outcomes:

By the end of this course students should be able to:

- Create a success plan for involving stakeholders and community members in accomplishing the vision and mission of the school.
- Gather meaningful data in regards to strengths and areas for potential growth within the school, for the purpose of sharing with stakeholders.
- Identify diverse student needs in order to partner with stakeholders to meet these needs.
- Learn to lead by example to promote implementation of the vision and mission.
- Learn to share leadership with others in the school community to help accomplish the goal of parent and community involvement

Instructional Outcomes:

Each course has specific learner outcomes as a result of studying the CAPEs (California Administrator Performance Expectations) and CE (Content Expectations) on which each class is based.

- Candidates will participate in a variety of assignments and activities that will support the learning and application of course standards.
- Candidates will read current educational books and articles and reflect on those readings through in-class discussions, short writing responses, and activities.
- Candidates will be exposed to a variety of current Educational Leaders that will share their experiences, expert advice, and answer candidate questions.
- Candidates will complete an end of course 5 to 7 page paper, using APA guidelines, at the end of each course to demonstrate an understanding of the CAPEs and CEs and further their reflective thinking regarding application of what was learned in class.

Course Requirements

- Participate in fieldwork associated with CalAPA Cycle 3 Assessment
- Participate in online chats with a 2 to 4 paragraph summary turned into online coach 48 hours after chat.
- Attend class and participate through active listening and collaborative conversations.
- Complete an end of course page paper (5-7 pages), using APA guidelines, to demonstrate an understanding of the CAPEs.

Online Chat Requirements

The online mechanism our program uses for communicating with one another is Google Hangout. In addition to the face-to-face class time, participants also engage in online coursework. The purpose of this online component is to assist participants in the development of their judgment, relationship, implementation, and balance as a future leader. Included in this work are scenarios and articles related to leadership development. Candidates are assigned to “online communities” and are required to discuss the scenarios and articles during a specific chat time for a specific number of hours per course (refer to chart below). Each chat session lasts for 75 minutes. Candidates are required to write a 2-4 paragraph summary addressing the case scenario or study, relating to the leadership concepts taught and learned in class. The summary is due 48 hours of the chat to the online coach.

For guidance with APA format, an *excellent* tutorial is available at:

Detailed Course Assignments and Method of Assessment/Evaluation:

1. Complete Fieldwork assignments based on CAPES 19 and 20.
2. Online Chat participation (Rubric for assessment)
3. Course paper (Rubric for assessment)
4. Participate in Cycle 3 of CalAPA Cycle (Rubric for Assessment)

The final grade evaluation in this course will be based on points as follows:

Assignments	Points
1. Online Chat Participation	20 points
2. Course Paper	50 points
3. Fieldwork Assignment(s)	30 points

Total Points = 100 points

Grades	Percentage	Point Range
A	96-100	4.0
A-	90-95	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0

Course Grading Definition:

Please refer to the [SCOE Preliminary Credential Handbook](#).

Course Calendar: Learning Outcomes, Readings, Topics

Unit #	Learning Outcomes	Readings	Topics	Lecture	Chat Discussion Board
Unit 1	<p>1. Identify diverse student needs and source ideas with classmates</p> <p>2. Define what family engagement looks like</p> <p>3. Evaluate where your site is in the family engagement implementation process</p>	Seeing is Believing: Promising Practices (PTA)	<p>1. Brain Breaks/Self regulation & Learning targets</p> <p>3. Science of the brain related to learning</p> <p>4. Self Care & Self Regulation</p> <p>5. Definition of Family Engagement</p> <p>6. Family Engagement Self Assessment</p>	<p>1. Science of the Brain and Trauma</p> <p>2. Brain Breaks and Self Care/Self Regulation</p> <p>3. Family Engagement Practices</p>	Systems change to build district capacity
Unit #	Learning Outcomes	Readings	Topics	Lecture	Chat Discussion Board
Unit 2	<p>Establish Priority Indicators</p> <p>Understand LCAP implications</p>	<p>1. Revisit Seeing is Believing: Promising Practices (PTA)</p> <p>2. Sample LCAPs</p> <p>3. Recommendations for Family</p>	<p>Priority Indicators</p> <p>LCAP implications</p> <p>Possible Barriers</p>	<p>1. Priority Indicators with details and examples</p> <p>2. LCAP implications</p>	K-8 Enrollment Shrinks as Neighborhood Students Depart

	Define Possible Barriers	Engagement		3.Perceptions and Barriers to engagement 4.Building a strong parent engagement framework 5.School Plans	
Unit 3	<p>1.Define the difference between Culture and Climate</p> <p>2.Brainstorm lists of Community Partners</p> <p>3. Establish an argument for the WHY of focusing on School Culture to increase student achievement</p> <p>4.Outline the Family Engagement Toolkit</p> <p>5.Learn tools for Powerful Communication</p>	Family Engagement Toolkit	<p>1.Culture and Climate</p> <p>2.Family Engagement Toolkit</p> <p>3.Communication tools</p>	<p>1.The difference between Culture and Climate and how to build each within a school setting</p> <p>2.Edgar Schein's model on organizational culture</p> <p>3.Six pillars of communication</p>	<p>Community input in goal-setting: One District's Story</p> <p>When a Student's Rights are Wronged</p>

Course Calendar: Learning Outcomes, Readings, Topics

Unit #	Activities	Assignment	How Assessed	Related Resources	CAPEs Addressed
Unit 1	Readings-Family Engagement Toolkit and Seeing is Believing Chat/reading/postings End of course paper	Chat reading/posting Fieldwork Assignment:	Rubric for, paper and group presentation	Rubric PowerPoint presentations Chat Articles or case scenarios	19 & 20
Unit 2	Readings Chat/reading/postings Group Presentation Project-Maximizing Impact as a Leader	Chat/reading/postings Share out field work progression/assign Field- work assignment # 1	Course Rubrics	Rubrics PowerPoint Presentations	19 & 20
Unit 3	Readings Chat/reading/postings Final Paper	Chat/reading Postings Share out Fieldwork assignment #2 Group Presentation Final Paper	Course Rubric for Postings Course Rubric for the Final paper and Group Presentation	Rubrics PowerPoint Presentations	19 & 20

Fieldwork Assignments:

Week 1:

Week 2: Look at an LCAP to find who the school district partners with in the community. Interview the community member to find out what their experience is like in partnering with the school and if there is anything that could help improve it.
If there isn't a partnership, what would you like to establish? Which community agency? What would that look like?

Interview the school principal to see what it would take to get a partnership going and discuss the mutual benefits. Write a one page reflection to summarize your findings. (CAPEs 19 and 20)

Fieldwork Grading Rubric

Students must earn a “3” on every fieldwork assignment to demonstrate competency of concepts addressed in this course to pass the course. If a score lower than “3” is earned on an assignment, students may re-submit the assignment as many times as needed until full competency is demonstrated.

Rubric

0 No evidence	1 Practice that is developing	2 Practice that approaches standard	3 Practice that meets standard
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Professional Dispositions and Civility

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Expectations for classroom behavior (which apply to online and onsite courses) include but are not limited to the following: Conflicting opinions among members of a class are to be respected and responded to in a professional manner. Respond to others in the way that you yourself would want to be addressed.

Professionalism:

Candidates are expected to:

- demonstrate the dispositions expected of teacher candidates
- demonstrate professionalism by being prompt to class and in turning in assignments
- turn off all pagers and cell phones upon entering the classroom
- be honest in all coursework.
- bring the following skills and attitudes to the class discussions:
 - Willingness to accept the challenge of ready text and research concerning teaching and learning;
 - Willingness to discuss, read and write independently and in small and large groups;
 - Willingness to listen with an open mind to the ideas and informed opinions of others;
 - Willingness to express ideas in clear, concise English.

Attendance (onsite class):

It is expected that candidates will:

- Attend every class session and be on time
- Notify the professor prior to the start of class if a class will be missed

- Complete a Make-Up assignment for missed class time
- If student missed more than a day and a half for non-emergency situations, student will need to make up the class the following academic year.

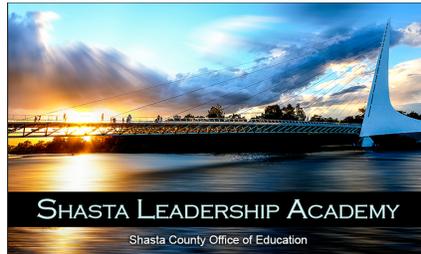
Written Assignment Expectations: All assignments are to be:

1. Typed/word-processed, font size 12, double spaced with Candidate name and date Indicated.
2. Submitted in Standard English following APA guidelines, error free in sentence construction, grammar, punctuation, and spelling.

Late Work: Guidelines for late work are as follows:

Late work is discussed and arranged with the instructor.

Shasta County Office of Education's Shasta Leadership Academy



Class Syllabus for: Professional Learning and Growth Leadership

Mission of Shasta County Office of Education's Leadership Academy

“The Shasta County Office of Education’s Leadership Academy recognizes the essential need for high quality school leaders in the 21st century and designed its preliminary service credential program to provide the most current research about effective leadership in schools aligned with the California Administrative Performance Expectation Standards. The program puts an emphasis on the concept of theory into practice through various learning experiences that provide career preparation and experiences that facilitate a candidate’s progression from the classroom to practicing administrator. Candidates focus on leadership elements within a year-long program that embeds coursework, online experiences, fieldwork, and the CalAPA to demonstrate a candidate’s competency of leadership expectations and prepares them to meet the diverse needs facing schools in California”

Professional Development and Ethical Leadership - EDA 635

Required Text:

Reeves, Douglas (2010) Professional Development into Student Results. Alexandria,VA: ASCD

Phillips, Donald T. (2009). Lincoln On Leadership_ Business Plus, Hachette Book Group.

Course Prerequisites:

None

EDA 635 - Professional Development and Ethical Leadership

Course Lead: Dr. Kim McKenzie

Description:

Professional Development and Ethical Leadership EDA 635

Professional Learning and Growth Leadership provides an understanding of the importance of lifelong learning and job related professional growth for administrators and teachers. Candidates will learn how to help teachers improve the individual professional practice, and will learn to identify and facilitate a variety of professional and personal growth opportunities for faculty, staff, parents and other members of the school community.

(CAPEs) - California Administrator Performance Expectations:

Category D: Professional Learning and Growth Leadership (CAPEs D1-D11)

CAPE 13: Modeling Life-Long Learning and Job-Related Professional Growth

CAPE 14: Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities

CAPE 15: Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program

Course Learning Outcomes:

By the end of this course students should be able to:

- Learn to create, articulate, and implement a meaningful, effective, and sustainable professional development plan for a school and/or district.
- Learn to assess causes of learning as well as effects of learning.
- Learn what it means to be an ethical leader.

Instructional Outcomes:

Each course has specific learner outcomes as a result of studying the CAPEs (California Administrator Performance Expectations) and CE (Content Expectations) on which each class is based.

- Candidates will participate in a variety of assignments and activities that will support the learning and application of course standards.
- Candidates will read current educational books and articles and reflect on those readings through in-class discussions, short writing responses, and activities.
- Candidates will be exposed to a variety of current educational leaders who will share their experiences, expert advice, and answer candidate questions, both in person and through readings.
- Candidates will complete an end of course 5 to 7 page paper, using APA guidelines, at the end of each course to demonstrate understanding of the CAPEs and CEs and further their reflective thinking regarding application of what was learned in class.

Course Requirements:

- Participate in fieldwork associated with CalAPA Cycle 3 Assessments
- Participate in online chats with a 2 to 4 paragraph summary turned into an online coach 48 hours after chat.
- Complete a group project in which each group designs a year long professional development plan based upon principles of effective professional development learned in class and based upon the course CAPEs.
- Complete readings and discussions of articles related to effective professional development and ethical leadership.
- Complete an end of course page paper (5-7 pages), using APA guidelines, to demonstrate understanding of the CAPEs.

Online Chat Requirements

The online mechanism our program uses for communicating with one another is Google Hangout. In addition to the face-to-face class time, participants also engage in online coursework. The purpose of this online component is to assist participants in the development of their judgment, relationship, implementation, and balance as a future leader. Included in this work are scenarios and articles related to leadership development. Candidates are assigned to “online communities” and are required to discuss the scenarios and articles during a specific chat time for a specific number of hours per course (refer to chart below). Each chat session lasts for 75 minutes. Candidates are required to write a 2-4 paragraph summary addressing the case scenario or study, relating to the leadership concepts taught and learned in class. The summary is due 48 hours of the chat to the online coach.

For guidance with APA format, an *excellent* tutorial is available at:

[APA Tutorial](#)

Detailed Course Assignments and Method of Assessment/Evaluation:

1. Group project: Presenting a PowerPoint of Google Slides (prefered) as a group, presenting a year long professional development plan based upon the CAPES and the 5 principles of effective professional development (Rubric designed from the 5 principles of effective professional development)
2. Online Chat participation (Rubric for assessment)
3. Course paper (Rubric for assessment)
4. Participate in Cycle 3 of CalAPA Cycle (Rubric for Assessment)

The final grade evaluation in this course will be based on points as follows:

Assignments	Points
1. Online Chat Participation	20 points
2. Course Paper	50 points
3. Fieldwork Assignment(s)	30 points
4. Professional Learning Day	50 points
Total Points = 150 points	

Grades	Percentage	Point Range
A	96-100	4.0
A-	90-95	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0

Course Grading Definition:

Please refer to the [SCOE Preliminary Credential Handbook](#).

Course Calendar: Learning Outcomes, Readings, Topics

Unit #	Learning Outcomes	Readings	Topics	Lecture	Chat Discussion Board
Unit 1	Develop and articulate a vision of transforming professional development into student results for the school consistent with the local education agency's overall vision and goals.	Ch. 1-6 Douglas Reeves <i>Professional Development into Student Results</i> <i>CDE-Quality Professional Learning Standards</i> <i>PACE-Improving Education via Professional Development</i>	2. What experiences have you had with effective and/or non-effective PD? 3. Why would these principles transform PD into student results? 4. What is the evidence of student success?	1. Accountability, Limits of Effect Data, Assessing the causes of Learning 2. What is High Impact Professional Learning? 3. How to develop a comprehensive School Improvement Plan associated with success for staff and students.	1. Qualities of Quality Professional Development 2. Qualities of High Impact Professional Learning 3. Qualities of successful implementation Online Chat Article: Character as the Aim of Education
Unit #	Learning Outcomes	Readings	Topics	Lecture	Chat Discussion Board
Unit 2	Develop a comprehensive list of qualities of an ethical leader. Establish True North	Ch 7-9 <i>Douglas Reeves</i> <i>The Working Triangle for Leadership</i> <i>The Four Agreements</i>	1. How to create High-Impact Professional Learning	1. From Vision to Implementation 2. Frameworks for Ethical Leadership	Ethical Leadership Discussed the interviews candidates conducted with a respected leader of their choice about their ethical leadership, true north, and

	<p>Develop a plan for establishing an effective, ethical team</p> <p>Develop a plan for effective onboarding of new staff, to fully explain and show expectations, vision, mission, interaction among staff and students and families.</p> <p>Develop a plan for high impact professional learning with a monitoring rubric</p>	<p><i>Lincoln on Leadership</i>, 15 Maxims. Donald T. Phillips, 2009.</p> <p><i>The Power of Positive Leadership</i>. Jon Gordon, 2017.</p> <p><i>The Thread That Runs So True</i>. Jesse Stuart, 2006.</p> <p><i>John Wooden on Leadership</i>. Steve Jamison, 2005.</p> <p><i>Trust Matters</i>. Megan Tschannen-Moran, Jossey-Bass Publishing Co., 2004.</p> <p><i>The Speed of Trust</i>. Stephen Covey, Free Press, 2006.</p> <p><i>The Ladder of Inference</i>.</p> <p><i>The Working Triangle</i>.</p>			<p>professional development.</p> <p>Online Chat Article: A Time to Reflect</p>
<p>Unit 3</p>	<ol style="list-style-type: none"> 1. Develop a framework for ethical leadership. 2. Learn the levels of ethical enactment and how to successfully sustain them 	<p><i>Ch 10-12</i></p> <p><i>Douglas Reeves</i></p> <p><i>“An Ethical Framework for Leadership.”</i> Robert Starratt, 1991.</p>	<p>Developing a comprehensive framework to becoming ethical leaders.</p> <p>Developing an understanding of the levels of ethical</p>	<ol style="list-style-type: none"> 1. Ethical Leadership 2. Reflection on personal leadership and goals. Each candidate took the self assessment 	<p>Discussed differences among candidates’ certificated contracts. Are they adult centered or student centered?</p>

	through the 3 foundational virtues of responsibility, authenticity, and presence.	<i>“Leadership By Design: How One Individual Can Change The World, Leadership Principles of Buckminster Fuller.”</i> Medard Gabel and Jim Walker, 2006.	enactment including 1. Human being 2. Citizen-public servant 3. Educator 4. Educator Administrator 5. Teacher Evaluation 6. Scheduling teachers 7. Transformational Leader Learning to use the three virtues to sustain ethical leadership	from Robert Starratt’s Ethical Leadership book, chapter 6 and shared out with a partner.	Discussed teacher work day, evaluation process, student work grading policies, and how they would change the contract to be more beneficial for students. Online Chat Articles: Team Work Time Well Spent To Keep or Not to Keep Samantha?

Course Calendar: Learning Outcomes, Readings, Topics

Unit #	Activities	Assignment	How Assessed	Related Resources	CAPEs Addressed
Unit 1	Readings Chat/reading/postings Group Presentation Project-Developing a year long effective, sustainable PD plan, using the 5	Chat reading/posting	Rubric for, paper and group presentation	Rubric Google Slide presentations Chat Articles or case scenarios	13,15

	components of effective PD. End of course paper Two Field Work Assignments				
Unit 2	Readings Chat/reading/postings	Chat/reading/postings Share out field work progression/assign Field- work assignment # 1	Course Rubrics	Rubrics Google Slide Presentations	14
Unit 3	Readings Chat/reading/posting Final Group Presentations Final Paper	Chat/reading Postings Share out Fieldwork assignment #2 Presented group work. Final Paper	Course Rubric for Postings Course Rubric for the Final paper and Group Presentation	Rubrics Google Slide Presentations	13-15

Fieldwork Assignments:

Week 3 EDA 635 15 pts Fieldwork Assignment # 1

Plan, conduct and video record a pre-observation meeting with a volunteer teacher.

Select **one or two** CSTP (California Standards for the Teaching Profession) as a focus for the observation.

Review and collect the **lesson plan**.

Review and **select 2 video clips that provide evidence of your coaching** and be ready to share out with your community on April 4th (**share out video**)

Review Cycle 2 instructions and the the rubric

Due April 4th

Week 3 EDA 635 15 pts Fieldwork Assignment # 2

Jointly participate in a post observation meeting with your volunteer teacher and **video record your meeting**.

Discuss the observation video that was recorded, **review** the CSTP element-focused data collected during the observation and analyze the student work

.Select 1-5 of the video clips for the post observation meeting that provides evidence of coaching.

Be ready to share-out video with your community. Review the rubric for what the annotations should include.

Due April 18

Fieldwork Grading Rubric

Students must earn a “3” on every fieldwork assignment to demonstrate competency of concepts addressed in this course to pass the course. If a score lower than “3” is earned on an assignment, students may re-submit the assignment as many times as needed until full competency is demonstrated.

Rubric

0 No evidence	1 Practice that is developing	2 Practice that approaches standard	3 Practice that meets standard
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Professional Dispositions and Civility

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Candidates are expected to:

- demonstrate the dispositions expected of teacher candidates

- demonstrate professionalism by being prompt to class and in turning in assignments
- turn off all pagers and cell phones upon entering the classroom
- be honest in all coursework.
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Attendance (onsite class):

It is expected that candidates will:

- Attend every class session and be on time
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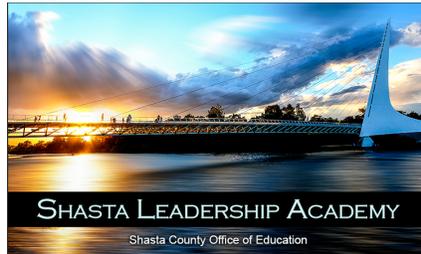
Written Assignment Expectations: All assignments are to be:

1. Typed/word-processed, font size 12, double spaced with Candidate name and date Indicated.
2. Submitted in Standard English following APA guidelines, error free in sentence construction, grammar, punctuation, and spelling.

Late Work: Guidelines for late work are as follows:

Late work is discussed and arranged with the instructor.

Shasta County Office of Education's Shasta Leadership Academy



Class Syllabus for: School Improvement Leadership

Mission of Shasta County Office of Education's Leadership Academy

“The Shasta County Office of Education’s Leadership Academy recognizes the essential need for high quality school leaders in the 21st century and designed its preliminary service credential program to provide the most current research about effective leadership in schools aligned with the California Administrative Performance Expectation Standards. The program puts an emphasis on the concept of theory into practice through various learning experiences that provide career preparation and experiences that facilitate a candidate’s progression from the classroom to practicing administrator. Candidates focus on leadership elements within a year-long program that embeds coursework, online experiences, fieldwork, and the CalAPA to demonstrate a candidate’s competency of leadership expectations and prepares them to meet the diverse needs facing schools in California”

School Improvement Leadership - EDA 636

Required/Optional Texts:

Bryk, Anthony, Gomez, Louis M., Grunow, Alicia, LeMahieu, Paul G. (2015) Learning to Improve: How America's Schools Can Get Better at Getting Better: Harvard Education Press (Required)
ISBN 978-1-61250-791-0

Funk, Dr. Lee, & Carder, Rick (2014) School Site Council: Forging Partnership in the Era of Local Control Administrator's Guidebook: School Innovations & Achievement (Optional)

Fullan, Michael, & Quinn, Joanne (2016) Coherence: The Right Drivers in Action for Schools, Districts and Systems: Corwin (Required)
ISBN 978-1-4833-6495-7

Course Prerequisites: None

EDA 636 - School Improvement Leadership

Course Lead: Leeanna Rizzo

Description:

School Improvement Leadership EDA 636

School Improvement Leadership provides an understanding of approaches to systemic school improvement. Candidates will work with others to identify student and school needs and facilitate the development and implementation of an articulated and systematic plan for improvement. The course will emphasize the importance of appropriate use of data for needs identification and ongoing progress monitoring, theories and best practices in school improvement, and the broad and integrated use of resources.

(CAPEs) - California Administrator Performance Expectations:

Category C: School Improvement Leadership (CACEs C1-C9)

CAPE 9: Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan

CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement

CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan

CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes

Course Learning Outcomes:

By the end of this course students should be able to:

- Identify and apply research-based leadership practices and behaviors that underpin effective school improvement efforts.
- Articulate the LCAP priorities and corresponding indicators as they relate to the school improvement process.
- Understand the role of the California Dashboard in school accountability and improvement process.
- Understand the function and requirements for School Site Council. Understand the role of the School Plan for Student Achievement (SPSA).
- Develop a basic understanding of federal and state funding streams, the Local Control Funding Formula (LCFF) the requirements tied to the funding, and the programmatic and fiscal connections represented in the SPSA, LCAP.
- Apply a fundamental understanding of the interconnectedness between the Local Control Accountability Plan (LCAP), the School Plan for Student Achievement (SPSA), the School Site Council, and the Dashboard in California's accountability system; employ a coherent and cohesive approach to school improvement.
- Analyze student achievement data using a collaborative communication process that involves stakeholders and is designed to address the district's LCAP Priority #4.
- Develop the School Plan for Student Achievement and the Plan Summary of the Local Control Accountability Plan
- Understand and be able to articulate the CA School Dashboard to stakeholders
- Understand on a basic level how to apply improvement science techniques to solve educational problems within a Professional Learning Community model.
- Reflect upon readings, outside assignments, and in-class activities as a means to develop as a leader of continuous school improvement.
- Gain insight and a broader understanding of educational leadership practice as shared by a variety of educational leaders.

Instructional Outcomes:

Each course has specific learner outcomes as a result of studying the CAPEs (California Administrator Performance Expectations) and CE (Content Expectations) on which each class is based.

- Candidates will analyze data and present that data to their peers.
- Candidates will develop a School Plan for Student Achievement and present it to a mock School Site Council.
- Candidates will gain an understanding of the CA school accountability system through using the CDE website and developing the Plan Summary of the Local Control Accountability Plan.
- Candidates will be able to identify where they can locate resources to support their work with continuous improvement.
- Candidates will gain an understanding of how to use a School Leadership Team and a Professional Learning Community (PLC) to support student achievement and buy-in from the staff.
- Candidates will read current educational books and articles and reflect on those readings through in-class discussions, short writing responses, and activities.

- Candidates will be exposed to a variety of current educational leaders that will share their experiences, expert advice, and answer candidate questions.
- Candidates will complete an end of course 5 to 7 page paper, using APA guidelines, to demonstrate understanding of the CAPEs and CEs and further their reflective thinking regarding application of what was learned in class.

Course Requirements:

- Participate in fieldwork associated with continuous improvement.
- Create a presentation and present the School Plan for Student Achievement (SPSA) and the California Assessment for Student Performance and Progress (CAASPP) data to a mock School Site Council.
- Participate in online chats with a 2 to 4 paragraph summary turned in to the online coach 48 hours after chat.
- Complete an end of course paper (5-7 pages), using APA guidelines, to demonstrate an understanding of the CAPEs.

Online Chat Requirements

The online mechanism our program uses for communicating with one another is Google Hangout. In addition to the face-to-face class time, participants also engage in online coursework. The purpose of this online component is to assist participants in the development of their judgment, relationship, implementation, and balance as a future leader. Included in this work are scenarios and articles related to leadership development. Candidates are assigned to “online communities” and are required to discuss the scenarios and articles during a specific chat time for a specific number of hours per course (refer to chart below). Each chat session lasts for 75 minutes. Candidates are required to write a 2-4 paragraph summary addressing the case scenario or study, relating to the leadership concepts taught and learned in class. The summary is due 48 hours of the chat to the online coach.

Detailed Course Assignments and Method of Assessment/Evaluation:

1. Read a district Learning Continuity and Attendance Plan, compare it to the previous LCAP, write a brief summary of the data analyzed and how the plan was created. (Class discussion)
2. Interview a school leader on an improvement initiative and write a brief summary. (Class discussion)
3. Project: Present CAASPP (Assessment) data using Powerpoint or Google Slides (preferred) along with a School Plan for Student Achievement (SPSA) to a mock School Site Council in order to evaluate the program. (Rubric for assignment)
4. Online Chat participation (Rubric for assessment)
5. Course paper (Rubric for assessment)

End of Course Paper

Complete an end of course paper to demonstrate an understanding of the California Administrator Performance Expectations (CAPE) and Content Expectations (CE) on which EDA 636 is based. APA guidelines are required.

For guidance with APA format, an *excellent* tutorial is available at:

[APA Tutorial](#)

The final grade evaluation in this course will be based on points as follows:

Assignments	Points
1. Online Chat Participation	20 points
2. Course Paper	50 points
3. Fieldwork Assignment(s)	30 points

Total Points = 100 points

Grading Scale

Grades	Percentage	Point Range
A	96-100	4.0
A-	90-95	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0

Fieldwork Assignments:

Fieldwork

Conduct fieldwork associated with continuous improvement (details of each will be discussed in class):

Fieldwork #1:

1. Read your district Learning Continuity and Attendance Plan
2. Identify which actions and services support student achievement.
3. How is distance learning being addressed?
4. What supports are being provided to EL, Foster Youth, or Low-Income students?
5. How were actions decided upon? What data was used to identify needs?
6. What are some differences between this plan and your LCAP from the previous year?
7. Write a brief summary and be prepared to discuss in class.

Fieldwork #2:

1. Interview a school leader on district/school improvement.
2. What is one area of need that has been identified?
3. Complete a fishbone diagram for this area and be prepared to discuss in class.

Fieldwork #3:

Create an agenda for a “mock” School Site Council meeting.

Include the following items:

1. Greene Act
2. Student Compact
3. CAASPP data/local achievement data (this is your slide show)
4. Evaluation of program
5. SPSA review/revision

On our last day of class, use your “mock” agenda to present your school data in a Google Slide deck. In addition, present your evaluation of the program and recommendations for SPSA revision, if any.

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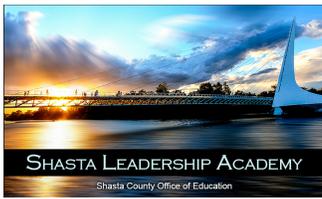
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Program Book Bibliography

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- DuFour, R., DuFour., Eaker, R., & Many, T. (2006). *Learning by doing*. Solution Tree. Bloomington IN.
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- Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works*. Aurora, CO: ASCD.
- Phillips, D. T. (1992). *Lincoln on leadership*. New York, NY: Grand Central Publishing
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- Reeves, D. (2010). *Transforming professional development into student results*. ASCD.
- Starratt, R.J. (2004). *Ethical leadership*. San Francisco, CA: Jossey-Bass.



The Four Agreements

A Toltec Wisdom Book by Don Miguel Ruiz

BE IMPECCABLE WITH YOUR WORD

Speak with integrity. Say only what you mean. Avoid using the word to speak against yourself or to gossip about others. Use the power of your word in the direction of truth and love.

DON'T TAKE ANYTHING PERSONALLY

Nothing others do is because of you. What others say and do is a projection of their own reality, their own dream. When you are immune to the opinions and actions of others, you won't be the victim of needless suffering.

DON'T MAKE ASSUMPTIONS

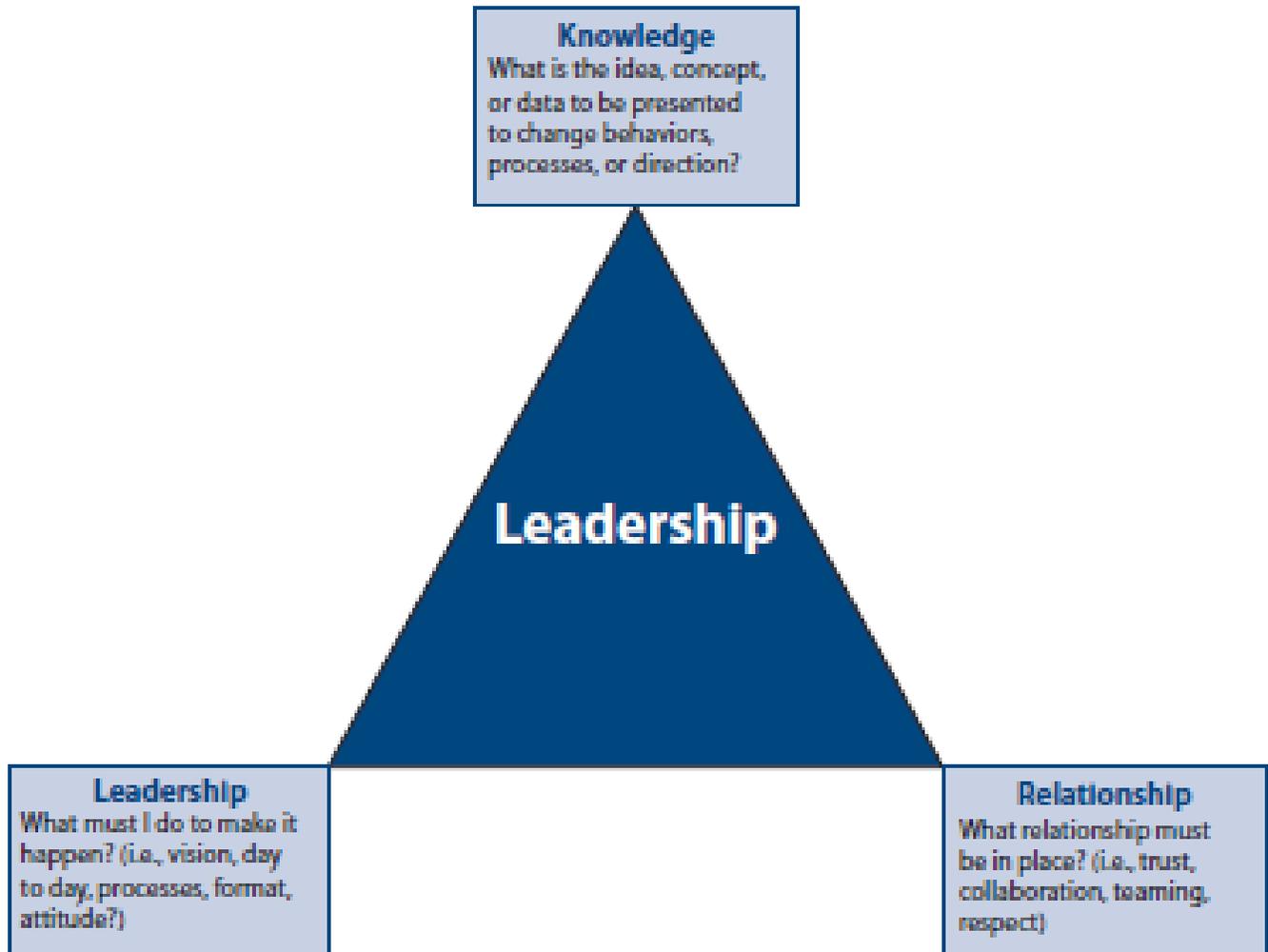
Find the courage to ask questions and to express what you really want. Communicate with others as clearly as you can to avoid misunderstandings, sadness, and drama. With just this one agreement, you can completely transform your life.

ALWAYS DO YOUR BEST

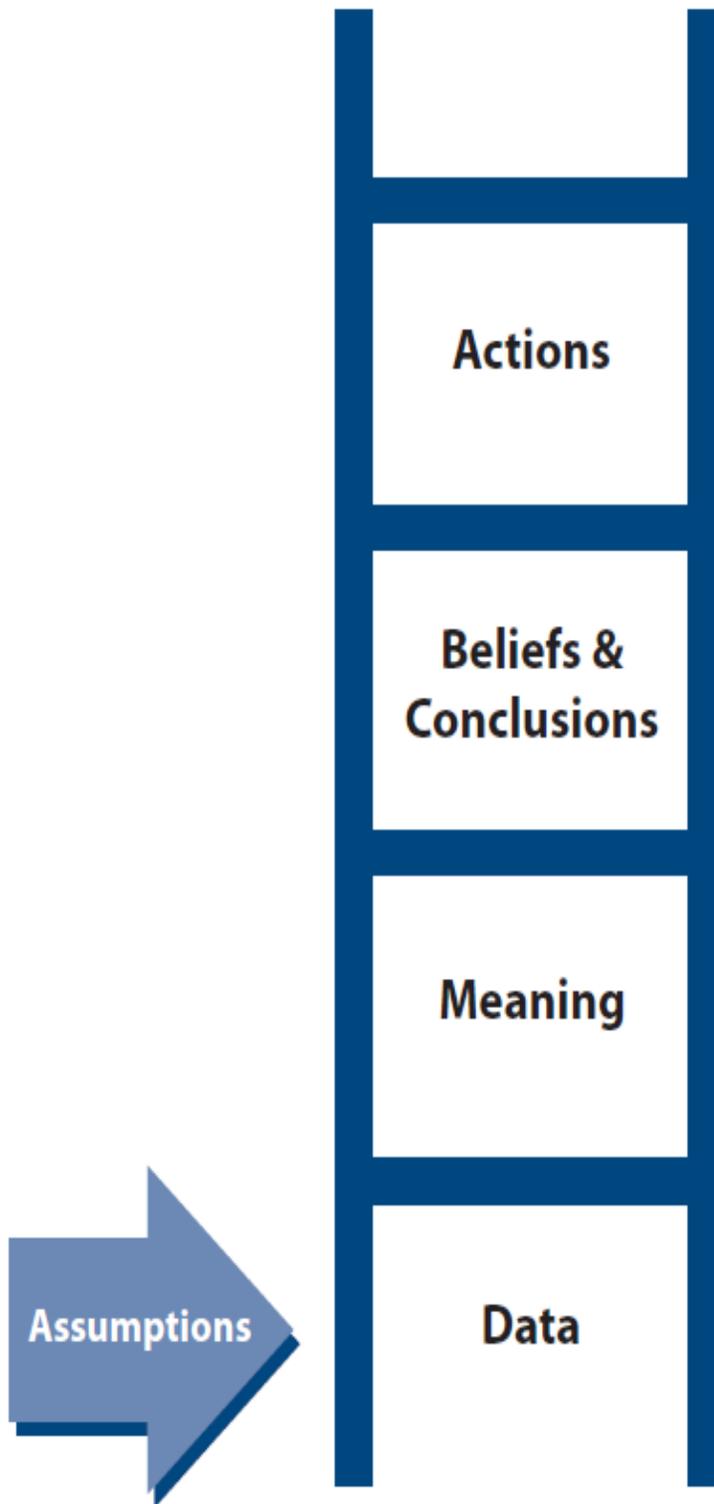
Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick. Under any circumstance, simply do your best, and you will avoid self-judgment, self-abuse, and regret.

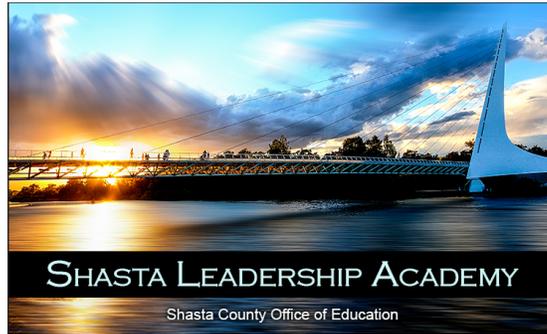
The Working Triangle for Leadership

by Dr. L. Steven Winlock



LADDER OF INFERENCE





Core Concepts for Development

Judgment

... the cognitive process of reaching a decision or drawing conclusions... the mental ability to understand and discriminate between relations... the capacity to assess situations or circumstances shrewdly and to draw sound conclusions

Relationship

... the state of affairs between entities, a connection, association, or involvement

Implementation

... to put into practical effect; to put into effect according to a plan or procedure

Balance

... a means of judging or deciding, mental or emotional steadiness, the power or ability to decide an outcome, to have equivalence; be in equilibrium

Tier I Preliminary Administrative Services Credential Program
Acceptance Confirmation and Payment Plan – 2021-22 Cohort

Name: _____

Please Initial:

_____ I accept the position in the Shasta County Office of Education’s Tier I Preliminary Administrative Services Credential Program, 2021-22.

PAYMENT OPTIONS

\$8,000.00 Total Cost

Please Initial:

_____ **OPTION 1:** My school district is going to pay the **\$8,000.00** in full (Requires Superintendent’s signature)

Payment Due	09/01/21	\$8,000.00
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Superintendent Name (printed)

Superintendent Signature

_____ **OPTION 2:** I will pay the **\$8,000.00** in full:

Payment Due	09/01/21	\$8,000.00
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_____ **OPTION 3:** I will pay the **\$8,000.00** in two installments per year:

1 st Payment Due	9/01/21	\$4,000.00
2 nd Payment Due	02/01/22	\$4,000.00

_____ **OPTION 4:** I will pay the **\$8,000.00** in four installments per year with a \$75.00 processing fee:

09/01/21	\$2,018.75
11/01/21	\$2,018.75
01/02/22	\$2,018.75
03/01/22	\$2,018.75

This has been approved by: _____
Director Signature

Date

Participant Signature

Date



Shasta Cohort Faculty Mentor List

Participant	County/District	Faculty Member
		Kim
		Becky
		Cheryl
		Leeanna
		Dale
		Kim
		Becky
		Cheryl
		Leeanna
		Dale
		Kim
		Becky
		Cheryl
		Leanna
		Dale