



SAN DIEGO STATE
UNIVERSITY

Course 1: EDL 630 School Improvement Leadership

COURSE INFORMATION	
Instructor	
Contact Information:	
Location of Class	
Class Schedule (Days/Times)	
Mode of Delivery	
Office Hours	

COURSE AT-A-GLANCE
This course focuses on analyzing data to identify opportunities for school improvement. It develops the candidate's knowledge about appropriate and effective school improvement theories and strategies, including communication skills and leading others in improvement and monitoring of these efforts. This course increases the candidate's capacity to communicate and lead others in continuous improvement and monitoring of these efforts based on student and school outcomes. At the conclusion of this course, students will be able to demonstrate how equity- driven school leaders take personal responsibility for empowering engaged, inspired and successful learners. The purpose of this course is to learn first-hand how a school leader selects a student group in need of improvement by retrieving and analyzing both quantitative and qualitative data on the school. There are seven components to the course: Course sessions, content lectures series, activities, application to practice, deliverables, simulations, and cognitive apprenticeships. The administrative services curriculum has been carefully aligned to cover the complete set of <i>California Administrator Performance Expectations (CAPEs)</i>. In addition, Long Beach Unified PASC Program Staff has identified leader standards essential to the success of school leaders in the <i>Five Types of Leadership Thinking</i>. Please reference the course outcomes and assignments section of the syllabus to review where and how each is addressed.

CALIFORNIA ADMINISTRATIVE PERFORMANCE EXPECTATIONS (CAPEs)				
I = Introduced P = Practiced (P) A = Assessed				
CAPE 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION				
Education leaders facilitate the development & implementation of a shared vision of learning and growth of all students.		I	P	A
1A	Developing a Student-Centered Vision of Teaching and Learning New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.	X	X	X
1B	Developing a Shared Vision and Community Commitment New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement.	X	X	X
1C	Implementing the Vision New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning.	X	X	X
CAPE 2: INSTRUCTIONAL LEADERSHIP				
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.		I	P	A
2A	Personal and Professional Learning New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being.	X	X	X
CAPE 3: MANAGEMENT AND LEARNING ENVIRONMENT				
Education leaders manage the organization to cultivate a safe and productive learning and working environment.		I	P	A
3B	Managing Organizational Systems and Human Resources New administrators know the importance of established structures, policies, and practices that lead to all students graduating ready for college and career.	X	X	
3C	School Climate New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students, and families.	X	X	
CAPE 4: FAMILY AND COMMUNITY ENGAGEMENT				
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.		I	P	A
4B	Community Involvement	X		
CAPE 5: ETHICS AND INTEGRITY				
Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.		I	P	A
5A	Reflective Practice New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.	X	X	X

5B	Ethical Decision-Making New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.	X	X	
5C	Ethical Action New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.	X	X	
CAPE 6: EXTERNAL CONTEXT AND POLICY Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.		I	P	A
6A	Understanding and Communicating Policy New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community.	X		
6B	Representing and Promoting the School New administrators understand that they are a spokesperson for the school's accomplishments and needs.		X	

FIVE TYPES OF LEADERSHIP THINKING ADDRESSED IN THIS COURSE	
Systems Thinking	See full definition in PASC Handbook
Data and Design Thinking	See full definition in PASC Handbook
Cultural & Climate Thinking	See full definition in PASC Handbook
Learnership Thinking	See full definition in PASC Handbook
Operational Thinking	See full definition in PASC Handbook

STUDENT LEARNING OUTCOMES
At the completion of this course, students will be able to: • Access and interpret diverse forms of data to identify existing equity gaps and iteratively design programs, products, and initiatives. (Data and Design Thinking) • Facilitate the development and implementation of a shared vision of learning and growth of all students. (CAPE 1) • Collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources. (CAPE 4) • Develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. (CAPE 1A) • Apply adult learning theory to design, facilitate and implement various strategies that guide and support staff members in improving practice. (CAPE 2C) (Culture and Climate Thinking)

- Pursue school improvement through systemic change and capacity building. **(Systems Thinking)**
- Assess and positively influence the current state of the school culture and climate. **(Culture and Climate Thinking)**
- Develop a school improvement plan based on comprehensive quantitative and qualitative data focused on a single equity gap.
- Successfully complete and submit Cycle 1 of the California Administrator Performance Assessment (CalAPA).

CalAPA CYCLE 1

Cycle 1 requires candidates to analyze data to inform school improvement and promote equity. Students will conduct an equity gap analysis to identify potential institutional and structural contributing factors which will help lead to the identification of a problem statement defining a specific educational need related to equity and develop strategies for school improvement and the resources required. CalAPA Cycle 1 begins by visiting the California Department of Education's Data and Statistics website to find standardized testing and demographic information for the school.

CalAPA Cycle 1 Submission Deadlines

All submissions are due by 11:59 P.M. on the date indicated

Cycle 1 Step(s)	Due Date
Step 1: Investigate	
Step 2: Plan	
Steps 1-4: Investigate, Plan, Act, & Reflect	
CalAPA Cycle 1 (Steps 1-4)	

COURSE SCHEDULE

Session #1	Date:
CAPEs Introduced (I), Practiced (P), and Assessed (A) in this Session: 1A, 1B, 2B, 4B Types of Leadership Thinking Addressed: Systems, Data and Design, Operational	
Topics/Agenda: ● Getting Started ✓ Review Course Syllabus ✓ CAPEs introduced, practiced, and assessed ✓ Introduce and build working knowledge on the Types of Leadership Thinking covered in this course ✓ Introduce the process of working in an online Community of Practice (CoP) team. Triads will be assigned for this course ✓ Introduce the requirements of the School Site Advisory Group (SSAG) CAPE 1A, 1B & 4B (I)	Assignments due for this Session: ● Readings: ✓ Ward, C., Fisher, D., Frey, N., & Lapp, D. (2013), Chapter 1 & 2 ● Quiz #1 CAPE 1B & 2B (A) ● Assemble your SSAG Team and write a written narrative of the following: ✓ Names of at least 3-5 stakeholders on SSAG ✓ Their current role and past experience. ✓ Your relationship to each stakeholder ✓ Your positionality to each stakeholder

✓ Assignments & Grading criteria • CalAPA Cycle 1 ✓ CalAPA Cycle 1 Overview ✓ Assessment Guide for Cycle 1 of the CalAPA Overview ✓ Steps 1-4 ✓ Rubrics ✓ Submitting Your Evidence, Glossary ✓ Assets Based • School vision, mission, and/or goals ✓ Written and spoken ✓ Connecting data to Schools' vision, mission, and/or goals • Cognitive Apprenticeship ✓ Using Data for School Improvement, Cameron Hord, V.P. San Diego International Studies • Quantitative Data ✓ California's Assessment System ✓ California State Indicators ✓ Identifying and Collecting Multiple Sources of Quantitative Data ✓ Identifying patterns and/or trends to select student group to study	• Complete CalAPA Cycle 1 Assessment Guide online quiz
Success Criteria: • Understand what is required of them to fulfill all course requirements. • Be able to successfully form a School Site Advisory Group and lead the committee. • Begin to see both why and how a systems thinker, data and design thinker, and a Culture and Climate thinker inform school improvement by asking pointed questions and considering what abilities contribute to these types of thinking when making decisions. • Know and understand the role of quantitative data collection and analysis in school leadership as it relates to decision making, resource allocation, and equity. • Be able to write findings for each data set, and identify trends and patterns in the data • See the importance in knowing their school vision, mission, and goals, how they relate to the school's data, and where they show up. • Gain a deeper understanding of CalAPA Cycle 1.	
Session #2	Date:
CAPEs Introduced, Practiced, and Assessed in this Session: 1B, 1C, 2B, 2B, 4B, 5C Types of Leadership Thinking Addressed: Data and Design, Culture & Climate, Operational	
Topics/Agenda: • CAPE IB (I) Qualitative Data Methodology & Collection IB1 (I) ✓ Case study on soft data: An empty playground ✓ Why collect qualitative Data? ✓ Selecting the most appropriate sources for	Assignments due for this Session: • Readings: ✓ Ward, C., Fisher, D., Frey, N., & Lapp, D. (2013), Chapter 3 & 4 • CAPE 2B (A) Quiz #2

identified student equity group • CAPE 2B, 5C (I) Equity Gap Analysis ✓ Resource allocation discrepancies ✓ Monitoring ✓ Insufficient or incomplete data to determine need	• CAPE 1B, 1C, 4B (P) Conduct SSAG Meeting #1 and submit narrative of meeting with agenda, inputs, and minutes on the following: ✓ Quantitative data (findings, trends, and patterns) ✓ Proposed qualitative data methodology with three sources for their input and suggested changes. ✓ Discuss how the educational focus relates to the school vision, mission and/or goals. ✓ Ask the members for their thoughts regarding: Why is the student group not achieving as they should? What is being done now and what might be done? ✓ What type of additional data would be useful to gather?
Success Criteria: • Know and understand how to identify the most appropriate methodology for collecting qualitative data. • Know how to analyze qualitative data to further understand the phenomenon for the group of students. • Know and understand how to conduct an equity gap analysis. • Know and understand the role of research in learning about contributing factors affecting equity gaps and student groups. • Know and understand their capacity to analyze both quantitative and qualitative research.	
Session #3	Date:
CAPEs Introduced, Practiced, and Assessed in this Session: 1B, 1C, 2B, 3C, 5B, 5C Types of Leadership Thinking Addressed: Data and Design, Operational	
Topics/Agenda: • CAPE 1B (I & P), 3C (I) Potential Contributing Factors ✓ Institutional, structural and/or systemic influences on equity gap ✓ Distinguishing between contributing influences/factors within our sphere of influence and those within our sphere of concern. • CAPE 2C (I) Research related educational needs. ✓ The role of research in understanding contributing factors that affect equity gaps/student groups ✓ Influences/factors that create or add to equity difference/disparities	Assignments due for this Session: • Readings: ✓ Ward, C., Fisher, D., Frey, N., & Lapp, D. (2013), Chapter 5 & 6 • Quiz #3 CAPE 2B (A) • Investigate ✓ School Vision, Mission, and/or goals ✓ Initial Data Collection ✓ Extended Data Collection (Qualitative Data) ✓ Equity Gap Analysis (All Prompts) • CAPE 1C (P) SSAG Meeting #2: Meet and confer with your SSAG and submit narrative of meeting with agenda, inputs, and minutes on the following: ✓ Review of qualitative data collected, ✓ Process and agreement on potential structural and institutional contributing

✓ Identifying relevant areas of need likely to improve conditions for student success and/or well-being □ CAPE 5B (I) Identifying student achievement and/or well-being affected to develop the problem statement ✓ Drawn from equity gap analyses ✓ Drawn from contributing factors ✓ Responsive to the culture, context, and broader educational needs of student group ✓ Needs (supports, materials, personnel, programs) ✓ Equity gap to be addressed by problem-solving team	✓ factors within school's influence, Process and agreement on single equity gap, ✓ Process and agreement on a problem statement • CAPE 3C (P) Interview site leadership (principal or vice principal) and a district level leader using the following prompts: ✓ Their perspective on the potential contributing factors and problem statement identified ✓ Their ideas and suggestions on possible strategies • CAPE 5C (P) Meet and confer with your online CoP to peer review written narrative of contributing factors and problem statements.
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Success Criteria:

- Be able to identify potential contributing factors from a comprehensive data analysis.
- Know how to categorize contributing factors by those within the school's sphere of influence and those within the school's sphere of concern.
- Be able to develop a problem statement based on key factors.
- Deepen their understanding through reflection on their role as an equity-driven leader

Session #4

Date:

CAPEs Introduced, Practiced, and Assessed in this Session: 1A, 1B, 5A, 5C
Types of Equity-Driven Leadership Addressed: Data and Design, Operational

Topics/Agenda:

- Review Cycle 1, Steps 1-4 Rubrics
 - ✓ What did you notice?
 - ✓ What do you wonder?
 - ✓ What distinguishes level 3, 4, & 5?
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- **CAPE 1A & 1B (P)** Peer review Step 1: Investigate (using 1.1 – 1.3 rubric templates)
 - ✓ School Vision, Mission, and/or goals
 - ✓ Initial Data Collection
 - ✓ Extended Data Collection (Qualitative Data)
 - ✓ Equity Gap Analysis (All Prompts)
- **CAPE 2A (I,P,A)** Individually Participate in Simulation #1: Finding Your Voice

Assignments due this Session:

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- **CAPE 5A (A)** Write and submit Simulation 1 Reflection Finding Your Voice using the template provided.
- Peer review of Step 1 for of your CoP members
- **CAPE 5C (P)** Step 2 Plan:
 - ✓ Institutional/Structural Factors
 - ✓ Problem Statement to Address Student Group Area of Need

Success Criteria:

- Distinguish the distinct changes between a Level 3, 4, and 5 on Cycle 1, Step 1 rubrics 1-3

- Provide detailed, accurate, and growth producing feedback to each of their CoP members that aligns with Step 1 rubrics.
- Experience and learn from the Simulation “Finding Your Voice and provide a compelling reflection of leadership lessons learned.
- Learn from a team of professionals how to provide input, challenge each other, and solicit and give critical input on complex issues.
- Know where their draft of Cycle 1, Step 1 falls on the CalAPA rubrics for Step 1

Session #5
Date:

CAPEs Introduced, Practiced, and Assessed in this Session: 2A, 2C, 5B, 5C
Types of Equity-Driven Leadership Addressed: ALL

Topics/Agenda:

- **CAPE 2C (I)** Potential Strategies: Identifying strategies for equitable school improvement to address the problem statement and how they:
 - ✓ Will be applied.
 - ✓ Address the equity gap.
 - ✓ Represent a contextually responsive approach to the equity issue or educational need.
 - ✓ Support research-based evidence of relevance and likelihood to improve student achievement and/or well-being for the student group and school.
 - ✓ Address contributing factors.
 - ✓ Align with the school vision, mission, and/or goals.
 - ✓ Address Tier 1, 2, or 3 Interventions
 - ✓ How will they be monitored?
- **CAPE 5B (I)** Cognitive Apprenticeship
 - ✓ Leading Change, Cynthia Larkin, Principal SDUSD
- Simulation #2:
 - ✓ Middle School Turnaround (Implementing Change)
- CalAPA Cycle 1, Step 2-4 Rubrics
 - ✓ Rubric 1.4 – 1.8

Assignments due this Session:

- Readings:
 - ✓ Ward, C., Fisher, D., Frey, N., & Lapp, D. (2013), Chapter 7
- **CAPE 2C (A) Quiz #4**
- **CAPE 2C (P)** SSAG Meeting #3: Meet and confer with your SSAG and submit narrative of meeting with agenda, inputs, and minutes on the following
 - ✓ Presentation and discussion of related research,
 - ✓ Presentation and agreement on goals, objectives, and potential strategies
- **CAPE 5C (I, P, A) CAPE 2A (A)** Submit simulation reflection “Middle School Turnaround: Implementing Change” using Simulation template
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Success Criteria:

- Be able to distinguish between goals and objectives.
- Be able to identify and articulate relevant, evidence-based strategies in support of their goals and objectives for their student group.
- Understand strategies to implement change
- Understand how to mobilize efforts to make a difference.
- Gain a deeper understanding of CalAPA Cycle 1 Steps 2-4 Rubrics 1.4, 1.5, 1.6, 1.7, 1.8

Session #6	Date:
CAPEs Introduced, Practiced, and Assessed in this Session: 1C, 4B, 5A, 5B, 5C Types of Equity-Driven Leadership Addressed: ALL	
Topics/Agenda: • CAPE 1C (I, P, A) Targeted Feedback ✓ Gathering targeted feedback from supervisors and other key stakeholders ✓ Adjusting strategies to strengthen and address needs of the student groups ✓ Gathering a second round of feedback from other stakeholders. ✓ Ensuring proposed strategies are workable/feasible to address the equity gap and learning need. • CAPE 5B (I) Stakeholder Buy-In and potential challenges ✓ Strategic development of a communication plan to be share with diverse key stakeholder groups ✓ Relevant and appropriate next steps to create school-level and community stakeholder buy-in to final adjusted proposed strategies ✓ Potential and realistic implications to proposed strategies • • • CAPE 3C (I, P) Potential Bias ✓ Coaching stakeholders to examine and address potential biases that may impact student learning and well-being related to education disadvantage or discrimination. ✓ Transparent leadership in regards to sharing underlying contributing factors. • CAPE 5A (I) The Critical Role of Leadership Reflection ✓ Practitioner Think-Aloud on Leadership Self-Reflection, Michel Cazary, SDUSD Principal • CAPE 5A (I) Reflection on Equity-Driven Leadership ✓ Leadership capacity to analyze both quantitative and qualitative data. ✓ Understanding and analysis of personal leadership strengths and areas for growth, and identify steps/professional leadership goals to get there.	Assignments due this Session: • CAPE 5A (P) Complete and submit a DRAFT of Cycle 1, Steps 1-4 to your CoP team for peer review. • Submit feedback from peer review for each of your CoP members' DRAFT of cycle 1, Steps 1-4. • CAPE 5C (I, P, A,) Watch The House We Live In: Race - The Power of an Illusion and submit a reflection including the historical implication of race and the influence of race on our school culture, and how might an equity driv • en leader coach others who may be showing up with bias that has potential to impede the strategies for your equity gap. Submit your reflective questions from the video. • CAPE 4B (P) Meet and confer with diverse key stakeholder groups to: ✓ create school-level and community buy-in on final adjusted proposed strategies ✓ identify potential challenges at the school they will need to address and/or resolve ✓ Identify potential implications for addressing the equity gap.

✓ Your ability to identify potential contributing factors and create a problem statement. ✓ The contribution of institutional and structural factors that affect a single equity gap for a group of students, and the responsibility of an equity-driven leader to address those contributing factors. ✓ Awareness of the impact of school context (social, economic, or cultural) on providing equity-driven leadership.	
Success Criteria: • Know, understand, and be able to gather targeted feedback from stakeholders. • Know, understand, and be able to adjust their strategies to strengthen and address the needs of the student group. • Know, understand, and be able to refine strategies, so they are workable and feasible in support of the equity gap and learning need. • Know, understand, and be able to develop stakeholder buy in to the strategies • Know, understand, and be able to recognize bias and coach stakeholders to examine their own bias, how and where it shows up, and examine/address bias.	
Session #7	Date:
CAPEs Introduced, Practiced, and Assessed in this Session: Types of Equity-Driven Leadership Addressed: ALL	
Topics/Agenda: • CAPE 1A (A); 5A (P, A) Peer Review of Cycle 1 Steps 1-4 ✓ Meet with your online triad to review and provide feedback to each member regarding Cycle 1. You will end the session with written feedback, so that you can make any revisions and submit it	Assignments due this Session: • Submit Cycle 1: Steps 1-4
Success Criteria: • Understand how the course has relied on three of the Five Types of Leadership Thinking • Be able to demonstrate their understanding and analyze their personal leadership strengths and areas for growth as an equity-driven leader. • Be able to articulate specific goals and steps to make growth as an equity-driven leader • Be able to reflect on their overall leadership growth as a result of taking this course.	

COURSE ASSIGNMENTS Descriptions of Major Assignments and Assessments

Assignments are included within this syllabus. Each assignment will be discussed during class. The purpose of the assignments is to develop and demonstrate competencies expected of an educational leader. Assignments have been designed for you to demonstrate these competencies and to allow you to receive critical feedback regarding your ability to put knowledge into practice. The structure of the assignments of this course provides documentation to that end. There are a total of 420 points for this class.

- Active Online Class Participation (10 points per session = 70 points)
 - ✓ Participating in all sessions is assumed in this course, as the interaction is of value to you and every member of the class. Students are required to inform the course instructor if unable to participate in any of the sessions.
- Eight Quizzes: Text end of chapter & CalAPA Quizzes (75 points)
- Two Simulations (10 points each = 20 points)
- Three SSAG Meetings (10 points per meetings = 30 points)
- Cycle 1, Step 1: Investigate (30 points)
 - ✓ Quantitative & qualitative data collection and Equity Gap Analysis
- Cycle 1, Step 1: CoP Peer Review (10 points)
- Cycle 1, Step 2: Plan (30 points)
 - ✓ Contributing Factors and Problem Statement
- Cycle 1, All Steps (40 points)
- Cycle 1, Steps 1-4 Peer Review for each CoP member (30 points)
- Interview with Site and District Leader (15 points)
- Reflective questions from the video, *The House We Live In* (20 points)
 - ✓ adhering to the two questions on Potential Bias
- CalAPA Cycle 1 Submission (50 points)
 - ✓ Students must submit all of CalAPA, Cycle 1 to receive credit for this course

COURSE MATERIALS/REQUIRED TEXTS

Materials (including texts, readings, course fees, equipment, and any technology requirements)

Ward, C., Fisher, D., Frey, N., & Lapp, D. (2013). *Using data to focus instructional improvement*. Alexandria, VA: ASCD.

Various Articles may be assigned during the course

GRADING POLICY

All assignments:

- should be typed;
- should use precise terminology;
- should reflect "People First" language;
- require correct grammar and spelling; and
- should be turned in on the established due date (late assignments will be marked down)

The criteria which guide grading include the following operational definitions:

Professional Quality: Work is presented in a form that will be acceptable to show a parent or colleague in a professional meeting. Time and attention appears to have been given to this activity (carefully prepared versus being “thrown together”).

Functional Value: The product in its present form would serve as a useful tool (has actual teaching application). It would be useful to other similarly prepared professionals (it has communicative value).

Progressive: The assignment demonstrates growth in the instructional progress (objectives, instruction, and assessment). Relates to the set of best practices discussed in class and in the readings.

Completed on Time: Assignments are due on the assigned day. Problems with the policy should be discussed and negotiated well in advance. Late assignments will be accepted only if such arrangements are possible and are made before the due date. Late assignments that have not been discussed in advance with the instructor may result in a letter grade reduction for the assignment for each day past the due date.

Instructors maintain the right to request candidates to revise and resubmit assignments that do not satisfactorily meet LBUSD course expectations.

Plagiarism will not be tolerated. Plagiarism is defined as “to steal and pass off (the ideas or words of another) as one's own; literary theft” (Merriam-Webster online dictionary). All sources of reference, including quotes, major theories, and instructional materials for lesson plans or papers must be properly cited. Plagiarism will result in a zero for the assignment and a referral to Student Affairs for possible suspension or expulsion.

GRADING SCALE

At the end of the semester, the points you earn will be assigned a transcript grade according to the following criteria:

❖ 90% or above	A (100-94% = A; 93-90% = A-)
❖ 80% - 89%	B (89-87% = B+; 86-84% = B; 83-80% = B-)
❖ 70% - 79%	C (same pattern repeated as for B)
❖ 60% - 69%	D
❖ 59% or lower	F

Candidates must earn a minimum of a B- or above to pass this course.

ACADEMIC PROGRAM POLICIES

Accommodations: If you are a student with a disability and need accommodations for this class, please contact the Program Administrator as soon as possible. Please know accommodations are not retroactive, and I cannot provide accommodations based upon disability until I have received an accommodation letter from an approved source.

Student Privacy and Intellectual Property: The [Family Educational Rights and Privacy Act](#) (FERPA) mandates the protection of student information, including contact information, grades, and graded assignments. I will use [Canvas / Blackboard] to communicate with you, and I will not post grades or leave graded assignments in public places. Students will be notified at the time of an assignment if copies of student work will be retained

beyond the end of the semester or used as examples for future students or the wider public. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.

Religious observances: According to the policy, students should notify the instructors of affected courses of planned absences for religious observances by the end of the second week of classes.

Field Trips: Should this course require students to participate in field trips, research or studies that include coursework that will be performed off-campus, it is important to note that participation in such activities may result in accidents or personal injury. Students participating in the event are aware of these risks, and agree to hold harmless LBUUSD and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Students using their own vehicles to transport other students to such activities should have the current automobile insurance.

Student Appeals: If for any reason a student feels that he/she/they have any programmatic issue that needs to be addressed, he/she/they adhere to the following procedures:

- Discuss the issue with the instructor or supervisor and attempt to seek resolution.
- Talk with the PASC program administrator and attempt to resolve the issue.
- If the issue is still not resolved, talk to the Director of the Equity Leadership & Talent Development Department, Dr. Kelly An.
- If the Director does not resolve the problem to the candidate's satisfaction, the candidate can send a letter of appeal to the Assistant Superintendent of Human Resources.

Remediation/Intervention Policy: Instructors and LBUUSD PASC staff regularly coach candidates as they progress towards successful completion of all coursework requirements and CalAPA assessments. If a candidate is not successful within the instructional period, assistance and support will be provided for retaking the CalAPA prior to completion of the program. The program is structured to provide ongoing support and guidance within the class collaborative tasks. Coaching/guidance/intervention is provided to ensure a successful outcome of a CalAPA resubmission. If students struggle or need additional assistance, there is an intervention process that is available to ensure a successful completion. Supports are acceptable forms of intervention, as required by the commission's standards and guidelines from the developer of the assessment.

The following remediation process will be used if a candidate needs more assistance:

- Check in with the course instructor to explain the area of need as a first step to work out a plan for intervention.
- If the issue(s) have not been resolved, connect with the mentor, program administrator, fieldwork supervisor, and adjunct instructor, depending on the area of need, will meet to discuss next steps with the candidate. These next steps consist of pinpointing where the candidate is struggling and how the program can help with guidance and create a plan of support.
- After these next steps have been addressed and practiced, the candidate will then participate in a follow up meeting to see how these added supports have helped or not helped.
- Those who do not fully complete program requirements within the allotted time will be required to reapply in writing to the program the following year.

Americans with Disabilities Policy: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Program Administrator. To avoid any delay in the receipt of your accommodations, you should contact the appropriate department, as soon as possible.

Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from an approved source. Your cooperation is appreciated.

Controversial Content: Consistent with the approved course of study for LBUSD, this course may include controversial topics. The faculty does not endorse particular political or social agendas and will present a sensitive, balanced, and objective approach to these topics, with a goal of developing informed and responsible attitudes toward people, cultures, religions, societies, and environments in the spirit of scholarly inquiry.

Academic Honesty: The Program adheres to a strict [policy prohibiting cheating and plagiarism](#). Examples of academic dishonesty include but are not limited to:

- copying, in part or in whole, from another's test or other examination;
- obtaining copies of a test, an examination, or other course material without the permission of the instructor;
- collaborating with another or others in work to be presented without the permission of the instructor;
- falsifying records, laboratory work, or other course data;
- submitting work previously presented in another course, if contrary to the rules of the course;
- altering or interfering with grading procedures;
- assisting another student in any of the above;
- using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work);
- copying and pasting work from an online or offline source directly and calling it your own;
- using information you find from an online or offline source without giving the author credit;
- Replacing words or phrases from another source and inserting your own words or phrases.

Academic dishonesty will result in disciplinary review by the Program Administration and may lead to probation, suspension, or expulsion. Instructors may also, at their discretion, penalize student grades on any assignment or assessment discovered to have been produced in an academically dishonest manner.

Classroom Conduct Standards: Students are expected to abide by the terms of the Student Conduct Code in classrooms and other instructional settings. Prohibited conduct includes:

- Willful, material and substantial disruption or obstruction of a Program-related activity, or any on-campus activity.
- Participating in an activity that substantially and materially disrupts the normal operations of the Program, or infringes on the rights of members of the Program community.
- Unauthorized recording, dissemination, or publication (including on websites or social media) of lectures or other course materials.
- Conduct that threatens or endangers the health or safety of any person within or related to the Program community, including
 1. Physical abuse, threats, intimidation, or harassment.
 2. Sexual misconduct.

Violation of these standards will result in referral to appropriate campus authorities.

Medical-related absences: Students are instructed to contact their professor/instructor/coach in the event they need to miss class, etc. due to an illness, injury or emergency. All decisions about the impact of an absence, as well as any arrangements for making up work, rest with the instructors.

Students are encouraged to utilize supplemental instruction, tutoring, or other academic support resources provided by our academic unit.