

## **Education 6302: Educational Leadership Field/Clinical Experience**

Fall 2019

Tuesdays 8:00-9:00.

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Assistant Adjunct Professor

Office Hours by Appointment.

### **Course Description:**

This course is designed to help students consider work in administrative settings through readings, discussion and experiences that allow them to apply coursework, including theory, concepts and strategies. Additionally, with the advent of the new California state administrator assessment, called CalAPA (California Administrator Performance Assessment), this Field Experience time will be used to support students in completing their assessment.

Students who are pursuing an ASC credential will spend time working on their assessment. The intent is to enable all students to begin to develop competencies necessary to lead and manage an organization or school to attain its goals effectively, and with integrity.

### **Course Goals:**

- Provide support, information and guidance for all students to pass the CalAPA assessment, required for a California Administrative Credential, successfully.
- Provide candidates with hands-on experiences under the guidance of a university professor and long-time urban principal.
- Provide candidates school-based and/or district level context in which to develop leadership knowledge and skills.
- Plan and execute a project where candidates will demonstrate competence in the CAPE (California Administrative Performance Expectations) standards and competence in the new CalAPA.
- Link academic coursework to authentic, practical experiences in the field.

### **Learning Outcomes:**

Readings, assignments, class discussions, and presentations in this course are organized to support students in developing the knowledge, skills and disposition required for successful scholarship and leadership. Students will be expected to demonstrate how well they:

- Analyze assigned readings and develop positions based upon new understandings.
- Use direct observation, personal reflection, and case discussions to examine

- the relationship among theories and practice.
- Reflect on, and are able to articulate, their own sense of mission, vision, and purpose as leaders.
- Communicate their ideas about topics and issues in clear, understandable ways.
- Support their ideas with evidence and structured arguments.

### **Class Participation and Course Structure:**

This course is structured as a seminar. Class discussions and whole or small group dialogues will be utilized for students to create meaning of the various state requirements.

Additionally, I hope that you will bring your own experiences—as students, teachers, parents, volunteers, school leaders—to bear in these discussions and to the class. Therefore, your individual growth and your classmate’s development is interdependent with your engagement. Students who must miss class are expected to speak with me prior to the absence or send me an email or text and work with fellow students to obtain notes from any missed class. Expectations for class participation include the following:

- Careful, attentive listening to colleagues.
- Active participation in class, being in class on time with all work completed and assignments prepared.
- Discussions, including your facilitation of the discussion process and the participation of others. Such facilitation includes actions such as asking clarifying questions, summarizing, synthesizing, showing relationships, between the reading and the discussions, providing examples, helping include everyone in the conversations, staying focused and on task.
- Willingness to explore controversial or dissenting ideas and theories.

### **Class Grading:**

Your grade will reflect your total participation and engagement in this class. It will be based on a combination of your oral and written work and will primarily be based on the level at which you engaged deeply and thoughtfully with the topics covered. Also, as noted above, attendance will count in your grade.

### **Requirements and evaluation:**

Your grade for this course will be based on the following:

|                      |     |
|----------------------|-----|
| Activity             |     |
| Class participation  | 35% |
| Submission of CalAPA | 50% |
| Reflections          | 15% |

## **Accommodation for Students with Disabilities:**

Every effort will be provided to make this class universally accessible. Please let me know of any concerns you have in this regard, and we will work together to ensure the course accommodates your needs for learning. “Reasonable accommodation” is the legal right of people with disabilities and we want to ensure this course is universally accessible for students regardless of disability. Beyond the legal requirements, however, I am very happy to make any accommodations necessary for the success of students, and believe that attention to individual needs regarding teaching and learning will benefit the entire class. Don’t hesitate to bring any concerns to me or to the SSD office.

Assignments: # 1 CalAPA Cycles 1 and 2 must be uploaded to the state by December 3<sup>rd</sup>.

#2 Turn in a reflection to me on what you felt you learned that was most important on December 10<sup>th</sup> for both Cycles 1 and Cycles 2. This should not be Section 4 of the CalAPA (Reflect), but your OWN thoughts regarding the CalAPA process.

## **Class Meeting Schedule 409A -- Fall 2019**

**8:00-9:00 pm**

September 3 Course Overview, Intro, CalAPA Information and Syllabus.  
Starting with a Problem Statement, Bring laptops to this class

September 10: The Problem Statement—sharing out and getting feedback  
CalAPA Guide—The Assessment is organized as 1) Investigate, 2) Plan 3) Act 4) Reflect

September 17: Data—Analyzing Data to inform School Improvement and Promote Equity  
Qualitative vs Quantitative Data **Cycle 1** Studying the Rubrics and  
**Creating an Account**

September 24 Facilitating Communities of Practice—Professional Development  
Sharing ideas around communities of practice. What Professional Development have you experienced that was excellent and felt worthwhile? Why? **Cycle 2** Studying the Rubrics

October 1 Class Discussion on Equity Gaps and Initial Findings  
What equity issues are coming up? What equity gaps are you finding? Who are you choosing to interview? What are you discovering around your Problem of Practice? Which teachers are you working with?

October 8 **Investigate**—Classroom Activity  
Studying your school—Starting at Step 1

- October 15 **Plan:** Equity Gap Analysis, Potential Causes and Problem Statement Template  
Discussion of Potential Causes. What are you sharing with your fellow teachers?
- October 22 **Act:** Planning for School Improvement and Promoting Equity  
Discussion of Useful Strategies for School Improvement—What works? What is happening with your teacher PD group?
- October 29 **Reflect:** What are you learning that matters? What societal issues influence a leader's ability to improve schooling for every student?
- November 5 How do leaders determine a Professional Development Calendar? How are teacher needs met and pushed to higher levels?
- November 12 Sharing video sessions and giving feedback to each other
- November 19 In the home stretch—what else needs to be done to finish both by December 3?
- November 26 NO CLASS—Thanksgiving week
- Dec 3 The CalAPA for Cycles 1 and 2 should be uploaded by tonight or during class tonight
- Dec 10 Reflections Due on the fall process  
Looking forward to Cycle 3—Make sure you have someone lined up to coach before the start of Second Semester.