***SCHOOL OF EDUCATION***

***Location Address Mailing Address***

*University Hall North 1200 East Colton Avenue*

*On Brockton Avenue P.O. Box 3080*

*Between University Street & Grove Street Redlands, CA 92373*

***Phone Fax***

*(909) 335-4010 (909) 335-5204*

***COURSE SYLLABUS***

**Course:** EDUC 774

**Course Title:** Clear Administrative Services Credential- CSPEL # 3

**Faculty:**

**Office:**

**Phone:**

**Office Fax:**

**E-mail:**

**Office Hours:**

**CATALOG COURSE DESCRIPTION**

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) # 3: MANAGEMENT AND LEARNING ENVIRONMENT

**Course Objectives/Competencies**

1. Candidates will successfully complete 4 hours of mentoring with their University Mentor
2. Candidates will successfully complete 4 hours of mentoring with their Worksite Mentor
3. Candidates will demonstrate mastery of the following, evidenced by a narrative and artifact:

**STANDARD 3: FAMILY AND COMMUNITY ENGAGEMENT**

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Element 3A: Operations and Facilities

Leaders provide and oversee a functional, safe, and clean learning environment.

Example Indicators:

3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.

3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.

3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.

3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

Element 3B: Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

Example Indicators:

3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.

3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.

3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.

3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

Element 3C: Climate

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

Example Indicators:

3C-1Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.

3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.

3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

Element 3D: Fiscal and Human Resources

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Example Indicators:

3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.

3D-2 Work with the district and school community to focus on both short and long-term fiscal management.

3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.

3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.

3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.

3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

**Required Reading:**

*The California Professional Standards for Educational Leaders* (CPSEL) #3

Ciulla, J. (2004). *Ethics, the heart of leadership.* Praeger Publishers: Westport, CT.

**Assessment:**

|  |  |
| --- | --- |
| **Activity** | **Points** |
| University supervisor mentor confirmation | 20 |
| Worksite supervisor mentor confirmation | 20 |
| CPSEL #3 assignment completion | 60 |
| **TOTAL** | **100** |

**Grading: 80-100 = Credit**

**Schedule:**

|  |  |  |
| --- | --- | --- |
| Session | Activity | Assignment |
| 1  Group | Orientation  Mentoring | Read CPSEL #3  Read Ciulla Part I |
| 2  Online | CSPEL # 3 review  Mentoring  Participate in Online Ciulla Discussion | CPSEL element #3A  Read Ciulla Part II |
| 3  1:1 | Mentoring | CPSEL element #3B  Read Ciulla Part III |
| 4  Online | Mentoring  Participate in Online Ciulla Discussion | CPSEL element # 3C&D  Read Ciulla Part IV |
| 5  Group | Learning Plan Review  Mentoring | Ciulla Reflection Paper Due |

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University of Redlands

Name:

# Education 774

***CPSEL #3 Rubric***

***An “A” (60) CPSEL #3***

* **Is presented on the CPSEL #3 Form**
* **Reflection of Ciulla Ethics text (3-5 pages)**
* **Specifies how the candidate will master the CPSEL standard**
* **Specifies an appropriate artifact for the CPSEL standard**
* **Specifies how the candidate will master the CPSEL elements**
* **Specifies an appropriate artifact for each CPSEL element**
* **The standard mastery form and artifacts are posted on Moodle**

**Or downloaded to a flash drive or CD**

***a “B” (50) CPSEL #3***

Is missing one of the rubric elements

***a “C” (40) CPSEL #3***

Is missing two or more of the rubric elements

##### Based on this rubric, the CPSEL #3 is evaluated as

***of 60 possible points.***

# If this assignment was turned in “on time”, it may be re-written without penalty.

#### The instructor will collaborate on “re-writes”

University of Redlands

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***Mentoring Confirmation Form***

**Candidate name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(printed)**

**I certify that I performed mentoring for the undersigned candidate on the date indicated.**

**Mentor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**=========================================================**

**Candidate name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(printed)**

**I certify that I received mentoring from the above mentor on the dates indicated.**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**