***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 775

**Course Title:** Clear Administrative Services Credential-CSPEL # 4

**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 Standards for Educational Leaders # 4**: FAMILY AND COMMUNITY ENGAGEMENT**

**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 4: FAMILY AND COMMUNITY ENGAGEMENT**

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Element 4A: Parent and Family Engagement

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

Example Indicators:

4A-1 Establish a welcoming environment for family participation end education by recognizing and respecting diverse family goals and aspirations for students.

4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.

4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.

4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.

4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

Element 4B: Community Partnerships

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

Example Indicators:

4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.

4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.

4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.

4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.

Element 4C: Community Resources and Services

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Example Indicators:

4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school. 4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.

4C-3 Work with community emergency and welfare agencies to develop positive relationships.

4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.

**Required Reading:**

*The California Professional Standards for Educational Leaders* (CPSEL) #4

Membership to ASCD (STUDENT OR SELECT)

Selected readings from current *Educational Leadership Magazine* assigned by instructor.

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**Assessment:**

|  |  |
| --- | --- |
| **Activity** | **Points** |
| University supervisor mentor confirmation | 20 |
| Worksite supervisor mentor confirmation | 20 |
| CPSEL #4 assignment completion | 30 |
| Midway Benchmark Product | 30 |
| **TOTAL** | **100** |

**Grading Scale**

**Grading: 90-100 = Credit 89-0 = No Credit**

**Schedule:**

|  |  |  |
| --- | --- | --- |
| Session | Activity | Assignment |
| 1  Group | Orientation  Mentoring | Read CPSEL #4 |
| 2  Online | CSPEL # 4 review  Mentoring  Participate in *Educational Leadership* article discussion | CPSEL element #4A&B  Read assigned articles in current edition of *Educational Leadership Magazine* |
| 3  1:1 | Mentoring | Read *Educational Leadership Magazine* |
| 4  Online | Article Review  Mentoring | CPSEL element #4C |
| 5  Group | Learning Plan Review  Mentoring | Midway Benchmark Product |

University of Redlands

Name:

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***CPSEL #4 Rubric***

***An “A” (60) CPSEL #4***

* **Is presented on the CPSEL #4 Form**
* **Specifies how the candidate will master the CPSEL standard #4**
* **Specifies an appropriate artifact for the CPSEL standard #4**
* **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 #4***

Is missing one of the rubric elements

***a “C” (40) CPSEL #4***

Is missing two or more of the rubric elements

##### Based on this rubric, the CPSEL #4 is evaluated as

***of 30 possible points.***

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

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

***Mentoring Confirmation Form***

**Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(printed)**

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

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

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

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Name:

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***MIDWAY BENCHMARK PRODUCT CHECK Rubric***

***An “A” (30) MIDWAY BENCHMARK PRODUCT CHECK***

* **Specifies how the candidate is making progress on Individual Induction Plan**
* **Specifies how the candidate has mastered the first half of the PERSONAL LEARNING PLAN elements**
  + **CPSEL #1**
  + **CPSEL #2**
  + **CPSEL #3**
* **Confirms mentoring times and dates with the University Mentor**
* **Confirms mentoring times and dates with the Worksite Mentor**
* **The Midway Benchmark Product Check is verified by both the Worksite Mentor and University Mentor**

**Signatures: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date: \_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date: \_\_\_\_\_\_\_\_**

***a “B” (25) MIDWAY BENCHMARK PRODUCT CHECK***

Is missing one of the rubric elements

***a “C” (20) MIDWAY BENCHMARK PRODUCT CHECK***

Is missing two or more of the rubric elements

##### Based on this rubric, the MIDWAY BENCHMARK PRODUCT CHECK is evaluated as

***of 30 possible points.***

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

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