



KALMANOVITZ
SCHOOL OF
EDUCATION

Leadership

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL CATALOG 2018 – 2019

Required Courses (24 units total)

- EDAD 333 - Introduction to Educational Leadership and Administration (3 units)
- EDAD 334A – Leading Curriculum & Instruction I (2 units)
- EDAD 342 - Technology in Leading and Managing (1 unit)
- EDAD 343 - Education Law, Regulations and Policy (3 units)
- EDAD 334B – Leading Curriculum & Instruction II (2 units)
- EDAD 331 – Employee Management & Supervision (3 units)
- EDAD 349 - Supervised Field Experience in Administration (3 units)
- EDAD 345 - Special Needs Students: Leading and Managing Programs (2 units)
- EDAD 341 - Budgets, Resources, Facilities, and Schedules (2 units)
- EDAD 347 - Executive Communication Skills (3 units)

Preliminary Administrative Services Credential Course Descriptions

EDAD 333 - Introduction to Educational Leadership and Administration (3 units)

Candidates discuss the educational philosophies influential in the United States and the relationship of philosophy to effective practice. Candidates investigate the Lasallian tradition practiced at this college. The topic of ethics is explored and each candidate clarifies his or her values. Candidates investigate the structures that create an effective learning community/culture by leading a school towards the development of a shared vision, common goals, and agreed-upon values. The need to meet the needs of all children, including students who are: low wealth, English Learners, newcomers, and Gifted and Talented, is discussed. Candidates learn techniques and strategies of shared governance and leadership. Additional topics include: alternative schools, charter schools, effective meeting management and facilitation, career planning for educational leaders, and the job search process for school administrators. Candidates focus on

making progress toward meeting California Commission for Teaching Credentialing (CCTC) standards and develop both short and long term goals.

EDAD 334A – Leading Curriculum & Instruction I (2 units)

This course explores the theoretical foundations and current research in leadership of curriculum development, assessment and the implementation of curriculum. Students learn to supervise instructional staff. Students discuss strategies for collaboratively effecting changes in curriculum, improving instructional strategies through a shared vision so every child will succeed using assessment data to drive instructional strategies, materials and methods. Students are given opportunities to solve problems and practice using their leadership skills and knowledge through real life scenarios.

EDAD 342 - Technology in Leading and Managing (1 unit)

In this course each candidate conducts an individual assessment using the National Education Technology Standards for School Administrators (NETS-A) as a guide. The candidate works with a faculty member to determine the technology learning objectives she or he needs to achieve during the course. These objectives become part of an individual technology-learning plan, which guides the independent study of the candidate. As part of their professional portfolio, all candidates prepare a multimedia presentation. Candidates also provide evidence that they are utilizing technology in the work they perform at their job site or fieldwork location.

EDAD 343 - Education Law, Regulations and Policy (3 units)

This is a survey course of federal, state, and local laws and policies that apply to educational institutions. Topics of discussion include: civil rights, freedom of speech, student behavioral management systems, school safety, sexual harassment, equitable treatment for all, church/state issues, the governing authority of federal, state, and county/local school districts, and enforcement of educational policy. Candidates are given the opportunity to examine cases and to practice their analytical skills as they determine the best course of action in these particular situations. The federal and state constitutions are reviewed along with case studies of major U.S. Supreme Court cases impacting education. Tort law and negligence issues are examined, as well as effective use of legal counsel. [Note: This course does not focus on employee bargaining rights.]

EDAD 334B – Leading Curriculum & Instruction II (2 units)

This course continues to explore what educational leaders need to know, understand and be able to do order to supervise and support 21st Century curriculum and instruction. It delves deeply into California Performance Expectations, California Standards of the Teaching Profession and the California Professional Standards for Educational Leaders and how these impact effective supervision practices. Students will explore issues of equity as they relate to supervision of curriculum and instruction and will deepen their knowledge and experience with the Clinical Supervision model.

EDAD 331 - Employee Management and Supervision (3 units)

In this course candidates learn to manage human resources. Topics include: recruitment, observations, the process of supervision, evaluations, professional development, collective bargaining, implementing employee contracts, grievances, and the rights of disabled employees. Candidates learn to develop school and district employee procedures to fit law and policy.

EDAD - 349 Supervised Field Experience in Administration (3 units)

Prerequisite: Completion of nine or more units in the ELP program. In this course candidates have

the opportunity to practice each of the skills they have learned in their preparation to lead a school community through supervised, planned activities in partnership schools which are in a variety of settings and at least one of which is in a setting with a diverse student population. This practice follows a plan, which is developed collaboratively with a college advisor, the partner fieldwork supervisor, and the candidate. Each student develops a program portfolio, which documents the candidate's reflective, self-analytical formative assessment and the candidate's record of professional, intellectual, and personal growth using artifacts from the field experience. The college advisor, the partner fieldwork supervisor, and the candidate work together to assess this portfolio at the end of the semester. As part of these fieldwork experiences, the partner fieldwork supervisor and the college advisor verify that the candidate practices shared decision-making techniques and is engaged in activities, which have long-term educational policy issues. The college advisor, the partner fieldwork supervisor, and the candidate collaborate throughout the course to conduct formative and summative assessments. At the end of the course candidates complete a Summative Fieldwork Assessment to determine if the candidate has met all of the objectives of the course.

EDAD 345 - Special Needs Students: Leading and Managing Programs (2 units)

Candidates learn to provide oversight and personal accountability for district policies and all government laws/regulations governing: Individuals with Disabilities Education Act (IDEA), Student Study Teams, federal and state categorical programs, Americans with Disabilities Act-"504" requirements, special education programs, bilingual and English Learner education, and other programs which have a significant impact on students with special needs. Candidates consider how to balance advocacy for the child's best interests with the school/district need to maximize its limited resources to provide a Free Appropriate Public Education (FAPE). Candidates will learn techniques of how effective administrators lead teams to a consensus. A goal of the course is that all participants will have an understanding of diagnostic testing and how to utilize assessment results for eligibility for special programs. Candidates learn of the alternative programs available through non-public agencies, districts, SELPAs County Offices of Education, and Court Schools.

EDAD 341 - Budgets, Resources, Facilities, and Schedules (2 units)

Candidates learn to use fiscal and other resources to strategically support student learning. The course explores: methods used when collaboratively prioritizing resources, and the process used for planning, allocating, tracking, and managing fiscal, curriculum, and building resources. Candidates prepare or revise one of the following: a school budget, a facilities improvement plan, and/or a written strategy to institute a process in which the entire school community will be involved in developing a new school plan. The budget planning process is explored using interactive activities.

EDAD 347 - Executive Communication Skills (3 units)

This is a survey course teaching communication skills to school leaders, including: listening skills, non-verbal communication skills, oral presentations skills, and writing skills. Candidates learn how to communicate while under pressure, the psychological principles in communication, and how to use technology to improve communication. Candidates practice making the type of presentations that site and district leaders give to their educational community. During the course participants learn the importance of communicating values, including their respect for diversity. Participants practice: facilitating communication in small group settings, working with the press and other media, and making written and verbal presentations.