SCHOOL OF EDUCATION AND COUNSELING PSYCHOLOGY

Department of Education

Educational Leadership Program

EDUC # 371 (3 units)

Program Interventions

Course Meeting Dates:
Wednesdays, 5:00-8:00 pm
Spring 2019
Guadalupe Hall School of Education

1. Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:
* Make student learning our central focus
* Engage continuously in reflective and scholarly practice
* Value diversity
* Become leaders who model ethical conduct and a commitment to social justice
* Seek collaboration with others in reaching these goals

The EDL Program Learning Goals (ELGs) represent our commitment to individuals who earn their Master of Arts in Educational Leadership and/or Preliminary Administrative Services Credential at Santa Clara University. The EDL faculty focus on ensuring that students practice and implement the following standards; California Administrator Performance Expectations (CAPE) and the CPSEL. The curriculum in the Educational Leadership program offers students courses that prepare them for the breadth and depth of leadership challenges in today's educational environment. Courses are structured to provide a wide range of topics and are tied to the mission of Santa Clara University. This includes classes that address the needs of a diverse student learning population, educational equity and students with special needs. The program also includes selections which address the realistic practical aspects of leadership; Human Resources, managing culture and climate, leadership perspectives and

financial responsibilities. Additionally the curriculum requires three field based courses which reflect the CALAPA standards and learning cycles. These experiences give students an opportunity to practice and facilitate leadership skills embedded in realistic and relevant educational topics. (Leadership, Context/Data, Community Relations/Technology). All of the courses are appropriately sequenced.

California Performance Standards Educational Leadership (CPSEL)

Standard 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.
1A: Student–Centered Vision
Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.
1B: Developing Shared Vision
Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Standard 2: INSTRUCTIONAL LEADERSHIP
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
2A: Professional Learning Culture
Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.
2B: Curriculum and Instruction
Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.
2C: Assessment and Accountability
Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

Standard 3: MANAGEMENT & LEARNING ENVIRONMENT
Education leaders manage the organization to cultivate a safe and productive learning and working environment.
3B: Plans and Procedures Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.
3C: Climate
Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.
3D: Fiscal and Human Resources
Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment

Standard 4: FAMILY & COMMUNITY ENGAGEMENT
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
4A: Parent and Family Engagement
Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.
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.
4C: Community Resources and Services
Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Standard 5: ETHICS & 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.

5A: Reflective Practice

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

5B: Ethical Decision-Making

Leader's guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

5C: Ethical Action

Leaders recognize and use their professional influence with staff and the 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.

Standard 6: EXTERNAL CONTEXT & POLICY

6B: Professional Influence

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

6C: Policy Engagement

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

EDUC 371 Program Interventions		
Course	CAPE	Description
371	A-18.	Understand the roles of a broad range of support staff and mental health professionals
371	B-2.	Recognize and identify mental health conditions that support or hinder student achievement
371	B-13.	Barriers to learning such as discriminatory practices, personal and institutional bias and steps to minimize or eliminate these barriers
371	B-15.	Skills and strategies for engaging all parents/guardians in the instructional program and in behavior management systems in ways that support high expectations
371	B-26.	Understand and maximize the relationships between student behavior management systems and student success
371	B-27.	Understand how to develop and implement positive and equitable behavior management systems that promote and support a collaborative, positive culture of learning
371	C-3.	Culturally responsive, research-based, student centered classroom management and school-wide positive discipline intervention and prevention strategies that address the social and mental health needs of the child with the goal of keeping all students in school and on course toward graduation
371	E-4.	Understand and apply principles of conflict resolution, student discipline, school disciplinary procedures, including manifestation determination for serious offenses and overall management of the school climate to promote a school culture that is safe and welcoming for all students
371	E-5.	Understand school-wide intervention strategies
371	E-20.	Effective and equitably applied student behavior management principles and practices, including tiered disciplinary measures, that promote a safe and productive learning environment for all students
371	E-21.	Understand the effective use of outside support organizations for student health, safety, and well-being

2. Course Description

Leadership and Creating a School Culture of Inclusion – **1A: Student–Centered Vision** Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. **4C: Community Resources and Services** Leaders leverage and integrate community resources and services to meet the varied needs of all students.

The purpose of the Program Interventions course is for candidates to develop the knowledge and skills necessary to evaluate and select appropriate interventions to build a culture of inclusion within school environments. The emphasis is on effective, efficient, and socially valid models of intervention, primarily through Response to Intervention/Multi-Tiered Systems of Support. The course develops an understanding of program evaluation measures, and requires candidates to be able to demonstrate this knowledge for purposes of providing academic and social support to students through interventions such as Positive Behavior Intervention and Support (PBIS). Class study focuses on the role of administrators in serving students who have a variety of learning needs including disabilities, mental health issues and other needs that can be supported through the school's counseling and support system.

3. Course Objectives- As aspiring educational leaders, this course will prepare students to lead in a school setting; develop a person centered vision of instruction and learning, know how to implement this vision, maintain high expectations for all learners, shape a culture of inclusion and collaboration with a range of instructional methodologies, demonstrate professionalism and foster a climate where students are served with trust, respect and equity. In addition, students as future leaders will demonstrate an understanding of the legal requirements and standards for students in need at the school site.

Required Text(s) & Readings:

McIntosh, K & Goodman, S (2016). Integrated multi-tiered systems of support: The Guilford Press, NY.

This course is based on the following California standards and content expectations.
Link: CAPE/CPSEL Aligned Standards CAPE 1A, 1C, 3A, 3C, 3D, 5C
http://www.ctcexams.nesinc.com/Content/Docs/2017-cape-and-cace.pdf

Rubrics for Assessment: AAUC Value rubric-
 https://aacu.org>value

4. Course Assignments

1. Complete MTSS Initiative Alignment worksheet located in the text. (p 264) Submit to Camino written answers to the questions identified with this worksheet. (Week II- McIntosh, K & Goodman, S. 2016).

2. Multi-tiered System of Support Needs analysis and assessment from your worksite. (p. 89-97) Submit summary of the assessment (9 elements). (Week IV).

3. Interview two professionals within the field of special education. Prepare a ten question survey and post a summary with the questions to Camino. (Week VI).

4. Weekly research reports of a selected topic from Group work as assigned Week I.

5. Signature assignment: Prepare a five-seven page research paper on a special program which is offered at your school. Include data analysis of a three year period which indicates the success or improvement needed in this program and create a strategic sustainability plan for this program. (Week VII-X) .

6. All signature assignments require a presentation during the last week of class. 12-15 Minutes- See Rubric for presentations.

Writing Assignments: Submission on Time as Required Analyzes and interprets information with considerable effectiveness.
Meaningful and clear use of research data.
Demonstrates a sense of understanding and purpose with critical analysis
Communicates ideas with a high degree of clarity
Demonstrates a clear and concise understanding of the topic which include interpretation of the data.
Research-all written papers are to follow APA format**.**
Presentations:
Topic is approved by the instructor at the beginning of the quarter.
Clearly organized within the parameters and timeframes.
Uses visuals and or some type of technology.
Engages the students in analysis of the subject.
Has an orderly start, middle and ending.
Demonstrates the use of research to support topic.
Discussions/Group Work
Ability and willingness to participate in a meaningful way.
Engaged and shows a willingness to contribute to the group.
Allows for differing points of view and is an active listener.
Participates in all activities in an equitable manner with regard to work assigned.
(Rubric Source: ACCU/Value/Rubrics/)

Assessments & Grading Criteria
1. All written and oral assignments must reflect graduate-level standards. Assignment rubrics will be distributed during the first class session.

2. Attendance and participation in all class meetings is required. If you are going to be absent (or late) from class, you must email or call the instructor to inform us of your absence. Lack of notification can result in lower grades. You will still be responsible for all missed content and in-class work.

3. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.

4. All assignments are expected on their due dates, unless we have made special arrangements for late submissions. Late assignments can result in lower grades. Letter grades are assigned on the standard scale based upon a possible total of 100 points.

5. Letter grades are assigned on the standard scale based upon a possible total of 100 points.

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	63-66

Punctuality. Coming to class (and returning from breaks) on time is another course requirement. Your first lateness will be excused; your second lateness will cause 1 point to be deducted from your final course grade; your third lateness will cause an additional 4 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at the instructor's discretion. Attendance and punctuality are the only policies with the immediate potential to impact your course grades. Your instructor through ongoing observation and documentation gathers data documenting your adherence to the remaining policies listed here. These data are a primary factor in the assessment of your mastery of TPE 6- "Developing as a Professional Educator."

If an instructor has reason to feel you are not meeting all the expectations spelled out below, s/he will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer his/her support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share his/her assessment with you.

2. *Participation*. As we will read about and study in this course, everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course.

While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

Note: Points lost due to poor attendance and/or lack of punctuality will be deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic lateness.

8. Additional Information *(optional)*
Canvas/Camino Course Management System
To access course materials and participate in On-line activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Canvas.

Disabilities Resources
If you have a documented disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, http://www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours within the first two weeks of class.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnant and Parenting Students
In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)
Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at http://bit.ly/2ce1hBb or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through the Office of Student Life https://www.scu.edu/osl/report/ or anonymously through EthicsPoint https://www.scu.edu/hr/quick-links/ethicspoint/

Academic Integrity
The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2017-2018).

In-Class Recordings

The [Student Conduct Code](#) (p. 13) prohibits students from making a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties," except in cases of approved disability accommodations. The Student Conduct Code also prohibits the "falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents." Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade.