

California State University San Marcos
COLLEGE OF EDUCATION

EDAD 620
Foundations of Leadership and Educational Issues

Spring 2011

Tuesdays, 4:30

UNIV HALL rm. 442 and pre-arranged school sites (see schedule)

INSTRUCTOR:

Carol Van Vooren, Ed.D.

Email: cvanvoor@csusm.edu

Office Hours : Tuesdays 3:00-4 :15 pm and by appointment

Mission Statement of the College of Education

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

COURSE DESCRIPTION:

This course focuses on contemporary issues in public education and their implications for educational leaders. The practical application of sound theories of leadership to everyday administrative problems and situations will be studied.

COURSE PREREQUISITE:

Consent of Program Coordinator

REQUIRED READING:

Education Week; articles posted on Cougar Courses, and local newspaper articles.

PURPOSE AND GOALS:

The purpose of this course is to give students an understanding of the dynamics of leadership and management in the arena of current critical educational issues. It is expected that students will gain both a conceptual understanding of leadership and develop a personal, productive leadership model. Students will study and understand the impact of leadership in the context of the educational organization and major global/local issues that must be addressed.

Leadership Standards:

Learner outcomes for this course are aligned with the CCTC leadership standards and program document:

6(a)1: *The program provides an opportunity for the candidate to develop and refine a personal vision of education and instruction and provides multiple opportunities for the candidate to engage in reflection, develop ways to engage self and others in reflective activities, and addresses the need for reflection across the program.*

6(a)2: *The program provides an opportunity for the candidate to learn how to develop and implement a shared vision and goals that place student and adult learning at the center of instructional leadership.*

6(a)3: *The program provides an opportunity for the candidate to learn how to establish, support, and maintain high expectations and standards for the academic and social development of all students, the performance of staff and the contributions of all adults in the service of the shared vision of the school community.*

6(a)4: *The program provides an opportunity for the candidate to engage in multiple and systematic opportunities to practice various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.*

6(a)5: *The program provides an opportunity for the candidate to learn and apply strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school and community to develop, articulate, implement and steward a shared vision of teaching and learning.*

Course goals include the ability of students to:

- *identify, clarify and articulate contemporary issues in or across the overarching themes.*
- *undertake critical analysis and join in a debate of the issues identified.*
- *offer insights and interpretation of contemporary issues.*
- *identify, select, and review appropriate literature and source material that enables students to engage with relevant theory and research..*
- *critically evaluate and interpret the published literature and other source material.*
- *make authentic and genuine connections between published literature and evidence gained from their own practice, and draw appropriate conclusions and develop ideas for further investigation and study.*
- *develop and articulate relevant research questions to ensure that the research aims and objectives are met.*

REQUIREMENTS AND GRADING

Grading Policy:

1. Attendance policy of the College of Education: Due to the dynamic and interactive nature of this course, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or may not receive a passing grade for the course, at the discretion of the instructor. It is the student's responsibility to make-up any assignments and be aware of future assignments. Should the student have extenuating circumstances, s/he should contact the instructor *as soon as possible*.

2. The following are expectations of every student:
- On time arrival for class;
 - Active participation in class discussions/activities & encouragement of colleagues to do the same;
 - Completion of all course requirements on time;
 - Demonstration of learning, thinking, stretching, listening, reflecting; and
 - Engaging in a high level of scholarship both verbal and written.

CSUSM Academic Honesty Policy:

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Writing:

The All-University Writing Requirement, of at least 2,500 words will be met through written reactions, reports and reflections related to assignments and all drafts and final presentations of work.

Students with Disabilities Requiring Reasonable Accommodations:

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during office hours in order to ensure confidentiality.

CTEL Competencies - Instructors will review which competencies will be addressed in the course.

Course assignments and points:

In-class Participation - In-class discussion, posing and responding to questions, and active participation in all group activities is expected of all students. Students are expected to contribute, not dominate, and to ensure the participation of all other students. Participation grade will be based upon opportunities to present:

Journal – Each class session students are expected to come with at least 3 brief summaries of journal or newspaper articles and a reflection of how that information can be applied to the class learning or to the student’s school site.

Group discussions - Each class there will be small and large group discussions about articles from *Education Week*, *ACSD*, and local newspapers. Be prepared to facilitate a discussion, contribute to the discussion, and reflect on the key learnings and application of the information to you as a leader. **Due: On-going.**

Points: 25

Debates – Small groups will participate in oral debates on a major contemporary issue in education. The debate will present a description of the issue and information based on research, pro and con perspectives, analysis of the issue’s implications, a summary and conclusions. Following each presentation students observing the debate will submit a one-page paper critiquing the debate.

Debate format:

20 min. – Opening Statement: 10 min. each side

10 min. – Rebuttal and Questions: 5 min. each side

10 min. – Closing Statement: 5 min. each side

10 min. – Quiet reflection & note making by observers in preparation for 1 page critique

Points: 25 Due: On-going.

Vision Statement - Students will write a Personal Vision Statement. The “statement” may actually be several sentences, but no more than one paragraph. **Due: March 1, 2011.**

Points: 10

Leadership Platform Paper – In this final paper of your Preliminary Administrative Services Credential program, you are to present your focused on a school leader’s primary mission of ensuring the achievement of every student. You have studied leadership through courses, readings, experiences, and observations for the past two years. This paper is your opportunity to synthesize what you have learned about leadership. Describe your philosophy and show evidence of deep thought and insight, referring to the knowledge, skills and wisdom you gained over the past two years in this CSUSM leadership program. Be specific, citing specific readings, research, class lessons, and experiences. Write as if you are an instructional leader of a school.

Your paper must be of the highest quality, between 3-4 double-spaced pages using 12 point font. Do not use clichés or current educational jargon. The paper must include an introduction with a clearly stated purpose statement, clearly stated topic sentences, purposeful headings, and a conclusion consistent with the purpose given in the introduction. **Due: March 15th, 2011.**

Points: 20

Final Presentation – Each student will give a final PowerPoint presentation to the class, describing her/his two most powerful leadership learnings from the program. The presentation will be no more than 10 minutes. Provide the instructor with a copy of your presentation. A presentation rubric will be used to guide the student’s preparation and determine the student grade. **Due: March 8th or March 15th.**

Points: 20

Scale:

93-100% = A

90-92% = A-

87-89% = B+

83-87% = B

80-82% = B-

Below 80% = C or below

**Tentative Schedule
EDAD 620
Spring 2011**

SESSIONS	CONTENT, activities, assignments and due dates	MATERIALS and Resources
Session 1 Jan. 25 Abbreviated session 4:30pm-6:30pm	Class meets at: CSUSM classroom UH 442 Class networking activities. Overview of class structure and assignments. Assign debate topics and teams.	<i>Education Week ACSD news Local papers</i>
Session 2 Feb. 1	Class meets at: Guajome Park Elementary Guest speaker: GPA administration Debate: Will the new governor improve education in California? Discussion: Journal articles and reflective application to leadership	<i>Education Week ACSD news Local papers</i>
Session 3 Feb. 8	Class meets at: San Marcos Elementary Guest speaker: Keith Holley, Carlsbad USD, Director of Alternative Schools Debate: Will charter schools lead the way in innovation for traditional schools? Discussion: Journal articles and reflective application to leadership	<i>Education Week ACSD news Local papers</i>
Session 4 Feb. 15	Class meets at: San Elijo Hills Elementary Guest speakers: Shannon O’Loughlin Janet Perez, Elise Davies Last year’s graduates in the AP saddle Debate: Should the arts be reduced in the era of accountability?	<i>Education Week ACSD news Local papers</i>

	Discussion: Journal articles and reflective application to leadership	
Session 5 Feb. 22	Class meets at: CSUSM, UH 442 Guest speaker: Candy Singh Debate: Will teacher quality be improved with value added measurements? Discussion: Journal articles and reflective application to leadership	<i>Education Week</i> <i>ACSD news</i> <i>Local papers</i>
Session 6 Mar. 1	Class meets at: High Tech High, San Marcos Guest speaker: Valin Brown, CEO of the Carlsbad Educational Foundation Debate: Should non-educators be classroom teachers and schools and district leaders? Discussion: Journal articles and reflective application to leadership	<i>Education Week</i> <i>ACSD news</i> <i>Local papers</i> Due: Personal Vision Statement
Session 7 Mar. 8	Class meets at: CSUSM classroom UH 442 Final presentations (Powerful Learnings)	Due: Journal with the summaries and reflections
Session 8 Mar. 15	Class meets at: CSUSM classroom UH 442 Final presentations (Powerful Learnings)	Due: Final paper posted on Cougar Courses
Session 9 Mar. 22	University Spring Break	
Session 12 With Dr. Roach Apr. 26	CCTC Portfolio Due, including 2 Final Reports for EDAD 626B (Field Exp.)	Due: Portfolio meeting the field study and all the CCTC standards

