

California State University San Marcos  
COLLEGE OF EDUCATION

**EDAD 620**  
**Foundations of Leadership and Educational Issues**  
**Spring 2010**  
**Mondays, 4:30 UNIV HALL Rm 337**

**INSTRUCTOR:**

**Delores B. Lindsey, PhD**

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**Office Hours** Mondays 2:00-4 :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

**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 and 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.*

Learners will be able to:

- Write a personal vision of education and instruction and use it to guide the candidate's work;
- Engage in personal reflection activities that help inform the candidate of their role as an educational leader; and
- Apply strategies for personal and group reflections to the continuous improvement of school community and programs.

*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.*

Learners will be able to:

- Develop, implement, and provide a rationale for the school's vision, instructional focus, and resource priorities;
- Infuse the school plan into all decision-making processes at the school; and
- Implement strategies for linking improved teaching practices with school-wide and community-identified priorities.

*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.*

Learners will be able to:

- Demonstrate that one of the roles of a leader is to acknowledge and celebrate the contributions of all stakeholders in reaching the vision.
- Develop a theory of action directed at getting to the shared vision by ensuring that relevant student data are available and examined regularly.
- Apply strategies for the continuous improvement of others.

*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.*

Learners will be able to:

- Infuse the vision into the instructional program through effective communication strategies; and

- Engage in multiple and systematic opportunities to practice effective communication that supports their vision.

*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.*

Learners will be able to:

- Learn and apply strategies for guiding, motivating, delegating and building consensus among diverse constituencies in the school and community.
- Develop and articulate a shared vision of teaching and learning with diverse constituencies.

### **Student learning outcomes:**

1. Develop a personal definition, understanding and philosophy of leadership.
2. Develop a personal leadership vision statement guided by the standards from this program.
3. Give and apply working definitions of leadership, power, authority, management and administration.
4. Develop knowledge and understanding of brief historical perspective of leadership.
5. Understand the role and purpose of the organizational leadership: participatory, collaborative, inclusive, and productive.
6. Define and understand power - it's uses and abuses.
7. Understand the basic functions of management: planning, organizing, directing/motivating, controlling and evaluating,
8. Identify and understand the key, current critical issues in education and the need of appropriate action/reaction.
9. Develop an understanding as to why some leaders succeed and others do not.
10. Understand and develop an ethical framework for leadership.

### **REQUIRED TEXTS:**

Cunningham & Corderio *School Leadership A Bridge to Improved Practice*, 4<sup>th</sup> Ed. (2009);  
*Education Week*;  
 Local Newspapers; and

## **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 grades:**

**In-class Participation** - **Grade: 10%**

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:

*Individual Presentations* - Students will lead weekly discussions of current issues presented in *Education Week*.

*Case Studies and In-baskets* – Students will facilitate discussions of instructor-selected cases.

*Responses to debates*—See below for 1-page assignments.

**Debates** – **Grade: 20% of grade will be determined by the quality of the preparation and presentation, not who wins the debate. Due dates as assigned.**

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. In-class time will be provided for selection, organization and exploration of debate topics.

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

**Vision statement** **Grade: 10 %**

Students will write a Personal Vision Statement. The “statement” may actually be several sentences, but no more than one paragraph. **Due by March 1, 2010.**

**Revised Context Map** **Grade: 10%**

Students will continue to update or revise their Context Maps. **Due by March 22, 2010 as part of Exit Portfolio.**

**Final Paper – Grade: 25% of grade is determined by quality of this written assignment.**

In this final paper of your Preliminary Administrative Services Credential program, you are to present your **Leadership Platform** 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. Write as if you were the principal of a school. 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.

Your paper must be of the highest quality, a minimum of 3 and a maximum of 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.

**Final Presentations – Grade: 25% Grade is determined by the quality of this 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 ppt presentation. A presentation rubric will be used to guide the student's preparation and determine the student grade. This rubric will be completed by each class member to serve as feedback for each presenter.

**Grade Scale:**

96-100% = A  
93- 95% = A-  
90-92 % = B+  
85-89% = B  
80-84% = B-  
Below 80% = C or below

**University Furlough Dates:** Jan 15, Jan 29, Feb 5, Feb 19, March 29, March 30, April 1, April 2, May 21, May 28

**Dr. Lindsey's Furlough dates (no class, no office hours):** Jan 19, Feb 12, Mar 26, April 5, 6, 7, and 8, May 7, 2010

**Tentative Schedule of Sessions**  
**EDAD 620**  
**Spring 2010**

SESSIONS	CONTENT, activities, assignments and due dates	MATERIALS and Resources
Session 1 Jan. 25	EDAD 612 class does not meet. EDAD 616B meets at 6 PM. Each class session will begin with general discussions about articles from <i>Education Week</i> . Be prepared to facilitate a discussion, contribute to the discussion, and summarize key points of the discussions. Read <i>Focus on Instruction Turns Schools Around</i> by Dakarai I. Aarons, p.1 (continued) from <i>Ed Week</i> , Jan. 6, 2010 volume 29. Write a one-page summary of the article. Select one other article from the latest <i>Ed Week</i> and write a one-page summary. Summaries are due by Session 2.	<i>Education Weekly</i>
Session 2 Feb. 1	Print syllabus from web site and bring print copy; Review Syllabus and assignments; <i>Ed Week</i> current issues discussion <b>(2 summaries due);</b> Select debate topics and teams.	<i>Ed Week</i> ; Syllabus
Session 3 Feb. 8	<i>Ed Week</i> current issues discussion. In Basket exercise; discussions from text readings: historical perspective of leadership. Research and prepare for debates.	<i>Ed Week</i> Cunningham and Corderio text, Chapters 1, 2, 3
Session 4 Feb. 15	<i>Ed Week</i> current issues discussion; Text-based discussions: role and purpose of the organizational leadership: participatory, collaborative, inclusive, and productive. Critical issues Debate: <i>Should teacher performance evaluations be connected to student performance?</i> <b>EDAD 626B (two) Proposals Due with signatures—print copy</b>	<i>Ed Week</i> Text: chapters 7 and 8
Session 5 Feb. 22	<i>Ed Week</i> current issues discussion; Critical Issue Debate - <i>Church/State issues: Should Church/State separation be maintained?</i> Text-based discussions: Develop working definitions of leadership, power, authority, management, administration, social justice, and equity.	<i>Ed Week</i> Text: Chapters 4 and 6
Session 6 Mar. 1	<i>Ed Week</i> current issues discussion; Critical issues debate: <i>What's the purpose of Charter School? Can they revitalize public education in California?</i> Text-based discussion: Understand the basic functions of management: planning, organizing, directing/motivating, controlling and evaluating personnel.	<i>Ed Week</i> Text: Chapter 5
Session 7	<i>Ed Week</i> current issues discussion;	<i>Ed Week</i>

Mar. 8	Critical Issue Debate - Progress of Reform Efforts: <i>Will (or are) interventions, sanctions, and rewards programs, such as NCLB, based on high stakes testing lead to improved student learning?</i> Text-based discussion: developing an ethical and inclusive leadership platform.	Text: Chapters 4 review and Chapter 1 (review of pp. 14-20)
Session 8 Mar. 15	<i>Guest speakers and guest panel.</i> Understand why some leaders succeed and others do not; Understand and develop an ethical framework for leadership.	
Session 9 Mar. 22	Preparation for CCTC Portfolio Exit Review; <b>Revised Context Map Due</b> <b>Final Paper: Leadership Platform Due-print copy</b>	CCTC Standards and your personal Portfolio (Binder)
Session 10 Mar. 29	No Class session—Spring break Prepare Portfolio and ppt Presentation	
Session 11 Apr. 5	No class session—Furlough day Prepare Portfolio and ppt Presentation	
Session 12 Apr. 12	<b>CCTC Portfolio Due, including 2 Reports for EDAD 626B (Field Exp.)</b> Class discussions on Critical Issues; In-baskets; Preparation for Final ppt Presentations	
Session 13 Apr. 19	<b>Final presentations (Powerful Learnings)</b>	
Session 14 Apr. 26	<b>Final presentations (Powerful Learnings)</b>	
Session 15 May 3	<b>Final presentations (Powerful Learnings)</b>	



**EDAD 620**  
**FINAL PORTFOLIO PRESENTATION**

By: \_\_\_\_\_  
*Spring 2010*

1. What was the presenter's most powerful learning?

◆ How was it learned?

◆ What significance *for action* does this have for the person as a school site leader?

2. Second most powerful learning?

◆ How was it learned?

◆ What significance *for action* does this have for the person as a school site leader?

**EDAD 620**  
**FINAL PORTFOLIO PRESENTATION**  
*(PAGE 2 OF 2)*

3. Comment on presentation skills, i.e. clear, succinct, within the time allotted, etc.?  
(Time is 7 - 10 minutes.)
  
  
  
  
  
  
  
  
  
  
4. Were references made to: class discussions, readings, class & field activities?
  
  
  
  
  
  
  
  
  
  
5. Was there depth of thought?
  
  
  
  
  
  
  
  
  
  
6. What is a key aspect of the presenter's educational philosophy you heard?
  
  
  
  
  
  
  
  
  
  
7. Other comments to help the person grow.