

California State University San Marcos
College of Education
Administrative Services Credential Program
EDAD 602 School Communities in a Pluralistic Society (3 units)
Fall 2002, 6:30 – 9:15 p.m.

Rene Townsend, Instructor
Office: Univ. Hall 405
Hours: by appointment

Contact:
(760) 436-0989
townsend@csusm.edu

Mission of the College of Education at CSUSM:

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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

Students with Disabilities Requiring Reasonable Accommodations:

Students are approved for services through the Disabled Student Services Office (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 their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course Description: Schools, like society today, are pluralistic, and every student has the right to a high quality, rigorous education. Students will study ethnic, class, race, language, and other cultural variations to develop administrative leadership responsive to and supportive of all students representing national, state and regional diversity. Students will study formal and informal approaches to school-community relations, shared decision-making bodies and the role of business and industry advisory groups.

The course will assist administrative candidates to:

1. Develop a comprehensive knowledge of socio-cultural variations effecting leadership, administrative and managerial practices in the public school.
2. Develop formal and informal approaches to effectively lead and manage school-community relations for the improvement of public education.
3. Understand and use a variety of decision-making methods, focusing on shared decision-making, always with the students in mind.
4. Work with various interest groups including business, industry and advisory groups.

Course Objectives: Upon completion of the course, the candidate will know, understand, and have practice in effective leadership practices regarding:

- ◆ Community-school relations
- ◆ Principles of public relations
- ◆ Community relations and interactions with diverse racial-ethnic, socioeconomic, political and occupational individuals and groups
- ◆ Concepts, policies and procedures ensuring access and equity for all students to high quality education, with evaluation and integrated services
- ◆ Techniques and procedures for working with community agencies, school site councils and other quasi-governing bodies
- ◆ Communication modes, models, policies and effects
- ◆ Means of identifying and working with community influence groups
- ◆ The role of the school, parents and other care-givers, and the community in the educational process
- ◆ Uses of technology relating to school communities

Teaching/ Learning Philosophy:

Effective learning uses all modalities. All of us will be learners. As such, we will be teachers, students and mentors. We will use a variety of approaches including reading, reflection, discussion, simulation, case study, community activities, and portfolio development. Each class member must be committed to active participation and to ensuring the engagement of all class members.

Required Reading:

- ◆ School Leadership & Administration, Petra E. Snowden & Richard A. Gorton, McGraw-Hill.
- ◆ Articles will be distributed throughout the course.

Recommended:

- ◆ A notebook/binder (recommend 3-hole) to use as your portfolio for the class with sections for readings, reflection, class notes, assignments.

Beginning Classes & Activity Schedule:

Class 1 – September 9

Topics include: program philosophy, values, and beliefs; course overview.

- ✓ For the next class 9/16: Bring to class examples of information your school and district publish for parents/public and staff. We will review and discuss these publications - their audience, content, appearance and readability.

Class 2 – September 16

- ✓ “Turning Loose”
- ✓ Review of Professional Field Studies (Mr. De)
- ✓ A review of the 2-year Educational Administration Program.
- ✓ Sharing and discussion of district publications
- ✓ Scheduling students for specific assignments

Major Assignments and Due Dates:

- ✓ Lead case studies: throughout the course students will present case studies according to sign-ups
- ✓ Analysis of district communications methods - September 30
- ✓ Community profile - October 7
- ✓ Report on Board meeting attended - November 4
- ✓ Book review – written & oral presentations according to sign up on November 18 & 25, December 2
- ✓ Portfolio presentations – December 9 & 16

Attendance Policy of the College of Education:

Due to the dynamic and interactive nature of this course, you are expected to attend all classes and participate actively. At a minimum, you must attend more than 80% of class time, or may not receive a passing grade for the course at the discretion of the instructor. If, for any reasons, you miss two class sessions or are late (or leave early) more than three sessions, you cannot receive a grade of “A. If you miss three class sessions, your highest possible grade is a “C+”. Should you have extenuating circumstances, contact the instructor as soon as possible to make appropriate arrangements.

Writing:

In keeping with All-University Writing Requirement, all courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

Grading Policy: The following are expectations of every student:

- ✓ Active participation in class discussions/activities. (51% of the grade)
- ✓ On time completion of all course requirements. There are 7 major assignments - each one represents 7% of your grade.
- ✓ Demonstration of learning, thinking, stretching, listening, reflecting.
- ✓ A high level of scholarship is expected of all students; only graduate level quality work will be accepted.
- ✓ If you meet the above expectations at a level commensurate with graduate quality, you will receive a grade of "A."
- ✓ All assignments must be completed and at a high level for an "A."
- ✓ A grade of "B" is an honorable, acceptable grade in the program.
- ✓ Late work is marked down one grade for each week it is late; there are no make up assignments for missed classes.

Clad Competencies are attached. The instructor will review the competencies to be addressed in the course.

EDAD 602 Schedule - 9/9/02
Class Schedule and Assignment due dates
TENTATIVE

Class 1 - September 9 - Overview & Leadership Philosophy

Class 2 - September 16 - "Turning Loose" & Leadership discussion
Introduction to Professional Field Work (Mr. DeDiminicanio)
Integration of Technology
Due - Bring & share school & district publications

Class 3 - September 23 - Media Relations & School/Community Relations
Guest Speaker - Rick Moore, Public Information Officer, CSUSM
Community Involvement Case Study #29, p. 234
School/Community Relations Case Study #28, p. 232

Class 4 - September 30 - Community Involvement
Due - Community, District, School Communications Analysis
Public Relations Case Study #33, p.245

Class 5 - October 7 - Community Involvement
Due - Community Profile

Class 6 - October 14 -Board Meeting Attendance

Class 7 - October 21 - Conflict Resolution/Management
Conflict Resolution #15, p. 199
Community Profile & discussion
Role of the assistant principal

Class 8 - October 28 - Conflict Resolution/Management & Decision-making
"Abilene Paradox"

Class 9 - November 4 - Range of Decision-making
Decision-making Case Study #2, p. 168
Due - Report on Board Meeting
Board Meeting Discussion

Class 10 - November 11 - Demographics/diversity
Diversity - Case Study #48, p.283
Use of Technology; Dealing Effectively with a Diverse School

Class 11 - November 18 - Demographics/diversity
Due - 1/3 Book Reviews

Class 12 - November 25 - Leadership & Community Involvement
Behavior, respect, culture
Due - 1/3 Book Reviews

Class 13 - December 2 - Working with Community & Business
Due - 1/3 Book Reviews

Class 14 - December 9 - Leadership, Vision, Culture - your personal vision
Due - **Portfolio Presentations**

Class 15 - December 16 - Class Wrap up/final thoughts
Due - **Portfolio Presentations**

Notes:

- The schedule will be adjusted as necessary.
- Guest speakers will be added as they are available.
- There will be periodic quick writes in class on various topics.

Guidelines for EDAD 602 Assignments – Fall 2002
See class schedule for due dates

A. Case Study Presentations

1. Read every case study on the syllabus
2. Give a brief overview of the case
3. Lead a discussion; use questions listed at end of case and your own questions
4. Remember your job is to lead a discussion not give a lecture. Your effectiveness will be determined by your asking of quality questions, encouraging and eliciting responses from all members of your group. Include:
 - ◆ Issues raised in the case – go beyond the simple, surface issues
 - ◆ People affected – again, go beyond those readily obvious
 - ◆ Possible actions and the pros and cons of each
 - ◆ Action that seems most likely given the circumstances

Note: If you work in more than one district, you must choose one school in one district you serve to complete assignments B and C. These will be considered your school and your district.

B. Analysis of District Written Communications Methods

- ◆ You will analyze written communications used by your school and your district.
 - ◆ Prepare a paper responding to the following, first for your school and second, for your district. (There are 4 sections with 2 parts to each in this assignment.)
1. List the kinds of methods used by your **school** to communicate to **parents and/or community**:
 - ◆ Choose **one** you determine is **effective** and tell why
 - ◆ Choose **one** you determine is **not as effective** as it could be and tell why
 2. List the kinds of methods used by your **school** to communicate to **staff**:
 - Choose **one** you determine is **effective** and tell why
 - Choose **one** you determine is **not as effective** as it could be and tell why
 3. Repeat #1 based on your **district's** communications with **parents and/or community**.
 4. Repeat #2 based on your **district's** communications with **staff**.
 - *You will share your analysis with the class*

C. Community Profile

- ◆ You will prepare a description of the community, your district, and your school.
- ◆ There are three parts: one is the city/cities or community/communities your district serves; two, your district; and, three your school.
- ◆ Sources: We will brainstorm where you can find information in addition to gathering information from your school and district. **Include** at the end of your report, the sources you used, i.e., district web site, Chamber of Commerce, district documents, etc.
 - **Include** items from those listed below, and any other information you believe could have an impact on your understanding of each segment.
 - **Part One: The Community:** origin; population; demographics; major occupations; average income; governmental organizations and services; service organizations; health organizations; major business; issues of importance currently facing the community; level of community safety and pride.
 - **Part Two: The District:** origin; total budget; population; number and types of schools; types of schedules; student demographics; partner districts; partnerships; staffing overview – administrative, certificated, classified – including numbers and demographics; parental involvement and outreach efforts; level of community support.
 - **Part Three: Your School:** origin; budget; population; size; student demographics; partnerships and outreach efforts; staffing allocation and staff demographics for administrative, classified and certificated; parental involvement; specific specialized programs. Include any “community” characteristics that are unique for your particular school that may be different from the district profile at large.

D. Report on Board Meeting

- ◆ You can attend any Board meeting in any district, however it could be helpful to attend a Board meeting in a district you serve unless you do so regularly. Then I recommend you attend a meeting in another district for comparison.
- ◆ Attend for a minimum of 2 hours so you can see several aspects of the meeting. Make every effort to be at the beginning of the meeting to observe any protocols among the elected officials, and between the board and staff.
- ◆ Look for and write your observations:
 - ◆ A brief description of the meeting
 - ◆ Communications skills of Board members, superintendent and any staff who speak

- ◆ Leadership skills – by whoever is running the meeting (president or chair), other board members, the superintendent and the staff
 - ◆ Note the involvement by the staff – Is it active or passive? Do staff members other than the superintendent participate? If so, who calls on them and what do they say?
 - ◆ Who is in the audience? Are any members of the audience involved? If so, how?
 - ◆ What is the overall tenor of the meeting?
 - ◆ What actions are taken?
 - ◆ Any other observations you notice – pro or con or just an observation
 - ◆ What questions do you have about the process, the people, the actions, etc.
- Write up your observations using either narrative or bullet format.

E. Book Review and Oral Report

You will prepare a written book review to turn in to the instructor and give to each member of the class, and also give an oral report to the class.

Written Report: These are the guidelines used for reviewers of AASA (American Association of School Administrators) book reviews (#1 – 6, supplemented with a note) and # 7 – 9 for this course.

1. AASA’s purpose is to give readers guidance in spending their money and committing their time. AASA provides the book reviews as a consumer service.

{**Please note:** In addition to thinking about your book in this way, your purpose is also to glean key learnings you can share with the members of this class. What is in your book that could be helpful to administrators as they deal with various issues? That is, could they benefit by reading this book and for what purpose.}

2. Reviews should be written clearly (i.e., without jargon), concisely and cogently. Provide a critique of the book’s merits, but please do not offer a chapter-by-chapter rundown of contents. If the book would or would not be particularly helpful in the hands of a superintendent, central office or site administrator, say so. And please do not use this hackneyed phrase: This book is a must-read.
3. Limit your review to no more than 2 pages double-spaced (that’s 6-8 paragraphs). Use 12-point font.
4. Type your byline at the top of the review and identify your position.
5. Within the first or second paragraph, state the book’s title and mention the author’s name and his or her position, if you know it.

Guidelines for 602 Assignments - 4

6. Devote the last paragraph (in parentheses) to ordering information. List, in this order, the following: title, author, publisher, publisher's address, year of publication, number of pages (and indicate "with index" if relevant), and the cost of the book in hardcover and/or soft cover, if the latter information is available to you.
7. Bring copies (3-hole punched) for each class member and 2 copies for the professor. Be sure to include a copy in your portfolio.
8. The deadline for your review is the date of your oral presentation in class; you will sign up in class for this report.
9. Use the page of book reviews from AASA's The School Administrator for reference.

Oral Report

1. You will have a minimum of 5 and maximum of 7 minutes to give your oral report on your book.
2. Do not read your report, rather give the class a brief overall picture of the book and some of the most important ideas you learned from the book.
3. Refer to #1 and #2 under the written report guidelines concerning the content.
4. Be sure to include your recommendation of who the book is (or is not) useful for and why.
5. You will provide a copy of your written review for each class member and two for the professor at the end of your oral report.

F. Portfolio Presentation : Two Major Course Learnings

- ◆ Your oral presentation is to be 5 – 7 minutes in which you will:
- ◆ Describe two of your key learnings for this semester and your next steps
- ◆ For each of the two learnings, describe:
 - ◆ What you learned.
 - ◆ How you learned it (could be multiple ways, i.e. discussion, reading, field work, etc.).
 - ◆ Why it is significant to you.
 - ◆ What you will do differently as a result.
- ◆ Describe two next steps; for your development, what do you need to continue your growth and how will you do it?
- ◆ Use clear, straightforward language with good presentation style. Demonstrate depth of thinking about what you have learned and your goals for growth.
- ◆ Follow the Portfolio Presentation Feedback Sheet and you will do well.

Portfolio Presentation Feedback Sheet
EDAD 602

Content:

Learning #1 - What did I learn?

Did the presenter state:

1. Yes No How did I learn it?
2. Yes No Why is it significant?
3. Yes No What will I do differently as a result?

Learning #2 - What did I learn?

Did the presenter state:

1. Yes No How did I learn it?
2. Yes No Why is it significant?
3. Yes No What will I do differently as a result?

Presentation:

1. Met the time requirement - min. 5 - max. 7 minutes Yes No
2. Voice level Too soft Appropriate Too loud
3. Contact with the audience (i.e., eye contact) Yes No
4. Grammar (i.e., correct usage) Yes No
5. Succinct & Clear: Yes No

Feedback from peers:

1. I really liked
2. A suggestion for growth is