



**EDAD 610**  
**Leading School Communities in a Pluralistic Society**  
**CRN #45819**  
**Tuedays, August 27 – October 22, 2013**  
**4:30 pm – 8:50 pm**  
**San Marcos Elementary School, Room 203**  
**Fall 2013**

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*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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Office: N/A  
Hours: 4:00 pm or By Appointment

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N/A  
4:00 pm or By Appointment

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### **School of Education Mission & Vision Statement**

*(Adopted by SOE Governance Community, January 2013)*

#### *Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

#### *Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
  - Promote and foster social justice and educational equity
  - Advance innovative, student-centered practices
  - Inspire reflective teaching and learning
  - Conduct purposeful research
  - Serve the School, College, University, and Community
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### **Basic Tenets of our Conceptual Framework**

- Student centered education
  - Research and theory specific to the program field inform practice
  - Connections and links between coursework and application
  - Strong engagement between faculty and candidates
  - Co-teaching clinical practice
  - Culturally responsive pedagogy and socially just outcomes
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## COURSE DESCRIPTION

Candidates learn how to: work effectively with families, caregivers, community members, and staff; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. Offers the candidate an opportunity to examine and evaluate their attitudes about diversity in order to be an effective leader in diverse settings. *May not be taken for credit by students who have received credit for EDAD 602. Enrollment restricted to students who have obtained consent of Program Coordinator.*

LINDSEY/WEINBERG: Schools, like society today, are pluralistic, and every student has the right to a high quality, rigorous education. Our candidates will engage in conversations, reading, and research that will prepare them to lead schools and their communities as places of culturally proficient teaching and learning environments.

### Course Prerequisites:

Admission to the university and the Education Administration Program

### Course Objectives:

The course objectives, assignments, student learning outcomes, and assessments have been aligned with the CCTC standards:

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

- Develop and write a personal vision for culturally proficient leadership.
- Demonstrate a comprehensive knowledge of socio-political-cultural variations effecting leadership, administrative and managerial practices in the public school.
- Respond with formal and informal approaches for effectively leading and managing school-community relations for the improvement of public education.
- Verbalize and demonstrate a variety of leadership skills, focused on organizational culture and systems thinking as conceptual frameworks.
- Demonstrate ways to work with various interest groups including business, industry and advisory groups.
- Build a reference base for understanding community relations and interactions with diverse racial-ethnic, socioeconomic, political and occupational individuals and groups
- Document a theoretical and conceptual understanding of policies and procedures ensuring access and equity for all students for high quality education and integrated services.

### **(DRAFT) Leadership Standards, CCTC, 2013**

This course will provide opportunities for participants to develop their leadership knowledge, skills, and dispositions following the California Administrators Performance Expectations (CAPE) for:

#### Category II (Demonstration of Effective Leadership):

- Program Standard 6: Visionary Leadership: actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school
- Program Standard 7: Instructional Leadership: knowledge of the standards and the ability to monitor teaching and give feedback
- Program Standard 8: School Improvement Leadership: increases his/her capacity to communicate and lead others in continuous improvement
- Program Standard 9: Professional Learning and Growth Leadership: model and facilitate PD, including collaboration
- Program Standard 10: Organizational and Systems Leadership: understand, align, and integrate organizational structures, including resource management
- Program Standard 11: Community Leadership: communicate about the school and share with a broad range of stakeholders.

### **Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

### **STANDARDS FOR CALIFORNIA TEACHERS OF ENGLISH LEARNERS (CTEL)**

Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement

Standard 10: Culturally Inclusive Instruction

CTEL candidates will need to upload their graded CTET signature assignment (with a passing grade or rubric indicating passing grade for assignment) to their **CTEL electronic portfolio** upon completion of this course. CTET Program Coordinator will then review the candidate's CTET standards in their electronic portfolio in order to fulfill their certification requirements for the California State Department of Education. For further clarification, please contact Ana Hernandez, CTET Program Coordinator, at [ahernand@csusm.edu](mailto:ahernand@csusm.edu).

### **California Teacher Performance Assessment (CalTPA)**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

### **Assessment of Professional Dispositions**

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance – *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

### **Students with Disabilities Requiring Reasonable Accommodations**

Candidates 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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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.

### **All University Writing Requirement**

In keeping with All-University Writing Requirement, this course will have a writing component of at least 2,500 words. This requirement will be met through the case study and action plan papers.

### **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 candidate 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.

#### **Use of Technology:**

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

#### **Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### Course Requirements and Grading Standards

#### Guidelines for EDAD610 Assignments

The following factors will be considered in determining a final grade:

Assignments	Grades
<b>Dr. Lindsey's assignments will equal 67% of your total grade. The assignments are the following:</b>	<b>Based on 100%</b>
1. <b>Participation and engagement:</b> Students are expected to engage in class discussion and online assignments on knowledge of texts and assigned readings. This includes the textbook readings, articles and reporting out, the class assignments and discussions, and other class participation opportunities.	<b>10%</b>
2. <b>Annotated journal readings:</b> Write summaries and citations (up to 6) of leadership articles as assigned, from educational journals, including 50 and 100 words. Use APA format for citations and include an introductory and a summary paragraph to your paper. Post on Moodle for class collaboration.	<b>30%</b>
3. <b>Context Map:</b> You will design a Context Map which demonstrates the social, political, economic, legal, and cultural impact/influence upon schools and districts.	<b>10%</b>
4. <b>Board Meeting:</b> Attend a school board meeting in your district or another local district. Write a summary of the meeting including the implications for site leaders.	<b>10%</b>
5. <b>Text-based discussions:</b> As part of a professional learning community, you will present the key learnings from chapters from readings and group discussions.	<b>20%</b>
6. Final Vision Statement (Dr. Lindsey)	<b>10%</b>
<b>Dr. Weinberg's assignments will equal 33% of your total grade. The assignments are the following:</b>	<b>Based on 100%</b>
1. Journal entries	<b>30%</b>
2. Leadership activities, in basket exercise, case studies	<b>40%</b>
4. Participation	<b>30%</b>

Note: All assignments must be submitted on or before due dates and times.

Students will be expected to complete all course requirements according to established deadlines and expectancies of graduate level students. Any assignment turned in late will receive a reduced grade. Points will be reduced by one point for each date the paper is late.

**COURSE SCHEDULE**  
**EDAD 610 Leading School Communities in a Pluralistic Society**  
**Fall 2013**

Session/Date	<b>TENTATIVE Activities and assignments</b>
<b>Session 1</b> Tuesday, August 27, 2013	At San Marcos Elem campus: Dr. Weinberg will give introduction to his assignments. A Kellogg Library Rm 3400, students will meet Librarian Toni Olivas for presentation on use of on-line library services. Continue to use Library as needed.
<b>Session 2</b> , Tuesday, September 3 Dr. Lindsey	Introduction to course; and review of Syllabus and assignments. “Why I want to be an Administrator” Context Map: Seeing the ‘big picture’ Introduction to Lindsey’s <i>Cultural Proficiency</i> Read <i>Front Matter</i> of book (Foreword, Preface, Acknowledgements, About the Authors) Read article: <i>Focus on Assets</i> posted on Cougar Courses
<b>Session 3</b> September 10 Dr. Lindsey	Read: <i>Cultural Proficiency: 4 Tools</i> Chapters 1-3 for <b>Text-based discussions</b> In class: Continue to work on Context Maps Continuum and Guiding Principles Due: <b>Journal Reading #1</b> Respond to: Journal summary blog on Cougar Courses
<b>Session 4</b> September 17 Dr. Lindsey	Continue Context Map and discussion Read: <i>Cultural Proficiency: Chapters 4-10</i> and prepare to use breakthrough questions. <b>Text-based discussions.</b>
<b>Session 5</b> September 24 Dr. Lindsey	Write: <b>Journal Reading #2</b> Respond to: Journal summary blog Read: <i>Chance</i> chapters 1, 2, 3 for <b>Text-based discussions</b>
<b>Session 6</b> October 1 Dr. Lindsey	Write: <b>Journal Reading #3</b> Respond to: Journal summary blog <i>Chance</i> , chapters 4, 5, 6 for <b>Text-based discussions</b> Due: <b>Board mtg summary</b>
<b>Session 7</b> October 8 Dr. Weinberg	Role of Public Ed. in a Pluralistic Society; Introduction to Case Study Method; Video Presentation; Readings
<b>Session 8</b> October 15 Dr. Weinberg	Communication with internally and external public; Collective bargaining; Readings; Press Releases; Case study
<b>Session 9</b> October 22 Dr. Weinberg	Leadership Simulation; Transformational Leadership Presentation and discussion.

NOTES: