

California State University San Marcos
College of Education
Administrative Services Credential Program

EDAD 610: Leading School Communities in a Pluralistic Society (3 units)
Monday 4:30 – 9:00 PM, UNIV 337
Fall 2010

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| Delores B. Lindsey, Ph.D., Instructor | Contact: | dlindsey@csusm.edu |
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| Office Hours: Monday 2:00-4:15 pm, and by appointment | | |

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 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.

Course Prerequisite:

Consent of Program Coordinator

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.

Leadership Standards (CPSELs) This course will provide opportunities for candidates to to develop their leadership knowledge, skills and dispositions for:

Standard 1: Shared vision

Standard 4: Working with diverse families

Standard 5: Personal ethics and leadership capacity

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

The course will assist administrative candidates to:

1. Develop a comprehensive knowledge of socio-political-cultural variations effecting leadership, administrative and managerial practices in the public school.
2. Develop a personal vision for culturally proficient leadership.
3. Develop formal and informal approaches to effectively lead and manage school-community relations for the improvement of public education.
4. Understand and use a variety of decision-making methods, focusing on shared decision-making, always with the students in mind.
5. 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. As such, we will be teachers, students and mentors. We will use a variety of approaches including reading, reflection, discussion, simulation, and case studies. Each class member must be committed to active participation and to ensuring the engagement of all class members.

Required Reading:

- *Introduction to Education Leadership & Organizational Behavior: Theory into Practice* 2nd edition. Patti L. Chance, Eye on Education:NY. 2009.
- *Culturally Proficient Learning Communities: Confronting Inequities through Collaborative Curiosity*. Delores B. Lindsey, Linda D. Jungwirth, Jarvis V.N.C. Pahl, and Randall B. Lindsey. Corwin: CA. 2009.
- Each student will select a book on leaders and/or leadership to read and review.

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". Should you have extenuating circumstances, contact the instructor as soon as possible to make appropriate arrangements.

All university writing requirement:

In keeping with All-University Writing Requirement, all courses must have a writing component of at least 2,500 words. This will be met through written reactions, draft and final papers, reports and reflections related to assignments.

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.

Grading Policy:

The following are expectations of every student:

- Active participation in class discussions/activities.
- On time completion of all course requirements assignments.
- 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.
- Mastery of all work is encouraged and supported by edits and rewrites with permission of instructor.
- Late work will result in loss of grade points; there are no make up assignments for missed classes.

Guidelines for 610 Assignments and grades

A. Report on Board Meeting: Grade 15 %

- You can attend any Board meeting in any district; however, I recommend you attend a Board meeting in the 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 of meeting time 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 speaks.
 - 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.

B. Book Review and Oral Report: Grade 25%

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

Written Report: Your review should follow the guidelines used for reviewers of AASA (American Association of School Administrators) book reviews. 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.

1. In addition to thinking about your book in this “AASA review” way, your purpose is 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? For example, 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 summary 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 current position.
5. Within the first paragraph, state the book's title and mention the author's name and his or her position, if you know it.
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 of your review (3-hole punched) for each class member and 1 copy 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.

Note: 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 whom the book is (or is not) useful and why.
5. You will provide a copy of your written review for each class member and one for the instructor.
6. Use powerpoint to support your presentation.

C. Readings: Grade 20%

Each student will write a **one page summary** of an article for class sessions # 4, 5, 6, and 7. The articles can be from professional journals. The instructor will provide students with examples of the format.

D. Class discussions and Case analyses: Grade 25%

The class discussions, and reading and analyses of case studies will be on-going throughout the course. Students are expected to read, analyze and respond to the assigned cases and readings.

E. Context Map Final Exercise: Grade 15%

The instructor will explain this assignment further.

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Class Schedule and Assignment due dates

This schedule is a tentative guide for assignments and weekly discussions. The schedule is subject to change upon notice by the instructor. Changes in assignments may be posted in Cougar Courses (Moodle). Students are responsible for checking their CSUSM email on a regular basis for assignment revisions, updates, and cohort announcements.

Dr. Lindsey

| Session | Date | <i>TENTATIVE</i> Activities and assignments |
|-----------|--|---|
| Session 1 | August 30, 2010 | Introductions and “Why I want to be an Administrator” Overview of program, courses, and Field Experiences Cohort activities and experiences by Dr. Lindsey and Dr. Van Vooren. Context Map: Seeing the ‘big picture’ Introduction to Chance’s Chapter 1 and Lindsey’s <i>Cultural Proficiency</i> |
| Session 2 | September 6 Labor Day Campus Closed- NO CLASS | Read Chance’s Chapters 1-3 and prepare for text-based discussions. Work on Context Maps Select books Case analysis: Chap. 2 |
| Session 3 | September 13 | Role of Public Education in a Pluralistic Society, Chance’s Chapters 4 and 5 Case analysis: Chapters 4 and 5 Sign-up for Book Reviews Context Maps due. |
| Session 4 | September 20 | Chance’s Chapter 6 Case Analysis |

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| | | Readings due EDAD 624A Proposals Due |
| Session 5 | September 27 | Readings due Book Reports Cultural Proficiency: 4 Tools Chapters 1-3 |
| Session 6 | October 4 | Readings due. Case Analysis Book Reports Cultural Proficiency: Chapters 4-10 and Breakthrough questions |
| Session 7 | October 11 | Readings due. Case Analysis Book Reports Community Relations with External and Internal Publics |
| Session 8 | October 18 | Guest speaker and Cougar Courses |
| Session 9 | October 25 | Culminating discussions Board Meeting Report Due. Book Reports EDAD 624A Reports Due |

NOTES: