

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

**EDAD 610:**

**Leading School Communities in a Pluralistic Society (3 units)**

Fall 2006, 4:30 – 7:15 p.m.

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Harry Weinberg, Instructor

Office: Univ. Hall 406

Office Hours: 3:45-4:15pm, Monday and by appointment

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**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. 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:**

- ◆ School Leadership & Administration, Petra E. Snowden & Richard A. Gorton, McGraw-Hill, 7<sup>th</sup> edition
- ◆ The School and Community Relations, Don Bagin & Donald Gallagher, Allyn & Bacon, 8th edition.

**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.
- ✓ 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.
- ✓ Late work is marked down one grade for each week it is late; there are no make up assignments for missed classes.

**EDAD 610 – Fall 2006**  
**Class Schedule and Assignment due dates**  
**TENTATIVE**

Class 1	August 28	Overview of Course and “Why I want to be an Administrator”
Class 2	September 11	Readings, Role of Public Education in a Pluralistic Society, Introduction of Case Study Method, Select Book for Reports, Read Bagin
Class 3	September 18	Readings, Understanding the Organizations of School Districts, Begin Book Reports, Bagin
Class 4	September 25	Readings, Video Presentation, Book Reports
Class 5	October 2	Readings, Communicating With Internal Publics, Book Reports, Bagin
Class 6	October 9	Collective Bargaining, Dealing with Pressure Groups, Assign Case Study, Book Reports
Class 7	October 16	Board meeting attendance
Class 8	October 23	Reading, Communicating with External Public in a Diverse Society, Book Reports, Bagin
Class 9	October 30	Readings, Video Presentation, Board Meeting Report Due, Book Reports
Class 10	November 6	Readings, Working with the Media—Guest Speaker
Class 11	November 13	Readings, Conducting Campaigns, Press Releases, Book Reports, Bagin
Class 12	November 20	Readings, Dealing with Test Scores and Accountability, Building Coalitions, Becoming Part of the Power Structure, Book Reports
Class 13	November 27	Leadership Presentation
Class 14	December 4	Final Exercise, Course Wrap up

## Guidelines for 610 Assignments

### **A. 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 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**

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.
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 instructor.

### **C. Readings**

Each student will summarize an article on a 5"x 8" card for each class session. The articles can be from professional journals, newspapers, or magazines. The instructor will provide students with examples of the format.

### **D. Case Studies**

The reading and analysis of case studies will be an on-going activity throughout the course. Students should come to class having read and analyzed the assigned case.

### **E. Final Exercise**

The instructor will explain this assignment further.