

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

EDAD 610: Leading School Communities in a Pluralistic Society (3 units)
Tuesday 4:30 – 9:00 PM, UNIV 337
Fall 2011

| | | |
|--|----------|--------------------|
| Delores B. Lindsey, Ph.D., Instructor | Contact: | dlindsey@csusm.edu |
| Office: Univ. Hall 315 | | (760) 750-8544 |
| Office Hours: Monday by appt Tuesday: 2:00-4:15 pm, and by appointment | | |

College of Education Mission Statement

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. *(Adopted by COE Governance Community, October, 1997).*

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 4300, 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 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 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 of communication on stakeholders
- Means of identifying and working with community influence groups
- Identifying the roles of the school, parents and other care-givers, with 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, presenting, simulation, and analyzing 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.
- Articles as selected and assigned by instructor

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 partially met through the infusion of content and experiences within the credential program, as well as additional coursework. Students who successfully complete this program receive partial fulfillment of a credential to teach English learners.

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

Attendance Policy of the School 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.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. Students are expected their CSUSM email accounts and/or moodle sites weekly or as necessary for assignments and announcements. 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.

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.

Use of Technology:

Students 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. Some assignments will be submitted and graded online.

Grading Policy:

The following are expectations of every student:

- Active participation in class discussions/activities.
- On time completion of all course requirements and 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.
- All assignments must be completed and at a high academic level for an "A".
- 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 may 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 the Board meeting for a minimum of 2 hours of meeting time (or length of meeting if fewer than 2 hrs) so you can observe various 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%

Select a book written about “leadership” in the current sense of the word. The author can be a well know celebrity-type (Coach, writer, CEO, politician, statesperson, etc) or an educational leader. I would hope this is a “new read” for you and not one of the books you are reading in Dr. Van Vooren’s class. You will have an opportunity to “sign up” for the book you choose, with Instructor approval, of course. You will prepare a written book review to submit to the instructor. Bring a copy for each member of the class and a copy for the instructor. Bring a copy of your ppt to the instructor (Print 3 slides per page).

You will also give an oral report to the class.

Written Report: The purpose of your review is to link the reader to the leadership lesson(s) from the book to current leadership needs in education. You are also providing potential readers guidance in spending their money and committing their time to reading this book. You are providing a consumer service.

1. In addition to thinking about your book in this “review” way, your purpose is to glean key learnings you can share with the members of this cohort. 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. Link the book to education leadership today!
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, Times New Roman font.
4. Place your name, current position and school at the top, tight-hand margin (3 lines).
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 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 cohort member and 1 copy for the professor. Bring a copy of the ppt for the instructor. Be sure to keep a copy for your end-of-program 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.

Oral Report

1. You will have a minimum of 5 and maximum of 7 minutes to give your oral report on your book. Practice your oral presentation to stay within the 7 minutes!
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. Bring copy of ppt to the instructor (print 3 slides per page).

C. Readings: Grade 20%

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

D. Text-based discussions and Case analyses: Grade 25%

The assigned readings, class discussions, 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 and Final Exercise: Grade 15%

Context Map is an on-going assignment. The instructor will explain the final interactive class assignment using the Context Maps.

EDAD 610 – Fall 2011

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 | TENTATIVE Activities and assignments |
|--|---|
| Session 1 August 30, 2011 | 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 | Guest Speaker: Dr. Harry Weinberg Continue to work on Context Maps Read Chance’s Chapters 1-4 and prepare for text-based discussions. |
| Session 3 September 13 | Sign-up for Book Reviews Role of Public Education in a Pluralistic Society, Text-based discussions Chance’s Chapters 1 and 4 Case analysis: Chap. 2, 4 and/or 5 Context Maps due. |
| Session 4 September 20 | Chance’s Chapter 6 Case Analysis Journal Reading #1 due EDAD 624A Proposals Due |

| | |
|--|---|
| Session 5 September 27 | Journal Reading #2 due Book Reports Cultural Proficiency: 4 Tools Chapters 1-3 |
| Session 6 October 4 | Journal Reading #3 due Case Analysis Book Reports Cultural Proficiency: Chapters 4-10 and Breakthrough questions |
| Session 7 October 11 | Journal Readings #4 due Case Analysis Book Reports Community Relations with External and Internal Publics |
| Session 8 October 18 | Guest speaker and/or on-line conversations |
| Session 9 October 25 Last session | Book Reports Culminating activity with Context Map Board Meeting Report Due. EDAD 624A Reports Due at the end of the semester |

NOTES: