CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION
Fall 2011

EDAD 612
Elementary, Middle, and Secondary School Organization and Management
CRN #41125
Tuesday starting Nov 1st, 4:30- 9 PM, University Hall 337

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Office Hours: Mondays and Tuesdays, University Hall 317, 2:30-4:15 pm

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).*

COURSE DESCRIPTION

Candidates learn how to ensure the management of the organization, operations, and resources for a safe, efficient, and effective learning environment. This course addresses effective leadership, management concepts, and researched strategies that contribute to student achievement. The professional participation of all participants builds community, adds to knowledge, and creates resources for future opportunities.

Course Prerequisites
Consent of the Program Coordinator

Goals
This course will assist the candidate to:

- Organize, manage, and lead the structural and functional relationships in elementary and secondary schools
- Implement appropriate and effective leadership and managerial practices in schools
- Implement effective shared decision-making and governance models

Course Objectives
In this course you will study and learn:
- The nature of decision-making in developing and implementing elementary and secondary policy and procedures
- The skills to foster intrinsic motivation in staff and students
- The strategies to develop a culture of shared decision-making
- The steps to run an effective meeting
- The political implications for leadership in schools
- The qualities of a Collins' Level 5 leader
- The theory and practice to manage change in an era of accountability in schools.

Required Texts

1. Chance, P. (2009). *Introduction to educational leadership and organizational behavior: Theory into practice.* Larchmont, NY: Eye on Education.

2. Choose **one** of three books (you haven't read before) for a group study

    a. Pink, D. (2009). Drive: The surprising truth about what motivates us*.* New York, NY: Riverhead Books.

    b. Livermore, D. (2010) Leading with cultural intelligence: The new secret to success. New York, NY: AMACOM.

    c. Collins, Jim. (2001). Good to great. New York, NY: Harper Business.

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)

STUDENT LEARNING OUTCOMES

Leadership Standards (CPSELs)

This course will provide opportunities for participants to develop their leadership knowledge, skills, and depositions for:
Standard 1: Shared vision
Standard 2: School culture
Standard 3: Management of the organization
Standard 4: Working with a diverse school community
Standard 5: Personal ethics and leadership capacity
Standard 6: Influencing the larger political, social, economic legal, and cultural context

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 student 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

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 their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course Requirements

Guidelines for EDAD612 Assignments and Grading Standards
The following factors will be considered in determining a final grade:

Assignment	Due date	Grade percentage (100%)
1. **Participation and engagement**: Students are expected to engage in class discussion and online assignments on knowledge of texts and assigned readings. This includes the book study reporting out, the communication assignment, and other class participation.	**On-going**	**20%**
2. **Annotated Bibliography:** Write annotations (between 3 and 5) of best practices in organizational leadership on how to lead an effective meeting or committee. Each annotation should be between 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.	**November 8**	**15%**
3. Write a **Case Study of a School Committee** that includes: **Part One**: Collect data from an active committee at your school site or district. Include information such as: the major goals, the role of the leader, the existing culture, effective and non-effective communication, how decisions are made, examples or a recent conflict and if it was resolved, and a change initiative that is taking place that affects group dynamics in the committee. **Part Two**: Compare data about your committee researched in Part One with "best practices" researched from your annotated bibliography or other annotated bibliographies posted on Moodle.	**November 15** **November 22**	**15%** **15%**
4. Develop an **Action Plan** in the Single Plan for Student Achievement (SPSA) format to improve the organizational effectiveness of the committee you wrote about in your case study.	**December 6**	**15%**
5. **Professional Reading Circle**: As part of a professional learning community, you will present the key findings from your case study and action plan.	**December 6**	**20%**

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.

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 paper.

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.   All assignments will be submitted and graded online.

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.

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Tentative Schedule

Date	TENTATIVE Activities and Assignments
Session 1 **Nov. 1**	▪ Read before class- Motivation: The Human Dynamics of Leadership: Chance, Chapter 7 ▪ Team building activities ▪ Introduction to EDAD 612 and Course Overview ▪ Assignment Discussion of Reading. ▪ How to Run a Good Meeting Lecturette ▪ Case Study ▪ Book Study group development and timeline
Session 2 **Nov. 8**	▪ Read before class- Communication: The Impact of Organizational Structure on Information Flow and Perceptions: Chance, Chapter 8. ▪ Assignment Discussion of Reading. ▪ Case Study ▪ Book Study group time ▪ Due: Annotated Bibliography
Session 3 **Nov. 15**	▪ Read before class- Decision Making: An Essential Function of Leadership: Chance, Chapter 9. ▪ Assignment Discussion of Reading. ▪ Case Study ▪ Book Study group time ▪ Due: Committee analysis, Part One
Session 4 **Nov. 22** **Online**	▪ Post: Communication Assignment on Moodle ▪ Due: Committee analysis, Part Two
Session 5 **Nov. 29**	▪ Read before class- Organizational Change: Reforming and Restructuring: Chance, Chapter 10 ▪ Case Study ▪ Due: Book Study Presentations
Session 6 **Dec. 6**	▪ Due: Book Study Presentations ▪ Due: Committee analysis Action Plan ▪ Final evaluation