CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION
Fall 2008

EDAD 612 – Elementary, Middle, and Secondary School Organization and Management
CRN #40296 – Mondays, 7:00 – 9:00 PM – UH442

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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. Effective leadership, management concepts, and strategies that contribute to student achievement are addressed. The professional participation of all personnel in the school community is emphasized.

Course Prerequisites
Consent of Program Coordinator

Course Goals
This course will assist administrative candidates to:
- Organize and manage the structural and functional relationships in elementary and secondary schools
- Apply appropriate leadership knowledge and skills to establish and sustain a learning-focused school culture
- Develop effective communication practices in support of a positive school culture
- Manage conflict effectively and facilitate shared decision making

Objectives
Upon completion of the course, participants will demonstrate understanding of effective leadership practices, as they relate to:
- Organizational culture
- The multiple communication roles of an administrator
- Effective communication channels and strategies
- Strategies that influence individual behavior and support conflict resolution

Required Texts
School Leadership and Administration,
Petra E. Snowden & Richard A. Gorton,
McGraw-Hill, 7th Edition

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. Students successfully completing this program receive a credential with authorization 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

College of Education Attendance Policy
Due to the dynamic and interactive nature of courses in the College 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 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 Requirements

Guidelines for EDAD612 Assignments and Grading Standards

1. Each student will be expected to attend all class sessions and actively participate in class discussions/activities. (25%)
2. Students will be issued reading assignments and will be expected to come to class prepared to share reflective responses. (25%)
3. Students will be given written assignments requiring analysis of various topics. (25%)
4. Each student will make a final presentation to the class; this will additionally include a (25%) written analysis of the topic chosen.

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.

All University Writing Requirement

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 written responses, reports, and reflections related to the 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.

Use of Technology:
Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, 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 College 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.

Schedule/Course Outline

Date	TENTATIVE Activities and Assignments
Session 1 **Oct. 27**	▪ Introduction to EDAD612 and Course Overview ▪ Communication Roles of the Effective Administrator ▪ Context map ▪ Case Study
Session 2 **Nov. 3**	▪ Assignment Discussion ▪ Motivating Through Effective Communication ▪ Context Map ▪ Case Study
Session 3 **Nov. 10**	▪ Assignment Discussion ▪ The Nature and Consequences of Role Conflict ▪ Approaches to Conflict Resolution and Management ▪ Case Study
Session 4 **Nov. 17**	▪ Assignment Discussion of Reading ▪ Elements of Organizational Culture ▪ Shaping the School Culture ▪ Case Study
Session 5 **Nov. 24**	▪ Assignment Discussion ▪ Sustaining a Positive School Culture Through Shared Decision Making ▪ Case Study ▪ Presentations
Session 6 **Dec. 1**	▪ In Basket Activity ▪ Creating a Professional Learning Community ▪ Presentations ▪ Context Map

SB 2042 - A<small>UTHORIZATION TO</small> T<small>EACH</small> E<small>NGLISH</small> L<small>EARNERS</small> C<small>OMPETENCIES</small>

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT		PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION		PART 3: CULTURE AND CULTURAL DIVERSITY	
I. Language Structure and Use: Universals and Differences (including the structure of English)		**I. Theories and Methods of Bilingual Education**		**I. The Nature of Culture**	
A.	The sound systems of language (phonology)	**A.**	Foundations	**A.**	Definitions of culture
B.	Word formation (morphology)	**B.**	Organizational models: What works for whom?	**B.**	Perceptions of culture
C.	Syntax	**C.**	Instructional strategies	**C.**	Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D.	Word meaning (semantics)	**II. Theories and Methods for Instruction In and Through English**		**D.**	Physical geography and its effects on culture
E.	Language in context	**A.**	Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	**E.**	Cultural congruence
F.	Written discourse	**B.**	Approaches with a focus on English language development	**II. Manifestations of Culture: Learning About Students**	
G.	Oral discourse	**C.**	Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	**A.**	What teachers should learn about their students
H.	Nonverbal communication	**D.**	Working with paraprofessionals	**B.**	How teachers can learn about their students
I.	Language Change			**C.**	How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development		**III. Language and Content Area Assessment**		**III. Cultural Contact**	
A.	Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.**	Purpose	**A.**	Concepts of cultural contact
B.	Psychological factors affecting first- and second-language development	**B.**	Methods	**B.**	Stages of individual cultural contact
C.	Socio-cultural factors affecting first- and second-language development	**C.**	State mandates	**C.**	The dynamics of prejudice
D.	Pedagogical factors affecting first- and second-language development	**D.**	Limitations of assessment	**D.**	Strategies for conflict resolution
E.	Political factors affecting first- and second-language development	**E.**	Technical concepts	**IV. Cultural Diversity in U.S. and CA**	
				A.	Historical perspectives
				B.	Demography
				C.	Migration and immigration