Engaging diverse communities through leading and learning for social justice.

California State University
SAN MARCOS

SCHOOL OF EDUCATION

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Course Number	**EDAD 610**
Course Title	**Leading School Communities in a Pluralistic Society**
CRN Number	**41003**
Days	**Tuesdays, September 1 – October 27, 2015**
Time	**4:30-8:50 PM**
Course Location	**San Marcos Elementary School, Room 115**
Semester / Year	**Fall 2015**
Instructor	**Anthony Rosilez, Ph.D., J.D.**
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Office	**UH 424**
Hours	**By Appointment**

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Candidates learn how to: work effectively with families, caregivers, community members, and staff; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. Offers the candidate an opportunity to examine and evaluate their attitudes about diversity in order to be an effective leader in diverse settings. *May not be taken for credit by students who have received credit for EDAD 602. Enrollment restricted to students who have obtained consent of Program Coordinator.*

Course Prerequisites

Admission to the university and the Education Administration Program

Course Objectives

The course objectives, assignments, student learning outcomes, and assessments have been aligned with the following CCTC standards:

Leadership Standards, CCTC, 2013

This course will provide opportunities for participants to develop their leadership knowledge, skills, and depositions under the following the California Category II Curriculum Standards:
- Program Standard 6: Visionary Leadership: actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school
- Program Standard 7: Instructional Leadership: knowledge of the standards and the ability to monitor teaching and give feedback
- Program Standard 8: School Improvement Leadership: increases his/her capacity to communicate and lead others in continuous improvement
- Program Standard 9: Professional Learning and Growth Leadership: model and facilitate PD, including collaboration
- Program Standard 10: Organizational and Systems Leadership: understand, align, and integrate organizational structures, including resource management
- Program Standard 11: Community Leadership: communicate about the school and share with a broad range of stakeholders.

California Administrator Performance Expectations, CCTC, 2013

Upon completion of the course, the candidate will demonstrate an understanding of effective leadership practices regarding the following CTC California Administrator Performance Expectations:
1. Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency's Overall Vision and Goals
2. Developing a Shared Commitment to the Vision Among All Members of the School Community
3. Leading by Example to Promote Implementation of the Vision
4. Sharing Leadership with Others in the School Community to Help Accomplish the Vision
5. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors
6. Modeling Life-Long Learning and Job-Related Professional Growth
7. Understanding and Managing the Complex Interaction of All of the School's Systems to promote Teaching and Learning

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.)
- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.
- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Grogan, M. (2013). *The Jossey-Bass reader on educational leadership.* 3rd ed. San Francisco: Wiley. ISBN 978-1-118-45621-7

Lindsey, D. B., Jungwirth, L. D., Pahl, J. V. N. C., & Lindsey, R. B., (2009). *Culturally proficient learning communities.* Thousand Oaks, CA: Corwin. ISBN-978-1-4129-7228-4

Other readings as assigned and available on Cougar Courses.

COURSE LEARNING OUTCOMES

As part of this course, candidates will:
- Develop and write a personal vision for culturally proficient leadership.
- Demonstrate a comprehensive knowledge of socio-political-cultural variations effecting leadership, administrative and managerial practices in the public school.
- Respond with formal and informal approaches for effectively leading and managing school-community relations for the improvement of public education.
- Verbalize and demonstrate a variety of leadership skills, focused on organizational culture and systems thinking as conceptual frameworks.
- Demonstrate ways to work with various interest groups including business, industry and advisory groups.
- Build a reference base for understanding community relations and interactions with diverse racial-ethnic, socioeconomic, political and occupational individuals and groups
- Document a theoretical and conceptual understanding of policies and procedures ensuring access and equity for all students for high quality education and integrated services.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's final portfolio. Candidates are expected to meet the level of *initial target* during the program.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

See Leadership Standards and Performance Expectations included above.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

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 Disabled 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.

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 the Annotated Journal Readings reports and responses, and Board Meeting Summary assignments.

Use of Technology

Candidates (Course participants) 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. 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 School 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.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

The following factors will be considered in determining a final grade:

Assignments	Grades Based on 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 textbook readings, articles and reporting out, the class assignments and discussions, and other class participation opportunities.	**10%**
2. **Annotated journal readings:** Write summaries and citations (4) of leadership articles from topics as assigned, from educational journals. Summaries should be no more than one page. Use APA format for citations and include an introductory and a summary paragraph to your paper. Post on Moodle for class collaboration.	**40%**
3**. Context Map**: You will design a Context Map which demonstrates the social, political, economic, legal, and cultural impact/influence upon schools and districts.	**10%**
4. **Board Meeting**: Attend a school board meeting in your district or another local district. Submit 2-3 page summary.	**10%**
5. **Text-based discussions**: As part of a professional learning community, you will present the key learnings from chapters from readings and group discussions.	**30%**

Grading Standards

Final course grades will be based on the following grading scale:

A = 93% - 100%
A- = 90% - 92%
B+ = 87% - 89%
B = 83% - 86%
B- = 80% - 82%
C+ = 77% - 79%
C = 73% - 76%
C- = 70% - 72%
D = 60% - 69%
F = below 60

Grading Policy

Assignments are given based on expectations of "mastery" of the content and academic format for the assignments. Based on the instructor's early grading feedback, students may make improvements on assignments and may resubmit an assignment for additional grade consideration before the deadline date. Late assignments will lose one point for each day they are late.

Policy on Late/Missed Work

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. Points will be reduced by one point for each date the assignment is late.

EDAD 610 Leading School Communities in a Pluralistic Society
Fall 2015

Session/Date	*TENTATIVE* Activities and assignments
Session 1 Tuesday, September 1, 2015	Faculty introductions, student introductions Introduction to course; and review of Syllabus and assignments. Review of fieldwork requirements (EDAD 624A) Education through a visual lens Context Map: Seeing the 'big picture' Introduction to Lindsey's Cultural Proficiency Prelude to next session's assignment
Session 2, Tuesday, September 8 **Note we will meet at CSUSM in Kellogg Library Room 3400**	Read: Cultural Proficiency: Front Matter of book; 4 Tools Chapters 1-3 for **Text-based discussions** In class: Technology presentation; 　　　Continue to work on Context Maps Due: **Journal Reading #1** Respond to: Journal summary blog on Cougar Courses by Friday, 9/11.
Session 3 Tuesday, September 15	Read: *Cultural Proficiency*: Chapters 4-10 and prepare to use breakthrough questions.
Session 4 Tuesday, September 22	Due: **Journal Reading #2** Due: Draft of Context Map Context Map Sharing and Discussion Respond to: Journal summary blog on Cougar Courses by Friday, 9/25.
Session 5 Tuesday, September 29	Due: **Final Context Map on Cougar Courses** *Online Session* Read: Stephen Krashen articles on Cougar Courses Watch: Stephen Krashen presentation – link on Cougar Courses
Session 6 Tuesday, October 6	Read: Reader, Chapters 7, 8, 9, 10, 11 for **Text-based discussions** Due: **Journal Reading #3** (One of Krashen's articles) Respond to: Krashen journal summary blog on Cougar Courses by 10/9
Session 7 Tuesday, October 13	Read: Reader, Chapters 1, 2, 3, 4, 5, 6 for **Text-based discussions**
Session 8 Tuesday, October 20	Role of Public Education in a Pluralistic Society; Introduction to Case Study Method Collective bargaining readings

Session/Date	*TENTATIVE* Activities and assignments
Session 9 Tuesday, October 27	Communication with internal and external public; Press Releases Case Study and Leadership Simulation Transformational versus Transformative Leadership Presentation and discussion. Due: **Board meeting summary** Due: **Journal Reading #4** Respond to: Journal summary blog on Cougar Courses by Friday, 10/30.

NOTES: