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| <b>Course Number</b>   | <b>EDAD 612</b>  |
| <b>Course Title</b>    | Elementary, Middle, and Secondary School Organization and Management |
| <b>CRN Number</b>      | <b>41004</b>   |
| <b>Days</b>            | <b>Tuesdays</b>  |
| <b>Time</b>            | <b>4:30-9pm</b>  |
| <b>Course Location</b> | <b>San Marcos Elementary</b>   |
| <b>Semester / Year</b> | <b>Fall 2015</b>   |
| <hr/>                  |  |
| <b>Instructor</b>      | <b>Van Vooren, C.</b>  |
| <b>Phone</b>           | <b>760.458.6431</b>  |
| <b>E-Mail</b>          | <b><a href="mailto:cvanvoor@csusm.edu">cvanvoor@csusm.edu</a></b>    |
| <b>Office</b>          | <b>UH 401</b>  |
| <b>Hours</b>           | <b>TBA</b>   |

### **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

### 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. *May not be taken for credit by students who have received credit for EDAD 630. Enrollment restricted to students who have obtained consent of Program Coordinator.*

### Course Prerequisites

Candidates learn 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 cohort members builds community, adds to knowledge, and creates resources for future opportunities.

### Course Objectives

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.

### Credit Hour Policy Statement

- Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning

## COURSE LEARNING OUTCOMES

The course objectives, assignments, and assessments have been aligned with the CCTC standards for a California Preliminary Administrative Services Credential. This course is designed to help teachers seek skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Candidates will be required to formally match alignment with the following Leadership Standards in this course:

This course will provide opportunities for participants to develop their leadership knowledge, skills, and depositions following the California Administrators Performance Expectations (CAPEs):

3. Leading by Example to Promote Implementation of the Vision
10. Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement
16. Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning

## MA IN EDUCATION PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

The Master of Arts in Education Program assesses four (4) Program Student Learning Outcomes (PSLO).

**PSLO 1: Professional Dispositions** (EDAD 610, EDAD 618A, & EDAD 620)

**PSLO 2: Leadership Skills** (Professional Portfolio)

**PSLO 3: Analyze Research** (EDUC 622)

**PSLO 4: Integrate Research** (EDUC 698)

## 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. Gladwell, M. (2008). *Outliers: The story of success*. Little, Brown and Company.
  - c. Wiseman, L. (2010). *Multipliers: How the best leaders make everyone smarter*. New York: Harper Collins.

## 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](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**

The All-University Writing Requirement of 1700 words for a 2-unit course, is satisfied through the field experience reflection.

### **Course Format**

Face to face

### **Necessary Technical Competency Required of Students**

Cougar Courses

### **Contact Information for Technical Support Assistance**

The CSUSM Help Desk.

### **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**

### **Final Exam Statement**

That there will be no final exam.

## Grading Standards

The Form2 reflection and supporting field experience documents will be graded pass/fail. The work will show an alignment with the two face-to-face courses and their standards. The reflection will indicate the learnings from the process and the areas of growth and challenges for the candidate.

## Policy on Late/Missed Work

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.

## Student Collaboration Policy

This is an individual project unless collaboration is pre-arranged with the faculty. .

## **COURSE REQUIREMENTS**

### Guidelines for EDAD612 Assignments and Grading Standards

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

| <b>Assignment</b>   | <b>Due date</b>    | <b>Grade percentage (100%)</b> |
|---|--------------------|--------------------------------|
| 1. <b>Participation and engagement:</b><br>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.   | <b>On-going</b>    | <b>20</b>                      |
| 2. <b>Case Study: How to successfully run a meeting Annotated Bibliography</b><br>Write 2-3 annotations 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 references Post on Moodle for class collaboration.  | <b>November 3</b>  | <b>15</b>                      |
| 3. <b>Case Study: How to successfully run a meeting Observation and recommendations</b><br>Observe an active committee at your school site or district. Write a page describing the organization and behavioral practices of participants in the meeting. In the next page, compare data about your committee with “best practices” researched from your annotated bibliography or other annotated bibliographies posted on Cougar Courses. In the concluding paragraph, write suggestions to improve or give commendations to the best practices in the organizational effectiveness of the committee you observed | <b>November 10</b> | <b>15</b>                      |
| 4. <b>Organizational Structure: Student Discipline Annotated Bibliography</b><br>Write 2-3 annotations of best practices in creating positive discipline on a school campus. Each annotation should be between 50 and 100 words. Use APA format for references Post on Moodle for class collaboration.  | <b>November 17</b> | <b>15</b>                      |

| Assignment   | Due date    | Grade percentage (100%) |
|--|-------------|-------------------------|
| <p>5. <b>Organizational Structure: Student Discipline Observations and recommendations</b><br/>           Write a page or two describing student discipline policy at your school selecting one topic from a) office referrals by teachers, b) tardies and truanancies, c) bullying, or d) clear and progressive consequences. In the concluding paragraph, using the concept of positive discipline from the annotated bibliographies, make recommendations or give commendations for the best practices in school discipline at your site.</p> | November 24 | 15                      |
| <p>5. <b>Professional Reading Circle:</b><br/>           As part of a professional learning community, you will present the key findings from your book group to the rest of the class.</p>  | December 1  | 20                      |

Total

100 points

**Grading**

Scale:

93-100% = A

90-92% = A-

87-89% = B+

83-87% = B

80-82% = B-

Below 80% = C or below

### SCHEDULE/COURSE OUTLINE

| Session/Date  | Activities   | Assignments  |
|---|--|--|
| <b>Session 1</b><br><b>Nov 3</b>  | <ul style="list-style-type: none"> <li>▪ Team building activities</li> <li>▪ Introduction to EDAD 612 and Course Overview</li> <li>▪ Assignment Discussion of Reading</li> <li>▪ How to Run a Good Meeting Lecturette</li> <li>▪ Case Study scenarios discussion</li> <li>▪ Book Study group development and timeline</li> </ul> | <ul style="list-style-type: none"> <li>▪ Watch: The First Follower</li> <li>▪ Read Chance and KWL: Chapter 7<br/>Motivation: The Human Dynamics of Leadership</li> </ul>   |
| <b>Session 2</b><br><b>Nov. 10</b><br><b>4:30-6:30</b><br><b>Dr. Ford</b> | <ul style="list-style-type: none"> <li>• Discussion of Reading.</li> <li>▪ Case Study scenarios discussion</li> <li>▪ Book Study group time</li> <li>▪ Annotated Bibliography</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Read and KWL: Chance, Chapter 10<br/>Organizational Change: Reforming and Restructuring</li> <li>▪ Due: How to Run a Meeting<br/>Literature Review blog</li> </ul>                                  |
| <b>Session 3</b><br><b>Nov 17</b>   | <ul style="list-style-type: none"> <li>▪ Assignment Discussion of Reading</li> <li>▪ Case Study scenarios discussion</li> <li>▪ Book Study group time</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Read and KWL: Chance Chapter 9<br/>Decision Making: An Essential Function of Leadership</li> <li>▪ Due: How to Run a Meeting<br/>Observation and Recommendations paper</li> </ul>                   |
| <b>Session 4</b><br><b>Nov. 24</b>  | <b>Cougar Course Blog</b>  |  |
| <b>Session 5</b><br><b>Dec. 1</b>   | <ul style="list-style-type: none"> <li>▪ Case Study scenarios discussion</li> <li>▪ Book Study group time</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Read: Chance and KWL, Chapter 8<br/>Communication: The Impact of Organizational Structure on Information Flow and Perceptions</li> <li>▪ Due: Positive Discipline Annotated Bibliography</li> </ul> |
| <b>Session 6</b><br><b>Dec. 8</b>   | <ul style="list-style-type: none"> <li>• Due: Book Study Presentations by groups</li> <li>• Final evaluation of course</li> </ul>  |  |