



EDAD 612
Elementary, Middle, and Secondary School Organization and Management
CRN #48835
Tuesday October 27th- Dec. 1st
4:30- 9 PM
Kellogg 5102
Fall 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

Professor:	Carol Van Vooren, Ed. D.
Phone:	(760) 458-6431
E-Mail:	cvanvoor@csusm.edu
Office:	UH 8516
Hours:	as arranged

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 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 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 running an effective meeting.
- Improved practices in managing student discipline.
- The political implications for leadership in schools.
- 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. 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.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and leading 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. The Educational Administration credential has included two additional dispositions: visionary and ready to lead. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target* scored on a five point Likert scale. The description and rubric for the 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 three times during the two-year program of study. Candidates are expected to meet the level of *initial target* during the program.

STUDENT LEARNING OUTCOMES

Leadership Standards

This course will provide opportunities for participants to develop their leadership knowledge, skills, and dispositions 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

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

Candidates 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. Candidates 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%)
<p>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.</p>	On-going	20
<p>2. Case Study: How to successfully run a meeting Annotated Bibliography 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.</p>	November 3	15

Assignment	Due date	Grade percentage (100%)
<p>3. Case Study: How to successfully run a meeting Observation and recommendations 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</p>	November 10	15
<p>4. Organizational Structure: Student Discipline Annotated Bibliography 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.</p>	November 17	15
<p>5. Organizational Structure: Student Discipline Observations and recommendations Write a page or two describing student discipline policy at your school selecting one topic from a) office referrals by teachers, b) tardies and truancies, 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. Professional Reading Circle: 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

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 papers.

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. blogs, email, Cougar Courses, internet research, and multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. All course assignments will be submitted and graded online, discussions will occur in class that include websites or reference checks. Each student is expected to bring their own device to class. Personal web activity during the class is discouraged.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail or text message is 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.

EDAD 612
Elementary, Middle, and Secondary School Organization and Management
 Fall 2014
TENTATIVE SCHEDULE

Date	TENTATIVE Activities and Assignments
Session Oct. 27	<ul style="list-style-type: none"> ▪ 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 scenarios discussion ▪ Book Study group development and timeline
Session Nov. 3	<ul style="list-style-type: none"> ▪ Read before class- Communication: The Impact of Organizational Structure on Information Flow and Perceptions: Chance, Chapter 8. ▪ Assignment Discussion of Reading. ▪ Case Study scenarios discussion ▪ Book Study group time ▪ Due: How to Run a Meeting Annotated Bibliography
Session Nov. 10	<ul style="list-style-type: none"> ▪ Read before class- Decision Making: An Essential Function of Leadership: Chance, Chapter 9. ▪ Assignment Discussion of Reading. ▪ Case Study scenarios discussion ▪ Book Study group time ▪ Due: How to Run a Meeting Observation and Recommendations
Session 4 Nov. 17	<ul style="list-style-type: none"> ▪ Read before class- Organizational Change: Reforming and Restructuring: Chance, Chapter 10 ▪ Case Study scenarios discussion ▪ Due: Positive Discipline Annotated Bibliography
Session Nov. 24 Online	<ul style="list-style-type: none"> ▪ Post: Communication Assignment on Moodle ▪ Due: Positive Discipline Observation and Recommendations
Session Dec. 1	<ul style="list-style-type: none"> ▪ Due: Book Study Presentations by groups ▪ Final evaluation of course