California State University SAN MARCOS | School of Education

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EDAD 620 Section 1
Leadership Applied to Educational Issues
CRN# 20597
Tuesdays, 4:30 – 9pm
CSUSM Kell 5102
and pre-arranged school sites (see schedule)
Spring 2014

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

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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

This course guides the candidate to develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision. Candidates will reflect upon and articulate their knowledge, skills, and dispositions in leading diverse school communities in the 21st century.

Course Prerequisites

Continual progress in the program of study.

Course Objectives

1. Develop strategies to include the broader community and experience various school communities including families, agencies, and community organizations
2. Demonstrate the ability to network with other professionals to improve personal knowledge and skills necessary for the job of a school administrator.
3. Demonstrate the skills of communicating information through a variety of media.
4. Visit schools to understand the variable political, social, economic, and cultural contexts of K-12 education in our communities
5. Communicate and debate the major theories and concepts in educational leadership including current educational issues.
6. Demonstrate a level of preparation to apply for a position in educational leadership.

Unique Course Requirements

There are several field trips during class time to schools in this course.

Required Texts

Select from one of the three texts to read and discuss in a group:

Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement* (1st ed). New York, NY: Routledge.

Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision & Curriculum Development.

Whitaker, T. (2011). *What great principals do differently: Eighteen things that matter most* (2nd ed). Larchmont, NY: Eye on Education.

In addition, please stay informed by regularly reading:
- *Education Week*
- ACSD newsletters
- Articles posted on Cougar Courses

Authorization to Teach English Learners

This course does not meet the CTEL competencies.

STUDENT LEARNING OUTCOMES

California Administrator Performance Expectations (CAPEs)

CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency's Overall Vision and Goals
CAPE 3: Leading by Example to Promote Implementation of the Vision
CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors
CAPE 13: Modeling Life-Long Learning and Job-Related Professional Growth

CAPE 19: Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public

GENERAL CONSIDERATIONS

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. The Preliminary Administration Services credential has two additional dispositions: visionary and ready to lead. 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 field study experiences. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's portfolio. Candidates are expected to meet the level of *initial target* during the program.

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

All University Writing Requirement
This course meets the university's writing requirement of at least 2500 words. Students are expected to use academic writing style consistent with graduate level courses. Written assignments will include out of class assignments as well as in class 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 candidate 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

Candidates 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

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

Assignment	Due date	Grade points
Participation and engagement: Active discussion in book groups, mock interviews, and school visitations	**On-going**	**25**
Philosophical chairs: Several times during the course students will participate in an active debate on a current topic listed in advance from the syllabus.	**On-going**	**10**
Professional leadership resume: Students will design a professional resume with a lens on their leadership skills and knowledge.	**April 7**	**15**
Leadership platform paper: A 2-3 page paper describing your philosophy on a school leader's primary mission.	**April 14**	**15**
Electronic Portfolio: A final portfolio of student work including the resume, leadership platform, evidence of meeting the six standards, and reflections.	**April 28**	**25**
Book Group Presentation As a group, teach the rest of the class the most important things you learned from your reading.	**May 5**	**10**
Total		**100**

Note: All assignments must be submitted electronically on Cougar Courses on or before due dates and times.

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

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)
Session 1	School Finance	
Session 2	School Finance	
Session 3	School Finance	
Session 4	School Finance	
Session 5	School Finance	
Session 6	School Finance	
Session 7 3/3/15	Meet at CSUSM Kell 5102 • Class networking activities • Overview of class structure and assignments • Create the book reading groups and develop timeline • Define the contemporary issues for the class • Investigate the schools we will visit and pose questions for me to email to the speaker • Evaluate the current context map • Pilot the philosophical chairs debate format • Establish the interview question format • Train in Google Sites/ Weebly • Electronic portfolio set up	
Session 8 3/10/15	Meet at San Elijo Elementary in San Marcos in the Auditorium • Interview with the principal • Ed Admin graduates panel from San Marcos USD • School tour • Philosophical chairs debate topic: *The new federal emphasis on "careers" will change the focus and offerings in high schools* • Small group book discussion	• Prepare for a visit to San Elijo Elementary as if you were applying for a job there. • Prepare to participate in the philosophical debate for both the pro and the con side of the discussion.

Session 9 3/17/15	Meet at Army Navy Academy in Carlsbad in Amy's room • Interview with the principal • School tour • Interview question practice • Philosophical chairs debate topic: *The new Common Core Standards will improve education in California.* • Small group book discussion • Partner work: Final portfolio, standard 1 reflection document discussion	• Prepare for a visit to Army Navy Academy as if you were applying for a job there. • Prepare to participate in the philosophical debate for both the pro and the con side of the discussion. • Read and be prepared to discuss your small group book. • Participate in small group discussion on Standard 1.
Session 10 3/24/15	Meet at Design 39 Elementary in Poway • Guest speaker: Sonya Wrisley principal • School tour • Interview question practice • Philosophical chairs debate topic: *Schools competing for students through special programs, magnets, charters, facilities, etc. is healthy for the educational environment* • Small group book discussion • Partner work: Final portfolio, standard 2 reflection	• Prepare for a visit to Design 39 as if you were applying for a job there. • Prepare to participate in the philosophical debate for both the pro and the con side of the discussion. • Read and be prepared to discuss your small group book. • Participate in small group discussion on Standard 2.
Session 11 Spring break	No class	
Session 12 4/7/15	Meet at Vision and Performing Arts Academy in Vista • Guest speaker: Catina Hancock and Melanie Paliotti • School tour • Interview question practice • Philosophical chairs debate topic: *iPad teaching improves academic achievement in schools* • Small group book discussion • Partner work: Final portfolio, standard 3 reflection	• Prepare for a visit to VAPA as if you were applying for a job there. • Prepare to participate in the philosophical debate for both the pro and the con side of the discussion. • Read and be prepared to discuss your small group book. • Participate in small group discussion on Standard 3.

Session 13 4/14/15	Meet at San Marcos High School in SM • Guest speaker: • Ed Admin graduates panel: Barry Zeait, Leandro Galaz • School tour • Interview question practice • Philosophical chairs debate topic: *English learners should not be redesignated if they can't meet the district redesignation criteria.* • Small group book discussion Partner work: Final portfolio, stndrd 4	Due: Resume • Prepare for a visit to SMHS as if you were applying for a job there. • Prepare to participate in the philosophical debate for both the pro and the con side of the discussion. • Read and be prepared to discuss your small group book. • Participate in small group discussion on Standard 4.
Session 14 4/21/15	Meet at William Frazier Elementary in Fallbrook • Guest speaker: Principal, Joe • Ed Admin graduates panel • School tour • Interview question practice • Philosophical chairs debate topic: *Teacher quality will be improved with value-added measurements in teacher evaluations.* • Small group book discussion • Partner work: Final portfolio, standard 5 and 6	Due: Leadership platform paper • Prepare for a visit to William Frazier as if you were applying for a job there. • Prepare to participate in the philosophical debate for both the pro and the con side of the discussion. • Read and be prepared to discuss your small group book. • Participate in small group discussion on Standard 5 and 6.
Session 15 4/28/15	Meet at Mission Vista High School in Vista Unified (in the city of Oceanside) • Guest speaker: Brieahna Weatherford, principal • Ed Admin graduates panel • School tour • Interview question practice • Small group book discussion • Partner work: Share your final portfolio Google Site	Due: Digital Portfolio • Prepare for a visit to William Frazier as if you were applying for a job there. • Prepare to participate in the philosophical debate for both the pro and the con side of the discussion. • Read and be prepared to discuss your small group book. • Participate in small group discussion on Standard 5 and 6.
Final Exam 5/5/15	Meet at Amy Coe's home	Due: Book group reports