



333 South Twin Oaks Valley Road San Marcos, California 92096-0001  
Tel: 760.750.4300 Fax: 760.750.3160 [www.csusm.edu/education](http://www.csusm.edu/education)

**EDAD 612**  
**Elementary, Middle, and Secondary School Organization and Management**  
**CRN #45820**  
**Tuesdays, October 29<sup>th</sup> – Dec. 3<sup>rd</sup>**  
**4:30 pm – 9:00 pm**  
**San Marcos Elementary School, Room 203**  
**Fall 2013**

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

**Professor:** Carol Van Vooren  
**Phone:** 760.750.6431  
**E-Mail:** [cvanvoor@csusm.edu](mailto:cvanvoor@csusm.edu)  
**Office:** UH 401  
**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 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. *May not be taken for credit by students who have received credit for EDAD 602.*

### **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.
- 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.

### **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 partially met through the infusion of content and experiences within the credential program, as well as additional coursework. Students who successfully complete this program receive partial fulfillment of a credential to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

CTEL candidates will need to upload their graded CTEL signature assignment (with a passing grade or rubric indicating passing grade for assignment) to their **CTEL electronic portfolio** upon completion of this course. CTEL Program Coordinator will then review the candidate's CTEL standards in their electronic portfolio in order to fulfill their certification requirements for the California State Department of Education. For further clarification, please contact Ana Hernandez, CTEL Program Coordinator, at [ahernand@csusm.edu](mailto:ahernand@csusm.edu).

## STUDENT LEARNING OUTCOMES

### California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

### Leadership Standards

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

#### Category II (Demonstration of Effective Leadership):

- 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

### 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*. 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.

### **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**

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 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 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 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**

#### **Guidelines for EDAD612 Assignments and Grading Standards**

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

Assignment	Due date	Grade percentage (100%)
<b>1. Participation and engagement:</b> 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.	On-going	20%
<b>2. Annotated Bibliography:</b> Write annotations (between 3 and 5) 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 citations and include an introductory and a summary paragraph to your paper. Post on Moodle for class collaboration.	November 5	15%
<b>3. Write a Case Study of a School Committee</b> that includes: <b>Part One:</b> Collect data from an active committee at your school site or district. Include information such as: the major goals, the role of the leader, the existing culture, effective and non-effective communication, how decisions are made, examples or a recent conflict and if it was resolved, and a change initiative that is taking place that affects group dynamics in the committee. <b>Part Two:</b> Compare data about your committee researched in Part One with “best practices” researched from your annotated bibliography or other annotated bibliographies posted on Cougar Courses.	November 12 November 19	15% 15%
<b>4. Develop an Action Plan</b> in the Single Plan for Student Achievement (SPSA) format to improve the organizational effectiveness of the committee you wrote about in your case study.	December 29	15%
<b>5. Professional Reading Circle:</b> As part of a professional learning community, you will present the key findings from your case study and action plan.	December 3	20%

Note: 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 paper is late.

**COURSE SCHEDULE**  
**EDAD 612**  
**Elementary, Middle, and Secondary School Organization and Management**  
**Fall 2013**

Date	TENTATIVE Activities and Assignments
Session 1 <b>Oct. 29</b>	<ul style="list-style-type: none"> <li>▪ Read before class- Motivation: The Human Dynamics of Leadership: Chance, Chapter 7</li> <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</li> <li>▪ Book Study group development and timeline</li> </ul>
Session 2 <b>Nov. 5</b>	<ul style="list-style-type: none"> <li>▪ Read before class- Communication: The Impact of Organizational Structure on Information Flow and Perceptions: Chance, Chapter 8.</li> <li>▪ Assignment Discussion of Reading.</li> <li>▪ Case Study</li> <li>▪ Book Study group time</li> <li>▪ Due: Annotated Bibliography</li> </ul>
Session 3 <b>Nov. 12</b>	<ul style="list-style-type: none"> <li>▪ Read before class- Decision Making: An Essential Function of Leadership: Chance, Chapter 9.</li> <li>▪ Assignment Discussion of Reading.</li> <li>▪ Case Study</li> <li>▪ Book Study group time</li> <li>▪ Due: Committee analysis, Part One</li> </ul>
Session 4 <b>Nov. 19</b>	<ul style="list-style-type: none"> <li>▪ Read before class- Organizational Change: Reforming and Restructuring: Chance, Chapter 10</li> <li>▪ Case Study</li> <li>▪ Due: Committee analysis, Part Two</li> </ul>
Session 5 <b>Nov. 26</b> <b>Online</b>	<ul style="list-style-type: none"> <li>▪ Post: Communication Assignment on Moodle</li> <li>▪ Due: Committee analysis Action Plan</li> </ul>
Session 6 <b>Dec. 6</b>	<ul style="list-style-type: none"> <li>▪ Due: Book Study Presentations</li> <li>▪ Final evaluation</li> </ul>