

California State University San Marcos
School of Education
Administrative Services Credential Program

EDAD 610: Leading School Communities in a Pluralistic Society (3 units)
Monday 4:30 – 9:00 PM, UH 443
Fall 2012

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School of Education Mission Statement

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 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 me during office hours in order to ensure confidentiality.

Course Prerequisite:

Consent of Program Coordinator

Course Description:

Schools, like society today, are pluralistic, and every student has the right to a high quality, rigorous education. Students will study ethnic, class, race, language, and other cultural variations to develop administrative leadership responsive to and supportive of all students representing national, state and regional diversity. Students will study formal and informal approaches to school-community relations, shared decision-making bodies and the role of business and industry advisory groups.

Leadership Standards (CPSELs): This course will provide opportunities for candidates to develop their leadership knowledge, skills and dispositions for:

Standard 1: Shared vision

Standard 4: Working with diverse families

Standard 5: Personal ethics and leadership capacity

Student learning outcomes: Students will

1. Develop a comprehensive knowledge of socio-political-cultural variations effecting leadership, administrative and managerial practices in the public school.
2. Develop a personal vision for culturally proficient leadership.
3. Develop formal and informal approaches to effectively lead and manage school-community relations for the improvement of public education.
4. Understand and use a variety of decision-making methods, focusing on shared decision-making, always with the students in mind.
5. Learn ways to work with various interest groups including business, industry and advisory groups.

Course Objectives:

Upon completion of the course, the candidate will know, understand, and have practice in effective leadership practices regarding:

- Community-school relations
- Principles of public relations
- Community relations and interactions with diverse racial-ethnic, socioeconomic, political and occupational individuals and groups
- Concepts, policies and procedures ensuring access and equity for all students to high quality education and integrated services
- Techniques and procedures for working with community agencies, school site councils and other quasi-governing bodies
- Communication modes, models, policies and effects of communication on stakeholders
- Means of identifying and working with community influence groups
- Identifying the roles of the school, parents and other care-givers, with the community in the educational process
- Uses of technology relating to school communities

Teaching/ Learning Philosophy:

Effective learning uses all modalities. As such, we will be teachers, students and mentors. We will use a variety of approaches including reading, reflection, discussion, presenting, simulation, and analyzing case studies. Each class member must be committed to active participation and to ensuring the engagement of all class members.

Required Reading:

- Chance, P. (2009). *Introduction to education leadership & organizational behavior: Theory into practice*, 2nd edition. New York: Eye on Education.
- Harvey, T. and Drolet, B. (2004). *Building teams, building people*, 2nd ed. Lanham, Maryland: Rowman & Littlefield

- Lindsey, D., Jungwirth, L., Paul, J. and Lindsey, R. (2009). *Culturally proficient learning communities: Confronting inequities through collaborative curiosity*. Thousand Oaks, CA: Corwin.
- Articles as selected and assigned by instructor

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.

Standards for California Teachers of English Learners (CTEL)

CTEL Standards covered in this course:

Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement

Standard 10: Culturally Inclusive Instruction

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

Attendance Policy of the School of Education:

Due to the dynamic and interactive nature of this course, you are expected to attend all classes and participate actively. At a minimum, you must attend more than 80% of class time, or may not receive a passing grade for the course at the discretion of the instructor. If, for any reasons, you miss two class sessions or are late (or leave early) more than three sessions, you cannot receive a grade of “A”. Should you have extenuating circumstances, contact the instructor as soon as possible to make appropriate arrangements.

All university writing requirement:

In keeping with All-University Writing Requirement, all courses must have a writing component of at least 2,500 words. This will be met through written reactions, draft and final papers, reports and reflections related to assignments.

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.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. Students are expected their CSUSM email accounts and/or moodle sites weekly or as necessary for assignments and announcements. 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.

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. 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. Some assignments will be submitted and graded online.

Grading Policy:

The following are expectations of every student:

- Active participation in class discussions/activities.
- On time completion of all course requirements and assignments.
- Demonstration of learning, thinking, stretching, listening, reflecting.
- A high level of scholarship is expected of all students; only graduate level quality work will be accepted.
- All assignments must be completed and at a high academic level for an “A”.
- Mastery of all work is encouraged and supported by edits and rewrites with permission of instructor.
- Late work will result in loss of grade points; there are no make up assignments for missed classes.

Assignments / Points Possible/ Due Dates

Journal reading and blogs	20 points, due Sept. 17, Sept. 24, Oct. 1, Oct. 15
Text based discussions	25 points, due each week
Board meeting report	20 points, due Oct. 15
Context Map	15 points, due Oct. 22
Final Paper and Presentation	<u>20 points</u> , due Oct. 22
Total:	100 points

Guidelines for 610 Assignments and grades

A. Journal readings: Grade 20 points

Each student will write a brief summary of a journal article for class sessions 3, 4, 5, 7. The articles will be from professional education journals. The instructor will provide students with examples of the writing format.

B. Text-based discussions: Grade 25 points

The assigned readings, class discussions, and analyses of case studies will be on-going throughout the course. Each week as you read the assigned chapters or articles, you will make notes that answer the questions: What do I already know about this, what more do I want to know, and what did I learn? This will become a journal of your reading and notes for small group class discussions in class.

C. Report on Board Meeting: Grade 20 points

- You may attend any Board meeting in any district; however, we recommend you attend a Board meeting in the district you serve unless you do so regularly. Then, we recommend you attend a meeting in another district for comparison.
- Attend the Board meeting for a minimum of 2 hours of meeting time (or length of meeting if fewer than 2 hrs) so you can observe various aspects of the meeting. Make

- every effort to be at the beginning of the meeting to observe any protocols among the elected officials, and between the board and staff.
- Look for and write your observations:
 - A brief description of the meeting.
 - Communications skills of Board members, superintendent and any staff who speaks.
 - Leadership skills – by whoever is running the meeting (president or chair), other board members, the superintendent and the staff.
 - Note the involvement by the staff – Is it active or passive? Do staff members other than the superintendent participate? If so, who calls on them and what do they say?
 - Who is in the audience? Are any members of the audience involved? If so, how?
 - What is the overall tenor of the meeting?
 - What actions are taken?
 - Any other observations you notice – pro or con or just an observation.
 - What questions do you have about the process, the people, the actions, etc.
 - Write up your observations using either narrative or bullet format.

D. Student Discipline Paper and Oral Report: Grade 20 points

Written Paper (10)

You will develop a group research paper on a student discipline topic related to the course content. You will also formally present this information to the class. Your research should include at least two sources from the ERIC database, two from the Internet, and one from the texts used in class. The paper will include:

1. a cover page listing the title, full names of all group members
2. an 4-6 page narrative that describes:
 - a student discipline leadership issue
 - a description of why the issue is significant to administrators
 - your research to improve the issue with appropriate citations
 - a conclusion regarding the issue, with recommendations for action
3. an annotated bibliography of all references consulted
4. APA format

Oral Presentation (10)

Your group presentation will be approximately 10 minutes in length. You will present a synopsis of your issue, accompanied by appropriate visual aides. The mode of presentation may include a skit, debate, Power Point, Socratic dialogue, or some other form of multi-modal presentation. You are cautioned NOT to read from the text of your paper. In addition to the presentation, you will respond to questions from the class. It is your responsibility to practice and time the presentation.

Examples of topics for research paper and presentation

- 1) A system for implementing school rules

- 2) Breaking the negative cycle of referrals and detentions
- 3) Creating a school culture for positive discipline
- 4) Staff development for student discipline and behavior
- 5) The politics of stakeholders in student discipline
- 6) Managing conflict with difficult students

E. *Context Map and Final Exercise: Grade 15 points*

The Context Map is an on-going assignment. The instructor will explain the final interactive class assignment using the Context Maps.

Class Schedule and Assignment due dates
(Subject to changes)

This schedule is a tentative guide for assignments and weekly discussions. The schedule is subject to change upon notice by the instructor. Changes in assignments may be posted in Cougar Courses (Moodle). Students are responsible for checking their CSUSM email on a regular basis for assignment revisions, updates, and cohort announcements.

Drs. Lindsey and Van Vooren

Session/Date	<i>TENTATIVE</i> Activities and assignments
Session 1 Monday, August 27, 2012 Lindsey	Introductions and “Why I want to be an Administrator” Overview of program, courses, and Field Experiences Cohort activities and experiences by Drs. Lindsey, Lawrence, and Dr. Van Vooren. Context Map: Seeing the ‘big picture’ Introduction to Lindsey’s <i>Cultural Proficiency</i>
Labor Day Monday, September 3	Campus closed, no class meeting
Session 2 September 10 Lindsey	Read: Cultural Proficiency: 4 Tools Chapters 1-3 In class: Continue to work on Context Maps Continuum and Guiding Principles using ACSA article
Session 3 September 17 Lindsey	Write: Journal Reading #1 Due: Journal summary blog Due: EDAD 624A Proposals Read: Cultural Proficiency: Chapters 4-10 and breakthrough questions
Session 4 Sept 24 Van Vooren	Write: Journal Reading #2 Due: Journal summary blog Read: Chance chapters 1, 2, 3 Due: KWL notes In class: Form research paper groups and select topic

Session 5 October 1 Van Vooren	Write: Journal Reading #3 Due: Journal summary blog Chance, chapters 4, 5, 6 Due: KWL notes In class: Research paper group discussion
Session 6 October 8 Van Vooren	Read: Harvey, chapters 1, 2 Due: KWL notes In class: Research paper group discussion
Session 7 October 15 Van Vooren	Write: Journal Reading #4 Due: Journal summary blog Read: Harvey, chapters 3, 4 Due: KWL notes, Board Meeting Report In class: Research paper group discussion
Session 8 October 22 Van Vooren	Read: Harvey, chapters 5, 6, 7 Due: KWL notes In class: Research paper group presentation Due: Culminating activity with Context Map
EDAD 624A Field Experience Lindsey	Field Experience Reports Due Nov. 26 th , 2012