

California State University San Marcos
COLLEGE OF EDUCATION

EDAD 620
Foundations of Leadership and Educational Issues

Spring 2013

Tuesdays, 4:30

San Marcos Elementary and pre-arranged school sites (see schedule)

INSTRUCTOR:

Carol Van Vooren, Ed.D.

Email: cvanvoor@csusm.edu

Office Hours : Tuesdays 3:00-4 :15 pm and by appointment

Mission Statement of the College of Education

The mission of the College 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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

COURSE DESCRIPTION:

This course focuses on contemporary issues in public education and their implications for educational leaders. The practical application of sound theories of leadership to everyday administrative problems and situations will be studied.

COURSE PREREQUISITE:

Consent of Program Coordinator

REQUIRED READING:

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

Book from Australian author:

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

American viewpoint books:

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

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

In addition, please stay informed by reading:

Education Week

ACSD newsletters

Articles posted on Cougar Courses

PURPOSE AND GOALS:

The purpose of this course is to give students an understanding of the dynamics of leadership and management in the arena of current critical educational issues. It is expected that students will increase both a conceptual understanding of leadership and develop a personal, productive leadership model. Students will study and understand the impact of leadership in the context of the educational organization and current global/local issues that must be addressed.

As this is the final course in the Ed Admin preliminary credential course of study, there will also be time for students to reflect on their growth, develop a personal leadership philosophy, update a current resume, and prepare for admin position interviews.

Leadership Standards:

Learner outcomes for this course are aligned with the CCTC leadership standards and program document:

6(a)1: The program provides and opportunity for the candidate to develop and refine a personal vision of education and instruction and provides multiple opportunities for the candidate to engage in reflection, develop ways to engage self and others in reflective activities, and addresses the need for reflection across the program.

6(a)2: The program provides an opportunity for the candidate to learn how to develop and implement a shared vision and goals that place student and adult learning at the center of instructional leadership.

6(a)3: The program provides an opportunity for the candidate to learn how to establish, support, and maintain high expectations and standards for the academic and social development of all students, the performance of staff and the contributions of all adults in the service of the shared vision of the school community.

6(a)4: The program provides an opportunity for the candidate to engage in multiple and systematic opportunities to practice various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.

6(a)5: The program provides an opportunity for the candidate to learn and apply strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school and community to develop, articulate, implement and steward a shared vision of teaching and learning.

Course goals include the ability of students to:

- *Identify, clarify and articulate contemporary issues in or across the overarching themes.*
- *Undertake critical analysis and join in a debate of the issues identified.*
- *Offer insights and interpretation of contemporary issues.*

- *Identify, select, and review appropriate literature and source material that enables students to engage with relevant theory and research.*
- *Critically evaluate and interpret published literature and other source material.*
- *Make authentic and genuine connections between published literature and evidence gained from their own practice, and draw appropriate conclusions and develop ideas for further investigation and study.*
- *Reflect on the Ed Admin program of study learning and outcomes.*

REQUIREMENTS AND GRADING

Grading Policy:

1. Attendance policy of the College of Education: Due to the dynamic and interactive nature of this course, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or may not receive a passing grade for the course, at the discretion of the instructor. It is the student's responsibility to make-up any assignments and be aware of future assignments. Should the student have extenuating circumstances, s/he should contact the instructor *as soon as possible*.
2. The following are expectations of every student:
 - Arrival for class on time,
 - Active participation and respectful listening in class discussions/activities,
 - Completion of all course requirements on time,
 - Demonstration of learning, thinking, reflecting, and
 - Engaging in a high level of scholarship, both verbal and written.

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.

Writing:

The All-University Writing Requirement, of at least 2,500 words will be met through written reactions, reports and reflections related to assignments and all drafts and final presentations of work.

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 5205, 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.

CTEL Competencies – This course does not meet CTEL competencies.

Course assignments and points:

- 1. In-class Participation** - In-class discussion, posing and responding to questions, and active participation in all group activities is expected of all students. Students are expected to contribute, not dominate, and to ensure the participation of all other students. Attendance and turning in assignments on time is considered part of participation.

Book group– Each class session students are expected to read in their book and participate in group discussions surrounding their prior knowledge, connected experiences, and inquiry into developing thought.

Interview prompts/ discussion - Each class there will be time for mock interview question practice. Students in the current 622 class may form a group to clarify and reflect on research assignments leading to the completion of the thesis.

Research field trip schools and guest speakers – After learning more about various school contexts, the class will prepare to visit a site by researching and contributing questions to a blog for the school leader or guest speaker.

Points: 25

Debates – Each week the class will participate in “philosophical chairs” debate on a major contemporary issue in education. The debate topic is presented in the syllabus to give students the opportunity to research the issue and develop a stance to defend during the debate.

Points: 25

- 2. Resume** - Students will design a personal resume with a lens on their leadership skills.

Points: 10, Due: April 9th

- 3. Leadership Platform Paper** – In this final paper of your Preliminary Administrative Services Credential program, you are to present your philosophy on a school leader’s primary mission. You have studied leadership through courses, readings, experiences, and observations for the past two years. This paper is your opportunity to synthesize what you have learned, what you know, and what your attitudes and actions are about leadership. Describe your philosophy and show evidence of deep thought and insight, referring to the knowledge, skills and wisdom you

gained over the past two years in this CSUSM leadership program. Be specific, citing specific readings, research, class lessons, and experiences.

Your paper must be of the highest quality, between 3-4 double-spaced pages using 12 point font. Do not use clichés or current educational jargon. The paper must include an introduction with a clearly stated purpose statement, clearly stated topic sentences, purposeful headings, and a conclusion consistent with the purpose given in the introduction.

Points: 15, Due: April 16th

- 4. *Google Site Portfolio:*** A final portfolio of student work including the resume, leadership platform, evidence of meeting the six standards, and reflections.

Points: 15, Due: April 30th

- 5. *Group Book Presentation*** – Each book group will give a final presentation about the key concepts of their book and how they relate to leadership and learning for all. The presentation will be no more than 20 minutes. A presentation rubric will be used to guide the student’s preparation and determine the student grade.

Points: 10, Due: May 7th

Scale:

93-100% = A

90-92% = A-

87-89% = B+

83-87% = B

80-82% = B-

Below 80% = C or below

**Tentative Schedule
EDAD 620
Spring 2013**

SESSIONS	CONTENT, activities, assignments and due dates	MATERIALS and Resources
Session 1 March 5 Location: San Marcos Elementary	<ul style="list-style-type: none"> • 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/EDUC 622 discussion format • Training in Google Sites • Portfolio Google Sites set up 	<i>Personal technology devices with web access</i>
Session 2 March 12 Location: San Marcos Middle School 1650 West Mission Road San Marcos, CA 92069-1599 (760) 290-2500	<ul style="list-style-type: none"> • Guest speaker: Melissa Hunt, principal • School tour • Interview question practice • Philosophical chairs debate topic: <i>The new Common Core Standards will improve education in California.</i> • Small group book discussion • Partner work: Final portfolio, standard 1 reflection document discussion 	Be prepared to participate in the debate and the discussions.
Session 3 March 19 Location: San Marcos Elementary	<ul style="list-style-type: none"> • Guest speaker: Dr. Harry Weinberg 	Have your name plate, your class guides ready, and enjoy!
Session 4 March 26 online	Online class- K-12 Spring Break <ul style="list-style-type: none"> • Small group book discussion • Partner work: Final portfolio, standard 2 reflection 	Participate in the Moodle Blog

No class April 2	CSUSM Spring Break	No assignments
Session 5 April 9 Location: Vista Academy of Performing Arts 600 N Santa Fe Ave Vista, CA 92083 (760) 941-0880	<ul style="list-style-type: none"> • Guest speakers: Katina Hancock (principal), Valin Brown (CEO of the Carlsbad Ed Foundation) • School tour • Interview question practice • Philosophical chairs debate topic: <i>Schools competing for students through special programs, magnets, charters, facilities, etc. is healthy for the educational environment</i> • Small group book discussion • Partner work: Final portfolio, standard 3 reflection 	Due: Resume
Session 6 April 16 Location: Del Dios Middle 1400 W 9th Ave Escondido, CA 92029 (760) 432-2439	<p>:</p> <ul style="list-style-type: none"> • Guest speakers: Suzanne Adkins, (principal), Assist. Principals (Program Alumni) • School tour • Interview question practice • Philosophical chairs debate topic: <i>iPad teaching improves academic achievement in schools</i> • Small group book discussion • Partner work: Final portfolio, standard 4 	Due: Leadership platform paper
Session 7 April 23 Location: Mission Hills High School 1 Mission Hills Ct San Marcos, CA 92069 (760) 290-2700	<ul style="list-style-type: none"> • Guest speaker: Principal, David Cochrane • School tour • Interview question practice • Philosophical chairs debate topic: <i>The new federal emphasis on “careers” will change the focus and offerings in high schools</i> • Small group book discussion • Partner work: Final portfolio, standard 5 and 6 	
Session 8 April 30 Location: Guajome Park Academy 2000 N Santa Fe Ave Vista, CA 92083 (760) 631-8500	<p>Guest speaker: Bob Hampton, principal</p> <ul style="list-style-type: none"> • School tour • Interview question practice • Philosophical chairs debate topic: <i>Teacher quality will be improved with value-added measurements in teacher evaluations.</i> 	Due: Google Sites Portfolio

	<ul style="list-style-type: none"> • Small group book discussion • Partner work: Share your final portfolio Google Site 	
<p>Session 9 May 7</p> <p>Location: San Marcos Elementary, Dr. V's house</p>	<ul style="list-style-type: none"> • Final book club outcomes and presentations • Celebration event at Dr. V's house in Carlsbad 	<p>Due: Group book presentations</p>