

California State University San Marcos
SCHOOL OF EDUCATION

EDAD 620
Foundations of Leadership and Educational Issues

Spring 2012

Mondays, 4:30

UNIV HALL rm. 444 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 School of Education

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 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:

Education Week; ACSD newsletters, articles posted on Cougar Courses, and other news sources.

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.

Leadership Standards:

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

6(a)1: *The program provides an 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 School 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 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.

CTEL Competencies - Instructors will review which competencies will be addressed in the course.

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.

Journal – Each class session students are expected to bring 3 brief summaries of journal or newspaper articles and a connection of how that information can be applied to the class learning or to the student’s school site.

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

Research field trip schools and guest speakers – After learning more about the school we will be visiting, write a few questions that you want to know more about and share them with your group or the class.

Points: 25 Due: On-going.

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 Due: On-going.

2. Vision Statement - Students will write a Personal Vision Statement. The “statement” may actually be several sentences, but no more than one paragraph.

Points: 10 Due: March 5

3. Leadership Platform Paper – In this final paper of your Preliminary Administrative Services Credential program, you are to present your focused on a school leader’s primary mission of ensuring the achievement of every student. 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 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. Write as if you are an instructional leader of a school.

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: 20 Due: March 12th

4. Final Presentation – Each student will give a final PowerPoint presentation to the class, describing her/his two most powerful leadership learnings from the program. The presentation will be no more than 10 minutes. Provide the instructor with a copy of your presentation. A presentation rubric will be used to guide the student’s preparation and determine the student grade.

Points: 20 Due: March 26th

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 2012**

SESSIONS	CONTENT, activities, assignments and due dates	MATERIALS and Resources
<p>Session 1 Jan. 23</p> <p>Location: CSUSM Room UH 444</p>	<ul style="list-style-type: none"> • Class networking activities • Overview of class structure and assignments • 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 • Partner work: Final portfolio, standard one reflection 	<p><i>Personal technology devices with web access</i></p>
<p>Session 2 Jan. 30</p> <p>Location: Twin Oaks High School 158 Cassou Road San Marcos, California 92069 (760) 290-2555</p>	<ul style="list-style-type: none"> • Guest speaker: Mark Steffler, principal of Twin Oaks/Foothill HS • Philosophical chairs debate topic: <i>The new core standards will improve education in California.</i> • Small group discussion: Journal article summaries and connective application to leadership • Partner work: Final portfolio, standard 2 reflection 	<p><i>Education Week ACSD news Other news Personal technology devices</i></p>
<p>Session 3 Feb.6</p> <p>Location: Vista Magnet Middle School 151 Civic Center</p>	<ul style="list-style-type: none"> • Guest speaker: Dr. Jose Manuel Villarreal, principal of VMMS • Philosophical chairs debate topic: <i>Online technology should be used to improve traditional teaching and learning in schools.</i> 	<p><i>Education Week ACSD news Other news Personal technology devices</i></p>

<p>Drive Vista, CA 92084 (760) 726-5766 Pool side parking</p>	<ul style="list-style-type: none"> • Small group discussion: Journal article summaries and connective application to leadership • Partner work: Final portfolio, standard 3 reflection 	
<p>Session 4 Feb. 13</p> <p>Location: San Elijo Elementary School 1615 Schoolhouse Way San Marcos, CA 92078-1079 (760) 290-2600</p>	<ul style="list-style-type: none"> • Guest speakers: Peter Versteeg, Corey Bess, and Molly Ravenscroft, recent Ed Admin graduates and school APs • Philosophical chairs debate topic: <i>College and career readiness should be a goal for all students.</i> • Small group discussion: Journal article summaries and connective application to leadership • Partner work: Final portfolio, standard 4 reflection 	<p><i>Education Week ACSD news Other news Personal technology devices</i></p>
<p>Session 5 Feb. 27</p> <p>Location: High Tech High 1420 West San Marcos Blvd., San Marcos CA 92078</p>	<ul style="list-style-type: none"> • Guest speaker: Isaac Jones, principal of HTH • Philosophical chairs debate topic: <i>Teacher quality will be improved with value-added measurements in the teacher evaluations.</i> • Small group discussion: Journal article summaries and connective application to leadership • Partner work: Final portfolio, standard 5 reflection 	<p><i>Education Week ACSD news Other news Personal technology devices</i></p>
<p>Session 6 Mar. 5</p> <p>Location: San Marcos Middle School 650 West Mission Road San Marcos, CA 92069-1599 (760) 290-2500</p>	<ul style="list-style-type: none"> • Class meets at: • Guest speaker: Melissa Hunt • Philosophical chairs debate topic: <i>As a school leader, living in the community where you teach is important.</i> • Small group discussion: Journal article summaries and connective application to leadership • Partner work: Final portfolio, standard 6 	<p><i>Education Week ACSD news Local papers Due: Personal Vision Statement</i></p>
<p>Session 7 Mar. 12 4:30-6:30 only</p> <p>Location: CSUSM,</p>	<ul style="list-style-type: none"> • Guest speaker: Candy Singh, Supt. of Fallbrook Union School District 	<p>Due: Leadership platform paper</p>

room UH 444		
Session 8 Mar. 19 no class	University Spring Break	
Session 9 Mar. 26 Location: CSUSM, room UH 444	<ul style="list-style-type: none"> Final student leadership platform presentations 	Due: Final presentation
Session 12 With Dr. Roach Apr. 16	Program Portfolio Due, including EDAD 626B Field Exp. report	Due: Program Portfolio