

California State University San Marcos
Administrative Services Credential Program
EDAD 602 School Communities in a Pluralistic Society (3 units)
Fall 2001

College of Education Mission Statement:

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 democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning and service. We value diversity, collaboration, professionalism, and shared governance.

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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.

The course will assist administrative candidates to:

1. Develop a comprehensive knowledge of socio-cultural variations effecting leadership, administrative and managerial practices in the public school.
2. Develop formal and informal approaches to effectively lead and manage school-community relations for the improvement of public education.
3. Understand and use a variety of decision-making methods, focusing on shared decision-making, always with the students in mind.
4. 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, with evaluation 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
- ◆ Means of identifying and working with community influence groups
- ◆ The role of the school, parents and other care-givers, and the community in the educational process
- ◆ Uses of technology relating to school communities

Teaching/ Learning Philosophy:

Effective learning uses all modalities. All of us will be learners. As such, we will be teachers, students and mentors. We will use a variety of approaches including reading, reflection, discussion, simulation, case study, community activities, and portfolio development. Each class member must be committed to active participation and to ensuring the engagement of all class members.

Required Reading:

- ◆ Case Studies for School Leaders, Implementing the ISLLC Standards, William L. Sharp, James K. Walter, Helen M. Sharp, \$34.95 plus tax.
- ◆ Successful Behavior Management, Bert Simmons, Simmons Associates, 1997.
- ◆ Both books are available in the bookstore. The books also will be available on reserve in the library, however students are encouraged to purchase their own copies for reference and future classes.
- ◆ Additional articles will be distributed throughout the course.

Also required:

- ◆ A notebook/binder (recommend 3-hole) to use as your portfolio for the class with sections for readings, reflection, class notes, assignments.

Reading and Class/ Activity Schedule:

Class 1 – August 27

Topics will include: philosophy of the program; philosophy of education; overview of the course.

- ✓ For the next class 9/10: Bring to class examples of information your school and district publish for parents and the public. We will review and discuss these publications - their audience, content, appearance and readability.

Class 2 – September 10

- ✓ A review of the 2-year Educational Administration Program.
- ✓ Sharing and discussion of district publications
- ✓ Handout of remaining course schedule and specific student assignments

Due Dates for Major Assignments: (specific guidelines will be presented in class)

- ✓ Lead case studies: throughout the course students will present case studies according to sign-ups
- ✓ Analysis of district communications methods - October 1
- ✓ Paper on *Successful Behavior Management* - October 15
- ✓ Community profile - October 22
- ✓ Report on Board meeting attended - November 5
- ✓ Book review - written & oral presentations according to sign up on November 12, 19 & 26
- ✓ Portfolio presentations - December 3 & 10

Attendance Policy:

The attendance policy of the College 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". If you miss three class sessions, your highest possible grade is a "C+". Should you have extenuating circumstances, contact the instructor as soon as possible.

If you miss a class, you must discuss a make-up assignment with the instructor and are expected to complete the make-up within one week of your absence.

Grading Policy: The following are expectations of every student:

- ✓ Active participation in class discussions/ activities.
- ✓ On time completion of all course requirements.
- ✓ 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.
- ✓ If you meet the above expectations at a level commensurate with graduate quality, you will receive a grade of "A."
- ✓ Late work is marked down one grade for each week it is late.

Clad Competencies are attached. The instructor will review the competencies to be addressed in the course.

Guidelines for EDAD 602 Assignments – Fall 2001
See class schedule for due dates

A. Case Study Presentations

1. Give a brief overview of the case (everyone should have read it)
2. Lead a discussion; use questions listed at end of case and your own
3. Remember this is not a lecture, but a discussion. Your job is to elicit responses and encourage an interaction re:
 - ◆ Issues raised in the case – go beyond the simple, surface issues
 - ◆ People affected – again, go beyond those readily obvious
 - ◆ Possible actions and the pros and cons of each
 - ◆ Action that seems most likely

Note: If you work in more than one district, you must choose one school in one district you serve to complete assignments B and D. These will be considered your school and your district.

B. Analysis of District Communications Methods

- ◆ You will analyze communications used by your school and your district.
 - ◆ Prepare a paper responding to the following, first for your school and second, for your district.
1. List the kinds of methods used by your **school** to communicate to:
 - ◆ Parents
 - ◆ Staff
 2. For your school select **one** you determine is **effectively** done for each:
 - ◆ Parents
 - ◆ Staff
 - ◆ You must state your reasons.
 3. For your school select **one** you believe is **not as effective** as it could be, again for each:
 - ◆ Parents
 - ◆ Staff
 - ◆ State the reasons.
 4. Repeat this process for your **district** communications.
 - You will share your analysis with the class, and turn in your paper.

C. Behavior Management Paper

- Maximum of two pages, double spaced, using 12 point font to analyze one or two of the ideas you learned from *Successful Behavior Management* that you believe would improve the effectiveness of your school. Focus on how the idea(s) you chose would lead to improved student achievement.

D. Community Profile

- ◆ You will prepare a description of the community where your school is located. There are two parts: one is the district and the city or community it serves, and two, your school's profile.
- ◆ Technology: Use whatever technology you can to gather the information for this assignment. At the end of each section, indicate your source of the information, i.e., district web site, Chamber of Commerce info from the Internet, etc.
- ◆ **Include** items from those listed below, and any other information you believe effect your school and its functioning.
- ◆ **Part One: District:** origin; total budget; population; number and types of schools; types of schedules; student demographics; partner districts; partnerships; staffing overview – administrative, certificated, classified – numbers and demographics; parental involvement and outreach efforts; level of community support.
 - ◆ **Community:** origin; population; demographics; major occupations; average income; governmental organizations and services; service organizations; health organizations; major business; issues of importance currently facing the community; level of community safety and pride.
- ◆ **Part Two: School:** origin; budget; population; size; student demographics; partnerships and outreach efforts; staffing allocation; parental involvement; specific specialized programs.
 - ◆ **Community:** population; demographics; occupations & businesses within your school area; issues currently facing your school and its immediate community

E. Report on Board Meeting

- ◆ You can attend any Board meeting in any district, however it could be helpful to attend a Board meeting in a district you serve unless you do so regularly. Then it could be helpful to attend a meeting in another district.
- ◆ Be sure to attend for a minimum of 2 hours to see several items handled. 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 speak
 - ◆ 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 questions do you have about the process, the people, the actions, etc.
- ◆ What actions are taken?
- ◆ Any other observations you notice – pro or con or just an observation
- Write up your observations using either narrative or bullet format.

F. Book Review and Oral Report

You will prepare a written book review to turn in to the instructor and give to each member of the class, and also give an oral report to the class.

Written Report: These are the guidelines used for reviewers of AASA (American Association of School Administrators) book reviews, supplemented with a note for this class.

1. AASA's purpose is to give readers guidance in spending their money and committing their time. AASA provides the book reviews as a consumer service.
{**Please note:** In addition to thinking about your book in this way, your purpose is also to glean key learnings you can share with the members of this class. What is in your book that could be helpful to administrators as they deal with various issues? That is, could they benefit by reading this book and for what purpose.}
2. Reviews should be written clearly (i.e., without jargon), concisely and cogently. Provide a critique of the book's merits, but please do not offer a chapter-by-chapter rundown of contents. If the book would or would not be particularly helpful in the hands of a superintendent, central office or site administrator, say so. And please do not use this hackneyed phrase: This book is a must-read.
3. Limit your review to no more than 2 pages double-spaced (that's 6-8 paragraphs). Use 12-point font.
4. Type your byline at the top of the review and identify your position.
5. Within the first or second paragraph, state the book's title and mention the author's name and his or her position, if you know it.
6. Devote the last paragraph (in parentheses) to ordering information. List, in this order, the following: title, author, publisher, publisher's address, year of publication, number of pages (and indicate "with index" if relevant), and cost

7. of the book in hardcover and/or softcover, if the latter information is available to you.
8. Bring copies (3-hole punched) for each class member and 2 copies for the professor. Be sure to include a copy in your portfolio.
9. The deadline for your review is the date of your oral presentation in class; you will sign up in class for this report.
10. A page of book reviews from AASA's The School Administrator is attached for reference.

Oral Report

1. You will have a maximum of 7 minutes to give your oral report on your book.
2. Do not read your report, rather give the class a brief overall picture of the book and some of the most important ideas you learned from the book.
3. Refer to #1 and #2 under the written report guidelines concerning the content.
4. Be sure to include your recommendation of who the book is (or is not) useful for and why.
5. You will provide a copy of your written review for each class member and two for the professor at the end of your oral report.

G. Portfolio Presentation : Two Major Course Learnings

- ◆ Your oral presentation is to be 5 - 7 minutes in which you will:
- ◆ Describe two of your key learnings for this semester and your next steps
- ◆ For each of the two learnings, describe:
 - ◆ What you learned.
 - ◆ How you learned it (could be multiple ways, i.e. discussion, reading, field work, etc.).
 - ◆ Why it is significant to you.
 - ◆ What you will do differently as a result.
- ◆ Describe two next steps; for your development, what do you need to continue your growth and how will you do it?
- ◆ Use clear, straightforward language with good presentation style. Demonstrate depth of thinking about what you have learned and your goals for growth.

REVISED TENTATIVE - 9/11/01
Class Schedule and Assignment due dates
EDAD 602 - Fall 2001

Class 1 - August 27 - Overview & Leadership Philosophy

Class 2 - September 10 - "Turning Loose" & Leadership discussion
Due - sharing school & district publications

Class 3 - September 17 - Public Relations
Public Relations Case Study #33, p.245 - Lisa V, Bill Chris, Allen
Rick Moore, CSUSM PIO
(Fieldwork individual conferences with Mr. Levy)

Class 4 - September - Board Meeting

Class 5 - October 1 -- Community Involvement
Community Involvement Case Study #29, p. 234 - Mary, Melissa, Chuck,
Jorge, Pam
Due - Analysis of district communication methods & discussion

Class 6 - October 8 - Conflict Resolution; Classroom & School Management
School/Community Relations Case Study #28, p. 232 - Katherine,
Stephanie, Carrie, Eli, Mike

Class 7 - October 15 - Conflict Resolution #15, p199 - Rachel, Doug, Rickey, Pat, Lisa G
Due - Paper on *Successful Behavior Management*

Class 8 - October 22 - Decision-making
Decision-making - "Abilene Paradox"
Decision-making Case Study #2, p. 168 - Jeff, Eileen, Kathy, Amy, Julie
Due - Community Profile & discussion

Class 9 - October 29 - Diversity - Case Study #48, p.283 - Barbara, Marie, Darci, Dave
(Fieldwork up-date w/ Mr. Levy as needed)

Class 10 - November 5 - Demographics/diversity
Demographics/diversity
Due - Report on Board Meeting

Class 11 - November 12 - Demographics/diversity
Due - Book Reviews - Mike, Pat, Chuck, Marie, Doug, Ricky, Lisa V, Eli,
Chris, Julie

Class 12 - November 19 - Leadership & Community Involvement

Behavior, respect, culture Case Studies: 2, 10, 24, 116, 130

Due - Book Reviews - Bill, Melissa, Darci, Stephanie, Allen, Pam, Jeff,
Dave, Rachel

Class 13 - November 26 - Leadership, Vision, Culture - your personal vision

Due - Book Reviews - Amy, Mary, Katherine, Eileen, Carrie, Lisa G,
Kathy, Barbara, Jorge

(All fieldwork due)

Class 14 - December 3 - **Portfolio Presentations** - Darci, Amy, Mary, Lisa V, Pat, Chuck,

Melissa, Kathy, Pam, Eli, Lisa G, Carrie, Doug, Allen, Ricky

Class 15 - December 10 - **Portfolio Presentations** - Bill, Chris, Jorge, Katherine,

Stephanie, Mike, Rachel, Jeff, Eileen, Julie, Barbara, Marie, Dave

Class Wrap up/final thoughts

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD)
COMPETENCIES.

TEST 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	TEST 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	TEST 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. *Foundations	A. Definitions of culture
B. Word formation (morphology)	B. *Organizational models: What works for whom?	B. *Perceptions of culture
C. Syntax	C. Instructional strategies	C. *Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for both English language development and content instruction	E. *Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. *What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B.*How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C.*How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. *Purpose	III. Cultural Contact
B. Psychological factors affecting first- and second-language development	B. *Methods	A. Concepts of cultural contact
C. *Socio-cultural factors affecting first- and second-language development	C. *State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. *Limitations of assessment	C. *The dynamics of prejudice
E. *Political factors affecting first- and second-language development	E. Technical concepts	D. *Strategies for conflict resolution