EDEX 638: Leadership for Education Specialists
CRN: 21308
W 5:30-8:15
UH 443
California State University San Marcos
College of Education

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Beth Mudd, MA
Distinguished Teacher in Residence   Office: 210 University Hall
Phone: 760-750-8517   Office Hours: by appointment
Email: bmudd@csusm.edu

Mission of the College of Education at Cal State San Marcos: 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 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)

Prerequisites: Any student may take this course with permission from the instructor.

Course Description: In this course, participants develop and demonstrate an understanding of organizational systems and systems change agentry through an examination of current theory, research, and practice in general and special education school reform. They explore models of and develop skills in leadership and management; advanced interpersonal communication; collaborative teaming and consultation; creative problem solving and conflict resolution; supervision, coaching, and training of others; resource procurement and provision; interagency coordination, and change agentry. Participants apply skills to address curricular, instructional, assessment, and systems change challenges in school and community settings.

WebCT: This course is supplemented by and online site, which may be accessed at **http://courses.csusm.edu**

You will be required to attend certain classes and complete certain assignments online. Locate and click on your course section of EDMX 638 in WebCT. You will need a username and password to access the online components, which will be the equivalent of approximately 50% of the course. To avoid penalty for late assignments, communicate immediately with me via regular email (bmudd@csusm.edu) if you have any difficulty accessing the site at anytime during the course.

Content Goals and Performance Objectives:
Goal 1: develop and demonstrate an understanding of organizational systems and systems change
     agentry through an examination of current and emerging theory, research, and practice in
     general and special education school reform.
Goal 2: Explore models of and develop skills in leadership and management.
Goal 3: Explore models of and develop skills in resource procurement and provision and interagency
     coordination and collaboration.
Goal 4: Explore models of and develop skills in advanced interpersonal communication and
     collaborative teaming and consultation.
Goal 5: Explore models of and develop skills in creative problem solving and conflict resolution.

Goal 6: Explore models of and develop skills in supervision, coaching, and training of others.

Infused Competencies

Authorization to Teach English Learners: The Cal State San Marcos credential programs have 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 met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (approved by CCTC in SB 2042 Program Standards, August 2002)

Special Education Inclusion: Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology: This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice as well as to research the topics discussed in this course. Students are encouraged to keep a digital copy of all assignments for use in a teaching portfolio. Details will be given in class.

Accommodations and Policies
Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (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 their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

College of Education Attendance Policy
Due to the interactive nature of courses in the COE, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course. If a student misses two class sessions or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C". **Notification of absences does not allow students to assume they are automatically excused from class or making up missed class.**

WebCT Online Course Attendance and Participation: Please note that this course includes class sessions online in WebCT. Students are also required to participate in online discussions and in online class activities. Credit for these requirements is embedded I the attendance and participation points, and in the assignment points for this course.

Course Requirements: Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if

assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

Required Texts:
- o Cummings, C. (1985). *Peering in on peers*. Snohomish, WA: Snohomish Publishing Co. (CU)
- o Villa, R., & Thousand, J. (2000). *Restructuring for Caring and Effective Education*. Baltimore: Paul H. Brookes. (TVN)

Assignments and Points:

	Maximum Points
A. Live Class Attendance and Participation (4 points per class x 9classes)	**36**
B. School-Based Leadership Applications	**38**
C. Live Reading Reactions	**06**
D. WebCT Reactions and Discussion Facilitation	**20**
TOTAL MAXIMUM POINTS:	**100**

A 94-100   A- 90-93   B+ 89-91
B   86-88   B- 84-86   C+ 81-83
NOTE: The minimum acceptable grade for a course in the professional education sequence is C+, and a B average must be maintained

Name_____ Phone number _____

Email address_____
Face to Face attendance is worth 4 points each day. Two points for attendance (One for arriving on time, and one for staying until end of class) and Two points for participating (in whole class and small group activities and discussions).

1/18   _____/4   WebCT   Reading Reaction #1_____/5
                         Face to Face   Reading Reaction #2_____/3
1/25   _____/4   WebCT   Reading Reaction #3_____/5
                         Face to Face   Reading Reaction #4_____/3
2/8   _____/4   WebCT   Reading Reaction #5_____/5
                         WebCT   Reading Reaction #6_____/5   (26 points total)

2/15   _____/4

2/22   _____/4

3/8   _____/4

3/29   CSUSM Spring Break-no class this week

4/5   _____/4

4/19   _____/4

5/3   _____/4   (36 points total)

School Based Leadership Applications

System Change for Caring and Effective Inclusive Education:
Resource Fair _____/5
Restructuring Jigsaw (in class) _____/5 (10 points total)

Inservice Module Assignments: **Peer Coaching Assignments:**
Meeting #1 Evidence   _____/2   Reinforcement Conference   _____/5
Inservice Goals Outline _____/2   Alternative/Growth Conference _____/5 (10 points total)
Meeting #2 Evidence   _____/2
Inservice Draft   _____/2

Final Inservice Module   _____/5
Public Unveiling with
Handouts for Classmates   _____/5 (18 points total)

Total   ____ / 100   =   _____ **Grade**

Class	Date	FF or OL topic	Reading	Assignments Due
1 Face to Face	1/18	Syllabus Review Collaborative Teaming Schedule WebCT Teams and Facilitation		
2 F to F	1/25	Inservice Module: Topics, Teams, Timelines Peer Coaching Part 1	CU pp. 1-3 CU Chs 1, 2, 3	
3 On Line	2/1	Inservice Module Meeting #1 (Develop Topic Outline, Begin Inservice Draft) WebCT Teams	V&T Ch. 10 And 389-393	WebCT Reading Reaction #1
4 F to F	2/8	Peer Coaching Part 2	CU Chs 7, 8, 9	
5 F to F	2/15	CPS & Process Communication Guest Speaker		
6 F to F	2/22	Peer Coaching Part 3	V&T Ch. 11	Face to Face Reading Reaction #2 Reinforcement Conference
7 On Line	3/1	Inservice Module Meeting #2 (Develop Inservice Draft) WebCT Teams Also, Deliver Alter/Growth Conference	V&T 173-182 V&T 200-204 CU Ch 6	WebCT Reading Reaction #3
8 F to F	3/8	What's Ethics Got to Do with It? Resource Fair Introduced	V&T Ch. 24	Face to Face Reading Reaction #4 Inservice Goals Outline
9 On Line	3/15	Optional Extra Inservice Module Meeting (Finalize Inservice Draft) WebCT Teams Also, Prepare for Class #12, Resource Fair	V&T Ch. 13 & "Maddie's Story"	WebCT Reading Reaction #5
10 On Line	3/22	WebCT Teams Also, Prepare for Class #12, Resource Fair	V&T Ch. 12	WebCT Reading Reaction #6
	3/29	**No Class**		**CSUSM Spring Break**
11 On Line	4/5	Complete Inservice Module & Unveiling Presentation		
12 F to F	4/12	Resource Fair Conference Debrief Class #13 Jigsaw Assigned		Alternative/Growth Conference Resource Fair Draft Inservice
13 F to F	4/19	Restructuring Jigsaw (done in class, 4 points) Guest Speaker-Action for Change Advice	V&T Ch. 5 & 14 And: 15, 16, or 17	Restructuring Jigsaw
14 On Line	4/26	Complete Inservice Module & Unveiling Presentation		
15 F to F	5/3	Inservice Unveiling Course Evaluation and Celebration		Final Inservice Module

School Based Leadership Applications:

Resource Fair (5 points)
Identify a research-based or promising curricular, instructional, assessment, technical, or material resource you use, have learned about, or observed that could be used to meet individual student needs or be incorporated into staff development. Prepare a 1- to 2-page handout and post on discussion board under "Resource Fair. Also be prepared to do a demonstration of the resource at a Resource Fair to be conducted in class. Each presentation will be 3-5 minutes long. The handout must include but is not limited to information regarding the purposes and uses of the materials or practice, the publisher, and any available ordering and pricing information.

Restructuring Jigsaw: Teaching a Systems Change Example to Classmates (5 points)
In this entry you will describe in writing and teach other classmates how the five elements of the Ambrose Complex Change model (described in Chapter 5) are illustrated in two case studies of systems change. To accomplish this assignment, first read Chapter 5 of the Villa and Thousand text. Then read Chapter 14. Prepare a 1-page summary of the elements of complex change (i.e., vision, skills, resources, incentives, action planning) that impressed you from Chapter 14 and submit in class to your instructor **(2 points)**.
For the second part of this assignment, please read the systems change chapter – Chapter 15, 16, or 17 – that you selected in a previous class. Prepare to teach classmates about your selected chapter by preparing a visual organizer/poster and four copies of a 1-page handout for instructing classmates on your selected "jigsaw-ed" chapter (Chapter 15, 16, or 17). The visual and handout **(3 points)** should illustrate to classmates the ways in which your case study addressed the elements of complex change (i.e., vision, skills, resources, incentives, action planning). Submit one of the 1-page handouts to your instructor.

Reinforcement Conference (5 points)
Using the Carol Cummings "Peer Coaching" model of supervision and coaching, observe, design, deliver, and critique your delivery of a "reinforcement conference" with another professional, a paraprofessional, or other support provider.
Please include the following information: Observation and Labels, Lesson Plan (pages 86-88), Check List (page 91), Feedback (page 92), and Reflection.

Alternate or Growth Conference (5 points)
Using the Carol Cummings "Peer Coaching" model of supervision and coaching, observe, design, deliver, and critique your delivery of an "alternative conference" or a "growth conference" with another professional, a paraprofessional, or other support provider. This should be your second observation (first observation is the reinforcement conference).
Please include: Observation and Labels, Lesson Plan (pages 86-88), Check list (page 91), Feedback (page 92), and Reflection.

Inservice Module
A great many of the Level II standards (Standards M/M 20.6, M/S 18.3, M/S 19.4, M/S 19.6, M/S 19.7) have to do with developing and delivering inservice training to others, including teachers, administrators, paraprofessionals, parents, community members, school board members, and related service personnel (e.g., speech and language, OT, PT).

For this school-based leadership entry, you will form a team of two to five people who have a similar inservice training interest. This team will identify an inservice need for a particular audience or a variety of audiences. Given this need, the team will meet face-to-face outside of class to develop a 1- to 2-hour inservice training module appropriate for the targeted audience(s). The module may be structured as a single 60 to 120-minutes training session, two 30 to 60-minute sessions, or three 20 to 40-minutes sessions, based upon the time frames you have available to deliver the instruction or the nature of the instruction (e.g., practice is required between sessions).

*Please note that your inservice module development team is NOT the same as your WebCT reading reaction team, although you may choose to work with one or more of you WebCT teammates if you share a common inservice need.

Inservice teams must meet have a **minimum of two face-to-face meetings** outside of class. Each face-to-face meeting must be documented in order to evidence participants' demonstration of Level II collaborative teaming standards. (Standards M/S 18.1, M/S 18.4, M/S 18.6). Documentation requirements are described below. Your inservice team may earn one EXTRA CREDIT point for each additional, similarly documented face-to-face meeting held beyond the two required meetings.

The specific requirements of and steps for developing your inservice module are as follows:

Team Meeting #1 and Module Goals and Topic (4 points)
PART 1 - Evidence of Face-to-Face Meeting #1 (2 points)
Team meeting documentation must be provided. This includes:
   a) Use of the agenda format recommended on page 284 of the Villa and Thousand text
   b) Evidence of use at least one of the processing procedures listed in Table 1 on pages 281 and 282, and
   c) Completion of the "forming" and "functioning" sections of the checklist on pages 273 and 274.
"Homefun" or division of labor on the part of team members in preparation for the actual module construction must be identified at the end of the meeting minutes. Online or e-mail planning among team members can and should occur subsequent to this meeting, but this first organizing meeting must be face to face.

PART 2 – Goals and Topic Outline (2 points)
A word processed description of the outcomes of the first meeting that identifies:
   a) the need for the module
   b) the module's audience(s),
   c) at least two specific and observable and measurable objectives,
   d) a projected outline of the module's content and sequence, and
   e) any expected resources needed to develop the module.

Team Meeting #2 and Draft Module for Instructor Review (4 points)
PART 1 - Evidence of Face-to-Face Meeting #2 (2 point)
Team meeting documentation must be provided. This includes:
   a) use of the agenda format recommended on page 284 of the Villa and Thousand text,
   b) evidence of use at least one of the processing procedures listed in Table 1 on pages 281 and 282, and

c) completion of the "formulating" and "fermenting" skills on page 274-275.
"Homefun" or division of labor on the part of team members in preparation for the actual module construction must be identified in the meeting minutes. Note that additional face-to-face meetings likely will be needed to develop the draft module for instructor review (see Part 2 in the next paragraph). The team earns 1 extra credit point for each documented (i.e., agenda and outcomes recorded and submitted to instructor) meeting subsequent to meeting #2.

PART 2 – Draft Module for Instructor Review (2 points)
The outcome of the second meeting is a nearly final draft of the training module for the instructor's review. The module must be patterned after the module template and module examples presented in WebCT. The module must include a **Participant Evaluation** of the module. An evaluation may take the form of a pre/post-test on the module content, an assessment of what the participants learned and will use, and so forth. A component of the assessment also must be devoted to the quality of the delivery of the instruction (e.g., exemplary features of instruction, how instruction/materials could be improved).

Final Module Preparation and Public Unveiling (10 points)
PART 1 – Final Draft of Inservice Module (5 points) Based upon instructor feedback, the team submits a revised final module that has addressed the instructor feedback. A complete hard-copy set of materials is delivered to the instructor and an electronic copy of the module is posted on WebCT for classmates and the instructor to download.

PART 2 – Public Unveiling of Module with Handout for Classmates (5 points) - The team prepares an 8 to 10-minute public unveiling of the module. This unveiling is a group presentation of highlights of the module's audience, objectives, evaluation procedures, and activities, including a **mini-demonstration** of an actual component of the training and a 1-page handout summary of the module. All team members must have a role in the presentation.

Face to Face Reading Reaction Prompts (6 points)
Each participant will prepare two "face to face" written reading reactions to be shared with classmates in the class sessions designated in the class schedule. The prompts for each reaction are as follows. Note that each prompt identifies the Level II standards addressed by the reading reaction.

Face to Face Class Reading Reaction #2: V&T Chapter 11 (3 points)
(Standards M/M 20.3; M/S 19.5)
Create a mind map, a graphic organizer, an outline, or some representation that will assist you in remembering the steps of Creative Problem Solving (CPS). Describe aspects of CPS that you already use in your creative solution finding. Describe aspects that you feel you need to further develop

Face to Face Reading Reaction #4: V&T Chapter 24 (3 points)
(Standards M/M/S 15.1, M/M/S 15.2, M/M/S 15.4, M/M/S 15.5; M/S 19.1, M/S 19.2)
Aaron synthesizes many of the concepts we tried to emphasize in this book by telling stories from his life and the life of his son. He speaks of cultural change, caring, obstacles, and courage. Much of what he really is speaking about is professional ethics and leadership. What from his

message "spoke to you" about leadership and professional ethics in education? What story from your own history as a student or teacher could you tell and then use to teach others about ethics and leadership (as well as change, caring, obstacles, and courage)?

WebCT Base Team Discussion Participation and Facilitation (20 points total)
Four reading reactions (reactions #s 1,3,5,6) are posted online in **four** separate **WebCT** discussion rooms. At the beginning of this course you will join a team of four members that will stay together throughout the semester and engaged in four discussion room conversations. Each member is requited to facilitate one discussion and participate in three discussions.
Each team member will serve as a WebCT discussion facilitator at least once. Team members will agree on who facilitates which room in the first two weeks of the semester. If a team ends up having only three members, one member will need to facilitate a second time. Your team must come to consensus as to who will facilitate the 4th discussion, since this person earns 3 EXTRA CREDIT points for facilitating a second time. Each discussion room needs a facilitator; to not have a facilitator for a discussion is not an option.

There are multiple rationale for discussion room participation and facilitation.
- Each reading has been selected because it facilitates the participant's growth in one of more of the Level II standards (see standards associated with each reading reaction assignment). Participation is an authentic and interactive way to provide evidence of completion and understanding of the required readings and deepened understanding and application of the reading through cooperative group dialogue.
- Participation and facilitation enables you to demonstrate performance competence for six of the Level II standards – M/M 20.1, M/M 20.2, M/M 20.3; M/S 18.1, M/S 18.4, M/S 18.6.
- You increasingly will be expected to participate in professional development that requires this form of interaction. You need to develop a level of comfort and skill to easily and effectively participate in this type of instructional delivery. These five discussions give you the opportunity to develop this comfort and skill.
- In your job in the future, you likely will be expected to provide professional development to others and lead meaningful professional discussions. By serving in the role of discussion facilitator you have the opportunity to develop this important "teacher of other professionals" skill.
- You increasingly will be using web-based instructional approaches with your own students. Becoming facile in using web-based methods for communicating and teaching is the first step in you taking the lead to construct or at least facilitate this type of communication and discussion forum for your students.
- Rather than driving to Cal State San Marcos to participate in important discussions to bring learning to life, you can engage in the same discussions without having to travel. You are ensured rapt attention of your small group teammates in your streamed discussions and accountability for quality participation, as performance criteria are clearly identified and articulated.

Performance Criteria and Steps (4 points per discussion room)

Step One: The facilitator "convenes" the reflection room and sets up a schedule of deadlines for each step. An example schedule is listed below. If necessary, the facilitator prompts teammates who do not post by the designated time in order ensure timely delivery of and responding to reflections. (Note: This demonstrates important conflict resolution and creative problem solving skills – M/M 20.3, M/S 18.1 & M/S 18.4)

Step Two: Read assigned chapters and prompt. Facilitator and participants respond to initial prompt.

Step Three: Facilitator and participants comment upon one another's posting.

Step Four: The facilitator formulates and posts a "follow-up discussion prompt" in order to stimulate construction exchanges of ideas. As with the reflections themselves, the questions or prompts should activate higher level reasoning skills (i.e., application to real life situations, analysis of concepts or issues, synthesis of divergent perspectives, and evaluation that includes a justification for assessments and judgments).

Step Five: Participants respond to "follow up" prompt.

Step Six: After at least one contribution from each participant, the facilitator will post a "group processing" prompt about how well the group did in terms of the team's interpersonal communication during the discussion.

Step Seven: Participants respond to group processing prompt.

Step Eight: The final and culminating responsibility of the facilitator is to compose a summary of the discussion room from start to finish. This summary of approximately 2 pages in length must include:

a) a quote of at least one point from each member's initial reflection (including the facilitator's reflection) and a comment on why you selected it to highlight in the summary,

b) the follow-up discussion prompt with at least two key discussion points.

c) the group processing prompt and a summary of the participants' processing, and

d) a personal reflection on the experience of performing the facilitator role (i.e., learnings, challenges, ways in which to improve in the future, what to teach others about how to be an effective facilitator).

e) If any team member fails to participate in any of the components of the room's discussion in the timeframe agreed upon by members, this summary is where the facilitator reports to the instructor what the facilitator and team did to encourage and support that team member's work completion and participation. If no such report is included in the summary, it is assumed that all team members participated fully, in a timely fashion, and with a high level of quality.

Wednesday	Facilitator "convenes" the reflection room and sets up a schedule of deadlines. Facilitator and participants read assigned chapters and prompt.
Thursday	Facilitator and participants respond to initial prompt.
Friday	Facilitator and participants comment upon one another's posting.
Saturday	The facilitator formulates and posts a "follow-up discussion prompt".
Sunday	Participants respond to "follow up" prompt.
Monday	Facilitator will post a "group processing" prompt.
Tuesday	Participants respond to group processing prompt.
Wednesday	Facilitators final summary to instructor.

WebCT Reading Reaction Prompts

WebCT Reading Reaction #1: V&T Ch. 10 and pp. 389- 393
(Standards M/M 20.1, M/M 20.2, M/M 20.3; M/S 18.2)
WebCT Base Team Discussion #1 Facilitator: _____
After reading Chapter 10 and Lisa Houghtelin's story, identify a baker's dozen (13) new or expanded learnings regarding effective team functioning and why they are important for you to remember in your collaborative efforts. Note that many of you have read Chapter 10 before as part of the EDMX 631 Law and Legal Procedures course in the Level I credential program. Having been teaching in the field for a while, you should have quite an expanded perspective to share in your first WebCT team posting. Please post your learnings in the first of the WebCT discussion rooms.

WebCT Reading Reaction #3: V&T pp. 173–182 & amp; 200–204; CU Ch. 6
(Standards M/M/S 13.2 - 13.4, M/M/S 15.3; M/M 19.2, M/M 19.4)
WebCT Base Team Discussion #3 Facilitator: _____
If you were to write your own chapter or rewrite these chapters all over, what of the content would you emphasize the most? What strategies or approaches would you add that could give teachers even more tools to use when differentiating and customizing instruction and assessment for students? Please post these ideas in the second of your WebCT team discussion rooms.

Web CT Reading Reaction #5: V&T Chapter 13 and & amp; quot;Maddie's Story"
(Standards M/M 20.6; M/S 18.6, M/S 19.5)
WebCT Base Team Discussion #5 Facilitator: _____
In Chapter, 13 related services personnel describe how their roles change when they share the framework described in Table 2. They also establish three criteria (i.e., 1) educationally relevant, 2) necessary, 3) only as special as necessary) for making decisions about related services provision, The journal article, "Maddie's Story" illustrates how related services can be delivered in the fashion described in Chapter 13. For this reading reaction please comment on ways in which you can help related services personnel:
a) think about and apply the three criteria for making decisions about related services provision when crafting supports and services for students, and
b) restructure their roles in ways described in Chapter 13 and illustrated by the Maddie example. Please post these ideas in the third of your WebCT team discussion rooms.

WebCT Reading Reaction #6: V&T Chapter 12
(Standard M/M 20.6, M/M 20.8, M/S 18.6, M/S 19.5)
WebCT Base Team Discussion #6 Facilitator: _____
Jeanne and Patricia paint vivid pictures of ways in which people can collaborate to educate all children in shared classrooms and curricula. Of these collaborative approaches and their variation, which is/are the most appealing for you to try out with a colleague? (Try to pick at least one that you have not already implemented.) Why did you select each approach? What is a likely obstacle you will need to overcome to implement this approach? What would be your plan to overcome this obstacle? Please post these ideas in the fourth of your WebCT team discussion rooms.