

California State University San Marcos
Administrative Services Credential Program
EDAD 602 School Communities in a Pluralistic Society (3 units)
Spring 2002 - Coastal Cohort
4:30 - 7:15 p.m. Solana Beach District Office

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:

- ◆ School Leadership & Administration, Petra E. Snowden & Richard A. Gorton, McGraw-Hill.
- ◆ Successful Behavior Management, Bert Simmons, Simmons Associates, 1997. Books are available in the bookstore, and will be available on reserve in the library. Students are encouraged to purchase their own copies for reference and future classes.
- ◆ 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 – February 5

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

- ✓ For the next class 2/12: 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 – February 12

- ✓ 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 - February 26
- ✓ Community profile - March 26
- ✓ Paper on *Successful Behavior Management* - April 9
- ✓ Report on Board meeting attended - April 16
- ✓ Book review - written & oral presentations according to sign up on April 23, 30, or May 7
- ✓ Portfolio presentations - May 14 & 21

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.

TENTATIVE - 2/5/02
Class Schedule and Assignment due dates
EDAD 602 - Spring 2002 - Coastal Cohort

Class 1 - February 5 - Overview & Leadership Philosophy

Class 2 - February 12 - "Turning Loose" & Leadership discussion
Introduction to Professional Field Work (Mr. Levy)
Due - sharing school & district publications

Class 3 - February 19 - Media Relations & School/Community Relations
Rick Moore, CSUSM PIO
Public Relations Case Study #33, p.245
Community Involvement Case Study #29, p. 234
School/Community Relations Case Study #28, p. 232

Class 4 - February 26 - Community Involvement
Class held at Joe Rindone Technology Center, SDCOE
Due - Community, District, School Communications Analysis

Class 5 - March 5 - EDAD 630 double class, no 602

Class 6 - March 12 - **No Class (630 or 602) - Board Meeting Attendance**

Class 7 - March 19 - **Technology night - all 630, no 602**

Class 8 - March 26 - double class, **all EDAD 602**
Conflict Resolution & Decision-making
Decision-making - "Abilene Paradox"
Decision-making Case Study #2, p. 168
Conflict Resolution #15, p. 199
Due - Community Profile & discussion

April 2 - **No Class - Spring Break**

Class 9 - April 9 - Diversity - Case Study #48, p.283
Due - *Successful Behavior Management* paper

Class 10 - April 16 - Demographics/diversity
Demographics/diversity
Due - Report on Board Meeting

Class 11 - April 23 - Demographics/diversity
Due - Book Reviews

Class 12 - April 30 - Leadership & Community Involvement
Behavior, respect, culture
Due - Book Reviews

Class 13 - May 7 - Leadership, Vision, Culture - your personal vision
Due - Book Reviews

Class 14 - May 14 - **Portfolio Presentations**

Class 15 - May 21 - **Portfolio Presentations**
Class Wrap up/final thoughts
Guidelines for EDAD 602 Assignments - Spring 2002
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 Written Communications Methods

- ◆ You will analyze written communications used by your school and your district.
 - ◆ Prepare a paper responding to the following, first for your school and second, for your district. (There are 4 sections with 3 parts to each in this assignment.)
1. List the kinds of methods used by your school to communicate to parents:
 - ◆ Choose **one** you determine is **effective** and tell why
 - ◆ Choose **one** you determine is **not as effective** as it could be and tell why
 2. List the kinds of methods used by your school to communicate to staff:
 - ◆ Choose **one** you determine is **effective** and tell why
 - ◆ Choose **one** you determine is **not as effective** as it could be and tell why
 3. Repeat #1 based on your **district's** communications with **parents**.
 4. Repeat #2 based on your **district's** communications with staff.
 - *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, your district, and your school.
- ◆ There are three parts: one is the city/cities or community/communities your district serves; two, your district; and, three your school.
- ◆ Sources: We will meet at the Rindone Center to learn about finding information from a variety of sources using technology. In addition, you will gather information at your school and district. **Include** at the end of your report, the sources you used, i.e., district web site, Chamber of Commerce, district documents, etc.
 - **Include** items from those listed below, and any other information you believe could have an impact on your understanding of each segment.
 - **Part One: The 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: The District:** origin; total budget; population; number and types of schools; types of schedules; student demographics; partner districts; partnerships; staffing overview – administrative, certificated, classified – including numbers and demographics; parental involvement and outreach efforts; level of community support.
 - **Part Three: Your School:** origin; budget; population; size; student demographics; partnerships and outreach efforts; staffing allocation and staff demographics for administrative, classified and certificated; parental involvement; specific specialized programs. Include any “community” characteristics that are unique for your particular school that may be different from the district profile at large.

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 I recommend you attend a meeting in another district for comparison.
- ◆ Attend for a minimum of 2 hours so you can see several 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 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 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.

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 (#1 – 6, supplemented with a note) and # 7 – 9 for this course.

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

Oral Report

1. You will have a minimum of 5 and 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.

Portfolio Presentation Feedback Sheet
EDAD 602

Content:

Learning #1 - What did I learn?

Did the presenter state:

1. Yes No How did I learn it?
2. Yes No Why is it significant?
3. Yes No What will I do differently as a result?

Learning #2 - What did I learn?

Did the presenter state:

1. Yes No How did I learn it?
2. Yes No Why is it significant?
3. Yes No What will I do differently as a result?

Presentation:

1. Met the time requirement - min. 5 - max. 7 minutes Yes No
2. Voice level Too soft Appropriate Too loud
3. Contact with the audience (i.e., eye contact) Yes No
4. Grammar (i.e., correct usage) Yes No
5. Succinct & Clear: Yes No

Feedback from peers:

1. I really liked
2. A suggestion for growth is