

Course & Section Nos.	EDAD 612-01
Course Title	Development of Professional Leadership Perspectives
Class Roster No.	40946
Course Day(s)	Mondays
Time	4:30-9pm
Course Location	San Marcos Elementary rm 114
Semester / Year	Fall 2016
Instructor	Van Vooren, C.
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Office Hours	TBA

WELCOME

This is an exciting first semester class to get a glimpse into the systems present in an organization...and particularly your school site!

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Development of a professional leadership perspective through learning activities that promotes leadership and interpersonal skills at both the macro and micro-organizational levels. Provides opportunities to apply skills of reasoned and objective inquiry to analyze complex problems and propose effective solutions considering the political, environmental, organizational, and behavioral contexts and implications. Builds leadership perspective to support the vision and mission of the school and district.

Course Prerequisites

Admission to the program.

Course Objectives

The course objectives have been aligned with the CCTC standards for a California Preliminary Administrative Services Credential. This course is designed to help teachers seek skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Candidates will be required to formally match alignment with the following California Administrators Performance Expectations (CAPE) Leadership Standards in this course:

This course will provide opportunities for participants to develop their leadership knowledge, skills, and depositions following the (CAPEs):

3. Leading by Example to Promote Implementation of the Vision
10. Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement
16. Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

1. Chance, P. (2009). *Introduction to educational leadership and organizational behavior: Theory into practice*. Larchmont, NY: Eye on Education.
2. November, A. (2012). *Who owns the learning? Preparing students for success in the digital age*. Bloomington, IN: Solution Tree Press.

Optional Text

3. American Psychological Association. (2010). *Publication Manual, 6th edition*. Washington DC: American Psychological Association.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Organize, manage, and lead the structural and functional relationships in elementary and secondary schools.
- Implement appropriate and effective leadership and managerial practices in schools.
- Implement effective shared decision-making and governance models.

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. There are two additional dispositions for school leaders: visionary and ready to lead. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples. At a minimum, candidates are expected to meet the level of *initial target* during the program.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

The Master of Arts in Education Program assesses four (4) Program Student Learning Outcomes (PSLO).

PSLO 1: Professional Dispositions (EDAD 610, EDAD 618A, & EDAD 620)

PSLO 2: Leadership Skills (Professional Portfolio)

PSLO 3: Analyze Research (EDUC 622)

PSLO 4: Integrate Research (EDUC 698)

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)	Due Date
Session 1 Oct. 31	Motivation	<ul style="list-style-type: none"> *Read Chance, Chapter 7 *Read November, intro and Chapter 1 *Understand the purpose and implementation of a KWL chart *Complete a KWL chart for each of the two readings *Participate in a class discussion from the KWL chart *Watch the mini lecture on “How to Run a Good Meeting” *Review the folder on the Case Study assignment and understand the components of the assignment 	Please have readings and KWL chart completed for this class.
Session 2 Nov. 7	Organizational change	<ul style="list-style-type: none"> *Read Chance, Chapter 10 *Complete a KWL chart for the reading *Participate in a discussion developed from your KWL chart *Watch a power point on Organizational Change *Submit your literature review on the Case Study assignment: How to Run a Good Meeting by topic title. * Review the posted CC blogs with your similar topic to prepare to write your case study with at least three referenced citations from yours and other’s literature reviews. 	Please have readings and KWL chart completed for this class. Submit the annotated bibliography in Cougar Course Assignment.
Session 3 Nov. 14	Change Day 2	<ul style="list-style-type: none"> *Read November, Chapters 2, 3, and 4 *Complete a KWL chart for the reading *Participate in a CC blog developed from your KWL chart *Watch a power point on Organizational Change *Submit comments and questions on a forum in response to the power point. *Write and submit in CC Assignments a case study with citations on “How to Run a Good meeting”. 	Please have readings and KWL chart completed for this class. Submit case study on “How to Run a Good Meeting” in CC Assignment.

Date	Topic	Assignment (if any)	Due Date
Session 4 Nov. 21 (Thanksgiving)	Communication	Read Chance, Chapter 8 Read November, Chapters 5, 6 *Complete a KWL chart for each of the two readings *Watch a mini lecture on Communication * Write a clear and concise communication piece that a leader would deliver on an urgent topic currently at your site. Post in the CC Forum. Read others and respond to two.	Please have readings and KWL chart completed for this class. Submit your current communication message paper to CC Assignments.
Session 5 Nov. 28	Decision Making	Read Chance Chapter 9 Read other links posted in CC *Watch a mini lecture on Decision Making *Write a literature review with cited references on "Current Issues in Student Behavior"	Please have readings and KWL chart completed for this class. Submit your annotated bibliography on "Current Issues in Student Behavior" to CC Assignments.
Session 6 Dec. 5	Leading with Innovation and Design	Read links posted in CC *Participate in a CC discussion developed from your KWL chart. *Watch a mini lecture on Innovation and Design *Write a Case Study with citations on "Current Issues in Student Behavior"	This work will take place asynchronously from 10/13-10/21 Post your Case Study on "Current Issues in Student Behavior" in CC Assignments.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

The assignments include reading each week from the Chance textbook with KWL notes to discuss in class; self-paced reading with a book selection from those provided that includes a presentation of key learnings to the class; two written case studies from your site on components of a successfully run meeting and a discipline situation; participation in and out of class including engagement in an annotated bibliography forum, small group discussions on the KWL notes, and active participation in the book club team and presentation.

The following factors will be considered in determining a final grade:

Assignment	Due date	Grade percentage (100%)
1. Participation and engagement: Students are expected to engage in class discussion and assignments on knowledge of texts and assigned readings. This includes the KWL chart, interaction on blogs, participation in assignment postings in Forum, and asking and responding to questions.	On-going	20
2. Case Study: How to successfully run a meeting Annotated Bibliography Write 2-3 annotations of best practices in organizational leadership on how to lead an effective meeting or committee. Each annotation should be between 50 and 100 words. Use APA format for references Post on Moodle for class collaboration.	Nov. 7	15
3. Case Study: How to successfully run a meeting Observation and recommendations Observe an active committee at your school site or district. Write a page describing the organization and behavioral practices of participants in the meeting. In the next page, compare data about your committee with "best practices" researched from your annotated bibliography or other annotated bibliographies posted on Cougar Courses. In the concluding paragraph, write suggestions to improve or give commendations to the best practices in the organizational effectiveness of the committee you observed	Nov.14	20
4. Communication message. Imagine you are the leader, and write a concise message that you would read in a staff meeting, to a class, or over the intercom to a community at your site over a recent issue that needs clarification, support, or praise.	Nov. 21	10
5. Organizational Structure: Student Discipline Annotated Bibliography Write 2-3 annotations of best practices in creating positive discipline on a school campus. Each annotation should be between 50 and 100 words. Use APA format for references Post on Moodle for class collaboration.	Nov. 28	15
6. Organizational Structure: Student Discipline Observations and recommendations Write a page or two describing student discipline policy at your school selecting one topic from a) office referrals by teachers, b) tardies and trancies, c) bullying, or d) clear and progressive consequences. In the concluding paragraph, using the concept of positive discipline from the annotated bibliographies, make recommendations or give commendations for the best practices in school discipline at your site.	Dec. 5	20

Grading Standards

Candidates will be graded on class participation and engagement (15 points), two components of a case study on successfully running a meeting (annotated bibliography (15 points) and observations and recommendations (15 points), two components of a case study on a student discipline scenario (annotated bibliography (15 points) and observations and recommendations (15 points), and a written communication on an urgent site issue (10 points). The total possible grade points are 100.

The grading scale is:

Scale:

93-100% = A

90-92% = A-

87-89% = B+

83-87% = B

80-82% = B-

Below 80% = C or below

All assignments are posted by candidates and are graded by faculty in Cougar Courses. The candidate scores and progress in the course are readily available through the gradebook in Cougar Courses.

Assignments are given based on expectations of “mastery” of the content and academic format for the assignments. Based on the instructor’s early grading feedback, students may make improvements on assignments and may resubmit an assignment for additional grade consideration before the deadline date.

Final Exam Statement

There will be no final exam.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

Policy on Late/Missed Work

Late assignments will lose one point off the graded paper score for each day they are submitted late.

GENERAL CONSIDERATIONS

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

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 Disabled 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 their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Candidates are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For this two unit class, that equals 30 hours of class time and 60 hours of work outside of the class for the 6 weeks of the session. This is 15 hours a week between class and homework.

All University Writing Requirement

The All-University Writing Requirement of 1700 words for a 2-unit course, is satisfied through the two case study written assignments.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.