California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

Course & Section Nos.	**EDAD 610 - 01**
Course Title	**Leading School Communities in a Pluralistic Society – 3 units**
Class Roster No.	**40945**
Course Day(s) Time	F2f --Mondays, 4-8:50p, 8/29; 9/12, 19, 26; 10/3, 10, 17, 24
Course Location	Online (Asynchronous) Online (9/29-10/27) F2f (San Marcos Elementary School)
Semester / Year	Fall 2016
Instructor	Manuel Vargas, PhD
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Office	UH 468C
Office Hours	By appointment

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

Candidates learn how to: work effectively with families, caregivers, community members, and staff; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. Offers the candidates an opportunity to examine and evaluate their attitudes about diversity in order to be an effective leader in diverse settings. *May not be taken for credit by students who have received credit for EDAD 602. Enrollment restricted to students who have obtained consent of Program Coordinator.*

Course Prerequisites

Admissions to the university and to the Administrative Services Credential Program.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- You are expected to spend two hours per week outside of the classroom for every unit of class instruction.
- On-line students are expected to complete a minimum of 45 hours of online activities per every course unit. The weekly outline includes specific directions for all course activities.

STUDENT LEARNING OUTCOMES (SLOS)

Upon successful completion of this course, program candidates will be able to …
- Write and develop a vision of teaching and learning specific to the school and its political, social, economic, and cultural context that is consistent with the local education agency's vision and goals.
- Demonstrate a comprehensive knowledge of socio-political-cultural variations affecting leadership practices in the public schools.
- Respond with formal and non-formal approaches for effectively leading school-community relations toward the support of the school's vision and student learning.
- Articulate a variety of leadership skills, focused on organizational culture, systems thinking, and cultural proficiency as conceptual frameworks.
- Address the diverse expectations, needs, aspirations, and goals of family and community groups and uses knowledge as basis for planning and decision-making.
- Conduct an ongoing environmental scan with key members of the school community about progress and revisions in meeting the school goals.

Note: The above learning outcomes, as well as course assessment measures, and learning activities included in this course have been aligned with the following California Commission on Teacher Credentialing (CCTC) standards:

Leadership Program Standards

(CCTC, 2013). This course will provide opportunities for program candidates to develop their leadership knowledge, skills, and dispositions under the following the California Category II Curriculum Standards:
- Program Standard 6-- Visionary Leadership: actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school.
- Program Standard 7-- Instructional Leadership: knowledge of the standards and the ability to monitor teaching and give feedback.
- Program Standard 8-- School Improvement Leadership: increases his/her capacity to communicate and lead others in continuous improvement.
- Program Standard 9-- Professional Learning and Growth Leadership: model and facilitate PD, including collaboration.
- Program Standard 10-- Organizational and Systems Leadership: understand, align, and integrate organizational structures, including resource management.
- Program Standard 11-- Community Leadership: communicate about the school and share with a broad range of stakeholders.

California Administrator Performance Expectations

(CCTC, 2016). Upon completion of the course, the candidate will demonstrate an understanding of effective leadership practices regarding the following:
(1) Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency's Overall Vision and Goals
(2) Developing a Shared Commitment to the Vision among All Members of the School Community
(3) Leading by Example to Promote Implementation of the Vision
(4) Sharing Leadership of the Vision with Others in the School Community
(13) Understanding the Complex Interaction of the School's Systems
(15) Communicating with the diverse School Community about school-wide outcomes data and improvement goals
(16) Involving the Community in the School's Vision and Goals.
(17) Understanding the School and Community Context to Create an Inclusive School Environment
(20) Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public.

Authorization to Teach English Learners

This credential program has 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. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

STANDARDS FOR CALIFORNIA TEACHERS OF ENGLISH LEARNERS (CTEL)

Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement
Standard 10: Culturally Inclusive Instruction

CTEL candidates will need to upload their graded CTEL signature assignment (with a passing grade or rubric indicating passing grade for assignment) to their **CTEL electronic portfolio** upon completion of this course. CTEL Program Coordinator will then review the candidate's CTEL standards in their electronic portfolio in order to fulfill their certification requirements for the California State Department of Education. For further clarification, please contact Ana Hernandez, CTEL Program Coordinator, at ahernand@csusm.edu.

COURSE TEXTS AND BASIC READINGS

Leithwood, K. & Seashore-Louis, K. (2012, 1st ed.). *Linking leadership to student learning.* San Francisco, CA: Jossey-Bass, A Wiley Imprint. ISBN-978-0-470-62331-2. Required.

Lindsey, R., Robins, K., Terrell, R. (2009, 3rd ed). *Cultural proficiency: A manual for school leaders.* Thousand Oaks, CA: Corwin. ISBN-978-1-4129-6363-3. Required.

Chin, J. & Trimble, J. (2015). *Diversity and leadership.* Thousand Oaks, CA: Sage Publications, Inc.

Blankstein, A. & Noguera, P. (2015). *Excellent through equity.* Thousand Oakes, CA: Corwin.

Journal articles selected and assigned by course instructor. The richness of class discussions (threaded discussion for online) depends on the richness of preparation of class discussants. Refer to annotated journal readings and text-based discussion under Course Assessment Measures and Appendices for further directions. These will be available through Open Educational Resources.

GENERAL CONSIDERATIONS

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).*

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.

All University Writing Requirement

In keeping with All-University Writing Requirement, this course will have a writing component of at least 2,500 words. This requirement will be met through the course assessments measures.

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.

Course Format

This course syllabus includes learning expectations for the traditional face-to-face instruction and online formats.

Necessary Technical Competency Required of Students

For online courses you are expected to have minimum technology competencies, including word processing, email familiarity, and Internet access skills.

Contact Information for Technical Support Assistance

Online course format includes specific technical support services, including CSUSM Help Desk, library support services, and others.

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.

Our Learning Community

The following will serve as the foundational principles by which we relate to each other as we learn together. As a community, we may add specifics to these principles as needed.

- We speak from our own experience
- We are open to hearing others
- We share air time equitably
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a "value added" approach by expanding upon ideas, providing examples, and/or expressing a different perspective.
- We will participate in discussions, presentations, and reflections that will prepare you to lead schools and communities as places where human differences are respected and where cultural proficiency is part of the teaching and learning process.

COURSE ASSESSMENT MEASURES

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. 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.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

COURSE REQUIREMENTS AND GRADING STANDARDS

(Based on 100%)

All assignments are due on the dates indicated. Assignments must be word-processed, double-spaced, and with standard margins. It is expected that all assignments will reflect graduate-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. There are detailed guidelines (rubrics) for assignments 2-5; adhere to these guidelines in order to produce quality work; in this case, less, of higher quality, is more.

Please note: If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the deadline.

1. **Participation and Engagement (**10%): As a graduate student, you are expected to take an active role in class discussions, online assignments, assigned readings, and other class activities. The quality of the course rests upon the quality of your preparation and participation. You are expected to attend, or participate for online participants, every class, come prepared to contribute, and be an active participant. For online participants, you are expected to post your answers based on textbook and journal readings, video clip prompts, and Power Point presentations.

2. **Weekly Summary Assignments (**30%**)**: As part of a professional learning community, you will present key learnings from readings, viewings, and group discussions (6% X 5 = 30%). While you are required to come prepared for online/in-class learning activities, you will select five (5) summaries, which you will submit as indicated in the weekly calendar. Refer to *Appendix A* for more directions.

3. **Annotated Journal Readings** (30%): Write summaries and citations of leadership articles from assigned educational journals. Use APA format and include an introductory summary paragraph to your paper. Post in Moodle for grading and class collaboration (10% X 3 = 30%). You will be assigned three. Refer to *Appendix B* for more directions.

4. **Context Map (**20%**)**: You will design a Context Map which demonstrates the social, political, economic, legal, and cultural impact upon schools and districts. Post to share and critique. The length of your paper should average about 12 pages, including graphs. Refer to *Appendix C* for more directions.

5. **Board Meeting** (10%): Attend a school board meeting in your district or another local district. Refer to *Appendix D* for more directions. The length of your paper should average about six pages. Post to share and critique.

Please note: The instructor for this course will always work in a timely way with students if a change to the course syllabus or materials is necessary.

Grading Standards

(100-95=A; 94-89=A-/B+; 88-83=B/B-; 82-77=C)

Does not meet standards (B- or below)	Approaching Standards (B+/A-)	Meets Standards (A)
• Includes some of the required elements as delineated in the syllabus • Some components of the assignment are included • Provides a few concrete details of the information required for the assignment • Includes personal viewpoints • Organization hard to follow • Many mechanical errors, including APA format • Hard to read • Little sentence/vocabulary variety	• Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment • Includes personal viewpoints • Good organization • Has few, if any, mechanical errors including APA format • Holds interest – is interesting to read • Some sentence/vocabulary variety	• Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities • Insightful commentary using personal viewpoints supported by current learning • Presents clear and logical organization of thoughts • Has few, if any, mechanical errors, including APA format • Holds interest – is engaging and thought-provoking to the audience • Uses a sophisticated scholar researcher vocabulary and sentence structure

This rubric represents a set of general guidelines that we will use to evaluate your work. As a graduate candidate, it is critical that you communicate your ideas through multiple formats. The written word is a powerful demonstration of your knowledge, skills, and dispositions. Thus, we believe a graduate student …

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and reflect at complex levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing multiple perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high quality presentation, demonstrating significant learning around contemporary issues.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in and out of class with a focus on learning and exploration, pushing himself/herself to understand better the profession through quality work.
- Pushes himself/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- Contributes to the positive environment of the class by respecting all members.

Final Exam Statement

There is no final exam for both the face-to-face and online course modalities. Instead, there will be a presentation of two learning products the last week of instruction.

CLASS MEETING SCHEDULE

For online class participants there will be a detailed weekly list of activities. Complete the weekly instructional sessions as indicated.

For the face-to-face traditional class, there will be a detailed calendar of learning activities and assignment due dates.