California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

Course & Section Nos.	**EDAD 620-01**
Course Title	**Visionary Leadership**
Class Roster No.	**CRN# 22183**
Course Day(s)	**Tuesdays**
Time	**4:30 – 9pm**
Course Location	**San Marcos Elementary**
Semester / Year	**Spring 2017**
Instructor	**Van Vooren**
Phone	**760.458.6431**
E-Mail	**cvanvoor@csusm.edu**
Office	**760.750.8516**
Office Hours	**TBA**

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

Visionary Leadership

Develops an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency. Includes the ability to lead others in collaboratively developing, implementing, and evaluating the vision. Involves reflecting upon and articulating knowledge, skills, and dispositions in leading diverse school communities in the 21st Century. May not be taken for credit by students who have received credit for EDAD 638.

Instructor: This course guides the candidate to develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision. Candidates will reflect upon and articulate their knowledge, skills, and dispositions in leading diverse school communities in the 21st century.

Course Prerequisites

None.

Course Objectives

1. Develop strategies to include the broader community and experience various school communities including families, agencies, and community organizations
2. Demonstrate the ability to network with other professionals to improve personal knowledge and skills necessary for the job of a school administrator.
3. Demonstrate the skills of communicating information through a variety of media.
4. Visit schools to understand the variable political, social, economic, and cultural contexts of K-12 education in our communities
5. Communicate and debate the major theories and concepts in educational leadership including current educational issues.
6. Demonstrate a level of preparation to apply for a position in educational leadership.

Unique Course Requirements (optional)

There are several field trips during class time to schools in this course.

REQUIRED TEXTS

Select from one of the three texts to read and discuss in a group:

Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement* (1st ed). New York, NY: Routledge.

Marzano, R. J. (2003). *What works in schools: Translating research into action.* Alexandria, VA: Association for Supervision & Curriculum Development.

Whitaker, T. (2011). *What great principals do differently: Eighteen things that matter most* (2nd ed). Larchmont, NY: Eye on Education.

In addition, please stay informed by regularly reading:
- *Education Week*
- ACSD newsletters
- Articles posted on Cougar Courses

<div align="center">**COURSE LEARNING OUTCOMES**</div>

Authorization to Teach English Learners

This course does not meet the CTEL competencies.

<div align="center">**STUDENT LEARNING OUTCOMES**</div>

CCTC Standards, 2016. California Administrator Performance Expectations (CAPEs)

CAPE 13: Reflective Practice
CAPE 16: Understanding and Community Policy
CAPE 17: Representing and Promoting the School

<div align="center">**GENERAL CONSIDERATIONS**</div>

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.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 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

Candidates 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. Candidates 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:
- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.)
- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.
- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

All University Writing Requirement

This course meets the university's writing requirement of at least 2500 words. Students are expected to use academic writing style consistent with graduate level courses. Written assignments will include out of class assignments as well as in class assignments.

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.

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.

COURSE REQUIREMENTS

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

Assignment	Due date	Grade points
Participation and engagement: Active discussion in book groups, mock interviews, and school visitations	**On-going**	**25**
Philosophical chairs: Several times during the course students will participate in an active debate on a current topic listed in advance from the syllabus.	**On-going**	**10**
Professional leadership resume: Students will design a professional resume with a lens on their leadership skills and knowledge.	**April 11**	**15**
Leadership platform paper: A 2-3 page paper describing your philosophy on a school leader's primary mission.	**April 18**	**15**
Electronic Portfolio: A final portfolio of student work including the resume, leadership platform, evidence of meeting the six standards, and reflections.	**April 25**	**25**
Book Group Presentation As a group, teach the rest of the class the most important things you learned from your reading.	**May 5**	**10**
Total		**100**

Note: All assignments must be submitted electronically on Cougar Courses on or before due dates and times.

Final Exam Statement

There is no final exam.

Grading Standards

Final course grades will be based on the following grading scale:

A = 93% - 100%
A- = 90% - 92%
B+ = 87% - 89%
B = 83% - 86%
B- = 80% - 82%
C+ = 77% - 79%
C = 73% - 76%
C- = 70% - 72%
D = 60% - 69%
F = below 60

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)
Session 1 3/7/117	Meet at SME: Emily Tour ● Class networking activities ● Overview of class structure and assignments ● Create the book reading groups and develop timeline ● Define the contemporary issues for the class ● Investigate the schools we will visit and pose questions for me to email to the speaker ● Evaluate the current context map ● Pilot the philosophical chairs debate format ● Establish the interview question format ● Train in Google Sites/ Weebly ● Electronic portfolio set up	● Prepare for a school visit as if you were applying for a job there. ● Prepare to participate in the philosophical debate for both the pro and the con side of the discussion.
Session 2 3/14/15	Meet at Alvin Dunn in San Marcos in the Auditorium ● Interview with the IB coordinator ● School tour ● Philosophical chairs debate topic: *The new federal emphasis on school vouchers will change the shape of public schooling* ● Small group book discussion	● Prepare for a school visit as if you were applying for a job there. ● Prepare to participate in the philosophical debate for both the pro and the con side of the discussion.
3/21/17	CSUSM Spring Break	
Session 3 3/28/17	Online session: See Cougar Courses for assignment	
Session 4 4/4/17	Meet at Del Dios MS in Escondido ● Interview with the principal ● School tour ● Interview question practice ● Philosophical chairs debate topic: *The Common Core Standards have improved education in California.* ● Small group book discussion ● Partner work: Final portfolio, standard 1 reflection document discussion	● Prepare for a visit to a school site as if you were applying for a job there. ● Prepare to participate in the philosophical debate for both the pro and the con side of the discussion. ● Read and be prepared to discuss your small group book. ● Participate in small group discussion on Standard 1.
Session 5 4/11/15	Meet at Valley MS ● Guest speaker: principal of Valley and Magnolia Elementary ● School tour ● Interview question practice	● Prepare for a visit a school campus as if you were applying for a job there. ● Prepare to participate in the philosophical debate for both the pro and the con side of the discussion.

	● Philosophical chairs debate topic: *Schools competing for students through special programs, magnets, charters, facilities, etc. is healthy for the educational environment* ● Small group book discussion ● Partner work: Final portfolio, standard 2 reflection	● Read and be prepared to discuss your small group book. ● **Participate in small group discussion on Standard 2.**
Session 6 4/18/15	Meet at Mission Hills in San Marcos ● Guest speaker: ● School tour ● Interview question practice ● Philosophical chairs debate topic: *iPad teaching improves academic achievement in schools* ● Small group book discussion Partner work: Final portfolio, standard 3 reflection	● Prepare for a school visit as if you were applying for a job there. ● Prepare to participate in the philosophical debate for both the pro and the con side of the discussion. ● Read and be prepared to discuss your small group book. Participate in small group discussion on Standard 3.
Session 7 4/25/15	Meet at High Tech High in San Marcos ● Guest speaker: ● Ed Admin graduates panel ● School tour ● Interview question practice ● Philosophical chairs debate topic: *English learners should only be instructed in English.* ● Small group book discussion ● Partner work: Final portfolio, stndrd 4	Due: Resume ● Prepare for a school visit as if you were applying for a job there. ● Prepare to participate in the philosophical debate for both the pro and the con side of the discussion. ● Read and be prepared to discuss your small group book. ● Participate in small group discussion on Standard 4.
Session 8 5/2/15	Meet at Chaparral High School in Temecula ● Guest speaker: Principal, Joe ● Ed Admin graduates panel ● School tour ● Interview question practice ● Philosophical chairs debate topic: *Common core instruction helps students be career and college ready* ● Small group book discussion Partner work: Final portfolio, standard 5 and 6	Due: Leadership platform paper ● Prepare for a school visit as if you were applying for a job there. ● Prepare to participate in the philosophical debate for both the pro and the con side of the discussion. ● Read and be prepared to discuss your small group book. ● Participate in small group discussion on Standard 5 and 6.
Session 9 5/915	Meet for final class ● Final book presentations	Due: Digital Portfolio

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