California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

Course & Section Nos.	**EDAD 610 (Sections 1 f2f & Online)**
Course Title	**Leading School Communities in a Pluralistic Society**
Class Roster No.	42507/43675
Course Day(s)	Tuesday for f2f Section/Online (Asynchronous)
Time	4:00-9:00 for f2f Section/Online (Asynchronous)
Course Location	San Marcos Elementary for f2f section/ Online (Asynchronous)
Semester / Year	**Fall 2017**
Instructor	Manuel Vargas, PhD
Phone	760.750.8535
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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 outcome

TABLE OF CONTENTS

COURSE DESCRIPTION

Leading School Communities in a Diverse Society

Focuses on advocacy for the students, school, and community across multiple audiences by collaborating with others in achieving the school's vision and goals. Develops skills in examining supports and barriers in the school to better provide effective instruction and equitable access for all students. Identify, analyze and minimize personal bias; how policies and historical practices affect institutional bias; and how leaders address and monitor institutional-level inequity.

Instructor: 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.

Course Objectives

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.

Unique Course Requirements

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

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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.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

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). *Excellence through equity*. Thousand Oakes, CA: Corwin.

Journal articles selected and assigned by course instructor. The richness of class discussions (threaded discussion for online participants) depends on the richness of preparation of class discussants. Refer to Course Assignments and rubrics and Appendices for further directions. These will be available through Open Educational Resources.

American Psychological Association. (2009). Publication Manual of the American Psychological Association, 6th Ed. Washington, DC: APA.

EDUC 698 Culminating Activity Supports

http://community.csusm.edu/course/view.php?id=33

COURSE & PROGRAM STUDENT LEARNING OUTCOMES

Course Learning Outcomes (PSLO)

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.

MA in Education Program Student Learning Outcomes (PSLO)

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

- **PSLO 1: Professional Dispositions** (EDUC 622)

Demonstrate interaction and communication skills that reflect professional dispositions and ethics, such as respect for diversity, educational equity, collaboration, and social justice.

- **PSLO 2: Leadership Skills** (EDUC 602 or EDAD 618B)

Apply leadership skills in social justice and equity to advance the profession.

- **PSLO 3: Analyze Research** (EDUC 622)

Analyze educational and/or professional research.

- **PSLO 4: Integrate Research** (EDUC 698)

Integrate research and evidence-based practices into educational and professional settings.

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.

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. Candidates *must* participate in at least 80% of the course sessions to be eligible for a passing grade in this course. Additional absences may further impact the course grade. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. Notification of an absence does not constitute an excuse.

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.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

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 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. 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?
- 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.

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.

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.

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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 ASSIGNMENTS & OTHER ASSESSMENTS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages require 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 – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. 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 self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed three times over the course of the program (the beginning of the first semester, the beginning of the third semester, and the end of the fourth semester), as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection paper that becomes part of the candidate's final portfolio. Candidates are expected to meet the level of *initial target* during the program.

Course Assignments and Grading Standards (Based on a total of 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. I encourage you to use electronic spelling and grammar checking. There are detailed rubrics for all assignments, including discussion *forums*; 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. There will be penalty for late work; the logic is simple: students who make the effort to be on time should not be adversely affected by extended*

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*completion time for other peers. For every day you are late, one point will be deducted from that assignment; if you are five days late, you will receive **no credit** for that assignment.*

1. **Participation and Engagement (**20%): 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 <u>participate</u> in <u>every class</u>, come prepared to contribute, and be an active participant. For online participants, you are expected to upload *posts* and *answers* to the discussion *forum* sites based on specific questions drawn from video clips, textbook material, journal readings, and instructor's Power Point presentations. See **Participation Rubric** for more specific information.

2. **Weekly Summaries (**30%**)**: As part of a professional learning community, you will complete three weekly summaries, which will be drawn from key readings (text or journal articles), video clip viewings, discussion *forums*, and instructor's Power Point presentations (10% X 3 = 30%). Key to Weekly Summaries is your ability to integrate major pieces of knowledge from sources presented to you that week. There will be specific weeks identified for you to complete the three summaries; submission dates will be clearly indicated in the course and weekly calendars. Refer to **Weekly Summary Rubric** for more directions.

3. **Journal Reading Summaries** (20%): In preparation for scholarly work in the program, you will write two journal article summaries, which should include major points made by journal writers, your own arrangement of the main points in your own language, and appropriate scholarly terminology. Use APA format and include an introductory summary paragraph to your paper. <u>Two</u> journal readings will be assigned to you to ensure rich interaction in the discussion f*orums.* Submission dates will be clearly indicated in the course and weekly calendars (10% X 2 = 20%). Refer to **Journal Reading Summaries rubric** for more directions.

4. **Context Map (**30%**)**: This Context Map, or environmental scan as is also known, assignment represents a culminating product for this course and for the Ed Admin Program. This assignment will include, among other features of a school community, the social, political, economic, legal, educational, demographic, and cultural impact upon schools and districts. The length of your paper should average about 12 pages, including graphs. Refer to the **Context Map** rubric for more directions. To assist you in the completion of this major assignment, individual components of the Context Map will be submitted at different intervals through the eight weeks of the duration of the course.

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.*

<u>Grading Standards</u>

(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 • assignments 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. Therefore, we hold high expectations of your performance and we are committed to providing you with useful and meaningful feedback that will support your learning and continued development as an educational leader. 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.

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CLASS MEETING SCHEDULE

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

<u>Calendar for f2f section</u>

(August 29* through October 24)

Important Notes

1. This is a 9-week course. Nine weeks will go fast; thus, I recommend you use this calendar to budget your time efficiently. In addition to this calendar, and as an advanced organizer of your time and assignments, there will be a detailed list of steps each week, in Cougar Courses, to help you with assignment due dates; namely, READ & VIEW, DISCUSS, and COMPLETE. These headings are consistently placed throughout the nine-week block of time and provide you an organized list of learning materials and folders where you may upload your assignments. While all the materials are online, our discussions and in-class activities will take place at San Marcos Elementary School.

2. Actual copies of <mark>journal articles</mark> are located under the heading <mark>READ and VIEW</mark> of weeks 3, 4, and 5.

3. As indicated in the course syllabus, under Course Requirements and Grading Standards (p. 6), your Participation and Engagement (20%) will be demonstrated by interacting with other course participants in f2f discussions. Thus, submitting *posts* in the DISCUSS folder and interacting with peers in class will provide the main basis for assessing Participation and Engagement. Keep in mind **Sundays and Mondays** as key days in the week. *Posts* are time sensitive because they are tied to discussions in class, which will provide information for your Weekly Summaries.

4. The Context Map (30%) is an assignment scheduled to be completed incrementally. Plan ahead in order to have all the pieces together by, or before, Week 8. Keep in mind that you are required to complete draft copies of some components of the Context Map. These submissions will allow you to complete this major assignment one week at the time. I will also place samples of the Context Map from previous groups under Week 1 and COMPLETE heading. These are for guidance; you should attempt to make this assignment better that the sample/s you review.

5. You should schedule the Focus Group OR attendance to a School Board Meeting at the beginning of the course in order to complete and include those reports in your Context Map by, or before, Week 8.

6. Assignment submissions have a three-day window; this means that you should have your assignments completed and ready to upload (two days before the due date) or on the due date.

7. Late work will affect your grade. A point will be deducted from an assignment for each day that your work is not submitted; no credit will be assigned to work that is five days, or more, late. (I hated to place this note here, but recent bad experiences made me change my mind. I know this does not apply to most of you, but I do not want a repeat of another unfortunate incident).

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Pre-Class & Sessions 1 & 2 (We will meet for the first time Sept. 5. Between Aug. 29-Sept. 4 COMPLETE online materials for Sessions 1 & 2)	• Review the Pre-Class information to become acquainted with course materials and course assignments. • Secure reading materials. **Sessions 1 & 2** • Begin with Week 2 • Posts: Submit at least one by Sunday or Monday. • Complete readings and video clips before Sept. 5 • In-class discussion and activities (Sept. 5)
Week 3 (Sept. 6-12)	**Session 3** • Posts: Submit at least one by Sunday or Monday. • Submit 1st, (of 3), Weekly Summary Assignment by 11:59 PM Monday, or before. Summary should include major sources of learning for Week 2. • Submit your Vision and Mission Statements by 11:59 PM Monday or before. • Complete readings and video clips before Sept. 12 • In-class discussion and activities (Sept. 12)
Week 4 (Sept. 13-19)	**Session 4** • Posts: Submit at least one by Sunday or Monday. • Submit your 1st (of 2) Journal Reading Summary by 11:59 PM Monday, or before. • Submit School Academic Profile by 11:59 PM Monday, or before. • Complete readings and video clips before Sept. 19 • In-class discussion and activities (Sept. 19)
Week 5 (Sept. 20-26)	**Session 5** • Posts: Submit at least one by Sunday or Monday. • Submit 2nd, (of 3), Weekly Summary Assignment by 11:59 PM Monday, or before • Submit Community and School General Background by 11:59 PM Monday, or before. • Complete readings and video clips before Sept. 26 • In-class discussion and activities (Sept. 26)
Week 6 (Sept. 27-Oct. 3)	**Session 6** • Posts: Submit at least one by Sunday or Monday. • Submit 2nd (of 2) Journal Reading Summary by 11:59 PM Monday, or before • Submit Ethnographic Interview by 11:59 PM Monday, or before • Complete readings and video clips before Oct. 3 • In-class discussion and activities (Oct. 3)
Week 7 (Oct. 4-10)	**Session 7** • Posts: Submit at least one by Sunday or Monday. • Submit 3rd (of 3) Weekly Summary Assignment by 11:59 PM Monday, or before • Submit Parent Involvement and Community Engagement by 11:59 PM Monday, or before • Complete readings and video clips before Oct. 10 • In-class discussion and activities (Oct. 10)

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Week 8 (Oct. 11-17)	**Session 8** • Posts: Submit at least one by Sunday or Monday. • Submit School Board Meeting OR Focus Group Report by 11:59 PM Monday, or before • Complete readings and video clips before Oct. 17 • In-class discussion and activities (Oct. 17)
Week 9 (Oct. 18-24)	**Session 9 (Wrap-Up Session)** • Posts: Submit at least one by Wednesday; respond to at least one (preferred two) by Friday. • Submit Context Map by Oct. 23, or earlier. • In-class discussion and activities (Oct. 24)

Calendar for online section

(Aug 28 through Oct 21)

Important Notes

1. This is an 8-week course. Eight weeks will go fast; thus, I recommend you use this calendar to budget your time efficiently. In addition to this calendar, and as an advanced organizer of your time and assignments, there will be a detailed list of steps each week, in Cougar Courses, to help you with assignment due dates; namely, READ & VIEW, DISCUSS, and COMPLETE. These headings are consistently placed throughout the eight-week block of time and provide you an organized list of learning materials and folders where you may upload course assignments.

2. Actual copies of journal articles are located under the heading READ and VIEW of weeks 3, 4, and 5.

3. As indicated in the course syllabus, under Course Requirements and Grading Standards (p. 6), your Participation and Engagement (20%) will be demonstrated by interacting with other course participants in discussion *forums* (DISCUSS heading). Thus, submitting *posts* and responding to those posted by classmates in a timely manner will provide the main basis for assessing Participation and Engagement. Keep in mind **Wednesdays** and **Fridays** as key days in the week. Posts are time sensitive because they are tied to discussion forums, which will also provide information for your Weekly Summaries.

4. The Context Map (30%) is an assignment scheduled to be completed incrementally. Plan ahead in order to have all the pieces together by, or before, Week 8. Keep in mind that you are required to complete draft copies of some components of the Context Map. These submissions will allow you to complete this major assignment one piece at the time. I will also placed samples of the Context Map from previous groups under Week 1, COMPLETE. Make your own Context Map better than the samples provided.

5. You should schedule the Focus Group OR attendance to a School Board Meeting at the beginning of the course in order to complete and include those reports in your Context Map by, or before, Week 8.

6. Submissions have a two-day window; this means that you should have your assignments completed ready for early upload (two days before the due date) or on the due date.

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7. Late work will affect your grade. A point will be deducted from an assignment for each day that your work is not submitted; no credit will be assigned to work that is five days, or more, late. (I hated to place this note here, but recent bad experiences made me change my mind. I know this does not apply to most of you, but I do not want a repeat of another unfortunate incident).

Pre-Class (before Aug 28) Week 1 (Aug 28-Sept 2)	- Review the Pre-Class information to become acquainted with course materials and course assignments. - Secure reading materials. **Begin week 1** - Posts: Submit at least one by Wednesday; respond to at least one by Friday, but not later than Sunday.
Week 2 (Sept 3-9)	**Begin week 2** - Posts: Submit at least one by Wednesday; respond to at least one by Friday, but not later than Sunday. - Submit 1st, (of 3), Weekly Summary Assignment by 11:59 PM Sunday, or before. Summary should include major sources of learning within the week that summary is due. - Submit your Vision and Mission Statements by 11:59 PM Sunday or before.
Week 3 (Sept 10-16)	**Begin week 3** - Posts: Submit at least one by Wednesday; respond to at least one by Friday, but not later than Sunday. - Submit your 1st (of 2) Journal Reading Summary by 11:59 PM Sunday, or before. - Submit School Academic Profile by 11:59 PM Sunday, or before.
Week 4 (Sept 17-23)	**Begin week 4** - Posts: Submit at least one by Wednesday; respond to at least one by Friday, but not later than Sunday. - Submit 2nd, (of 3), Weekly Summary Assignment by 11:59 PM Sunday, or before - Submit Community and School General Background (include a brief history of the community, school building, adequacy of facilities, and technology) by 11:59 PM Sunday, or before
Week 5 (Sept 24-30)	**Begin week 5** - Posts: Submit at least one by Wednesday; respond to at least one by Friday, but not later than Sunday. - Submit 2nd (of 2) Journal Reading Summary by 11:59 PM Sunday, or before - Submit Ethnographic Interview by 11:59 PM Sunday, or before
Week 6 (Oct 1-7)	**Begin week 6** - Posts: Submit at least one by Wednesday; respond to at least one by Friday, but not later than Sunday. - Submit 3rd (of 3) Weekly Summary Assignment by 11:59 PM Sunday, or before - Submit Parent Involvement and Community Engagement by 11:59 PM Sunday, or before
Week 7 (Oct 8-14)	**Begin week 7** Posts: Submit at least one by Wednesday; respond to at least

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	one by Friday, but not later than Sunday. • Submit School Board Meeting OR Focus Group Report by 11:59 PM Sunday, or before
Week 8 (Oct 15-21)	**Begin week 8 (Wrap-Up Session)** • Posts: Submit at least one by Wednesday; respond to at least one by Friday. • <mark>Submit Context Map by Oct 19</mark>, or earlier.

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.

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