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| Course & Section Nos. | EDAD 620-01 |
| Course Title | Visionary Leadership |
| Class Roster No. | CRN# 22295 |
| Course Day(s) | Mondays |
| Time | 4:30 – 9pm |
| Course Location | San Marcos Elementary |
| Semester / Year | Spring 2018 |
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| Instructor | Van Vooren |
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| 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

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:

Burgess, S. & Houf, B. (2017). *Lead Like a Pirate*. San Diego, CA: Dave Burgess Consulting.

Casas, J. (2017). *Culturalize: Every Student. Every Day. Whatever it Takes*. San Diego, CA: Dave Burgess Consulting.

Whitaker, T. (2013). *What Great Principals Do differently: 18 Things That Matter Most* (2nd ed). New York, NY: Routledge.

In addition, please stay informed by regularly reading:

- *Education Week*
- ACSD newsletters
- Articles posted on Cougar Courses

STUDENT LEARNING OUTCOMES

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

GENERAL CONSIDERATIONS

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 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 – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. The Preliminary Administration Services credential has two additional dispositions: visionary and ready to lead. 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 field study experiences. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's 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

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

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 written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no 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.

Plagiarism:

As an educator, it is expected that each candidate 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.

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 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 23 | 15 |
| Leadership platform paper: A 2-3 page paper describing your philosophy on a school leader's primary mission. | April 30 | 15 |

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| Electronic Portfolio: A final portfolio of student work including the resume, leadership platform, evidence of meeting the six standards, and reflections. | May 7 | 25 |
| Book Group Presentation As a group, teach the rest of the class the most important things you learned from your reading. | May 7 | 10 |
| Total | | 100 |

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

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 3/5/18 | Meet at SME <ul style="list-style-type: none"> ● Overview of class structure and assignments ● Create the book reading groups and develop timeline ● Discuss the contemporary issues for the context map ● Investigate the schools we will visit and pose questions to collect for the speaker ● Pilot the philosophical chairs debate format: <i>Federal funding for education should be able to go to any institution, private or public.</i> ● Discuss the interview question format ● Train in Google Sites/ Weebly ● Electronic portfolio set up | <ul style="list-style-type: none"> ● Prepare for next week's 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 3/12/18 | Meet at <ul style="list-style-type: none"> ● Interview with leadership ● School tour ● Philosophical chairs debate topic: <i>Schools competing for students through special programs, magnets, charters, facilities, etc. is healthy for the educational environment</i> ● Small group book discussion | <ul style="list-style-type: none"> ● 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. |
| 3/19/18 No School | CSUSM Spring Break | |
| Session 3 3/26/18 | Online session: See Cougar Courses for assignment | |
| Session 4 4/2/18 | Meet at <ul style="list-style-type: none"> ● Interview with the principal: Albert Ngo School tour ● Interview question practice ● Philosophical chairs debate topic: <i>A teacher's contribution to student growth should have an impact on his or her teacher evaluation</i> ● Small group book discussion ● Partner work: Final portfolio, standard 1 reflection document discussion | <ul style="list-style-type: none"> ● 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 4/9/18 | Meet at Valley MS <ul style="list-style-type: none"> ● Guest speaker: Principals of Valley and Magnolia Elementary | <ul style="list-style-type: none"> ● Prepare for a visit a school campus as if you were applying for a job there. |

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| | <ul style="list-style-type: none"> ● School tour ● Interview question practice ● Philosophical chairs debate topic: <i>iPad teaching improves academic achievement in schools</i> ● Small group book discussion ● Partner work: Final portfolio, standard 2 reflection | <ul style="list-style-type: none"> ● 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 2. |
| Session 6 4/16/18 Guest faculty | <p>Meet at Mission Hills in San Marcos</p> <ul style="list-style-type: none"> ● Guest speaker: Principal ● School tour ● Interview question practice ● Philosophical chairs debate topic: <i>School leaders should be allowed to "search and seize" in schools</i> ● Small group book discussion <p>Partner work: Final portfolio, standard 3 reflection</p> | <ul style="list-style-type: none"> ● 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. <p>Participate in small group discussion on Standard 3.</p> |
| Session 7 4/23/18 | <p>Meet at High Tech High in San Marcos</p> <ul style="list-style-type: none"> ● Guest speaker: Isaac Jones, director ● School tour ● Interview question practice ● Philosophical chairs debate topic: <i>English learners should only be instructed in English.</i> ● Small group book discussion ● Partner work: Final portfolio, standard 4 | <p>Due: Resume</p> <ul style="list-style-type: none"> ● 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 4/30/18 | <p>Meet at Chaparral High School in Temecula</p> <ul style="list-style-type: none"> ● Guest speaker: Principal ● Ed Admin graduates panel: Kathy Farfan and Lorri Herrington ● School tour ● Interview question practice ● Philosophical chairs debate topic: <i>Legislation to arm school staff will make schools safer</i> ● Small group book discussion <p>Partner work: Final portfolio, standard 5 and 6</p> | <p>Due: Leadership platform paper</p> <ul style="list-style-type: none"> ● 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 5/7/18 | <p>Meet for final class</p> <ul style="list-style-type: none"> ● Final book presentations | <p>Due: Digital Portfolio</p> <p>Due: Book group presentation</p> |