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**EDAD 610: Leading School Communities in a Pluralistic Society – 3 units**  
(Jan 2 through Feb 24)

Professor: Manuel Vargas, PhD  
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**SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK, MISSION, & VISION STATEMENTS**

*(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

*Conceptual Framework Theme:* Engaging diverse communities through leading and learning for social justice.

*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

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**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.

**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 CTET signature assignment (with a passing grade or rubric indicating passing grade for assignment) to their **CTEL electronic portfolio** upon completion of this course. CTET Program Coordinator will then review the candidate's CTET 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, CTET Program Coordinator, at [ahernand@csusm.edu](mailto:ahernand@csusm.edu).

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## **COURSE TEXTS AND BASIC READINGS**

Leithwood, K. & Seashore-Louis, K. (2012, 1<sup>st</sup> 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, 3<sup>rd</sup> ed). *Cultural proficiency: A manual for school leaders*. Thousand Oaks, CA: Corwin. ISBN-978-1-4129-6363-3. **Required.**

### **Optional**

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](#).

## **GENERAL CONSIDERATIONS**

### **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.

### **CSUSM Accommodation Services** (<http://www.csusm.edu/dss/>)

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**

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**

The following is an excerpt of CSUSM's 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 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.

([http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html))

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 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 directly 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.

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## **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 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 participate in every class, 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. Two journal readings will be assigned to you to ensure rich interaction in the discussion *forums*. 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.

**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)
<ul style="list-style-type: none"> <li>• Includes some of the required elements as delineated in the syllabus</li> <li>• Some components of the assignment are included</li> <li>• Provides a few concrete details of the information required for the assignment</li> <li>• Includes personal viewpoints</li> <li>• Organization hard to follow</li> <li>• Many mechanical errors, including APA format</li> <li>• Hard to read</li> <li>• Little sentence/vocabulary variety</li> </ul>	<ul style="list-style-type: none"> <li>• Includes required elements as delineated in the syllabus</li> <li>• All components of the assignment are included</li> <li>• Provides concrete details of the information required for the assignment</li> <li>• Includes personal viewpoints</li> <li>• Good organization</li> <li>• Has few, if any, mechanical errors including APA format</li> <li>• Holds interest – is interesting to read</li> <li>• Some sentence/vocabulary variety</li> </ul>	<ul style="list-style-type: none"> <li>• Includes required elements as delineated in the syllabus</li> <li>• All components of the assignment are included</li> <li>• Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities</li> <li>• Insightful commentary using personal viewpoints supported by current learning</li> <li>• Presents clear and logical organization of thoughts</li> <li>• Has few, if any, mechanical errors, including APA format</li> <li>• Holds interest – is engaging and thought-provoking to the audience</li> <li>• Uses a sophisticated scholar researcher vocabulary and sentence structure</li> </ul>

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.

## **COURSE CALENDAR**

For online class participants there will be a detailed weekly list of activities. Complete the weekly instructional sessions as indicated. See Pre-Class Information in Cougar Courses. Additionally, reading and viewing assignments, discussion forums, and assignment due dates are included throughout the eight-week course in Cougar Courses.