California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course & Section Nos.	**EDAD 616A (2 units)**
Course Title	**The Role of Schooling in a Democratic Society**
Class Roster No.	**(901) 23459**
Course Day(s)	**S, M, Tu, W, Th, F, Sa**
Time	**Asynchronous**
Course Location	**Cougar Courses Online**
Semester / Year	**Spring 1: January 2 - February 24, 2018**
Instructor	**Dr. Brooke Soles**
Phone	**Cell - 310.801.0523**
E-Mail	**bsoles@csusm.edu**
Office	**Online**
Office Hours	**By appointment via Zoom**

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

COURSE DESCRIPTION

Explores how historical and philosophical influences, state and federal policy decisions, and prevailing educational practices impact schooling. Reviews federal and state laws, local policies, and contracts that impact school leaders, teachers, parents, community partners, and all students.

Course Prerequisites

Admission to the program.

Course Objectives

The course objectives, assignments, student learning outcomes, and assessments have been aligned with the following CCTC standards:

MA in Educational Administration Program Student Learning Outcomes (PSLO)

Students graduating with a Master of Arts in Educational Administration will master the following outcomes:
- Meet the required standards for dispositions for the profession (measured through EDAD 610, EDAD 618A, EDAD 620 surveys)
- Demonstrate proficiency in the California Administrator Performance Expectations (measured through the EDAD 620 digital portfolio)
- Develop and apply research skills to address practice within the candidate's teaching setting (measured through EDAD 618A, EDAD 618B case study and action plan to improve school achievement).
- Analyze and integrate research (EDUC 622, EDUC 698 thesis)

Course Objectives and the California Administrator Performance Expectations (CAPES, Dec., 2016 CCTC adoption)

The course objectives have been aligned with the CCTC standards for a California Preliminary Administrative Services Credential. This course is designed to help teachers seek skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Candidates will be required to formally align demonstration of mastery of the following California Administrators Performance Expectations (CAPE) Leadership Standards from this course with one or more of their Field Experiences:

CAPE 9. Managing Organizational Systems and Human Resources
CAPE 12. Community Involvement
CAPE 14. Ethical Decision-Making
CAPE 15. Ethical Action

Leadership Standards, CCTC, 2013

This course will provide opportunities for participants to develop their leadership knowledge, skills, and depositions 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.

Unique Course Requirements

This course may not be taken for credit by students who have received credit for EDAD 634A.

Course Norms
- Go deep and look for root causes
- Stay engaged
- Assume best intentions
- Speak your truth
- Respect colleagues by sharing online space and posting on time
- Respect diverse ideas
- Maintain confidentiality

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. There are two additional dispositions for school leaders: visionary and ready to lead. 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. At a minimum, candidates are expected to meet the level of *initial target* during the program.

REQUIRED TEXT

Please purchase hard copy or digital, or borrow the following resources prior to the first class:

- Kemerer, Frank R. and Sansom, Peter, *California School Law,* 3rd ed., Stanford Law Books (Stanford University Press), 2013. *This text has a free PDF update from 2013 that will be provided in our course.*

- Andelson, S. "FRISK documentation model." *Fundamentals for Evaluators in Addressing Below-Standard Employee Performance* (2014).

Recommended Texts
- Biegel, Stuart, *Education and the Law (American Casebooks),* 2nd ed., Hardcover, West, 2009.
- Essex, Nathan L. (2014). *A teacher's pocket guide to school law, 3rd ed*. Upper Saddle River, NY: Pearson Education, Inc.

Final Exam Statement

There will be no final exam.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will:

- Know and understand how various historical and present federal and state laws and policy have impacted school and district policies as they relate to employee relations, student conduct, and student and parent rights.
- Research specific local issues and policies that are aligned with federal and state laws.
- Examine the personnel management process as a method of meeting legal standards within a diverse organization.
- Be introduced to school law and district governance
- Understand retention, progressive discipline, and dismissal of employees
- Learn FRISK documentation techniques

- Study:
  - Student discipline and safety
  - Special education law
  - Harassment, discrimination, freedom of speech law and cases
  - Religion in the schools
  - Liability and litigation

<u>All University Writing Requirement</u>

The All-University Writing Requirement of 1700 words for a 2-unit course, is satisfied through assignment.

<u>Electronic Communication Protocol</u>

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 AND GRADED COURSE COMPONENTS

<u>Executive summaries:</u> (10 points each) reference the ***How to write an executive summary*** document in the course module; these summaries shall be approximately 700-800 words no more than three pages, double-spaced.

<u>Write your story:</u> (10 points each) review the ***Storytelling making meaning*** protocol document in the course module. You will have only five minutes to tell your story, thus, only write five minutes worth of speech. A ***protocol*** is a structured process or guideline to promote meaningful and efficient communication, problem solving, and learning. Protocols used within a group that shares common values, permit an honest, deeply meaningful, and often intimate type of conversation which people are not in the habit of having, building skills and culture needed for successful collaboration.

<u>Synchronous Zoom Meet Ups:</u> (10 points each; 2 meetings total) these ***live Zoom Meetings*** will occur two times; you will receive 10 points for attending and participating. If you are unable to attend a Zoom meeting, please inform the instructor. In addition, the videos will be archived and uploaded to each week's course module for your review to you can participate in the storytelling reflections assignment. Invitations will be posted in the course module. Download and become knowledgeable about Zoom *prior* to our first meeting: **https://csusm.zoom.us**

<u>Storytelling reflections:</u> (10 points each) review ***Course Norms*** in providing reflections. Students are sharing personal stories, and it is pertinent we respect this process.

<u>Problem solving scenario:</u> (20 points): **(1)** Write the following - **Identify the issue**: Identify a school issue you are struggling with currently. **Identify applicable laws**: Identify what laws may affect solving the problem or are already present within the issue. **Identify potential legal changes**: Identify what laws might need to be changed to assist you in solving the problem and how you would change those laws identified. How do I apply what I have learned in this course to a real-life education law and personnel administration scenario? Post this Problem Solving Scenario as described above. **(2)** In addition, include one personalized FRISK document to address your issue from Chapter 11 written specifically to support action.

SCHEDULE AND COURSE OUTLINE

Date	Topic and Text	Assignment	Due Date
Module 2	Law and the California Schooling System; Unions and Collective Bargaining Text: Preface and Chapters 1 and 4, Updates, *CA School Law*	Executive Summary: What are the main sources of law and legal obligation that apply to California public schools from Chapters 1 and 4, CA School Law? Provide an executive summary of these chapters and post. Writing Your Story: Read the *Balanced Leadership* paper, watch the *second-order change* video with Dr. Marzano, and write a brief story about a time when issues a legal issue challenged your values as a teacher and how a second-order change may or may not have affected this experience. Reference Chapter 1 as a guide. Storytelling Response: Post your substantive reflection regarding this week's story.	Sunday 11:59pm
Module 3	Attendance, Instruction, and Assessment; Equity Adequacy, and School Finance; Employment; Rights of Expression; Race and Gender Discrimination Text: Chapters 2, 3, 5, 6, and 11, Updates, *CA School Law*	Executive Summary: What is the nature and scope of our obligation as educators and school administrators to prevent, protect against, and remedy discrimination? Who is protected under the laws against discrimination? To what extent do the well-recognized rights of freedom of expression and association protect school employees or students who criticize their school? Who do not follow school rules (e.g. dress code)? Provide an executive summary of the two (2) chapters that inspired story for this week. Write Your Story: Watch the *Courageous Conversations about Race* videos with Glenn Singleton and *Three Keys to a Successful Hard Conversation* with Jennifer Abrams. Then, write your brief story about a difficult conversation you would like to have with someone regarding issues presented in Chapters 2, 3, 5, 6, or 11. Storytelling Reflection: Post your substantive reflection regarding this week's story.	Sunday 11:59pm

Date	Topic and Text	Assignment	Due Date
Module 4	Students with Disabilities; and, Student Discipline, Public Access, Privacy, and Student Search and Seizure; Legal Liabilities Text: Chapters 8-10, Chapter 12; Updates; Appendices A-C; and, List of Cases, *CA School Law*	Executive Summary: What are the parameters of a school's authority to hold its students accountable (e.g., can a school discipline its students for behavior that occurs off campus during non-school hours)? What are the requirements of due process? Provide an executive summary of the two (2) chapters that inspired your story for this week. Write Your Story: Watch the *Educational Leadership with Dr. Douglas Reeves* video and write your story regarding an experience you had within the school context as an aspiring educational leader regarding issues addressed in Chapter 8-10, 12, and how you may take specific leadership actions to improve student achievement (e.g., leadership values, monitoring what the adults do, professional development linked to student needs). Storytelling Reflection: Post your substantive reflection regarding this week's story.	Sunday 11:59pm
Module 5	FRISK framework; Recording Employee Performance; Facts; Rule Text: Chapters 1-4, *FRISK*	Executive Summary: Provide an executive summary of Chapters 1-4. Writing Your Story: Write your story regarding an experience you had within the school context as an aspiring educational leader regarding issues addressed in Chapters 1-4. Storytelling Response: Post your substantive reflection regarding this week's story to a colleague. Anonymous Midterm Survey: Complete!	Sunday 11:59pm

Date	Topics	Assignments	Due Dates
Module 6	Impact; Suggestions/Directions; Knowledge; Progressive Intervention; Framing the FRISK Message; FRISK Strategic Planning; Templates and Sample FRISK Text: Chapters 5-11, *FRISK*	Executive Summary: What are the key concepts to human resources in a school or district setting? Provide an executive summary to Chapters 5-11, FRISK. Write Your Story and Storytelling Response: Write your story regarding an experience you had or witnessed within the school context regarding an issue that disrupted an instructional program or classroom lesson, how could have FRISK assisted to remedy this issue? Post your substantive reflection regarding this week's story.	Sunday 11:59pm
Module 7	Problem Solving Scenario: Law Meets Practical Application Text: *CA School Law* and *FRISK*	Problem Solving Scenario: *Identify the issue:* Identify a school issue you are struggling with currently. *Identify applicable laws:* Identify what laws may affect solving the problem or are already present within the issue. *Identify potential legal changes:* Identify what laws might need to be changed to assist you in solving the problem and how you would change those laws identified. How do I apply what I have learned in this course to a real-life education law and personnel administration scenario? Post this Problem Solving Scenario including one (1) FRISK document from Chapter 11 written specifically to support your addressing this issue. Write Your Story and Storytelling Response: Write your story regarding an experience you had or witnessed within the school context regarding a potential legal concerns as identified this week's *Problem Solving Scenario.* Post your substantive reflection regarding a story from this week. Anonymous Course Survey: Complete!	Sunday 11:59pm

Grading Standards

Late work will not be accepted unless previously approved by instructor.

93-100% = A
90-92% = A-
87-89% = B+
83-87% = B
80-82% = B-
Below 80% = C or below

Grading Rubric

	Distinguished (9-10)	Proficient (6-8)	Basic (4-7)	Unsatisfactory (0-3)
MECHANICS	Uses complete sentences, organization is clear and appropriate, tone is professional and respectful, and the posting/final assignment is free of mechanical errors (grammar, spelling, usage) that might impede reader understanding. Follow instructions completely.	Uses complete sentences, organization is evident, tone is appropriate, and the posting/final assignment includes no more than one mechanical error (grammar, spelling, usage) per paragraph that might impede reader understanding. Follows most instructions.	Uses mostly complete sentences, organization could be improved to present a more coherent message, tone is inconsistent but generally appropriate, and the posting includes 2-3 mechanical errors (grammar, spelling, usage) per paragraph that impede reader understanding. Follows few instructions.	Uses incomplete sentences, organization is unstructured, tone is inappropriate, and the posting/final assignment includes numerous errors in mechanics (grammar, spelling, usage) in each paragraph, which render the posting difficult to read and/or understand. Did not follow most instructions.
CONTENT	Demonstrates a strong understanding of the concepts, topics, and ideas under discussion, as evidenced by thoughtful and thorough responses and questions that show a clear connection with the course material. The posting/final assignment shows depth of analysis, and includes detailed rationales and/or evidence.	Demonstrates an adequate understanding of the concepts, topics, and ideas under discussion, as evidenced by posting clear statements in the forum/in final assignment. Includes a few details in the posting.	Demonstrates a limited understanding of the concepts, topics, and ideas under discussion, as evidenced by posting information that could be derived from prior posts and/or including highly general comments/in final assignment.	Writes a general or superficial posting/final assignment that is unrelated to the discussion at hand and/or posts no comments/turns in no assignment.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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 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.

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.

Course Format
[For courses offered in a format other than face-to-face, traditional (FT) instruction]
The Online Instruction Policy lists the following alternatives to face-to-face, traditional (FT) instruction: face-to-face, online (FO); local, online (LO); remote, online (RO); or hybrid (HY).

Necessary Technical Competency Required of Students
[For on-line and hybrid courses]

Contact Information for Technical Support Assistance
[For on-line and hybrid courses] This may include customer support for software used in the course as well as the CSUSM Help Desk.