EDAD 610: Leading School Communities in a Pluralistic Society – 3 units
(Hybrid course)
(1st 8-week block: August 25th through October 19th, 2018)

Professor:	Manuel Vargas, PhD
Location and time:	Location for f2f Saturday sessions: UH 439.
	Pre-Class Information: Available online before Sept. 25
	F2f sessions: Aug. 25 (Orientation & 1st module), Sept. 8, Sept. 22, & Oct. 13. Time: 12:30-5:00 p.m.
	Online Information: All included in Cougar Courses. This represents a minimum of 3-hour block per week of online activities.
Email:	mvargas@csusm.edu (best way to communicate)
Phone:	336-831-6926 (personal cell number; use it in urgent cases only)
Office:	UH 468C
Hours:	By appointment

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

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 (CAPEs). Upon completion of the course, the candidate will demonstrate an understanding of effective leadership practices regarding the following:
- Development and implementation of a shared vision
  CAPE 1: Developing a Student-Centered Vision of Teaching and Learning
  CAPE 2: Developing a Shared Vision and Community Commitment

CAPE 3: Implementing the Vision
- Management and Learning Environment
- Family and Community Engagement

Note: For a full and detailed description of the above CAPEs, use the CTC Admin Credential Services handbook, which is located under Pre-Class Information in Cougar Courses.

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.

COURSE TEXTS AND BASIC READINGS

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.

Journal articles selected and assigned by course instructor (Copies are ready in Cougar Courses). Required.

Current Event Short Readings (Required)

Given the ongoing national conversation about race, culture, and other narratives that influence school communities, especially school culture, please secure a current short reading of your choice off reputable journals, magazines, and other media outlets that may provide a topic for a meaningful class discussion.
As an educational leader, it will serve you well to have a good command of issues that are being discussed in the public square and for which you need to have a good understanding (See general guidelines under Participation).

This will be a team (not more than three) effort, which requires prior communication between and among team members.

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.

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
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)

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.

COURSE ASSIGNMENTS & 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 also 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 guidelines 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 work.*

1. **Participation and Engagement (**30%): 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, come prepared to contribute, and be an active participant in every class. Since the richness of class discussions depends on the level of readiness of discussants, you're expected to upload a *post* to the Discussion *Forum* before coming to class based on specific questions drawn from video clips, textbook material, journal readings, and instructor's Power Point presentations. See **Participation Rubric** for more specific directions. A 10% will be assigned to your Current Event (short reading or VERY short video) Presentation.

2. **Weekly Summaries (**20%): As part of a professional learning community, you will complete two weekly summaries, which will include key readings (text or journal articles), video clip viewings, discussion *forums*, and instructor's presentations (10% X 2 = 20%). Key to Weekly Summaries is your ability to integrate major pieces of knowledge from sources presented in f2f Saturday sessions. There will be three opportunities—weeks—for you to complete the two summaries. Submission dates will coincide with the end of each Saturday f2f sessions and will be clearly indicated in Cougar Courses. Refer to **Weekly Summary Rubric** for more directions.

3. **Journal Reading Summaries** (20%): In order to develop your scholarly writing skills in the Ed Admin program, you will write two journal article summaries, which should include major points made by journal writers, arrangement of the main points in your own words, 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 class discussions. Submission dates will be clearly indicated in Cougar Courses and course calendars (10% X 2 = 20%). Refer to **Journal Reading Summaries** guidelines for more directions.

4. **Context Map (**30%)**:** The Context Map, or environmental scan as it is also known, represents a culminating learning product for this course and for the Ed Admin Program. This assignment will include, among other features of a school community, the social, economic, educational, demographic, and cultural impact upon schools and districts. The length of your paper should average about 12 pages, including graphs and pictures. Refer to the **Context Map** guidelines for more directions. To assist you in the completion of this 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). (Avoid any Cs).

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 assignment 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 that 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

There will be one place—in Cougar Courses—where a module-by-module, week-by-week calendar displays dates and times for learning activities and assignment due dates (see the heading COMPLETE for your work submissions). I trust that this will improve clarity and avoid confusion.