



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course & Section Nos.	EDAD 616A
Course Title	The Role of Schooling in a Democratic Society
Class Roster No.	42939
Course Day(s)	Alternating Saturdays, October 20th-December 15th
Time	9:00am-12:00pm
Course Location	CSUSM, University Hall Room 439
Semester / Year	Fall 2018
Instructor	Dr. Gary DeBora
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Office	San Elijo Middle School
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 outcomes

COURSE DESCRIPTION

Candidates learn the basic principles of parent, student, and employee due process, personnel practices relative to hiring, evaluation, and discipline of employees, content of collective bargaining agreements, and principles of supervision. May not be taken for credit by students who have received credit for EDAD 634A. Enrollment restricted to students who have obtained consent of instructor.

This course includes opportunities for candidates to learn how historical and philosophical influences, state and federal policy decisions, and prevailing educational practices impact schooling. In addition this course provides candidates an overview of federal and state laws, local policies, and contracts that impact school leaders, all students, teachers, parents, and community partners.

Course Objectives

The course objectives, assignments, student learning outcomes, and assessments have been aligned with the following California Administrative Performance Expectations (CAPEs) :

Upon completion of the course, the candidate will demonstrate an understanding of effective leadership practices regarding the following CTC California Administrator Performance Expectations:

3. Leading by Example to Promote Implementation of the Vision
16. Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning
17. Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations

Specific Student Learning Outcomes (SLOs)

As part 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

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

The Master of Arts in Education Program assesses six (6) Program Student Learning Outcomes (PSLOs), also known as the California Professional Standards for Educational Leaders (CPSELs). These will be measured by the California Administrative Performance Assessments (CalAPA) and the Summative Digital Portfolio.

By the end of the program, new educational leaders will:

1. Facilitate the development and implementation of a shared vision of learning and growth of all students.
2. Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
3. Manage the organization to cultivate a safe and productive learning and working environment.
4. Collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
5. Make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.
6. Influence political, social, economic, legal and cultural contexts affecting education to improve educational policies and practices.
7. Analyze current research literature and explain how findings can be applied in a practical educational setting.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

REQUIRED TEXTS

Please purchase, borrow, or log on to the following reference guides prior to the first class:

1. Andelson, S. J. (2001). *FRISK documentation model: Practical guidelines for evaluators in documenting unsatisfactory employee performance*. San Diego, CA: Atkinson, Andelson, Loya, Rudd & Romo. (To purchase book call: (562) 653-3200, or borrow the book from your site administrator.)
2. Essex, Nathan L. (2014). *A Teacher's Pocket Guide to School Law, 3rd Ed.* Upper Saddle River, NY: Pearson Education, Inc.
3. Other readings as assigned.

Cougar Courses

All assignments and reading posts will be submitted through Cougar Courses.

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. 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.

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 clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

SCHEDULE/COURSE OUTLINE

Class Date	Assignment Due	Topic
10/20	<u>Readings</u> Essex: Chapters 3 (pgs. 28-58), 4 (pgs. 41-58), and 6 (pgs. 83-95) <i>Reading Posts due by: 10/19 at 5pm</i> *School/District Legal Documents Documents/Scavenger Hunt	Education Leadership in a Changing World and Supports for Students ~Laws protecting students including: student freedoms, due process, student records and cases involving other disenfranchised groups PP-Students Search and Seizure Develop students interview questions and go over Admin Interview paper
11/3	<u>Readings</u> Essex: Chapters 2 (pgs.21-23), 4 (pgs. 59-65), 5 (pgs. 68-74), 7(pgs. 96-106) <i>Reading Posts due by: 11/2 at 5pm</i>	Student Safety, Discipline and School Success Strategies ~Developing a safe school: bullying prevention, mandatory child abuse reporting, ADA, SART, SARB, Healthy Kids Survey, Safe Place To Learn Poster and Safe Schools Plan ~Special Education laws and 504's ~Technology challenges and the new frontier Choose project topics presentation topics
11/17	<u>Readings</u> Chapter Essex: Chapter 4 (pgs. 59-61), 5 (pgs. 75-82), 7(pgs. 106-115) <i>Reading Posts due by: 11/16 at 5pm</i> *Student Interview Paper	Student Discipline/Due Process and Parent Rights ~Student Behavior codes, suspension, expulsion and other means of correction options ~Review and evaluation of individual school handbooks and behavior codes Mock sample parent AP conversations PP-Suspension /Expulsion processes
12/1	<u>Readings</u> Essex: Chapters 8 and 9 <i>Reading Posts due by: 11/30 at 5pm</i> *Administrative Interview Paper	Human Resources 101 ~Recruitment, selection and interviews of certificated and classified personnel ~Harassment and discrimination issues/trainings and enforcement ~Teacher responsibility, liability and family leave PP-Personnel 101
12/15	<u>Readings</u> FRISK Manuel Essex: Chapter 11 <i>Reading Posts due by: 12/14 at 5pm</i> *1/2 Projects and Presentations	Employee Evaluation and Discipline ~Investigations, documentation, due process, dismissal (FRISK) ~Evaluations for Certificated, Classified and temporary employees ~PAR and Employee Improvement Plans PP-Employee Discipline/FRISK and FRISK activity

Additional	<u>Readings</u> Essex: Chapter 1, 2(pgs.24-27),all of 10 <i>Reading Posts due by: 12/14 at 5pm</i> <u>*1/2 Projects and Presentations</u> <u>*Final Portfolio check</u>	Guiding the Professional Growth of Staff ~Educating staff and students on rules and laws ~Developing a Professional Learning Community ~Developing Administrators PP-Parents gone wild and laws to assist staff
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COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

ASSIGNMENTS

Assignment #1: Attendance and Participation: (20 Points)

100% attendance and full engagement in every class.

Assignment #2: Reading Notes and Posts: (15 points)

The nature of this class relies heavily on classroom dialogue. Therefore attendance and preparation for class are essential. Written reading response notes and posts to Cougar Courses page are designed to assess preparedness for class will be due the Friday evening (before 5 PM) before each class session. Reading notes/posts will reflect your thoughts on assigned readings for that date. Individual reading notes/posts are not graded; rather their timely completions are noted and credit is given on the basis of having completed the assignment for the semester. Reading notes/posts will not be accepted late.

Assignment #3: Authentic Documents Collection/Portfolio (Hard Copies): (15 points)

Collect, organize, and review the following copies of district documents: your district mission statement, your school board member names and meeting dates, the student/parent handbook, the district's collective bargaining agreement/contract with certificated employees that describes the following: work year, work days, work hours, class size, payment of union dues, teacher job sharing, and teacher evaluation. Also include the district employee discrimination protections, homework policy, a teacher job description, a teacher evaluation form, a student discipline referral form, a student suspension form, a child abuse report form, and a special education referral form. We will refer to these documents in class discussions. You will need these documents and the class handouts, notes, etc., in your final portfolio. *(Due October 20, the first day of class and final check on December 15, 15 points)*

Assignment #4: Interview three students in three different grade levels: (15 points)

Conduct an interview with three students regarding what makes an effective school administrator. Write a 2-3 page paper summarizing the interviews and your reflection on the points they discussed. Possible questions will be discussed at our first class. It is beneficial to get some common class questions based on the grade level of the students you will be interviewing. The students' names are not to be used in your reflection. *(Due November 17)*

Assignment #5: Interview a Site or District Administrator: (15 Points)

Conduct an interview of a site administrator or district HR administrator regarding the resources and support to implement school law. Write a 2-3 page paper summarizing the interview and your reflection on the key points. *(Due December 1, 20 points)*

Possible interview questions are:

1. How do you access current information about school law?
2. What are the legal areas that you come across the most in your position?
3. What are important legal points that you keep in mind as you:
 - a. Evaluate personnel?
 - b. Communicate with parents?
 - c. Discipline students?
4. What topics or situations do you get advice on from your district's Human Recourse and/or Student Services Department? Please get at least three examples.
5. How do you document incidents that could be litigious? What type of documents do you put in your site file as opposed to the personnel file?
6. Have you been trained in FRISK and do you use the method to document improper faculty and staff behavior? If not, what guidelines or protocols do you use when documenting employees?
7. What advice can you give me on the knowledge and implementation of school law as an aspiring administrator?

Assignment #6: Paper and Oral Presentation (20 points)

You will complete one research-based project that will consist of a written report and a class presentation on a topic selected from a list provided by the instructor. The presentation should include support "handouts" provided to the class. The class presentation should be 10 minutes in length. The written report should be 3-4 pages in length. (Due December 1 and December 15)

Grading Standards

Work will be graded using points listed above. The overall grade for the course will be based on total points received using the following scale:

- | | |
|---|--|
| A | 90-100 Points |
| B | 80-89 Points |
| C | 70-79 Points |
| D | 60-69 Points |
| F | Below 60 Points (or missing more than 80% of class time) |

Final Exam

The paper and oral presentation will serve as the final exam for this course.

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*).

To receive a passing grade for this course, students may miss no more than one class session.

Policy on Late/Missed Work

Generally, work will not be accepted late. However, if you have extenuating circumstances, please discuss it with the instructor.

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 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

Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

All University Writing Requirement

This course meets the university requirements of 2500 words. Students are expected to write at the graduate studies level. Specific required writing assignments are explained in the course assignments section.

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.