California State University
SAN MARCOS

EDAD 610: Leading School Communities in a Pluralistic Society – 3 units
(Online course)
(1st 8-week block: Aug 31—Oct 23, 2020)

Professor:	Manuel Vargas, PhD
Location and time:	Cougar Course Website & Asynchronous.
Pre-Class Information:	Available online before Aug 31
Course information:	All included in Cougar Courses.
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Phone:	336-831-6926 (personal cell number; use it only in urgent cases)
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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
Schools, like society today, are pluralistic, and every student has the right to a high quality, rigorous education. Students will study ethnic, class, race, language, and other cultural variations to develop administrative leadership responsive to and supportive of all students representing national, state, and regional diversity. Students will study formal and informal approaches to school-community relations, shared decision-making bodies and the role of business and industry advisory groups.

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 (context map) 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:

Administrator Performance Assessment
Beginning July 1, 2018, all California Preliminary Administrative Services Credential candidates must successfully complete a state approved Administrative Performance Assessment (CalAPA).
http://www.ctcpa.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html

Program Student Learning Outcomes (PSLOs). Upon completion of the program, the candidate will demonstrate an understanding of effective leadership practices regarding the following:

1. Explain how school plans, programs, and activities support the school's vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student.

2. Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.

3. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.

4. Engage family and community members in accomplishing the school's vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school.

5. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural,

physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.

6. Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local state boards of education, and the legislature to staff and the school community.

COURSE TEXTS AND BASIC READINGS

Lindsey, R., Robins, K., Terrell, R. (2019, 4th ed.). *Cultural proficiency: A manual for school leaders*. Thousand Oaks, CA: Corwin. ISBN-978-1-5063-9054-3. Required.

Journal articles selected and assigned by course instructor (Copies of these are already placed in folders in the Cougar Courses site). Required.

Current Event Presentation (If reading is used for the presentation, then this is required). See further details under Course Assignments and Grading Standards below.

GENERAL CONSIDERATIONS

Attendance Policy
Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend (in this case it means participate in online activities, especially discussion forums) all classes and participate actively. Candidates *must* participate in at least 80% of the course sessions (especially Discussion forums) to be eligible for a passing grade. Absences may impact the course grade. Should you, as a student, have extenuating circumstances, you should contact the instructor as soon as possible. Notification of an absence does not constitute an excuse—the work still needs to be completed.

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 4200, 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 (Zoom meeting possibly). Alternatively, in order to ensure confidentiality, a more private setting may be needed.

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 professional portfolio. All assignments will be submitted online, and some may be submitted in hard copy if necessary.

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-mails 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.

Tip from my many years of professional experience: When I have something positive to say about a person, I use written communication; but when I need to address something negative, I communicate face-to-face or call that person. Avoid writing negative messages; instead, talk to the person in question directly.

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 when needed.

- We speak from our own experience
- We are open to hearing others
- We share airtime equitably
- We are willing to have our thinking challenged
- We respect confidentiality (What we discuss in class/discussion forums remains there)
- 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 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 100% total)

All assignments are due on the dates indicated (See Cougar Courses Site for each assignment dates). Assignments must be **word**-processed, double-spaced (avoid PDF versions and Google docs), 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, and rubrics, in order to produce quality work; in this case, less, of higher quality, is more.

Please read this note carefully*: If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor immediately. 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 allowed to other peers. For every day you are late, one point will be deducted from that assignment; if you are five or more days late, you will receive **no credit** for that assignment. (This is very hard for me to write here, but I have addressed a few very difficult situations regarding late work in the past).*

1. **Participation and Engagement (20%)**: As a graduate student, you are expected to take an active role in Discussion *forums*, 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 (this means Discussion *forum* participation), come prepared to contribute, and be an active participant in every class. Since the richness of class discussion depends on the level of readiness of discussants, you're expected to upload at least ONE *post* and ONE answer to the Discussion *Forum* every discussion based on specific questions drawn from video clips, textbook material, and journal readings.

2. **Current Events (10%)**: These points will be assigned to your Current Event

   Given the ongoing national conversation about race, ethnicity, and other narratives that influence school communities, especially educational equity, please secure a current-event topic (as a team). This will be a presentation by teams of students on designated discussion *forum* dates; your presentation may be a short video clip, a PP that summarizes a topic from reputable journals, magazines, and other media outlets. The purpose here is to provide a topic for a meaningful class discussion (You and your team will upload this PP presentation, or short video clip, with 2 or 3 questions for your peers. See discussion *forum* examples included in this course by instructor. As team members, upload a post to one of the 2/3 questions as a way of setting an example for your peers).

   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 more guidelines on a separate document, under Rubrics and Guidelines).

   Depending on the size of the cohort, this is normally a team of three or two (triad or dyad), but no more than three. You should ask cohort members (maybe based on geography or any other common interest, about their willingness to team up with you).

3. **Weekly Integrated Response and Reflection (IRR; 20%)**: As part of a professional learning community, you will complete two IRRs, which will include key readings (textbook or journal articles), video clips, discussion *forum* posts and answers, and instructor's Power-Point presentations (10% X 2 = 20%). Key to Weekly IRR Reflection is your ability to integrate major pieces of knowledge from sources presented in online learning activities, especially discussion *forums*. There will be three opportunities—three weeks—for you to complete the two IRRs. Submission dates will coincide with the end of each of those three weekly session and will be clearly indicated in Cougar Courses. Refer to **IRR Guidelines** for more specifics.

4. **Journal Response and Reflection (JRR; 20%)**: In order to develop your scholarly writing skills and terminology in the Ed Admin Program, you will write two JRRs (the titles will be assigned to you), which should include major points made by journal authors, arrangement of the main points in your own words, in appropriate scholarly terminology, and a reflection on what you have learned. Use *APA* (American Psychological Association) *handbook* format and include an introductory summary paragraph to your paper. Two journal readings will be assigned to you; these JRR will also prepare you for interaction with your peers in the Discussion *forums*. Submission dates will be clearly indicated in the Cougar Courses website (10% X 2 = 20%). Refer to **JRR** guidelines for more directions. (Week 2 & 3).

5. **Context Map (30%)**: The Context Map, or environmental scan as it is also known, represents a culminating summative learning product for this course and for the Ed Admin Program. This

assignment will include the social, economic, educational, demographic, and cultural make-up of school communities and school districts. The length of your paper should average about 15-20 pages, including graphs, tables, and pictures, but excluding the Reference Page. Refer to the **Context Map (CM)** rubric for more specific directions. To assist you in completing this assignment in a timely manner, individual components of the Context Map will be submitted at the end of each week during the eight weeks of the duration of this course. If you complete every piece of the CM as described in the rubric and make corrections upon receiving feedback from the instructor, all you will have left to do at the end of the 7th week will be to refine the final copy. See work samples in Week 1, under the Work Samples heading.

Note: *The instructor for this course will 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; two may disqualify you from the graduate program).

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 is a week-by-week schedule in Cougar Courses with specific due dates for assignments and discussion forum participation. Below find some general guidelines and at-a-glance view of course calendar.

1st Week (Aug 31-Sept 6)	**Wednesday** (posts)	**Friday** (answers	**Sunday** (end of week)
2nd Week (Sept 7-13)	Same as above	Same as above	Same as above
3rd Week (Sept 14-20)	Same as above	Same as above	Same as above
4th Week (Sept 21- 27)	Same as above	Same as above	Same as above
5th Week (Sept 28-Oct 4)	Same as above	Same as above	Same as above
6th Week (Oct 5- 11)	Same as above	Same as above	Same as above
7th Week (Oct 12-18)	Same as above	Same as above	Same as above
8th Week (Oct 19-23)	Context Maps due	**End of course**	

Keep in mind **Wednesdays, Fridays,** and **Sundays** when most of your assignments, participation posts, and answers to peers' posts are due. Posts are time sensitive because they are tied to discussion *forums*, which will also provide material for your Weekly IRRs.

Note: When your posts are uploaded after the due date your peers do not benefit from your contributions. In this case your posts will be considered late. The first week will allow for some flexibility.

Eight weeks will go fast; thus, I recommend that you use this document to budget your time wisely. Review the layout of each week in Cougar Courses; there, you will find the following key headings READ & VIEW, DISCUSS, and COMPLETE & SUBMIT. These words will help you navigate the online course materials. With the exception of 1st and last Weeks, these headings are consistently placed throughout the eight-week block of time in order to simplify the organization of course materials.

The Context Map is a major assignment scheduled to be completed incrementally. Plan ahead in order to have all the pieces together by, or before, **Week 8**. Keep in mind that you are required to complete draft copies of the different components of the Context Map each week. These Context Map incremental submissions will allow you to finish this assignment in a timely manner. For example, you should schedule the Focus Group or Attendance to a School Board Meeting as soon as possible, so you may complete this part before Week 8.

Note: I will place Context Map work samples from previous groups under heading Work Samples in Week 1. Make your own Context Map better than the samples provided.