Cyrus Ortiz-Luis

EDAD 612

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**Case Study: Part One**

**Literacy Title:** Political Literacy

**Key Players:** PTSA, teacher union, superintendent, new principal, school board members

**How this literacy impacts your site:** Political literacy is important in allocating resources and creating necessary change on a campus. The school board and teacher's union have to agree on contract for teachers. Like many other districts, the economy has caused the teacher's union to agree to larger class sizes. The principal is also responsible for any overarching changes and decisions that occur on the site.

**What has been the positive/negative actions connected to this literacy:**

Positive: The principal has implemented a tardy policy that has held teachers and students accountable for tardiness. This has created an overall student culture of appreciation towards being on time.
Negative: The tardy policy implemented by the principal has put increased strain on the assistant principals. His policies have seemed very directive and have not had much teacher input. There are also teachers on campus who are resistant to change if it does not agree with their personal agenda. It is difficult to determine the political stance of the new principal.

**Recommendations:** Leaders should gain the trust of those who are resistant to change. The new principal has not been great at gaining the trust of some of the teachers on campus and has been inconsistent. A list of norms from the new principal would help teachers and staff gains a sense of awareness of what formal and informal norms the principal expects from his staff.

**Literacy Title:** Economic Literacy

**Key Players:** Financial technicians, new principal, school site council, ASB, assistant superintendent of business services**,** boosters

**How this literacy impacts your site:** Finances are important for the functioning of the organization. The principal creates the overall budget. On my site, two financial techs administer the financial organizational system on the campus. One financial tech deals with student money through ASB accounts while the other tech deals with the financial business. The school site council approves categorical funding. All money that passes through the school system has a set of checks and balances to make sure that money is flowing through the appropriate channels. Financial audits are also administered by the state as an additional financial security. Funding must have approval from the school board.

**What has been the positive/negative actions connected to this literacy:** Positive: The financial techs are very helpful when processing requisitions. They are also strict in making sure that ASB money has student approval through student club minutes.
Negative: Some students and staff are still unaware of the process of submitting a purchase order before purchasing any items for reimbursement. The assistant superintendent has been off on her budget estimates several millions of dollar for many years. This puts an increased strain on the teacher’s union when receiving COLA funding.

**Recommendations:** Have a meeting with staff on how to properly submit a PO. Monthly meetings should also be held for students or clubs who are new to processing purchase orders. The teacher’s union has been granted transparency in regards to the district office’s handling of general funds.

**Literacy Title:** Cultural Literacy

**Key Players:** Character leaders, ASB, Principal, Clubs, Teachers, Vision Team, superintendent

**How this literacy impacts your site:** VHS takes pride in the culture of support that is present on campus. The character leader program is the largest student programs on campus and promotes the 6 pillars of character. Many teachers are supporters of this program. Programs such as Breaking Down the Walls and Every 15 Minutes have been supported as staples to the culture of the school. There are also many student clubs on campus that support the various hobbies and interests of students. The school’s Vision Team has recently created new values/mission/vision statements for the school. The superintendent has also made his movement throughout the district transparent by using Twitter as a mode of communication to all stakeholders.

**What has been the positive/negative actions connected to this literacy:** Positive: The superintendent's use of Twitter has allowed many staff, parents, and students to feel connected to the district. Programs like Every 15 Minutes and Breaking Down the Walls have created an atmosphere of acceptance of others on campus. The diverse student club offerings enrich the student experience on campus.
Negative: Not all parents/students have access to Twitter. Not all students are involved in extracurricular activities like sports and student clubs. Even though there has been an increase in Latino/Hispanic students on campus (55% to 70% within the last 5 years), ASB has not targeted those students for involvement.

**Recommendations:** ASB should be aware of the demographic shift in the student body and cater rallies and events to meet the change in demographics. Even though parents and students may not have access to social media, stakeholders within the district should continue to post on the positive experiences that occur on campus.

**Literacy Title:** Moral Literacy

**Key Players:** Character leaders, ASB, All staff members and employees

**How this literacy impacts your site:** Character leaders use the six pillars of character as to support this program. Many teachers and other staff have also followed in implementing these values into the classroom. The new Vision/Mission statement incorporates these values of character.

**What has been the positive/negative actions connected to this literacy:** Positive: The character leaders program has grown to be a successful program that has numerous supports from admin, teachers, students, and parents. Having the vision of the school support character helps all stakeholders have direction in terms of morality.
Negative: There are some students and teachers who have not bought into the idea of character.

**Recommendations:** All staff and students should continue to support the character leaders program. All stakeholders should discuss the new vision of the school and how it applies to each stakeholder. We should also continue to support those students, parents, and staff whose moral decisions are not parallel with the direction of the school.

**Literacy Title:** Pedagogical Literacy

**Key Players:** Department chairs, assessment and curriculum, principal, teachers, CSUSM STEM partnership

**How this literacy impacts your site:** Vista High School has been at the forefront of pedagogy of our district. One of our teachers dedicates time to update his understanding of the best practices of assessment and curriculum and often shares his findings with staff and implements staff development to improve these skills campus wide. The district has adopted many of the ideas implemented on our site. VHS also has a partnership with CSUSM to support STEM at high school and as a professional career. Some core subject groups analyze data to assess the direction of each department.

**What has been the positive/negative actions connected to this literacy:** Positive: Even though there has been "white-flight" of students to a new high school within the district, the school has maintained an increase in CST scores.
Negative: Some departments have progressed further in terms of analyzing data while others are satisfied with sub-par performance. The math department has had the least amount of success in terms of improvement in state testing. The targets for SES students and special needs students have also not been met.

**Recommendations:** I would recommend that there should be more discussion between teachers outside of our core department areas. Because PLC meetings occur in our department areas, it is difficult to understand the needs of other departments. The eventual implementation of common core will hopefully make like-assessments across subject areas beneficial.

**Literacy Title:** Information Literacy

**Key Players:** Superintendent, principal secretary, principal, ASB director, KVHS, informational television scrolling screen, club advisors, department chairs, leadership team, academic council, PTSA, ELAC

**How this literacy impacts your site:** The superintendent is an avid Twitter and tweets often. The office receptionist is in charge of the daily bulletin that is emailed to each teacher. KVHS is student run broadcast that is run bi-weekly that is responsible for information to be passed on to students. KVHS also broadcasts important student announcements throughout the day on the television. The ASB director’s weekly emails provide communication on the events that occur during the week. The PTSA is responsible for getting information to parents and ELAC helps support Spanish speaking parents. Department chairs are responsible for passing information from the administration level to the teacher level. The principal's secretary emails information to the staff that comes from the principal. The principal also creates a weekly message that details the happenings of the week. Academic council is a shared governance that allows teachers to have a voice in school decisions.

**What has been the positive/negative actions connected to this literacy:** Positive: Using technology like Twitter to disseminate information has proven useful when updating the community with the events that are occurring throughout the district. The emails of communication of ASB, principal's message, and daily bulletin help to bring awareness to the events that are happening on campus.
Negative: Often times the principal has been unorganized and has lacked the ability to communicate effectively. This had lead to some distrust by some of the teaching staff. The PTSA is very small and ineffective. The PTSA does little to meet the needs of the increasing Latino/Hispanic population.

**Recommendations:** The use of Twitter by the superintendent has had success in spreading information across the district. Many principals, teachers, and students are using Twitter to promote the events and successes found on each campus throughout the district. The PTSA is also lacking in terms of the parent population that is involved. Culturally, Latino/Hispanic parents are not involved on campus. When I had previously asked for PTSA support to reach these parents, they had said that "those parents" will never change. There are several layers that need to be addressed to change this cultural perception.

**Literacy Title:** Organizational Literacy

**Key Players:** Principal, Assistant principals, Core departments, ASB, student clubs, athletics director, facilities

**How this literacy impacts your site:** VHS has a new principal and two new assistant principals this year. The flow of the organization moves from teachers to department chairs to assistant principals and finally to the principal. The athletics director is responsible for the use of facilities on campus. Each assistant principal is in charge of different roles such as safety, technology, and departments.

**What has been the positive/negative actions connected to this literacy:** Positive: The strength of some subject departments has allowed these departments to excel even though there has been a shift in administration.
Negative: Many teachers rely on the returning assistant principals for information because of the consistency they offer to the school. The principal has implemented directives when the organizational system has not fully gained his trust and has been used to a collaborative approach. The principal has also told staff that the WASC evidence that is being submitted will result in a low rating without recommending a solution to the problem.

**Recommendations:** The principal should test climate of the staff before implementing directives to the staff. I like the approach that Dr. Lawrence suggested in having a conversation with every person in his staff to assess the culture of the staff.

**Literacy Title:** Spiritual and Religious Literacy

**Key Players:** ASB, sports teams, teachers

**How this literacy impacts your site:** Character leaders and ASB provide a support system of spirit on campus. Various sports teams on campus have had success in CIF. Some teachers support the spirit on campus by dressing up for student dress up days.

**What has been the positive/negative actions connected to this literacy:** Positive: For those students that are involved with school, they are highly spirited. The teachers who are former VHS students also share a sense of spirit carried with them as they teach the next generation of students.
Negative: Not all students are spirited and involved in extra curricular activities (primarily Hispanic/Latino students).

**Recommendations:** There is a large population of students who lack involvement on campus. Involving these students in extracurricular activities could help to improve academic performance and bring a sense of value for high school to those students.

**Literacy Title:** Temporal Literacy

**Key Players:** Yearbook, alumnus teachers, veteran teachers, facility staff who are former alumni, Vision Team, honor V, superintendent, district vision

**How this literacy impacts your site:** There are many teachers and staff who were former students of VHS. The Vision Team has set the guiding principles as VHS moves forward by creating new values/mission/vision statements for the school. The “Honor V Ceremony” celebrates past teachers, parents, and community members who have made significant impacts to the Vista High community. The yearbook becomes a documentation of the events and accomplishments of the school. The new superintendent has also used staff input to create a new vision for the district.

**What has been the positive/negative actions connected to this literacy:** Positive: Some of the teachers and staff are former alumni of VHS. Both evening and day facilities managers are alumni of the VHS band. The character leaders teacher is also a VHS band alumnus. The head football coach is an alumnus of VHS. Having these teacher connections to the high school show the students a sense of pride they have for the school and community.
Negative: How the school moves forward knowing that technology will be a major factor in the new generation of students and the staffs ability to adapt without a strong technological infrastructure to support the technological needs of students.

**Recommendations:** Technology will be a major factor in moving forward. VHS used to have a specific on site tech that resolved technology issues. Because of economic concerns, that position has been removed. VHS has a long history imbedded in its past and can use this success to move forward in supporting students and their needs. Stakeholder support of the new vision and mission statements of the school will help to guide the school as it moves forward.

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**Case Study: Part Two**

 When reflecting on the nine literacies of glocalization, it has reminded me of the many experiences I have been involved with throughout my life that support these literacies. In college, I was involved with fellow Filipino-American students that fought for the creation of the Filipino language California Subject Examination Test (CSET) in 2005 when No Child Left Behind was demanding that teachers have the proper teaching credentials to teach their subject. This then became the template for CSETs in other foreign languages. As the advisor for Asian Pacific Student Union, Outdoor Club, Literary Arts Magazine, Senior Class ASB and assistant band director I have learned to balance student budgets through planning events and create environments in which students can celebrate diversity while at the same time discover their own identity. As one of the teachers involved with “Every 15 Minutes” and “Breaking Down the Walls” programs I have had the opportunity to discuss with students the importance of moral decisions against driving under the influence and have created a safe space for students where students feel welcomed and appreciated. In the classroom I have implemented Marzano-based assessments that reflect the critical thinking found in Common Core standards. I use Twitter to update events on campus, communicate with students outside of the classroom, and share interesting articles on education. While I have had numerous experiences with the nine literacies, there is much I have to learn when applying the literacies to advocate for the increase of Latino population at Vista High School.

 In completing part one of the case study, a common theme that echoed throughout the recommendations is the need to support the change in demographics found at Vista High School. Within the seven years that I have been teaching here, a new high school has opened within the district that has caused a “white-flight” towards the new high school and a dramatic increase of Latino population at Vista High School from 50% to over 70%. When reviewing state testing results at our site, the Latino population has achieved at a significantly lower level than the Caucasian/White population. In terms of informational literacy, language barriers between school and parents/students of Spanish speaking households have become an issue. Economically, this population also tends to be socio-economically disadvantaged relative to the Caucasian population and are thus more likely to have less access to technology like e-mail and social networking like Twitter. Even though they are the majority population, Latino students at Vista High School are also the least likely to be involved in extra curricular activities. I have heard from students and teachers of Latino decent that culturally, Latino parents tend to leave school matters outside the realm of the household. The challenge for me is to increase the information and cultural literacies of these stakeholders. One avenue that I am seeking to pursue is to increase the appeal of school to the Latino population by promoting Science, Technology, Engineering, and Mathematics (STEM) occupations through our partnership with California State University, San Marcos. I would like to meet with administration at middle schools within our district in order to inform Latino parents of the STEM partnership opportunities prior to high school so that students, parents, and families can prepare themselves for the classes that students can take in high school. My challenge is overcoming the informational language barrier and changing a culture that has historically lacked active involvement in their child’s education.

 Another area of growth that I need to improve on is my awareness of literacies with my peers. How can I support my peers and myself when Common Core standards and assessments are implemented into class curriculum? I would like to share lessons, ideas, and assessments with peers outside of my department but currently there is no meeting time set aside for this to take place. I also struggle with relating to teachers who put their own agendas before the needs of students. As an administrator, I will need to set aside my opinions of others and work with the various subcultures of a school even though their ideas do not reflect what is best for students. In terms of organizational literacy, I need to advocate for revolutionary change but must learn how to do so in a way that is manageable by the culture of the site. By assessing the culture of a school site, I will be able to learn how to implement change relative to the readiness of the teachers and staff.

 I also need to be aware of the interactions and effects of each of the literacies. For example, the poor economic climate affects the number of FTEs available at a site. This has caused politics to be involved because of the disagreements between teacher unions and school board. Decisions by the school board can cause teachers to become pink slipped. This can cause the morale of teachers to be affected and can distress the culture in the classroom due to increasing class sizes. All of the literacies are interconnected and can have major influences and impacts on the performance of a school, its teachers and students. My further understanding of the intricacies of the nine literacies of glocalization will allow me to become cognizant of the dynamic and evolving environments involved in educational leadership.