

California State University, San Marcos
College of Education

EDAD 612
Elementary, Middle, and Secondary School Organization and
Management – 2 Units
Fall Semester 2006
Monday, 7:30-9:15 PM
UNIV 443

College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, lifelong learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by COE Governance Community, October 1997.)

Instructor:

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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. Students successfully completing this program receive a credential with authorization to teach English learners.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by telephone at (760) 7450-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course Description:

The role of the site administrator in the administration and management of elementary, middle school, and high schools is studied, along with the organizational structure and function of the school itself. Students will investigate, analyze, and evaluate the roles of state and federal governments in the context of school and district governance process. Implications for leadership in the development and operation of comprehensive educational programs at the school site will be studied.

Goals:

This course will assist the candidate to:

- Organize and manage the structural and functional relationships in elementary and secondary schools

- Implement appropriate and effective managerial practices in schools
- Implement effective and efficient shared decision-making and governance models
- Effectively and efficiently manage school resources
- Apply appropriate technology to school managerial functions and operations

Course Objectives

- Know the nature of decision making in developing and implementing elementary and secondary policy and procedures
- Know how to apply major behavioral objectives for various schools and devise methods for their evaluation
- Know how to identify appropriate personnel to serve in various teaching, support, clerical, custodial, and administrative positions in schools
- Know the nature of leadership, management, and administration and their site-specific applications
- Understand organizational culture as it relates to various school levels
- Understand and implement shared decision-making

- Know how to identify, administer, and manage all resources needed for the implementation of specific educational programs
- Understand relations with external communities including business and industry

Course Requirements and Grading Policy

1. Each student will be expected to attend all class sessions and participate in class discussions. If you are unable to attend or will be late, please let the instructor know in advance. (25%)
2. Students will be given reading assignments, including case studies. Please come to class prepared to discuss the topic and share your thoughts. (25%)
3. Students will be given written assignments, which will involve an analysis of various topics. This will include the development of a context map. (25%)
4. Each student will make a final presentation to the class. This will also include a written analysis of the topic chosen, not to exceed four pages. (25%)

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80 percent of class time, or the student 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 student have extenuating circumstances, he/she should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December 1997.)

Writing Policy:

In keeping with the All-university Writing Requirement, all courses must have a writing component of at least 2,500 words (approximately 10 pages), which can be administered in a variety of ways.

Textbooks and Resource Materials

- Cunningham, William G., & Cordeiro, Paula A., Educational Administration, A Problem-Based Approach (2000), Allyn and Bacon
- Snowden and Groton, School Leadership and Administration, 5th Edition

Tentative Class Schedule

August 28, 2006	Overview of course Why do you want to be an administrator? Discussion of your career goals
September 11, 2006	State and federal role in public education School administration and ethics Case study discussion Hot topics Chapter 2
September 18, 2006	Organization of local school districts Build a context map Chapter 5 Hot topic

September 25, 2006	Governance of local districts How does the school board function? Readings, <i>Education Week</i> Hot topics Develop presentation teams and select topics
October 2, 2006	School Law at the state, district and site levels Chapter 11 Hot topics Presentations
October 9, 2006	School finance at the federal, state, district, and site levels Chapter 12 Hot topics Presentations
October 16, 2006	Board meeting attendance Written analysis of your observation
October 23, 2006	Collective Bargaining Hot topics Presentations
October 30, 2006	No class meeting Independent study Complete written report on the role of the superintendent
November 6, 2006	Special Education and issues of litigation Hot topics Presentations

November 13, 2006	School reform efforts Curriculum and Instruction Improving student achievement Chapter 3 Hot topics Presentations
November 20, 2006	Human Resources, chapter 10 Selecting and evaluating personnel Hot topics Presentations
November 27, 2006	Leadership, chapters 6 and 7 Hot topics Presentations
December 4, 2006	Final class