

California State University San Marcos  
College of Education

EDAD 630  
**Elementary and Secondary School Organization and  
Management**

Fall Semester 2003  
Mondays, 7:30 p.m. – 9:10 p.m.

**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.*

**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 (2 units)**

The role of the site administrator in the administration and management of elementary, middle school/junior high, 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 the 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:

1. Organize and manage the structural and functional relationships in elementary and secondary schools.
2. Implement appropriate and effective managerial practices in schools.

3. Implement effective and efficient shared decision-making and governance models.
4. Effectively and efficiently manage school resources.
5. Apply appropriate technology to school managerial functions and operations.

### **Course Objectives**

Upon completion of EDAD 630, the Professional Administrative Credential candidate will be able to:

1. Know the nature of decision-making in developing and implementing elementary and secondary policy and procedures.
2. Know how to identify appropriate personnel to serve in various teaching, support, clerical, custodial, and administrative positions in schools.
3. Understand and apply major behavioral objectives for various schools and devise methods for their evaluation.
4. Know the nature of leadership, management, administration, and their site-specific applications.
5. Understand general concepts and specific application of site- and school-level, appropriate personnel management.
6. Understand organizational culture as it relates to various school levels.
7. Understand and implement shared decision-making.
8. Know how to identify, administer, and manage all resources needed for the implementation of specific educational programs.
9. Understand relations with external communities, including business and industry.

## **Text and Resource Materials:**

1. *Education Week*
2. Cunningham & Cordeiro, *Educational Administrator* (required text)
3. Snowden and Groton, *School Leadership and Administration*, 6<sup>th</sup> edition

## **Student Expectations:**

1. Demonstration of knowledge and competence in stated objectives.
2. Completion of assigned readings and course assignments.
3. Participation in class activities and discussions.
4. Presentations and discussions of issues of governance, school finance, and legal interpretations.
5. Attend class.
6. Due to the dynamic and interactive nature of courses in the COE, 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 s/he may not receive a passing grade for the course at the discretion of the instructor. If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of "A." If three class sessions are missed, the highest possible grade that can be earned is a "C+." If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.
7. 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.

**Course Requirements:**

- 1. Readings and discussion on current events.....(10 points)
- 2. Topic paper.....(25 points)
- 3. Class presentation..... (15 points)
- 4. Development of professional goals.....(10 points)
- 5. Class participation.....(20 points)
- 6. Final exam .....(20 points)

**Grading Scale:**

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F below 60 points

**Class meeting schedule:**

9/8/03	Introduction/organization of course
9/15/03	Chapter 2, State and Federal Role in Public Education. Ethical leadership Sign up for class presentation
9/22/03	Chapter 5, Organization of School Districts Class presentations Chapter 6, Leadership, What Does It Look Like? How to work and understand external organizations in the school community.
9/29/03	School district governance. The school board and how it operates, page 125 Policy development Professional goals due Class presentations

10/6/03	Chapter 11, School law at the school site Class presentations
10/13/03	Independent study, no class meeting Class presentations
10/20/03	Collective bargaining How to make collective bargaining work for children. What is the right balance? pages 309-310 Class presentations
10/27/03	Chapter 8, The Instructional Program and Accountability Class presentations
11/3/03	Chapter 3, School Reform Class presentation
11/10/03	Chapter 12, School finance at the school site
11/17/03	Chapter 10, Human Resources and District Finance Issues
11/24/03	Special education and the ever-increasing impact, page 261
12/1/03	Final exam distributed Review key components of course
12/8/03	Final exam due
12/15/03	How to get that position you may want. What you need to know about the application process to become an administrator. Professional goals discussion Final class

### **Class Presentation:**

May work in groups no larger than three. Present to the class a challenge related to school leadership. Develop the issue with the class and make recommendations for how you would deal with this challenge. At the conclusion of your problem-solving activity, please distribute to the class a two-page description of the problem and

solutions you would recommend. Presentations should be approximately 15 minutes.

### **Current Developing Topic Discussion:**

Each class session will begin with a discussion of current topics in the area of school leadership. Students should bring in articles from local newspapers, magazines, or professional journals and initiate and participate in the discussion. Each student should submit at least two such articles, which can be from journals, newspapers, or magazines.

### **Professional Goals:**

Develop your personal goals for your career. Be sure to include both short- and long-term thinking. The assignment will be evaluated on the thought and organization the student has given to their professional future. These goals will be referred to several times throughout the semester.

### **Topic Paper:**

Select a topic related to school leadership and that you have interest in learning more about. Describe a variety of perspectives, research findings, where appropriate, and provide references that support any positions or recommendations you may take. Your topic paper should not exceed eight pages and should be double-spaced. All topic papers are due on or before November 17, 2003. The instructor will assist you with the selection of your topic.

### **Final Exam:**

The final exam will include questions from class discussions, readings, and current events. It will be a take-home essay exam and is due on December 15, 2003. The exam will be distributed on December 1, 2003.