

California State University San Marcos
School of Education

EDAD 636 Instructional Supervision and Personnel Administration
3 units - Fall 2002

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Class Meetings: Mondays 4:30 - 8:30 PM.

Mission of the College of Education at CSUSM 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, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (*adopted by COE Governance Community, October 1997*)

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. (*approved by CCTC in SB 2042 Program Standards, August '02*)

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 505, and can be contacted 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 or, in order to ensure confidentiality, in a more private setting.

Course Description The role of the site administrator as an educational leader, supervisor and personnel manager is the basis for this course. Students investigate and analyze the impact of instructional leadership on classroom teaching and learning, the structure and function of schools and the transformation of curricular programs towards those responsive to and inclusive of issues of diversity, personnel recruitment, selection, placement, motivation, productivity, professional development, evaluation and dismissal are studied as elements of personnel management. Emphasis is placed on personnel management process as a way of achieving excellence through diversity.

Course Goals/ Objectives: This course will assist the candidate to:

1. Manage all personnel functions of the school site;
2. Effectively supervise classified and certificated staff;

3. Build a teaching and learning community at the site;
4. Implement strategies for ongoing personnel development; and,
5. Facilitate the collective bargaining process.

Upon completion of the course, the candidate will know and understand

- the purpose of instructional leadership for the site administrator
- the purpose and function of supervision
- strategies for improving teaching and learning through professional development
- teacher performance and motivation
- general concepts and principles of personnel administration
- fundamentals of diversity in the school, equal opportunity, recruitment, selection, assignment and dismissal of staff
- personnel relations including collective bargaining, contract interpretation and working with formal and informal employee groups
- data collection procedures in school management
- procedures for pupil/staff conflict resolution
- procedures for individual and organizational stress management
- uses of technology in the area of instructional leadership and personnel administration.

Course Outline

9/9 Introduction/Course Outline/Expectations

The Art, Science and Purpose of Instructional Supervision

“Reality Check 2001” discussion

Assignment

- Prepare to discuss the concepts of “The Total Teacher” and “The Total School” (pages 1-62)
- Prepare one or two suggestions for overcoming the six elements of “the problem” as described by Hargreaves and Fullan. Use your current site as the context for your suggestions. Prepare a **written two page summary** of your suggestions with student achievement and effective teaching as its focus.

9/16 **What’s Worth Fighting for in Your school Part 1**

Assignment

- Prepare to discuss Fullan and Hargreaves pgs. 63-107
- Review the 12 guidelines for teachers on page 64. Select **four of the elements** you will encourage as a site administrator. Be prepared to articulate how the four elements you selected are most closely associated with instruction and student achievement and to describe what you would specifically do to “coach” teachers towards these behaviors.
- **Submit your classroom observation/conversation schedule.**

9/23 **What's Worth Fighting for in Your school Part 2**

Assignment

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- Access the American Association of School Administrators webpage (aasa.org), select the **Issues and Insights** button, select, "**What's Right with Education?**" Read one of the articles that address quality of instruction and/or student achievement. How does the content of the article illuminate your thinking about "What's Worth Fighting for in Your School?" **Write a two page response to this question.**
 - Interview your principal or other site administrator about some of the personnel management mistakes they made in their first few years as an administrator. Be prepared to share these experiences with the class.

9/30 **Personnel Management for Site Administrators**

Assignment

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- After reading "Improving the Quality of the Teaching Force, a Conversation with David C. Berliner" and "Appreciation of Good Teaching" (Schulman) (ascd.org/reading room/edlead), prepare to discuss how the content of these interviews helps you to affirm, expand or change some of your ideas about quality teaching and your role as a supervisor and evaluator. __

10/7 **Personnel Management for Site Administrators**

Assignment

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- Read the collective bargaining agreements for certificated and classified employees in your district and make note of questions about the agreements. Pay particular attention to elements of the CBA's related to selection, assignment, discipline, evaluation and dismissal of employees.
 - Read the District policy addressing evaluation of management employees and make note of questions related to the policy.

10/14 **Managing the Collective Bargaining Agreement**

Assignment

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- Bring samples of and familiarize yourself with district documents for classroom observation, evaluation instrument, report cards, student outcome document, Stull Bill form and any others related to classroom observation and evaluation.

10/21 **The Link between Supervision and Evaluation: the Art of Observation**

Assignment

- Be prepared to discuss how the content of “CSTP Resources for Professional Practices” assists with formative assessment and summative evaluation of teachers.

10/28 **FRISK workshop**

11/4 **Classroom observations sharing**

Assignment due: One page classroom observation summary, one page guided discussion for post ob conversation and one page reflection essay on process. Please bring enough copies for the class.

11/11 **Off Campus Visitation**

Required Materials (Texts):

Fullan, M. and Hargreaves, A. (1996) *What's worth fighting for in your school?*
Columbia University: Teacher's College.

FRISK Manual

California Standards for the Teaching Profession: Resources for Professional Practice

Websites referred to in course description

Documents referred to in course description

Grading Policy

Attendance: Arriving on time and attending all class sessions is required for an “A” grade in the course. A pattern of tardiness or absences will result in a reduction in grade.

Written assignments will count for 40% and class participation will count for 60% of the course grade.

Class participation that reflects thorough preparation, reflection and the ability to build and expand on the ideas presented is considered exemplary participation. Written work that stays on topic, observes the standards of correct grammar and usage and contains evidence of knowledge - as well as skillful application of knowledge and, when appropriate, expansion beyond the knowledge level- is considered an exemplary level of writing.

Planning for classroom observations and conversations

- 1. Get clearance from your site principal to make three instructional observations and post-ob conversations.**
- 2. Set up 20 minute observation times and post-ob conversation times with three teachers. One class must have a specialized aspect to it - ELL's, SE inclusion, SDC, GATE, etc.**
- 3. Arrange for coverage for your class**
- 4. Submit schedule to professor with name of teachers, grade level, date and time of visit and conversation and any special factors involved in the classroom setting. Observations and conversations are to be completed by 10/28.**