

**California State University San Marcos
COLLEGE OF EDUCATION**

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

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| INSTRUCTOR: | Harry C. Weinberg, Ed.D. |
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| Office Hours: | Mondays – 12:00 PM – 1:00 PM or by appointment |

Mission Statement of the College of Education, CSU San Marcos

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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

Course Description:

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 & 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.

Objectives:

Upon completion of the course the candidate will:

- ◆ Know the nature of decision-making in developing and implementing elementary and secondary policy and procedures.
- ◆ Know how to identify appropriate personnel to serve in various teaching, support, clerical, custodial, and administrative positions in schools.
- ◆ Understand and apply major behavioral objectives for various schools and devise methods for their evaluation.
- ◆ Know the nature of leadership, management, and administration and their site-specific applications.
- ◆ Understand general concepts and specific application of site and school level appropriate personnel management.
- ◆ 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.

Texts:

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

Course Requirements:

1. Each class member will be expected to attend class regularly and participate in class discussions.
2. Each student will summarize an article on a 5" x 8" card for each class session. The articles can be from newspapers, magazines, or education journals. The instructor will provide students with examples of the format.
3. The reading and analysis of case studies will be an on-going activity throughout the course. Students should come to class having read the assigned case and textbook readings.

GRADING POLICY

The following factors will be considered in determining a final grade:

1. Attendance

If you miss two class sessions or are late (or leave early) for more than three sessions you cannot receive a grade of "A". If you miss three class sessions, you cannot receive a grade higher than a "C+".

Due to the dynamic nature of this course, all students are expected to attend all classes and participate actively. Should a student miss more than 20% of class time, s/he may be dropped from the course at the discretion of the instructor. Should the student have extenuating circumstances, I urge you to contact the instructor as soon as possible.

2. Class participation

3. Readings

4. Case Study Analysis

5. Quizzes

6. Final Exam

TENTATIVE SCHEDULE

| <u>Date:</u> | <u>Subject:</u> |
|---------------------|--|
| 08/27/01 | Introductions, course overview, explanation of field work, “Why do you want to be an administrator?” |
| 09/03/01 | NO CLASS - Labor Day |
| 09/10/01 | Readings - State and Federal Role in Public Education, Introduction of Case study - Cunningham, Chapter 2 |
| 09/17/01 | Readings - Organization of School Districts, Case Study - Field Experience, Cunningham, Chapter 5 |
| 09/24/01 | Readings - Governance of Local School Districts |
| 10/01/01 | Readings - Concepts of School Law at the School Site, Cunningham, Chapter 11 |
| 10/08/01 | Readings - Concepts of Finance at the School Site, Cunningham, Chapter 12 |
| 10/15/01 | Readings - Collective Bargaining and Site Leadership, Cunningham pp 309-310 |
| 10/22/01 | Student Learning and Assessment - Field Work Update, Cunningham, Chapter 8 |
| 10/29/01 | Readings - School Reform, Case Study, Cunningham, Chapter 3 |
| 11/05/01 | Readings - Case Study, Relations with the External Public Including Business and Industry, Cunningham, Chapter 4 |
| 11/12/01 | Readings - Selecting and Evaluating Personnel, Cunningham, Chapter 10 |
| 11/19/01 | Readings - The Organizational Culture of Schools, Case Study |
| 11/26/01 | The Nature of Leadership, Cunningham, Chapters 6 & 7 |
| 12/03/01 | Leadership (Continued) |
| 12/10/01 | Final Exam |

Education 350
Dr. Harry C. Weinberg
April 24, 1995

Debold, Elizabeth. "Helping Girls Survive the Middle Grades." Principal.
January 1995 [Vol. 74 (No. 3)] p:22-24.



Mixed messages at home and school make the road to adolescence a difficult journey for many girls. It has been documented that girls experience greater distress than boys in adolescence. However, little research has been done covering the preadolescent middle-grade years. The Harvard Project on Women's Psychology and Girl's Development has shown culture has a higher impact on adolescent girls life, more so than biological changes as once thought. The critical and ideal time for intervention in girl's lives is the late elementary and middle school years. Intervention at this age by teachers and administrators can make a real difference in the future lives of young women.

The author of this article covers three key points which are fundamental in the healthy development of a young girl to a young woman. The key points are as follows: The struggles of adolescent girls, the "perfect girl" image and lastly, resisting the "perfect girl" image.

In 1991, the American Association of University Women (AAUW) released the results of a nation-wide survey that confirmed the findings of the Harvard Project. While most girls seem to think well of themselves in the primary grades, the majority suffer a severe decline in self-esteem by the age of 12.

In addition, research from around the country shows that adolescent girls experience greater stress than boys and are twice as likely to be depressed and commit suicide compared to boys. The girl's depression is attributed to negative feelings about their outward appearance. Poor body image and disordered eating habits is much more prevalent in girls than boys. Due to many girls obsessive behavior about their appearance and relationships with boys, it is easy to pass off their behavior as hormonal. Interestingly, what is often overlooked is that adolescence is a period of intellectual development as well as physical development. It is the cognitive changes that lead girls to conclusions about what is expected of them as adults.

Race factors were also presented in this article. For example as the AAUW study shows, African American girls do not suffer the same decline in self-esteem as white or Latina girls. This is due to the fact that African American girls often learn from their parents how to deal with racism and as a result are able to maintain a strong belief in themselves. The downside to this is that African American girls lose faith in schools and represent a higher school drop out rate.

Preadolescents learn from women they view as role models. Their observations of their role models becomes the foundation for their own struggles in adolescence. When they become "boy crazy," they are playing at what they see many women do: placing relationships with men at the center of their lives. Girls also learn the power struggles between men and women by observing the adults in their lives. Girls quickly learn that if they want to be loved and protected by men, they have to watch what they say and do.

To become the "perfect girl" young adolescents are taught by women role models, strategies to get along in a world based on what men want. A middle class girl at the age of ten has compiled all the messages they have received into the "perfect girl", who is pretty, kind, obedient, and never has bad thoughts or feelings. This attitude toward their behavior promotes an inability to express anger and to assert themselves.

Resisting the "perfect girl" image in preadolescence is the conflicting knowledge of equality and the demands of compliance at home and at school. Their complaints of the unfairness is an expression of their resistance to the perfect girl standards.

I found this article to be very interesting concerning preadolescent girls. As a young girl growing up I remember that the one thing I wanted from adults was for them to take me seriously. It became apparent that power was not shared equally between men and women yet democracy, equality and justice are symbols of American life. As a future middle school teacher I would encourage girls to work through their conflicts rather than suppress them. To increase their self-esteem, it would be important to let them know that it's okay for two people to be angry and disagree as long as they followed the rules for fair verbal fighting