

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

**EDAD 636: Instructional Supervision and Personnel Administration (3 Units)**  
**AND**  
**EDAD 634B: Educational Finance (1 Unit)**

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Class Meetings: Tuesday 4:30 – 8:30 PM

**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, life-long 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)*

**CLAD Infusion**

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus. The competencies covered in this class are noted with an “\*.”

**Attendance Policy**

Arriving on time and attending all class sessions shows respect for the class members, the professor, and you, as a learner. This level of attendance is required to receive a grade of “A” in the course. It is understood that professional obligations may collide with course meetings at times. A pattern of tardiness or absences will result in a reduction in grade due to impact on participation level of students.

## **Grading Policy**

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

Class participation that reflects thorough preparation, reflective thought and the ability to build and expand on the ideas presented is considered an exemplary level of 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.

## **Texts and Resource Materials:**

- Townley, et. al., *School Personal Administration, A California Perspective*, 4<sup>th</sup> edition
- FRISK Manual
- Snowden, *School Leadership and Administration*, 5<sup>th</sup> or 6<sup>th</sup> edition
- From School Districts
  - District and Site Budget
  - Sunshine Resolution for 2001-02 Bargaining
  - Board Agendas
  - Collective Bargaining Agreements
  - Evaluation Instrument for Classified and Certificated Employees
- Stull Bill/Goal setting Form
- Classroom Observation Form
- District and Site Budget

## **EDAD 636 Instructional Supervision and Personnel Administration**

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 the personnel management process as a way of achieving excellence through diversity.

Goals:

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
5. facilitate the collective bargaining process

Objectives:

Upon the 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

## **EDAD 634B: Educational Finance**

This course is the second in a two-course sequence articulating the financial and legal aspects of entry-level school administration and leadership. Students concentrate on basic principles and practices of school finance, including budget generation and implementation at site and district levels. Critical financial issues are addressed, as is the financial decision-making process. The relationship between law and finance are discussed as major responsibilities of school administrators and educational leaders.

### **Goals:**

This course will assist the candidate to:

1. use financial mechanisms as management tools
2. prepare site budgets
3. effectively use financial resources for the benefit of the school community

### **Objectives:**

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

- the roles of federal, state and local agencies in the budget process
- functions of school boards and district administrations in governance and financial policy-making
- financing public schools including historical development, district and site level funding and budgeting and financial implications of personnel contracts and other obligations
- financial implications of federally and state mandated programs and policies
- uses of educational technology in issues of educational finance

## **TENTATIVE SCHEDULE**

- January 21 Introductions - Review Course Outline-assign Bench Marking Reports - Introduce Case Study Method - Assign Case Study
- January 28 Gather Materials for Bench Marking Reports - No Class Meeting
- February 4 Readings - Overview of Federal, State and Local Role in School Finance - Bench Marking Report - Determining Staffing Needs - Case Study Discussion
- February 11 Readings - Bench Marking Report - Recruitment of Personnel - Chapter 3 Review due
- February 18 Readings - Benchmarking Report - Selection of Personnel - Chapter 4 Review due
- February 25 Readings - Benchmarking Report - Evaluation of Certificated Personnel - Chapter 5 Review due - Read Chapters 6 and 7 - No review due next week
- March 4 Readings - All 4 readings are due - Benchmarking Report - Evaluation of Classified Personnel
- March 11 Readings - Benchmarking Report - Collective Bargaining - Chapter 12 review due - Review Frisk Document for next week
- March 18 Readings - Bench Marking Report - Discipline and Dismissal - Chapter 14 Review Due
- March 25 Readings - Corrective Memorandum in Class Exercise - Catch up
- April 1 NO CLASS - Spring Break
- April 8 Readings - Bench Marking Report - Staff Development - Chapter 8 Review due - Leadership Simulation Exercise
- April 15 Bench Marking Report - Site Based Budgeting - Sharing of School Budgets - Preparation For Computer Budgeting Exercise Next Week
- April 22 Class meets on CSUSM campus for a computer Budget Exercise
- April 29 Readings - Trends in Curriculum - Teaching to Promote Creativity
- May 6 Final paper due - Course Summary - Leadership Presentation

## **Group Reports (Benchmarking)**

### **EDAD 636**

- 1) Staffing Projections
- 2) Recruitment of Personnel
- 3) Selection of Personnel
  - a) Paper screening
  - b) Reference Checking
  - c) Interviewing
- 4) Evaluating Certificated Personnel – Legal Requirements
- 5) Evaluation of Classified Personnel
- 6) Collective Bargaining
- 7) Employee Discipline and Dismissal
- 8) Staff Development
- 9) Site Based Budgeting.

### **Final Paper**

A two or three page paper, double spaced, using 11 or 12 point font, on one of the following subjects:

1. Observe a negotiation session. Your paper should be reflective and evaluate the session based on your course learnings.
2. Develop a competency based interview for selecting personnel at your site.
3. Observe a final interview or paper screening. Your paper should be reflective and evaluate the session based on course learnings.