

## California State University San Marcos

Education 630

Elementary and Secondary School

Organization and Management

2 Units

Instructors:

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(Rene Townsend)

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Office Hours: By Appointment Only

Spring Semester-2002

February 5-May 21

Tuesdays, 4:30- PM- 6: 10 PM

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### **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 the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning and service. We value diversity, collaboration, professionalism and shared governance.

**CLAD Emphasis.** 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 and the competencies covered in this course will be highlighted during orientation.

### **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 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.

**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.

**Text:**

1. Cunningham, William G. and Cordeiro, Paula A. Educational Administration: A Problem-Based Approach, Allyn and Bacon

**Course Requirements:**

1. Each class member will be expected to attend class regularly and participate in class discussions
2. Each student will summarize (4) current educational leadership articles during the semester . The articles can be from newspapers, magazines, or education journals. The instructor will provide students with examples of the format.

**Grading Policy:**

Class participation: 35 %; Oral presentations 25 %; Written Assignments/final exam 40%

**Attendance Policy:**

Due to the dynamic and interactive nature of the courses in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. If you miss two class sessions or are late (or leave early) more than three sessions, you cannot receive a grade of "A". If you miss three class sessions, your highest possible grade is a "C+". Should you have extenuating circumstances, contact the instructor as soon as possible.

	<b>Class Schedule</b>
Feb 5	Raye and Rene <b>Introduction to course, review course syllabus, explanation of field work</b> <b>Assignment: Write a one page paper entitled: "Why I want to become an administrator" (Writing should be space and one half, and 12 font.) Due: Feb. 12</b>
Feb 12	Raye <b>Leadership Styles</b> Read Chapters 1 and 6 from Educational Administration <b>"Why I want to become an administrator." One page paper due.</b>
Feb 19	Raye <b>Creating a positive school culture</b> Read Chapter 4 Education Leadership Article Due- One page
Feb 26	Rich and Rene <b>Technology Resources for School Leaders</b> <b>Read p. 80-87</b> Tech Center, Joe Rindone, SDCOE
March 5	Raye <b>Leadership in Elementary, Middle and High Schools</b> Guest Speakers Education Leadership Article Due. One page
March 12	Rich <b>Human Resources including Collective Bargaining, Employee Termination</b> <b>Read Chapter 10</b>
March 19	Rich <b>Resources for Human Resource Leadership</b> Joe Rindone Center, SDCOE
March 26	Rene <b>Leadership, The Big Picture</b>

<b>April 2</b>	<b>Spring Break</b>
April 9	Raye
	<b>Shared Decision Making</b>
	Education Leadership Article Due. One page
April 16	Raye
	<b>Simulation using Shared Decision Making</b>
April 23	Rich
	<b>Selecting and Evaluating Employees, Introduction to School Law</b>
	<b>Read Chapter 11</b>
April 30	Rich
	<b>School Law, Student Discipline</b>
May 7	Rich
	<b>School Finance</b>
	<b>Read Chapter 12</b>
May 14	Raye
	<b>Relations with the External Public including Business and Industry,</b>
	<b>Case Study</b>
May 21	Rich
	<b>Final Examination and Project Due</b>

**Items in this syllabus may be changed at the discretion of the instructors.**