

EDUG 744-61 CONTEMPORARY MANAGEMENT FUNCTIONS IN THE SCHOOL – FALL 2010. Tuesdays, Sept. 14, 21, 28; Oct. 5, 12, 19, 26; Nov. 2, 9, 16. All sessions meet from 4:40 – 7:40, Room RLC 104.
Instructor: Peter A. Mutarelli, EdD.

COURSE DESCRIPTION

Management techniques providing administrative leadership in schools in planning, programming, budgeting, utilizing facilities and materials, personnel issues, technology planning and managing change. A balanced approach utilizing theory and practice will be emphasized through readings, class discussions, and case studies.

Required texts:

Kowalski, Theodore J. (2007). Case Studies on Educational Administration. (5th ed.). Boston: Allyn and Bacon.

Suggested reading:

Sergiovanni, Thomas J. (2007). The Principalsip: A Reflective Practice Perspective. (5th ed.). Boston: Allyn and Bacon.

STUDENT LEARNING OUTCOMES AND ASSESSMENTS

Outcomes

1. Students will gain an in-depth understanding of the skills required for effective leadership of 21st century schools.
2. Students will explore ways principals develop vision and mission for their schools.
3. Students will develop skills related to creating data-driven goals and objectives.
4. Students will learn to create a strategic plan for achieving data-driven goals and objectives.
5. Students will study the characteristics of successful schools and their organizational structures. Issues will include decision-making, communication, effective change, finance, safety, and management of human and physical resources.
6. Students will explore issues of ethics related to their role as principal.
7. Students will examine the importance of political and legal issues as they effect school administration and management.

8. Students will practice techniques of motivation, commitment-building and managing change utilizing a case study approach.

This course will address the following NYS content requirements for School Building Leaders:

- (a) Develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet State learning standards;
- (b) Collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view, and building understanding through direct and precise questioning;
- (c) Communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school's goals, expectations, and performance results, and builds support for improving student achievement;
- (d) Lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:
 - (2) instructional strategies and the integration of technology;
 - (8) student, family, and community relations;
- (e) Effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition;
- (g) Set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;
- (h) Develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development;
- (i) Create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff;
- (j) Establish a school budget and manage school finances and facilities to support achievement of educational goals and objectives;
- (k) Apply statutes and regulations as required by law, and implement school policies in accordance with law; and
- (l) Maintain a personal plan for self-improvement and continuous learning
- (m) Build mutually beneficial collaborative relationships with social service and health service providers to meet the needs of students.

Assessments

1. Assigned readings of articles in the "Course Documents" section of the course site will be the substance of class discussion and Discussion Board threads.
2. Write-ups of field-based activities will assist in the application of learned theories and the practice of reflective analysis of principal behavior in real school situations.
3. Reading, discussion and analysis of case studies will assess student ability to apply theory, make informed decisions and understand resulting outcomes.

COURSE REQUIREMENTS AND EXPECTATIONS

1. Attendance - Regular attendance and class participation are vital to your success in this course. Punctuality is expected.
2. Assigned Readings - Articles must be read as assigned to insure full class participation.
3. Discussion Board - Significant contributions to all of the posted threads.
4. Written assignments - Submit the written assignments as described herein (these will comprise your course portfolio).
5. Case analysis- Students will write detailed case analyses with expected outcomes and contingencies.

Grading system - Grades will be based on the following:

Attendance (10 sessions).....	100 point
Analysis of cases (6 cases).....	60 points
Weekly Discussion Board (6 threads).....	60 points
<u>Course Portfolio (8 entries)</u>	<u>80 point</u>
TOTAL POINTS.....	300 POINTS

TOTAL POINTS	FINAL GRADE
275 -300	A
265-274	A-
255-264	B+
245-254	B
235-244	B-
225-234	C
LESS THAN 224	F

COURSE ACTIVITIES

Session 1:

Vision and Mission

Introduction to course objectives, requirements, and materials.

- Values and Beliefs
- Developing a vision
- Developing a mission

Reading Assignment: "Developing a Vision and Mission" (Course Documents>Course Articles).

Discussion Board: Respond to Discussion Question 1,

Portfolio item #1:

- ❖ Complete the "Identifying Core Beliefs" worksheet
- ❖ Create a Vision and Mission Statement based on the worksheet
- ❖ Develop a motto that articulates your vision and mission.

Case study & analysis #1: Case #24 – Who Should Create the School's Vision? – Kowalski, p. 215.

PLEASE NOTE: For all case analyses, you must follow the guidelines in "*Procedures in Case Analysis*" which is provided in the "Course Documents" section of Blackboard for this course.

Session 2:

Strategic Planning(part one):

- Data-driven goals and objectives
- Developing the school calendar
- Faculty Meetings
- Professional Development
- School events

Reading Assignments: (Course Documents>Course Articles)

- ❖ Looking Collaboratively at Student Work
- ❖ Creating Data Driven Schools
- ❖ Data Driven Teachers

Portfolio item # 2:

- ❖ Develop an annual goal and related objectives based on a set of data (at least 3 sources) from your school
- ❖ Create a school year calendar including faculty meetings, staff development days and school-wide events.

Discussion Board: Respond Discussion Question 2.

Case study & analysis #2: Case #1 *Who Needs Lesson Plans?* Kowalski p. 13.

Session 3:***Strategic Planning (part two):***

- Scheduling
- Defining the School Day
- Programs (early/late care, lunch, extra-curricular)
- Space considerations
- Student/teacher ratios

Reading Assignment: Course Documents>Course Articles>Planning, Programming Scheduling

- Productive Use of Time and Space
- Research on Block Scheduling
- The Problem with Block Scheduling
- Sustaining School Improvement

Portfolio item #3:

- Defining the school day: Create a master template for scheduling including early care, instructional and non-instructional periods (may or may not be block), dismissal, late care.

Case study & analysis #3: Case #2 – *Alternatives for an Alternative School* – Kowalski, p. 21.

Discussion Board: Respond to Discussion Question 3.

Session 4: Human Resources Management.

- Recruitment
- The hiring process
- Performance evaluation and appraisals
- Other HR considerations

Portfolio item #4: Take the role of Allen Miller in this week's case and write a formal letter to Dr. O'Brien and Dr. Daniels in support of your assistant principal. Use the facts from the case to assist you in writing this letter.

Reading Assignment: Review the documents in Course Documents>Course Articles>Human Resources.

Case study & analysis #4: Case #5 – *Get rid of the Sloppy Assistant Principal* – Kowalski, p. 47.

Discussion Board: No discussion this week.

Session 5: Record Keeping and Reporting

- Student Records
- Disposition of Records
- B.E.D.S
- Mandated Services

Reading Assignment: Review the Disposition of Records, pp. 96 – 113 and the Mandated Service Guidelines in Course Documents>Course Articles>Record Keeping and Reporting.

Portfolio Item #5: Complete the B.E.D.S report for your school. You may need to make an educated guess in areas of a confidential nature, if data is not available to you.

Discussion Board: Respond to Discussion Question 4.

Session 6: Finance and Budget (part one)

- Financing Public Schools
- NYS Finance issues
- Other considerations

Reading Assignment- "Financing Public Schools-An Overview" and "A Primer on School Finance-NY State" in Course Documents>Course Articles>Budget and Finance.

Discussion Board: Respond to Discussion Question 5.

Case study & analysis #5: Case #19 – *Who Needs Career-Technical Education?* – Kowalski, p. 165.

Session 7: Finance and Budget (part two)

- *The School Budget*

Portfolio Item #6: Use the worksheets in Course Documents>Budget to develop a simulated budget for a school as assigned in class.

Session 8: Policy and Practice

- *Parent/Student Handbook*
- *Faculty/Staff Handbook*
- *Other policy considerations-Safety, harassment.*
- *Policy vs. practice*

Review the documents in Course Documents>Course Articles>Policy and Practice

Case study & analysis #6: Case #3 – *A Bully's Threat* – Kowalski p. 29.

Portfolio item#7: After reviewing your school Parent/Student handbook, identify a policy that is missing or one that needs revision. Write the policy or revision as it would appear in your handbook. Annotate the policy with rationales.

Session 9: Facilities and Materials

- *Building and grounds*
- *Instructional materials*
- *Non-instructional materials*

Reading assignment: Review Articles 43 and 47 and the Fire Regulations in Course Documents>Course Articles>Facilities and Materials (you need not read the entire documents as they are very extensive – review them for areas that may effect your school situation).

Portfolio item #8: Prepare a report for your school board outlining a major renovation needed at your school. Describe the scope of work, why the work is needed at this time, the number of bids you will secure and any possible impact the work will have on the operation of the school. Include a proposed budget and time-line for this work. You may do this in the form of a presentation (Powerpoint) and include digital photos.