

MANHATTAN COLLEGE Fall 11
ED 744 Contemporary Management Functions

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Classes meet on Mondays from 4:40 - 7:40 in RLC 104

Email is the best way to reach me. Email is checked early morning Monday through Friday. If you have a question for class, be sure to ask before the day of class as email on the day of class may not be read later in the day.

COURSE DESCRIPTION: *Management techniques providing administrative leadership in schools in planning, programming, budgeting; utilizing facilities and materials; recording, scheduling, grading pupils; and financial accounting; computer utilization and software for management tasks. Field experience*

Course Objectives:

1. This course will help participants consider contemporary ways to manage time, paper, people, money, data, facilities.
2. Participants will examine principles of leadership presented by the ISLLC standards, the TEAC standards.
3. Participants will make the connection of these to the internship they will undertake in the future.

Required Readings, Resources, and Web Sites

If any links are not "clickable" copy and paste into your web browser.

1. 10 Tips for Classroom Management: <http://www.edutopia.org/classroom-management-resource-guide>
2. State University of New York. (2001). *SAVE Legislation* Albany: State Education Department
<http://www.emsc.nysed.gov/rscs/chaps/SAVE/SchoolSafetywebpage.htm> Use this link to take the two hour safe schools workshop if you do not yet have your certificate in safe schools legislation.
3. Child Abuse: <http://www.highered.nysed.gov/tcert/certificate/ca.html> Use this link to take the two hour workshop if you do not yet have your certificate in Child Abuse Recognition and Reporting.
4. ISLLC Standards:
<http://www83.homepage.villanova.edu/richard.jacobs/EDU%207250/ISLLC%20Standards-Knowledge,%20Dispositions,%20Performances.htm>
5. New State test required for May 2013 graduate
6. TEAC principles for school leaders: knowledge, decision-making, caring, multiculturalism, technology, learning to learn See page 1 of <http://www.teac.org/wp-content/uploads/2009/03/exp-QP-EdLeadership.pdf>
7. Managing a school in New York State <http://www.osc.state.ny.us/localgov/pubs/lmgg/managingbudget.htm>

LEARNING OUTCOMES	ASSESSMENT
Participants will	
Apply course concepts, theories, principles to administrative leadership, planning, programming, scheduling, facilities, financial and data management	Case Studies
Use appropriate software for scheduling, planning, financial accounting automate recurring tasks and publications	Technology used to complete and submit assignments
Give evidence of personal leadership, team management for the effective functioning of the orgn	Study Group Reports
Give evidence of reflective practice related to managerial leadership	Managerial Leadership Project

ISLLC Standards applied in this course:

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge: The school leader has knowledge and understanding of

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level,
- principles and issues relating to school safety and security,
- human resources management and development,
- principles and issues relating to fiscal operations of school management,
- principles and issues relating to school facilities and use of space,
- legal issues impacting school operations,
- current technologies that support management functions.

Dispositions: The school leader believes in, values, and is committed to

- making management decisions to enhance learning and teaching,
- taking risks to improve schools,
- trusting people and their judgments,
- accepting responsibility,
- high-quality standards, expectations, and performances,
- involving stakeholders in management processes,
- a safe environment.

Performances: The administrator facilitates processes and engages in activities ensuring that:

- P 3.1 Knowledge of learning, teaching, and student development is used to inform management decisions
- P 3.2 Operational procedures are designed and managed to maximize opportunities for successful learning
- P 3.3 Emerging trends are recognized, studied, and managed to maximize opportunities for successful learning
- P 3.4 Operational plans and procedures to achieve the vision and goals of the school are in place
- P 3.5 Collective bargaining and other contractual agreements related to the school are effectively managed
- P 3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively
- P 3.7 Time is managed to maximize attainment of organizational goals
- P 3.8 Potential problems and opportunities are identified
- P 3.9 Problems are confronted and resolved in a timely manner
- P 3.10 Financial, human, and material resources are aligned to the goals of schools
- P 3.11 The school acts entrepreneur ally to support continuous improvement
- P 3.12 Organizational systems are regularly monitored and modified as needed
- P 3.13 Stakeholders are involved in decisions affecting schools
- P 3.14 Responsibility is shared to maximize ownership and accountability
- P 3.15 Effective problem-framing and problem-solving skills are used
- P 3.16 Effective conflict resolution skills are used
- P 3.17 Effective group-process and consensus building skills are used
- P 3.18 Effective communications skills are used
- P 3.19 There is effective use of technology to manage school operations
- P 3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively
- P 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained
- P 3.22 Human resource functions support the attainment of school goals
- P 3.23 Confidentiality and privacy of school records are maintained.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. (Ethical Leadership)

Knowledge: The administrator has knowledge and understanding of:

- K 5.1 The purpose of education and the role of leadership in modern society
- K 5.2 Various ethical frameworks and perspectives on ethics
- K 5.3 The values of the diverse school community
- K 5.4 Professional codes and ethics
- K 5.5 The philosophy and history of education.

Dispositions: The administrator believes in, values, and is committed to:

- D 5.1 The ideal of the common good
- D 5.2 The principles in the Bill of Rights
- D 5.3 The right of every student to a free, quality education
- D 5.4 Bringing ethical principles to the decision-making process
- D 5.5 Subordinating one's own interest to the good of the school community
- D 5.6 Accepting the consequences for upholding one's principles and actions
- D 5.7 Using the influence of one's office constructively and productively in the Service of all students and their families
- D 5.8 Development of a caring school community.

Performances: The administrator facilitates processes and engages in activities ensuring that:

- P 5.1 Examines personal and professional values
- P 5.2 Demonstrates a personal and professional code of ethics

- P 5.3 Demonstrates values, beliefs, and attitudes, that inspires others to higher levels of performance
- P 5.4 Serves as a role model
- P 5.5 Accepts responsibility for school operations
- P 5.6 Considers the impact of one's administrative practices on others
- P 5.7 Uses the influence of the office to enhance the educational program rather than personal gain
- P 5.8 Treats people fairly, equitably, and with dignity and respect
- P 5.9 Protects the rights and confidentiality of students and staff
- P 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community
- P 5.11 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
- P 5.12 Opens the school to public scrutiny
- P 5.13 Applies laws and procedures fairly wisely, and considerately.

Grading Criteria from the Grad Ed Catalog:

The grades that indicate quality of the student's performance in every course are as follows:

A means excellent, B means good, C means satisfactory, D means poor but passing.

F means failing.

For grade point averages, these numerical equivalents for letter grades are used:

A 4.0	A- 3.67	B+ 3.33	B 3.0	B- 2.67	C+ 2.33
C 2.0	C- 1.67	D+ 1.33	D 1.0	F 0.0	

For this course, grading includes points assigned for assignments, quizzes, Discussion Board, etc. All are available in Blackboard and you will be able to keep track of your progress by using View Grades.

A- to A	= 93-96%, 97- 100%
B- to B+	= 75-79%, 80 – 89%, 90-93%
C- to C+	= 60-65%, 66-69%, 70-74%
D- to D+	= 50-52%, 53-55%, 56-59%
F	< 50%

Support Services

Students who need academic support services (e.g., reading, writing) can go to Miguel 300 for support.

SUGGESTED COURSE TIMELINE: EDUG 744 Fall, 2011

Session/Date		Topic/Activity	Assignment due at next class session <i>You will find a place in the Blackboard site to submit your assignments.</i>
1	8-29	ONLINE Assignment	Introduce Yourself
2	9-5	LABOR DAY no class ONLINE Assignment: Managing facilities Post to ACEF blog Be sure to place your comment in the blog <u>and</u> include your first initial, last name, and Manhattan College at the end of each comment. ACEF will track your responses to the blog and report your participation. You will get credit for your participation and comments toward your grade. Read more about it in the assignment section below.	Instructions for posting comments to the blog at the educational facilities Blogger at http://educationalfacilities.blogspot.com/ . That means you will post to the blog five times, during the weeks of September 5, October 10 and 31, November 21, December 5
3	9-12	Introduction Course Introduction and explanation of course requirements Vision and Mission as a context for managerial leadership Managerial Essentials for School Leaders (ISLLC)	Part II: Background and current information of the Managerial leadership project Part II: What have others said about the situation you would like to improve? Submit some of this section (<i>you don't have to do all of it; just start collecting readings, web sites, ideas, etc..</i>)
4	9-19	Exercise in school components: Label tangram pieces:	Part I: Introduction and Rationale for your selected area in need of improvement of your

		(http://mathforum.org/trscavor/tangrams/tangram-pieces.html; http://www.tygh.co.uk/tan/tan.htm) Components of a school Most important Most expensive Managerial leadership Providing a managerial leadership in schools Managerial performances for principal	managerial leadership project <i>This is something your study group can help with.</i>
5	9-26	Managing time and calendar Survey: http://www.workingresources.com/timeselfmanagement/survey/ http://www.mindtools.com/pages/main/newMN_HTE.htm http://messageinternational.org/manage-your-time-and-your-life/ http://www.youtube.com/watch?v=Lpau5YXk46Y&feature=related The 5 S's http://www.graphicproducts.com/tutorials/five-s/index.php http://www.saferpak.com/fives_art1.htm The 80-20 principle http://management.about.com/cs/generalmanagement/a/Pareto081202.htm http://www.entrepreneurs-journey.com/397/80-20-rule-pareto-principle/ Managing stress Managing change Managing meetings Programming Promising practices in elementary, middle and secondary schools Scheduling options Block scheduling Looping	Part III: The plan <i>Enlist your study group for this.</i> Submit your study group report
6	10-3	Managing paper Maintaining and organizing files and records TRAF-ing paperwork http://www.itmweb.com/essay515.htm http://www.sev-tes.com/Newsletters/2010/TESS_Newsletter_No_%2007_2010.pdf http://www.bottomlinesecrets.com/article.html?article_id=41766	Part IV: Intended outcomes
7	10-10	ONLINE post to ACEF blog	Part II: What have others said about the situation you would like to improve? Submit some of this section (<i>you don't have to do all of it.</i>)
8	10-17	Managing people internal and external communication Managing performance Analyzing performance problems ftp://ftp-fc.sc.egov.usda.gov/NEDC/isd/app.pdf http://capsnet.usc.edu/ProfessionalDevelopment/SupportTools/documents/ModelforAnalyzingPerformanceProblems_000.pdf http://www.cognitivedesignsolutions.com/PerfSupport/PerfSupport1.htm media, parents, stakeholders Emergencies (planning for the worst & hoping for the best)	Part V: Conclusions, second thoughts and recommendations. Submit the two study group agendas, minutes and reports

		Conflict Disciplinary issues for students Staff misconduct Diversity/multiculturalism Delegating Hiring and firing	
9	10-24	Managing facilities the physical environment Utilizing facilities and materials Safe and orderly environment Managing for order and safety ESC Collaboration	<i>Go over the plan with your study group. Prepare Part V. Submit the study group report.</i>
10	10-31	ONLINE post to ACEF blog	Part VI: Personal Learning Plan
11	11-7	Managing money Introduction to Budgeting and financial accounting Managing budget, money, programs Project management Budget management	
12	11-14	Managing data Record keeping, scheduling, grading Computer utilization and software for administrative tasks Computer assisted records management http://www.schoolboarddata.org/set_goals.htm http://www.ers.org/spectrum/sum01a.htm	Part V: Conclusions, second thoughts and recommendations Prepare the presentation of the project
13	11-21	HAPPY THANKSGIVING no class ONLINE post to ACEF blog	Submit the Managerial Leadership Project in its entirety.
14	11-28	Presentations of managerial leadership project Post course assessment	
15	12-5	ONLINE post to ACEF blog	

Assignments

1. **Participation with the ACEF Blogger:**

ONLINE assignment include posting comments to the educational facilities Blogger at <http://educationalfacilities.blogspot.com/>. That means you will post to the blog five times, during the weeks of September 5, October 10 and 31, November 21, December 5

The American Clearinghouse on Educational Facilities (ACEF) initiated this online clearinghouse to collect and disseminate the latest research on effective **facilities** practices and develop resources regarding the maintenance of **safe, healthy, high performance (green) educational facilities**. Another goal is to **encourage interaction** among educational professionals in early childhood, K-12, and institutions of higher education through social media interfaces on issues relating to educational facilities.

During the course, you will visit the ACEF web site, read the blog posted by various educational professionals, and respond with connections to your readings, course content, your own facilities, and/or other of your educational experiences that are relevant to the topic.

Directions: Place your comment in the blog and include your first initial, last name, and Manhattan College at the end of each comment. ACEF will track your responses to the blog and report your participation. You will get credit for your participation and comments for your ONLINE assignments.

If you wish to followup, ACEF encourages you to 'befriend' this agency via Facebook, Twitter, and LinkedIn at <http://www.acefacilities.org>. **If you have any difficulties, please contact** ortiz@acefacilities.org.

If you will be using an Apple Macbook at home to post ACEF Blogger comments, be sure to to contact our office at 254-968-9990 to ensure that your comments are accurately posted to the blog. Evidently there are Apple Macbook/Blogger compatibility issues (alternative services will be provided).

2. Study Group Meetings and Reports

The study group is a **Professional Learning Community (PLC)** and is ideally, a *team* of colleagues from your school with whom you meet on some regular basis to share what you have learned in your formal course work and from whom you gather questions and concerns to bring back to class with you. Your instructor may ask to be invited as a participant to one of your study team meetings.

How does a study team work? MaKibbin and Sprague, (1991) offer these helpful suggestions for Study groups

- engage in productive talk sharing ideas about teaching and learning
- have a single focus, one or two key ideas (in this case, the content of the course you are taking)
- that can be absorbed within an interaction
- use hard evidence that makes the discussion concrete, relevant and accessible
- meet regularly for a specified amount of time to share experiences
- have administrative support for improving teaching and learning
- operate on a volunteer basis
- have 4 - 9 participants (yourself and a minimum of three others)

Study groups are based on the belief that what is known about learning is fluid and ever-expanding and that effective professionals continually add new strategies and methodologies to their repertoire. You are asked to have **at least three study group meetings** during the course and submit reports of the meetings

3. Case Studies

4. Managerial Leadership Project: Rationale and Directions for completing the written report of your project

Rationale. The Managerial Leadership Project is your opportunity to use the principles, concepts, theories and learnings from course lecture, discussion, presentations and readings for a practical purpose: to design a needed change that you believe will improve a situation in your school *classroom, department, organization*. Relate the area in need of improvement that you have selected to the content of the course for which it has been assigned. You may choose an area for improvement based on the *topics in the text*. NYS's required learnings for school leaders, NCATE standards, NAESP standards, the model for a mission, a content area from the course text or course outline, a board or committee membership, a professional responsibility you have, etc., etc.

For the area in need of improvement at your school, write out your plan to achieve the intended change. Be specific about the learning or reference from the course or text on which you base each step of your plan. Include in your plan components related to personal leadership, staff development, partnering with parents, organizational change, long and short term steps, intended outcomes, and what you will accept as evidence that your plan for change is successful.

Directions. Content of Managerial Leadership Project

The report of your project includes the following:

- Title sheet centered vertically and horizontally with the title of your managerial project, submitted in partial fulfillment of the requirements of EDUG 744 Fall, 2011, Manhattan College, Fall 2011
- Author profile: who are you, what have you done, what do you do now, how can you be contacted (if you wish to be a resource for readers of your plan); URL for your home page

Part I: Introduction and Rationale for your selected area in need of improvement. You can choose to improve something based on course content, ISLLC standards for managerial leadership, the model for a mission, an issue in the course outline, a board or committee membership, etc., etc. This section of your project answers the questions: who cares? why should anyone care about this? why do you care about this problem. If your improvement is successful, what will be the payoff? Who will benefit? What are **three data sources** that identified the need for your project? Does any of the data in this site apply to your plan? Due week 5

Part II: Background and current information.

Describe the organization of your project: demographics, data about student achievement, teacher characteristics, and community characteristics. **Due week 4**

What have others said about the situation you would like to improve? In this section you answer the questions: who says? what has been done? what works in situations similar to mine? In this section, you make reference to your readings, study group learnings, web site information, the journals and books that you researched to do your presentation of a step. It is in this section that you present the sources and resources that have influenced your thinking about your plan for improvement.

Part III: The plan. In this section you describe the data that led you to choose this managerial project. What strategies will you use to make your plan a reality. You are answering the questions: what needs to be done? who needs to be included? how will parents be part of the plan? what has to happen when to make it happen? Is there any financial component to your plan? Scheduling options? It is in this part of the project that you note the specific learning or reference on which your plan is based. Include staff development components, long and short term steps, evidence to be gathered

Here are some **suggestions** that might be included in a **parent component**:

- ☐ Assistance in interpreting their children's assessment results
- ☐ Access to individual student plans targeting specific areas where help is needed
- ☐ Availability and access to both print and online support tools
- ☐ Information about school curriculum and what is being taught in the classroom
- ☐ Resources and activities to help prepare students for the next level of learning

Due Week 6

Part IV: Intended outcomes. In this section of your plan for improvement, you describe what the improved situation will be like. : how would you know it if you saw it? how will the changed situation differ from what exists now? Did you observe anything desirable on a visit to another organization that would be included if your plan were successful? In this part of the project, you describe what will you accept as evidence that your plan for change is successful: components related to personal leadership, staff development, partnering with parents, organizational change, long and short term steps, intended outcomes, and what you will as evidence that your plan for change is successful. **Due week 7**

Part V: Conclusions, second thoughts and recommendations. In this section of your paper, you summarize your managerial project, tell which parts have been put into practice. Include any materials that you have designed or distributed or used. Talk about what you would do if you had to do it over.

Due week 9

Part VI: Personal Learning Plan Due week 11

Part VII: Growth Statement Due week 13

Part VIII References and Resources that include readings, web sites, reference to your field experience, interviews, any other readings, workshops, meetings, class discussions or lectures, etc. that helped you develop your plan.

5. Present your managerial leadership project Week 14

6. Submit your complete Managerial Leadership Project

Resources:

Manhattan's O'Malley Library has many full text online publications. Among them are:

Leader to Leader

Journal of School Leadership

Kappa Delti Pi Record

Harvard Educational Review

Journal of Cases in Educational Leadership

There are many others!