

EDUG 744-61 CONTEMPORARY MANAGEMENT FUNCTIONS IN THE SCHOOL – SPRING 2014.**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 Text:

Kowalski, Theodore J. (2012). Case Studies on Educational Administration. (6th 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 from 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 online attendance is vital to your success in this course.
2. Assigned Readings - Articles must be read as assigned.
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.
6. Course Related Leadership Activity documents - cover sheets, one-page brief summary and signed logs must be submitted for all CRLA's connected to this course.
7. Personal Learning Plan - a completed PLP is required at the end of the course.
8. Course and Teacher Evaluation - The survey on Moodle must be completed before a grade is given for the course.

Grading system - Grades will be based on the following:

Attendance (12 sessions).....	60 point
Analysis of cases (6 cases).....	60 points
Weekly Discussion Board (6 threads).....	60 points
<u>Course Portfolio (CRLA's) (8 entries) and CRLA documents</u>	
<u>.....</u>	<u>90 points</u>
<u>PLP.....</u>	<u>30 points</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".

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: Who Should Create the School's Vision? – Case #2 in Kowalski, p. 7

PLEASE NOTE: For all case analyses, you must follow the guidelines in "Procedures in Case Analysis" which is provided on Moodle.

Session 2: Part one: Strategic Planning:

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

Reading Assignments:

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

❖ Common Core Standards

Portfolio item # 2 & # 3:

- ❖ Develop one administrative goal and related objectives based on a set of data (at least 3 sources) from your school
- ❖ Create a sample monthly calendar for the month of September including orientation events, faculty and parent meetings, staff development days and any other school-wide events

Discussion Board: Respond Discussion Question 2.

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

Part two: Scheduling

- Scheduling
- Defining the School Day/Year
- Programs
- Space considerations
- Student/teacher ratios

Reading Assignment: Planning, Programming Scheduling

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

Portfolio item #4:

- Compare your school master schedule with the schedule of the student with whom you are paired. Write a review of the two schedules including type of scheduling utilized, aspects that are similar/different, present in one and not the other, etc. Identify the staff members that are responsible for scheduling in their school and the technologies utilized to create the school schedule. Finally, describe what specific things you would change in your school schedule if you were the school building leader and provide specific rationale for the changes you propose.

Case study & analysis #3: – *Let's Get Strategic*– Case 14 - Kowalski, p. 95.

Discussion Board: Respond to Discussion Question 3.

Session 3: Part one: Human Resources Management.

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

Portfolio item #5: Assume the role of Principal McCammick in this week's case and write a **formal** letter to Superintendent Potter explaining your position in the case of Raymond Tyler and how you intend to proceed in this matter. Use the facts from the case to assist you in writing this letter.

Reading Assignment: Review the documents in the Human Resources folder in Moodle.

Case study & analysis #4: – *An Ambitious Assistant Principal* – Case #13 - Kowalski, p. 47.

Discussion Board: No discussion this week.

Part two: 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 the Record Keeping and Reporting folder in Moodle.

Discussion Board: Respond to Discussion Question 4.

Session 4: Part one: Finance and Budget – Public Schools

- Financing Public Schools
- NYS Finance issues
- Other considerations

Reading Assignment- “Financing Public Schools-An Overview” and “A Primer on School Finance-NY State” in Budget and Finance folder in Moodle.

Review: http://www.edsource.org/iss_fin_districtbud_finreporting_readbudget.html

Discussion Board: Respond to Discussion Question 5.

Case study & analysis #5: – *Who Needs Career-Technical Education?* – Case #19 - Kowalski, p. 127.

Part two: Finance and Budget – Non-Public Schools

- *Revenues*
- *Salaries & Benefits*
- *Operating Expenditures*
- *Budgeting Processes*

Portfolio Item #6: Develop a budget based on the scenario from the Moodle site.

Session 5: Policy and Practice

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

Review the documents in Policy and Practice folder in Moodle.

Case study & analysis #6: – *A Bully's Threat* – Case #3 - Kowalski p. 15.

Portfolio item#7: Review your school's policies on harassment, discipline, suspension and expulsion. Develop a presentation for a faculty or parent meeting to outline your school policy in one of these areas indicating how your policy meets with New York State regulations.

Session 6:Facilities and Materials

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

Reading assignment: Review Articles 43 and 47 and the Fire Regulations in the Facilities and Materials folder in Moodle

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.

Discussion Board: Respond to Discussion Question 6.

Session 7: Technology

- Technology planning

Reading Assignment: Read the chapter by Mutarelli in the Technology folder in Moodle.