



Course Syllabus

Lead: 6002:11

COURSE NUMBER AND SECTION

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School Administration and Resource Management

COURSE TITLE

Fall 2004, August – December at Epworth School

TERM

Five

CREDIT HOURS

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

The fundamental premise of this instructional block is that there are no prescriptions or recipes that guarantee excellent leadership. In the works of the postmodern, there are no neat narratives guiding leaders. Research and practical experience, however, do suggest that exemplary leaders are also exemplary learners, thriving on the challenges of answering significant questions, pursuing deep understanding, and participating in a community of learners. The participants in the Education Leadership program (both students and instructors) form such a learning community in which to learn, grow, and serve. The instructional focuses in this block include the following broad topics: the law and educational leadership and resource management. The area of law will focus on not only specific cases but also application of their principles in issues of social justice. The area of resource management will cover staffing concerns, supervision and assessment of staff, site, and fiduciary responsibilities.

This block is grounded on the belief that teaching and learning may occur in many different ways. Researchers suggest two dominant methods of instruction: (1) the supplantive approach and (2) the generative approach. The supplantive approach includes "direct instruction" (Adams & Englemann, 1996), while the generative includes "constructivist". Both methods will be employed and modeled in this course. During the introductory course, Webster LEAD 6000, students began the journey towards acquiring and refining specific leadership skills, knowledge's, and dispositions that have been identified by Interstate School Leaders Licensure Consortium as Standards for School Leaders. More specifically, students have begun to examine what leaders must know (knowledge), value (dispositions), and do (performances) to advance learning and life chances of young people. This block will offer opportunities to continue that quest in our learning community.

2. Learning Outcomes: Participants will have opportunities to document their achievement of the following Interstate School Leaders Licensure Consortium Standards for School Leaders.

13.1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge: The Administrator has knowledge and understanding of:

1.3.1.1.2 the principles of developing and implementing strategic plans

1.3.1.1.3 systems theory

1.3.1.1.4 information sources, data collection and data analysis strategies

1.3.1.1.5 effective communication

1.3.1.1.6 effective consensus building and negotiation skills

1.3.2.1.3 motivational theories

1.3.2.1.7 diversity and its meaning for educational program

1.3.2.1.9 the change process for systems, organizations, and individuals

1.3.2.10 school cultures

1.3.3.1.1 theories and models of organizations and the principles of organizational development

1.3.3.1.2 operational procedures at the school and district level

1.3.3.1.3 principles and issues relating to school safety and security

1.3.3.1.4 human resources management and development

1.3.3.1.5 principles and issues relating to fiscal operations of school management

1.3.3.1.6 principles and issues relating to school facilities and use of space

1.3.3.1.7 issues impacting school operations

1.3.3.1.8 current technologies that support management functions

1.3.4.1.1 emerging issues and trends that potentially impact the school community

1.3.4.1.3 community resources

1.3.4.1.5 successful models of school, family, business, community, government and higher education partnerships

1.3.5.1.2 various ethical frameworks and perspectives on ethics

1.3.5.1.3 professional code of ethics

1.3.6.1.3 the law as related to education and schooling

1.3.6.1.4 the political, social, cultural and economic systems and processes that impact schools

1.3.6.1.6 global issues and forces affecting teaching and learning

1.3.6.1.7 the dynamics of policy development and advocacy under our democratic political system

Disposition: The administrator believes in, values, and is committed to the educability of all

1.3.1.2.1 the educability of all

1.3.1.2.3 continuous school improvement

1.3.1.2.4 the inclusion of all members of the school community

1.3.1.2.6 a willingness to continuously examine one's own assumptions, beliefs and practices

1.3.1.2.7 doing the work required for high levels of personal and organization performance improvement

1.3.2.2.2 the variety of ways in which students can learn

1.3.2.2.4 life long learning for self and others

1.3.2.2.5 professional development as an integral part of school

1.3.2.2.7 a safe and supportive learning environment

1.3.3.2.1 making management decisions to enhance learning and teaching

1.3.3.2.2 taking risks to improve schools

1.3.3.2.3 trusting people and their judgments

1.3.3.2.4 accepting responsibility

1.3.3.2.5 high-quality standards, expectations and performances

1.3.3.2.6 involving stakeholders in management processes

1.3.3.2.7 a safe environment

1.3.4.2.1 schools operating as an integral part of the larger community

1.3.4.2.2 involvement of families and other stakeholders in school decision-making processes

1.3.4.2.3 the proposition that diversity enriches the schools

1.3.4.2.6 the proposition that families have the best interests of the children in mind

1.3.4.2.7 resources of the family and community need to be brought to bear of the education of students

1.3.4.2.8 an informed public

1.3.5.2.1 the ideal of the common good

1.3.5.2.2 the principles of the Bill of Rights

1.3.5.2.3 the right of every student to a free, quality education

1.3.5.2.4 bringing ethical principles to the decision-making process

1.3.5.2.5 subordinating one's own interest to the good of the school community

1.3.5.2.6 accepting the consequences for upholding one's principles and actions

1.3.5.2.7 using the influence of one's office constructively & productively in the service of all students & their families

1.3.5.2.8 development of a caring school community

1.3.6.2.2 recognizing a variety of ideas, values, and cultures

1.3.6.2.3 importance of a continuing dialogue with other decision makers affecting education

1.3.6.2.4 actively participating in the political and policy-making context in the service of education

1.3.6.2.5 using legal systems to protect student rights and improve student opportunities

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

1.3.1.3.1 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities

1.3.1.3.2 the core beliefs of the school vision are modeled for all stakeholders

1.3.1.3.4 the contributions of the school community members to the realization of the vision are recognized and celebrated

1.3.1.3.6 the school community is involved in school improvement efforts

1.3.1.3.7 the vision shapes the educational programs, plans, and activities

1.3.1.3.8 an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated

1.3.1.3.10 relevant demographic data pertaining to students and their families are used in developing the school mission

1.3.1.3.11 barriers to achieve the vision are identified, clarified, and addressed

1.3.1.3.12 needed resources are sought and obtained to support the implementation of the school mission and goals

1.3.1.3.13 existing resources are used in support of the school vision and goals

1.3.1.3.14 the vision, mission, and implementation plans are regularly monitored, evaluated and revised

1.3.2.3.1

all individuals are treated with fairness, dignity, and respect

1.3.2.3.3 students and staff feel valued and important

1.3.2.3.4 the responsibilities and contributions of each individual are acknowledged

1.3.2.3.5 barriers to student learning are identified, clarified and addressed

1.3.2.3.6 diversity is considered in developing learning experiences

1.3.2.3.10

students and staff accomplishments are recognized and celebrated

1.3.2.3.12 the school is organized and aligned for success

1.3.2.3.15 the school culture and climate are assessed on a regular basis

1.3.2.3.16 a variety of sources of information is used to make decisions

1.3.2.3.18 a variety of supervisory and evaluation models is employed

1.3.2.3.19 pupil personnel programs are developed to meet the needs of students and their families

1.3.3.3.1

knowledge of learning, teaching, and student development is used to inform management decisions

1.3.3.3.3

emerging trends are recognized, studied, and applied as appropriate

- 1.3.3.3.4 operational plans and procedures to achieve the vision and goals of the school are in place
- 1.3.3.3.5 collective bargaining and other contractual agreements related to the school are effectively managed
- 1.3.3.3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively
- 1.3.3.3.7 time is managed to maximize attainment of organizational goals
- 1.3.3.3.8 potential problems and opportunities are identified
- 1.3.3.3.9 problems are confronted and resolved in a timely manner
- 1.3.3.3.10 financial, human, and material resources are aligned to the goals of the school
- 1.3.3.3.12 organizational systems are regularly monitored and modified as needed
- 1.3.3.3.13 stakeholders are involved in decisions affecting schools
- 1.3.3.3.14 responsibility is shared to maximize ownership and accountability
- 1.3.3.3.15 effective problem-framing and problem-solving skills are used
- 1.3.3.3.16 effective conflict resolution skills are used
- 1.3.3.3.17 effective group process and consensus-building skills are used
- 1.3.3.3.18 effective communication skills are used
- 1.3.3.3.19 a safe, clean, and aesthetically pleasing school environment is created and maintained
- 1.3.3.3.20 human resource functions support the attainment of school goals
- 1.3.3.3.21 confidentiality and privacy of school records are maintained

- 1.3.4.3.1 high visibility, active involvement, and communication with the larger community is a priority
- 1.3.4.3.2 relationships with community leaders are identified and nurtured
- 1.3.4.3.3 information about family and community concerns, expectations, and needs is used regularly
- 1.3.4.3.4 there is outreach to different business, religious, political, and service agencies and organizations
- 1.3.4.3.5 credence is given to individuals and groups whose values and opinions may conflict
- 1.3.4.3.6 partnerships are established with area businesses, institutions of higher education, and community
- 1.3.4.3.7 available community resources are secured to help the school solve problems and achieve goals
- 1.3.4.3.8 partnerships are established with area businesses, institutions of higher education, and community
- 1.3.4.3.9 groups to strengthen programs and support school goals

- 1.3.4.3.12 diversity is recognized and valued
- 1.3.4.3.13 effective media relations are developed and maintained
- 1.3.4.3.14 a comprehensive program of community relations is established
- 1.3.4.3.15 public resources and funds are used appropriately and wisely
- 1.3.4.3.16 community collaboration is modeled for staff
- 1.3.4.3.17 opportunities for staff to develop collaborative skills are provided

- 1.3.5.3.1 examines personal and professional values
- 1.3.5.3.2 demonstrates a personal and professional code of ethics
- 1.3.5.3.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 1.3.5.3.4 serve as a role model
- 1.3.5.3.5 accepts responsibility for school operations
- 1.3.5.3.6 considers the impact of one's administrative practices on others
- 1.3.5.3.7 uses the influence of the office to enhance the educational program rather than for personal gain
- 1.3.5.3.8 treats people fairly, equitably, and with dignity and respect
- 1.3.5.3.9 protects the rights and confidentiality of students and staff
- 1.3.5.3.10 demonstrates appreciation for and sensitivity to the diversity in the school community
- 1.3.5.3.11 recognizes and respects the legitimate authority of others
- 1.3.5.3.12 examines and considers the prevailing values of the diverse school community
- 1.3.5.3.13 expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 1.3.5.3.14 opens the school to public security

1.3.5.3.15 fulfills legal and contractual obligations

1.3.5.3.16 applies laws and procedures fairly, wisely, and considerately

1.3.5.3.1 the environment in which schools operate is influenced on behalf of students and their families

1.3.5.3.2 communication occurs among the school community connecting trends, issues and potential changes in environment in which the schools operate

1.3.5.3.3 there is ongoing dialogue with representatives of diverse community groups

1.3.5.3.4 the school community works within the framework of policies, laws and regulations enacted by local, state, and federal authorities

1.3.5.3.6 lines of communication are developed with decision-makers outside the school community

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1

Introduction of Internship

Supplantive Activities

Introduction and Overview of Course

Review of Expectations and Projects

Rubric for assessment and evaluation – Portfolio Possibilities

Power Point Presentation: Student Achievement in America

Facilities: Building Tour

Generative Activities:

Essay: What does good leadership look like?

Discussion: The leader who; Leadership versus power; Examination of the values

Assignment:

Read: Leadership Without Easy Answers, Part I and Part II

Week 2

August 28, 2002

Supplantive Activities

Guest Speaker: John Seimers

Finance: Foundations and Principles of Educational Facility Planning

Supervision and Administration: Adequacy; Efficiency, Planning for Energy Conservation and Management Safety, Health and Control, Acoustical and Visual Environments

Bond Issues and Taxation

Generative Activities:

Group activities: Discussion Leadership, Part 1 & 2

Small group activity:

Assignments:

Next week: Teacher supervision model

Week 3

Supplantive Activities: School Design, George Nicklovich, Canon Design;

Opening a New School, Jim Cockrell

Supervision and Administration: Building Site Safety

Law: Teacher Contracts and Dismissal

Generative Activities: Presentation of teacher supervision models

Assignments:

Week 4

Supplantive Activities:

Supervision and Administration: Public Relations

Law: Policy Analysis

Supervision and Administration Involvement of Stakeholders in Decision Making

Generative Activities:

Developing a Vision

Assignments

Week 5

Supplantive Activities: *Guest speaker*

Finance: Collective Bargaining versus Negotiations

Law: Discrimination in Employment

Supervision and Administration

Discussion Topic: Is There a Need to Consider Equity in Staffing?

Negotiations Simulation and Role Play

Generative Activities:

Strike Plan

Assignments

Week 6

Supplantive Activities

Finance: Introduction to Finance – Foundation formula, the basics of taxation

Law: Student Rights and Responsibilities

Supervision and Administration: Developing a vision

Generative Activities:

Begin Small Group Project: 1. Selection of Landmark Court Cases That Have Shaped Educational Operations and Local Cases

Discussion in Small Groups: Principal Project and Readings in Leadership

Assignments:

Week 7

Finance: Money and school based budgeting

Law: Terms and Conditions of Teacher Employment

Generative Activities:

Group activities:

Supervision and Administration: Simulation Individual Project

Educational Practices and Technological Developments

Assignments:

Week 8

Supplantive Activities:

Finance: \$ School District Funds

Law: Safe Schools Act

Generative Activities:

Discussion: read Judgment, chapters 1 & 2

Small Group Activities: The Evolution of Educational Facilities, The School Building Survey

Summary of Planning Procedures: Step by Step

Assignments:

No Class

Week 9

Supplantive Activities: Education and Legislation

Finance, Supervision, and Administration at the University

Law: Teacher Freedoms

Generative Activities:

Small group discussion: Judgment, chapters 3 & 4

Assignments

Week 10

Summary

Mock Interviews

Week 11

Technology: Databases, Mail merge, Resume

November 6, 2002

Week 12

Technology: Power Point

November 13, 2002

Assignments: Prepare Technology Presentation

Week 13

Technology: Technology Project Presentations

Assignments: Prepare for power point presentations

Week 14

Technology: Power Point Presentations

Week 15

Technology: Power Point Presentations

Week 16

Technology: Power Point Presentations

4. Resources:

Text(s):

Leadership Without Easy Answers
Judgment

Audio-visual/other: Technology: power point presentation

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

200 total points

100 points = final

25 points = project

25 points = project

25 points = project

25 points = approximately 1.5 points attendance per class

180 – 200 points = A

160 – 179 points = B

140 – 159 points = C

6. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

Projects/Papers will be returned during the last meeting period.

Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.

NOTE; Papers will not be available for pick up from the School of Education Office.

***This syllabus is subject to change at the discretion of the instructors.
Regular class attendance is required.***