



*Leadership for Diverse Communities*  
*Our mission is to prepare credible and*  
*relevant leaders in education.*

## Syllabus for **EAD 269 Site-Based Management**

### **Course Description**

This course is designed to prepare the candidate to use a guiding vision of improving student achievement to manage all facets of the school operations.

#### **EAD 269 Site-Based Management**

Spring 2007

Education Administration Program

3 units

Thursdays 7p.m. – 9:50p.m.

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### **Prerequisites**

The prerequisites for this course are admission to the Education Administration Program and the following courses: ERF288, EAD261, EAD262, EAD 263, and EAD 272. You should also have completed EAD 267/268 Fieldwork I and II.

### **Dispositions**

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning.*

Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

### **Primary Learning Outcomes**

Specific outcomes for the course include the following standards of the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential and standards 1.2, 1.5, 1.6, 1.8, 3.3, and 4.1 of the National Council for Accreditation of Teacher Education (NCATE):

6(c)(9) The program provides an opportunity for the candidate to coordinate and equitably align fiscal, human and material resources with the school planning process in the support of learning of all students and all groups of students.

- 6(f)(1) The program provides an opportunity for the candidate to learn about and analyze how a school must operate consistently within the parameters of federal, state, and local laws, policies, regulations, contractual and statutory requirements.
- 6(f)(2) The program provides an opportunity for each candidate to examine the context within which the school operates, including the school district, employee bargaining units, the school board, and other governmental entities and to understand how the policies from several levels of government influence teaching and learning at the school site.
- 6(f)(4) The program provides an opportunity for the candidate to learn about public policies that ensure equitable distribution of resources and support for all groups of students.
- 10(c) The candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.
- 12(a) Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.
- 12(b) Each candidate can establish school operations, patterns, and processes that support student learning.
- 12(c) Each candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
- 12(d) Each candidate demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.
- 12(e) Each candidate demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- 12(f) Each candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.
- 12(g) Each candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems.
- 12(i) Each candidate is able to effectively evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration.
- 14(k) Each candidate protects the rights and confidentiality of students and staff.
- 15(b) Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.
- 15(e) Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.

### **Required Texts and Instructional Materials**

Extensive use of the Internet to gather current literature and examples of concepts covered in class.

Guest speakers who work in the field

Additional materials will be available on the Blackboard system for the course. It is a course requirement that candidates check their designated email and the course on Blackboard at least once a week, preferably several days before the class, during the entire semester.

### **Examinations and Major Assignments**

The following are the requirements for completion of this course. Examples of major assignments will be provided when available.

- A site-principal will present the process for aligning and targeting all school resources towards increased student achievement and then the candidate will develop strategies for site-based budget management and will present them to the class. (CTC 6.c.9, 10.c, 12.d; NCATE 1.2, 1.5, 1.6, 1.8)
- The candidate, individually or in a group, will conduct research and present to the class on a particular aspect of the ways in which schools operate within the context of the overall school system and the parameters of the respective rules and regulations. (CTC 6.f.1, 6.f.2, 6.f.4, 15.b, 15.e; NCATE 1.2, 1.5, 1.6, 1.8, 4.1)
- The candidate will develop and implement an accountability system, including supportive school operations and processes, to aid in monitoring of student achievement and teacher practice and will present her/his system to the class (CTC 12.a, 12.b; NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)
- The candidate will participate in a collaborative analysis of teacher contracts to help them understand and adhere to legal expectations, rights and requirements in regard to personnel issues. As a part of this process, the candidate will identify those practices that foster a professional work environment and secure privacy and confidentiality for all students and staff. (CTC 12.c; NCATE 1.2, 1.5, 1.6, 1.8, 3.3)
- The candidate will participate in simulations exposing them to a variety of strategies that promote a positive school, collaborative decision-making, and shared leadership and will write a two page reflective paper on the learnings gained. (CTC 12.e, 12.f; NCATE 1.2, 1.5, 1.6, 1.8, 4.1)
- The candidate will develop a variety of resources/strategies to monitor and respond to student behaviors that are not conducive to student learning. (CTC 12.g; NCATE 1.2, 1.5, 1.6, 1.8, 4.1)
- The candidate will learn about and practice the use of multiple technologies, including assistive technologies, to support instruction and effective school administration. (CTC 12.i; NCATE 1.2, 1.5, 1.6, 1.8, 4.1)
- The candidate will identify the pertinent laws and regulations defining the rights and confidentiality of students and staff. (CTC 14.k; NCATE 1.2, 1.5, 1.6, 1.8, 4.1)

## **Grading**

Grading will be as follows:

A (100 - 90%) = Outstanding achievement; exceeds expectations

B (89 - 80%) = Graduate quality; meets expectations

C (79 - 70%) = Below expectations

F (69 - 0%) = Does not meet program requirements

## **Course Policies & Safety Issues**

**Subject to Change:** This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

**Copyright:** You will be provided with digital and/or print materials to support your learning in this course. As all of these materials are proprietary in nature, and most are protected by copyright, you may not reproduce or retain any of the materials for purposes other than class work, unless you are informed to the contrary.

## **University Policies**

**Policy on Students with Disabilities.** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

**Policy on Cheating and Plagiarism.** Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

**Computers.** At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. Please see the instructor if you have questions about this policy.

## Tentative Course Schedule

Session 1—January 18	Introduction and overview to the course CTC requirements and Management vs Leadership
Session 2—January 25	Dealing with Difficult Situations/ Balance in Life and Career
Session 3—February 1	Collaborative Decision-making models
Session 4 – February 8	School Climate/Culture
Session 5—February 15	Collective Bargaining, Personnel– Progressive Discipline
Session 6—February 22	Letters of Guidance, Reprimand and Commendation (FRISK)
Session 7—March 1	School Climate/Culture
Session 8—March 8	Student Discipline
Session 9—March 15	School Accountability Systems
Session 10—March 22	School Law – Searches, Religion in Schools
Session 11—March 29	School Law: Interagency Collaboration, Student Discipline
Session 12—April 12	Fiscal Management
Session 13—April 19	Alignment of Resources
Session 14—April 26	Community Involvement/Marketing our Schools/Media Relations
Session 15—May 3	Other financial and legal issues for school sites
Final Examination—May 17 8-10 p.m.	Written final examination & student presentations

### \*\*\*Additional Attendance Requirements

**March 6 –ACSA Student Meeting 5 – 7 p.m., location to be announced**

**May 4 – Research Symposium 5 p.m. at the Smittcamp Alumni House**

#### **Absenteeism:**

All students are expected to be in attendance every class session. One absence is allowed without penalty. The student is responsible for all information and activities conducted during the missed class period

#### **Notes:**

- The class schedule, procedures, and topics are subject to change in the event of extenuating circumstances.
- Students are expected to exhibit appropriate cooperative behavior at all times.
- Cell phones, pagers, and other disruptive devices are not acceptable.
- Guests may attend class if the instructor has given them permission.

#### **Grammar and spelling:**

All students are expected to demonstrate proper grammar and spelling in their assignments. Please proofread and spellcheck all assignments. Frequent errors will lower the grade for an assignment.

**Quality of Work:** If more than one assigned project has to be redone because of either the quality of the project or not meeting the intent of the assignment, an A grade will not be considered for the course.