Advanced Studies in Education
School Administration
Preliminary Administrative Services Credential

EDAD 5802: School Personnel and School Finance
(4 Semester Units)
Tuesdays, 4:30-7:10, Cabral Ag Center

SYLLABUS
Fall 2018
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SYLLABUS

COURSE DESCRIPTION
To acquire an understanding and knowledge of human resource management; fundamentals of professional development; and budgeting practices in California (see Table 1 for course articulation)

PROGRAM GOALS
1. To provide knowledge and training that assist future school administrators in becoming visionary leaders.

2. To provide knowledge and training that assist future school administrators in becoming instructional leaders.

3. To provide knowledge and training that assist future school administrators in becoming school improvement leaders and change agents.

4. To provide knowledge and training that assist future school administrators in the personal and professional learning and growth of themselves and other educators.

5. To provide knowledge and training that assist future school administrators in understanding school organizations systems and legal school practices.

6. To provide knowledge and training that assist future school administrators in becoming community leaders.
COURSE COVERAGE

Program Learning Outcomes (Goals) and Course Learning Outcomes
(Content Expectations, CE)

Personnel Management
Program Goal 4. To provide knowledge and training that assist future school administrators in the personal and professional learning and growth of themselves and other educators.
Program Goal 5. To provide knowledge and training that assist future school administrators in understanding school organizations, systems and legal school practices.

The candidate will acquire knowledge and an understanding of:

CE E-13. Effective, legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff
CE E-14. Effective, legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff
CE E-15. Skills and strategies for coordinating and aligning human resources, including making appropriate staffing and teacher placement decisions, to support organizational goals and promote equitable learning opportunities for all student groups
CE E-16. Processes of labor relations and collective bargaining as they relate to education in California, and contract implementation and management within the local setting
CE B-16. Induction Programs for beginning teachers, including BTSA
CE D-5. How to implement effective induction plans for new teachers and use a variety of methods, such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff.
CE D-10. How to support, motivate, and provide recognition to staff at various stages in career development

Leading Professional Development
Program Goal 4. To provide knowledge and training that assist future school administrators in the personal and professional learning and growth of themselves and other educators.

The candidate will acquire knowledge and an understanding of:
CE B-5. Effective uses of staff time for purposes of professional development for both individual and school purposes and goals
CE D-1. Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and student outcomes
CE D-3. Model self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one’s own performance
CE D-4. How to use professional development for faculty, staff, and self that promote lifelong learning and the success of all student groups
CE D-8. How to develop and implement a plan for self-improvement and continuous learning; use various types of activities and resources to engage in effective professional development; and reflect on personal leadership practices and their influence on others

**School Finance**
Program Goal 5. To provide knowledge and training that assist future school administrators in understanding school organizations, systems and legal school practices.

The candidate will acquire knowledge and an understanding of:

CE E-2. School finance in California, including relevant laws and regulations (e.g., state and local revenue sources capital and operational funding, federal funding)
CE E-8. How to develop, and monitor the school’s budget and expenditures, including involving stakeholders in budgeting processes and procedures for communicating and reporting accurate financial information to a variety of audiences (i.e., school board, community members)
CE E-9. How to prioritize use of school resources, including the budget, to support the school’s vision, goals and growth plan
CE E-25. How to use planning and problem solving to allocate fiscal and material resources effectively, legally, equitably, ethically, and in ways that align with teaching and learning goals for all student groups
CE E-26. Types of financial records, procedures for accurate record keeping and reporting, including legal requirements, and the use of current technologies for financial management and business procedures
PROGRAM STANDARDS
3.2 The program curriculum and pedagogies are designed to engage candidates in learning activities that require the ability to diagnose the causes of organizational problems at the macro and micro-organizational levels (e.g., system-wide and individual).
3.3 The program provides multiple opportunities for candidates to apply skills of reasoned and objective inquiry to analyze complex problems and propose effective solutions considering the political context and its implications.
3.4 The program insures candidates understand environmental contexts, organizational culture, intra-organizational systems, and their influence on human behavior and educational outcomes.
4.1 The program provides each candidate with an opportunity to understand and apply theories and principles of educational equity within the educational context, for the purposes of creating more socially just learning environments.
4.5 The program prepares candidates to understand the role of the leader in creating equitable outcomes in schools.
4.7 The program provides opportunities for candidates to learn how policies and historical practices create and maintain institutional bias.
4.8 The program provides opportunities for candidates to understand how leaders can address and monitor institutional-level inequity.
4.9 The program prepares candidates to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining teaching, learning, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing effective instruction and equitable access for all students.
5.4 The program prepares each candidate to understand the administrator’s responsibility to develop and nurture public support, family participation, and community engagement.
5.5 The program prepares administrators to establish civility through an organizational culture that promotes constructive problem solving, conflict resolution and strategies, and application of ethical behaviors.

COURSE ORGANIZATION
Each class session may consist of, but are not limited to the following activities; lecture; instructor commentary on current trends, innovations, reforms, issues and problems; group discussion of a textbook reading; group activities, such as collaborative problem solving, simulations, and role playing; student-led presentations and/or discussions; oral and written practicum; and guest speakers. (See Table 2 for course schedule/outline).
REQUIRED READING MATERIALS
Selected current readings will be provided as appropriate and relevant. Sources for these readings will include Ed Source, The Fiscal Report, single chapters from books and articles from journals and periodicals. There will be no assigned textbook for this course.

REQUIRED ASSIGNMENTS & ASSESSMENTS
(1) Attendance and Active Participation: Graduate level seminars can be highly motivating and professionally rewarding if students are willing to share their expertise and knowledge with their colleagues and participate in class activities. Activities include: (a) collaborative problem solving, (b) application of effective management strategies and techniques to “real life” dilemmas, (c) simulations, and (d) role-playing. Active participation also assumes regular class attendance. You will receive credit for this outcome by actively participating in instructor-led and student-led activities “in class.” Keep in mind that you cannot participate if you are not present. If you have a compelling reason to be absent or late, please let me know in advance. (20 points)

(2) Midterm Assessment: You will be assigned a middle of the semester take home assessment of essential questions that address one or more areas of leadership. This assessment activity shall not exceed 1.5 double spaced pages in length per question (see Table 4 for scoring rubrics). (30 points)

(3) Assignments: There will be several short written assignments (preferably one, but no more than two double spaced pages in length) requiring you to apply concepts learned in class to situations commonly encountered in the field or to respond to short articles on content related to the class. When assigned, specific instructions will be provided. (20 points)

(4) Final Exam: You will be assigned an end of semester take home assessment. The question will present a scenario and you will be asked to provide a written response that delineates and describes appropriate actions and/or tasks. The exam activity shall not exceed 2 double spaced pages in length. The written response will be scored using a 4-point rubric. (See Table 3 for scoring rubric). (30 points)
GRADING POLICY

- The maximum number of points possible in this course is:
  - Class participation – 20 points
  - Midterm assessment – 30 points
  - Assignments – 20 points
  - Final assessment – 30 points
  - **Total number possible – TBD**

Grading Criteria:
- 93%-100%  A
- 90%-92.9%  A-
- 87%-89.9%  B+
- 83%-86.9%  B
- 80%-82.9%  B-
- 77%-79.9%  C+
- 73%-76.9%  C
- Below 72.9%  F

ESSENTIAL QUESTIONS
Candidates will exit the course with the capacity to provide a well-articulated oral or written response to each of the following questions (see Table 4 for scoring rubrics):

1. Identify and describe employment program practices that effectively identify qualified candidates and protect the district from claims of discrimination.

2. Identify and describe the elements of an effective induction program for new teachers.

3. Describe an effective and fair process for investigating, documenting and correcting incidents of staff misconduct.

4. In implementing a new program, describe how you would measure the effectiveness of the program, align the program to site and district goals and initiatives, design professional learning for the program and determine if the program is cost effective.
(5) Identify and describe a process (steps) for developing and implementing a site budget.

(6) Differentiate base funding from targeted funding under the Local Control Funding Formula and provide examples of how you could utilize each in a site budget.

**DISABILITY RESOURCES**

CSU Stanislaus respects all forms of diversity. By university commitment and by law, students with disabilities are entitled to participate in academic activities and to be tested in a manner that accurately assesses their knowledge and skills. They also may qualify for reasonable accommodations that ensure equal access to lectures, labs, films, and other class-related activities. Please see the instructor if you need accommodations for a registered disability. Students can contact the Disability Resources Services office for additional information. The Disability Resource Services website can be accessed at [http://www.csustan.edu/DRS/](http://www.csustan.edu/DRS/) Phone: (209) 667-3159.

*Note: This syllabus is subject to change in an effort to better meet students’ needs or due to changed circumstances. The instructor will provide notice of any changes.*

*Note: The instructor and the College of Education may keep submitted student work and use it as examples for accreditation purposes. Every effort will be made to ensure that students names and other identifiers are removed from documents and projects that will be used for this purpose.*