

San Jose State University
College of Education
“Excellence and Equity in Education”

Department of Administration and Higher Education

“The vision of the Educational Administration Program is to prepare courageous, reflective leaders who will guide their educational communities to create and sustain schools in which all students and staff use their minds and hearts well.”

The School Administrator: Fiscal and Legal Leadership
EdAd 204 (3 units)

CATALOG DESCRIPTION

EDAD 204

Ethics for the administrator, laws affecting students and schools, relationships among school administrators, the administrator's role in implementing the law, collective bargaining and the role of the principal and program director in contract enforcement, issues of school finance, funding patterns for public schools, procedures for school budget development and management.

COURSE PURPOSES

This course focuses on two critically important areas a school administrator needs to know: school law and school finance. First, this course focuses on developing an understanding of the legal frameworks that school administrators are responsible for knowing and implementing including federal, state, and local educational laws, regulations, and other policies that govern. It aims to develop familiarity with the constitutional, statutory, case, regulatory, administrative structure of law governing education which supports the school administrator in carrying out the responsibility of enforcing the law. It explores the ethical issues and behaviors of school administrators, representative issues and legal problems, collective bargaining and contract administration, credentialing laws and requirements, and the relationships among administrative units.

Students will examine school finance at the federal, state, and local school funding levels in order to understand the effective and efficient management of fiscal resources and business services to provide the best education for all students. Emphasis is on public school district practices and procedures as they relate to the operation of individual school sites including issues of school finance, procedures for developing and managing school site, and program budgets and facilities. Attention is given to the role of the school administrator as a leader and manager of financial, physical, and human resources, especially given the increasing economic constraints on schools. Ethical administrative behavior is the foundation consideration for the course.

OUR EDUCATIONAL LEADERSHIP THEMES:

**Administrative Concepts and Management Strategies
Role of Schooling in A Democratic Society
Building Equity in Diverse Communities
Managing and Leading Change
Research and Reflection on Practice**

COURSE OBJECTIVES

ADMINISTRATIVE CONCEPTS AND MANAGEMENT STRATEGIES

Students will learn to:

****Note: California Professional Standards for Educational Leaders (CPSEL)**

- Leverage and marshal efficient resources to implement and attain the vision for all students and all sub groups of students. (CPSEL 1.3)
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff. (CPSEL 3.3)
- Align fiscal, human and material resources to support the learning of all student and all groups of students. (CPSEL 3.4)
- 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. (CPSEL 3.5)
- Utilize effective and nurturing practices in establishing student behavior management systems. (CPSEL 3.7)
- Protect the rights and confidentiality of students and staff (CPSEL 5.10)
- Explore ethical dilemmas for the administrator and ethical behavior in those situations.
- Use the influence of the office to enhance the education program rather than for personal gain. (CPSEL 5.9)
- Understand the importance of school financing, budgeting and managing a budget in relationship to student learning.
- Understand the role of the school administrator in developing a school budget, administering the budget, and evaluating its efficiency and effectiveness.
- Gain an overall understanding that budget effects school programs, goals, and plans.
- Understand student activities and athletic funding and budgeting.
- Understand the need to initiate and seek alternative funding sources to help with the school's fiscal needs.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (CPSEL 5.3)

- Influence and support public policies that ensure the equitable distribution of resources and support for all sub-groups of students. (CPSEL 6.5)
- Incorporate information about family and community expectations into school decision-making and activities. (CPSEL 4.1)
- Promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (CPSEL 3.0)
- Utilize the principles of systems management, organizational development, problem-solving, and decision-making techniques fairly and effectively. (CPSEL 3.6)
- Understands the organization and functions of classified services including: custodial, secretarial, instructional assistants, nutritional services, transportation, etc.
- Develop skills in managing and scheduling school facilities and grounds in ways that promote appropriate and maximum use.
- Understand partnership approaches in facility and equipment use and equipment acquisition and replacement.
- Examine information management practices in the school and between school and district.
- Use computer data based and electronic mail as information management tools.
- Understands fiscal planning in relationship to the school plan in the short and long ranges.
- Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership and shared responsibility. (CPSEL 2.6)
- Demonstrate communication skills in decision making, problem solving, change management, planning, use of interpersonal skills, conflict resolution/management and evaluation. (CPSEL 5.1)
- Communicate information about the school on a regular and predictable basis through a variety of media. (CPSEL 4.6)
- Learn to operate in fair and impartial ways, acting in accordance with the spirit as well as the letter of the law.
- Use computer data based and electronic mail as communication and information management tools.

ROLE OF SCHOOL IN A DEMOCRATIC SOCIETY

Students will learn to:

- Protect the rights and confidentiality of students and staff. (CPSEL 5.10)
- Ensure that the school operates consistently within the parameters of federal, state and local laws, policies, regulations and statutory requirements. (CPSEL 6.2)
- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (CPSEL 6.4)
- Learn to operate in fair and impartial ways, acting in accordance with the spirit as well as the letter of the law.

BUILDING EQUITY IN DIVERSE COMMUNITIES

Students will learn to:

- Leverage and marshal efficient resources to implement and attain the vision for all students and all sub groups of students. (CPSEL 1.3)
- Promote equity, fairness and respect among all members of the school community. (CPSEL 2.5)
- Model personal and professional ethics, integrity, justice and fairness and expect the same behaviors from others. (CPSEL 5.2)
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (CPSEL 5.3)
- Influence and support public policies that ensure the equitable distribution of resources and support for all sub-groups of students. (CPSEL 6.5)
- Incorporate information about family and community expectations into school decision-making and activities. (CPSEL 4.1)
- Learn to operate in fair and impartial ways, acting in accordance with the spirit as well as the letter of the law.

MANAGING AND LEADING CHANGE

Students will learn to:

- Shape school programs, plans and activities to ensure integration, articulation and consistency with the vision. (CPSEL 1.5)
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards. (CSSL, 2.4).
- Demonstrate communication skills in decision making, problem solving, change management, planning, use of interpersonal skills, conflict resolution/management and evaluation. (CPSEL 5.1)

RESEARCH AND REFLECTION ON PRACTICE

Students will learn to:

- Develop, clarify, and reflect on practice for personal and professional ethical beliefs.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (CSSL, 5.3).
- Practice critical analysis by reading research and reflecting on its implications.
- Assess your qualifications for and your interest in educational leadership and/or administration as a career, establish professional goals for yourself, and chart a strategy to continue growing as a professional person.
- Sustain personal motivation, commitment, energy and health by balancing professional and personal responsibilities. (CPSEL 5.6)
- Identify sources of information about administrative job openings.
- Prepare your professional resume and portfolio.
- Prepare for a job interview and other selection activities.

- Understand a strategy for a successful start in your new administrative appointment.
- Illustrate opportunities and responsibilities for participating in professional organizations.

* The complete *California Standards for School Leaders* is published in the *Educational Leadership Student Handbook* and on the website www.sweeneyhall.edu/edad

COURSE REQUIREMENTS

GRADES

You determine the grade you earn in this seminar. The assumption is because you are professionals your grade will be an A. You determine if the grade is lower. All assignments are required as well as regular attendance. If you are critically engaged-identifying new questions, demonstrating curiosity, assuming diverse perspectives and challenging assumptions as well as participating through personal engagement, praxis, personal reflections and completing assignments at a timely, thoughtful, reflective and professional level, you will earn a grade of A or credit for a credit/no credit course.

ATTENDANCE AND PARTICIPATION IN THE SEMINARS.

The expectation for all graduate seminars is that educational leaders will attend and participate in all of the presentations, large and small group activities, and reading and writing assignments. If a professional conflict or an emergency intervenes, professional courtesy requires that the graduate student notify the instructor of the course in advance. If conflict warrants it, the student may request a substitute learning assignment from the instructor and the work may be made up by the date set by the instructor. If no advance notice is given (cutting a class), then the work cannot be made up and a lower letter grade should be expected.

ESSENTIAL QUESTIONS

What personal and professional ethical standards drive my leadership of legal and fiscal resources to meet the school's vision and goals?

What are the key legal issues, processes and procedures that I need to know as a novice educational leader to help promote student success?

How can I demonstrate my understanding of the importance of school financing, budgeting and managing a budget in relationship to student learning?

What are my professional career interests, goals, and qualifications in educational leadership and how do I intend to continue to grow as a professional leader throughout my career?

REQUIRED READING

California Department of Justice (2000) 6th Edition. *Law in the school: A guide for California schools, school safety personnel and law enforcement.*

EdSource (1999). *Selected readings on California school finance.* Menlo Park: EdSource Publications.

EdSource (1996). *Understanding school budgets : As simple As 1, 2 3.* Menlo Park: EdSource Publications.

Selected articles and handout distributed in class such as *Educational Leadership* and *Kappan*, other journal articles, and current periodicals as assigned

WEB SITES: Professional Organizations Association for Supervision and Curriculum Development

www.ascd.org

National Association of Secondary School Principals

www.nassp.org

American Association of School Administrators

www.aasa.org

Association of California School Administrators

www.acsa.org

California School Leadership Academy

www.csla.org

International Principals Network

www.gse.harvard.edu/principals

Phi Delta Kappa

www.pdkintl.org/kappan.htm

Education Week

www.edweek.org

National Staff Development Council

Web page: www.nsd.org

EdSource Online

www.edsource.org

California State Department of Education

www.cde.ca.gov

Bibliography

Ethics

Strike, Kenneth and Soltis, Jonas. *The Ethics of School Administration*. Teachers College Press, Columbia University, 1995.

Chaleff, Ira (1995) *The Courageous Follower: Standing Up To and For Our Leaders*. San Francisco: Berrett-Koehler Publishers.

Kowalski, Theodore, (2001). *Case Studies on Educational Administration*. 3rd Edition. New York: Longman.

School Law and Collective Bargaining

California Education Code. California State Printing Office, 1999.

Alexander, Kern and M. David Alexander. *American Public School Law*. West Publishing, St. Paul, 1992.

Ely, Dale (1999). *California Laws Related to Minors*. New York: Harcourt, Brace Janovich.

Gatti, Richard and Gatti, Daniel. *The Educator's Encyclopedia of School Law*. Prentice Hall, 1991.

McCarthy, Martha and Cambron-McCabe, Nelda. *Public School Law - Teachers' and Students' Rights*. Allyn and Bacon, 1992.

Port, Lillian Lee (2000). *Between A Rock and A Hard Place (Law for School Administrators)*. California Law Publishers.

School Finance and Budget

Candoli, I. Carl, Walter G. Hack, and John R. Ray. *School Business Administration: A Planning Approach*. 4th ed. Allyn and Bacon, Boston, 1992.

Carlson, Robert V. and Gary Awkerman. *Educational Planning-Concepts, Strategies, and Practices*. Longman, New York, 1991.

California School Accounting Manual. California State Department of Education. 1998.

Oden, Allan and Picus, Lawrence. *School Finance - A Policy Perspective*. McGraw-Hill, 1992.

Rebore, William T. and Ronald W. Rebore. *Introduction to Financial and Business Administration in Public Education*. Allyn and Bacon, 1993.

Swanson, Austin D. and Richard A King. *School Finance: Its Economic and Politics*. Longman, New York, 1991.