Organizational Management and School-Community Collaboration
Educational Management 576
3 units (Graduate Credit)

California Commission on Teacher Credentialing Standards for Pupil Personnel Services Credential
This course meets or partially meets Standard 12—Professional Leadership Development; Standard 14—Human Relations; Standard 22—Leadership; Standard 27—Collaboration, Coordination, and Team Building; Standard 28—Organizational Systems and Program Development; and Standard 32—Determination of Candidate Competence.

Course Description:
This course will cover the principles and practices of public school management, human relations, leadership, organizational systems, school-community collaboration, and team building.

Evidence of Learning Outcomes:
Students will gain an understanding in each of the three categories listed below. Examples in each category are provided. These categories are the same Candidates will find in their field work requirements.

1. Personal/Social
   a. Understand how to manage conflict and deal with emotionally charged people.
   b. Be able to demonstrate models of effective communication.
   c. Differentiate between “stress” and “distress” and how to handle the distress of teachers and students.
   d. Be able to differentiate between “power” and “empowerment.”
   e. Be able to describe a proactive school public relations program that publicizes the achievements and responsiveness of the schools to the community.
   f. Demonstrate techniques in strengthening school-community collaboration and involvement.

2. Pupil Support Systems, Team Building, and Professional Leadership
   a. Understand the basic principles of organizational theory, change theory, culture, structure and practices of educational systems.
b. Demonstrate the effective use of time management in schools.
c. Understand the dynamics of leadership in an educational environment.
d. Demonstrate ways of building effective teams.
e. Gain knowledge of resource and appropriate staffing patterns in elementary, middle, and high schools.
f. Understand the role of “change agent.”
g. Understand the role of motivation, delegation, and consensus building in educational change.

3. Advocacy, Ethics, and Mandates

a. Demonstrate knowledge of school reform.
b. Identify special interest groups and organizations that can assist the school in defining its purpose and achieving its objectives.
c. Develop knowledge of funding sources and budgetary issues to promote student learning and academic achievement.

NOTE: Since the demographics of California schools are continually changing, it is the policy of the School Counselor Preparation Program that socio-cultural competence be appropriately addressed in all courses. Socio-cultural competence is defined as involving counselor trainees in the continual development of attitudes/beliefs, knowledge, and skills related to: (a) awareness of one’s own assumptions, values and biases; (b) understanding the worldview of the culturally different clients; (c) culturally appropriate intervention strategies and techniques; and (d) sociopolitical influences that impinge upon the life of racial/ethnic minorities [based on Sue (2001)]

Activities of Participants:
Students will:
1. Actively participate in group discussions;
2. Actively listen to the presentation of the instructor, fellow students, and visiting lecturers;
3. Make group presentations;
4. Actively participate in role-playing and simulations;
5. Complete assigned readings, projects, and papers;
6. Conduct case studies on schools and school districts;
7. View audio-visual presentations.

Calendar and Outline (The instructor reserves the right to amend this Course Outline based on the needs of the students):

1. Topics: Introduction; paradigm shifting; 7 Habits of Highly Effective People
2. Getting acquainted
3. Discussion of course syllabus
4. Explanation of assessment plan
5. Discussion of requirements for student presentation and case study
6. Class format
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COURSE SYLLABUS

7. Presentation: Paradigm Shifting and 7 Habits of Highly Effective People

1. **Topics:** Power and politics; game playing; time management/stress management; premises
   2. Black and English: Preface, Acknowledgements, Chapters 1 and 2
   3. Harvey and Drolet, Chapter 1
   4. Sign-ups for student presentations
   5. Presentation: Time management/stress management

1. **Topics:** Bureaucracies; the community; time management/stress management; characteristics of effective teams
   2. Black and English: Chapters 3 and 4
   3. Harvey and Drolet, Chapter 2
   4. Presentation: Time management/stress management

1. **Topics:** The PTA; the staff; setting norms
   2. Black and English, Chapters 5 and 6
   3. Harvey and Drolet, Chapter 3
   4. Student presentation number 1

1. **Topics:** The media; students; managing conflict
   2. Black and English: Chapters 7 and 8
   3. Harvey and Drolet: Chapter 4
   4. Student presentation number 2

1. **Topics:** Career planning; resumes and interviewing; dealing with difficult people
   2. Black and English: Chapters 9 and 10
   3. Harvey and Drolet: Chapter 5
   4. Student presentation number 3

1. **Topics:** Advanced degrees; position descriptions; teams and politics
   2. Black and English: Chapters 11 and 12
   3. Harvey and Drolet: Chapter 6
   4. Student presentation number 4

1. **Topics:** Ploys to avoid; hiring and firing; endowing people with power
   2. Black and English: Chapter 13 and 14
   3. Harvey and Drolet: Chapter 7
   4. Student presentation number 5

FIELD RESEARCH

1. **Topics:** Evaluation; budget; inspiring intrapreneurship
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COURSE SYLLABUS

2. Black and English: Chapters 15 and 16
3. Harvey and Drolet: Chapter 8
4. Student presentation number 6

1. **Topics:** Textbooks; curriculum and testing; secretaries and custodians; unions; connecting the blocks
   2. Black and English: Chapters 17, 18, and 19
   3. Harvey and Drolet: Chapter 9
   4. Student presentation numbers 7 and 8

1. **Topics:** Lunatic fringe; arch rivals and competitors; your boss
   2. Black and English: Chapters 20, 21, and 22
   3. Student presentation numbers 9 and 10
   4. **Case Study Due**

1. **Topics:** Staying power, idealism and ideology; creativity
   2. Black and English: Chapters 23 and 24
   3. Student presentations numbers 11 and 12

1. **Topics:** School Boards: Past, Present and Future; Other Topics of Your Choice
   2. **Final Exam Due and Evidence of Meeting Learning Outcomes Due**

**WRAP UP, R & R, and GUEST SPEAKER !!!**

**REQUIRED TEXTS**


**SUPPLEMENTARY MATERIALS**

Handouts.

**ASSESSMENT PLAN**
Assessment of achievement in the class is dependent upon several factors. The University’s grading policy for graduate students indicates that:

- To earn an “A,” the student must demonstrate insightful mastery of the subject matter and exceptional quality in written and oral communication.

- To earn a “B,” the student must exhibit professional competence in the subject matter in all written and oral communication.

- To earn a “C,” the student must complete course assignments and requirements with minimally acceptable proficiency in written and oral communication.

- Grades below “C” are unacceptable at the graduate level.

Weighting of Grading:

- Class Participation 30%
- Class Presentation 15%
- Case Study 30%
- Learning Outcomes 5%
- Take Home Exam 20%

Grading Scale:

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\begin{align*}
A & = 95 \text{ to } 100 \\
A- & = 92 \text{ to } 94 \\
B+ & = 89 \text{ to } 91 \\
B  & = 84 \text{ to } 88 \\
B- & = 81 \text{ to } 83 \\
C+ & = 78 \text{ to } 80 \\
C  & = 73 \text{ to } 77 \\
C- & = 70 \text{ to } 72 \\
D  & = 65 \text{ to } 69
\end{align*}
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Incomplete—Incompletes are rarely given. They must be discussed with the instructor prior to the last day of class.

Notes:

1. Students are reminded of the University of La Verne policies on academic honesty which appear in the ULV Catalogue. Academic dishonesty will be viewed as a
serious offense.

2. Because this course centers around discussions and presentations, class participation is given a high priority. Anticipated problems with attendance should be discussed in advance with the instructor. Tardies of thirty minutes or more will be counted as one-half of an absence. No more than three absences will be allowed.

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REQUIREMENTS FOR STUDENT PRESENTATION

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**Time Limit:** 30 minutes maximum. A 20 minute presentation with 10 minutes for discussion and questions and answers.

**Handouts to Class:** At a minimum, an outline and a bibliography with a minimum of three references.

**Resources:** A/V, documents, University of La Verne library resources (e.g., EBSCO Host); Guest speaker(s)

**Note:** This is a professional presentation. Reading your outline or Power Point is unacceptable.

**Topics:**

1. Rationale for grade configurations in districts (e.g., K-6, K-8, K-5, 6-8, 9-12)
2. Critical characteristics of successful staff development programs
3. Categorical funding and target groups
4. Master scheduling
5. Classroom and school discipline models
6. Communication models
7. Conflict management and resolution
8. Successful meeting management
9. Management applications for the computer
10. Certificated and classified staffing patterns in schools
11. Program evaluation
12. Role of principal
13. Role of assistant principal
14. Educational partnerships
15. School based management/shared decision making/restructuring
16. Educational foundations
17. Public relations
18. Role of school site council
19. Role of PTA, PTSA, or parent clubs
20. Others (to be discussed with instructor)

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REQUIREMENTS FOR CASE STUDY
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Directions: You should select a school district and a school within the district (your level of interest—elementary, middle, or high school) in order to conduct the case study. The case study should be written in a narrative form using charts where necessary. The main body of the case study should not exceed fifteen pages, typewritten, double-spaced, 12 point font). Appendices should not exceed five pages (e.g., line and staff charts, school board agenda, discipline plan).

HINT: Start the case study by gathering data through the “Data and Statistics” Section found at the California Department of Education website (www.cde.ca.gov/ds) and the “School Accountability Report Card.” Then you may conduct interviews with appropriate school officials. Remember that this is an individual, not group project.

PART I: DISTRICT LEVEL

1. Brief history of the district
2. Grade configurations within the district
3. Organizational chart (line-staff relationships, functions of district administrative support staff)
4. Brief summary of budget
   a. Total size of budget
   b. Sources of funding ($s from federal, state, or other resources)
   c. Percentage spent of personnel (salary, fringe benefits, retirement)
   d. Other data that you may wish to provide
5. Evidence of long-range planning
6. District staff development programs
7. Demographics of district (include any changes with associated problems)
8. Major issues in the district (e.g., funding, declining enrollment, expanding enrollment, reduction in force, facilities, union activity)
9. Composition of board (e.g., education, occupation, tenure)
10. Evidence of community support (e.g., educational foundations, PTA strength, community-based committees)
11. Innovative curriculum and instructional practices
12. Attend one school board meeting (attach agenda), and state your reaction to it.
13. Other

PART II: SCHOOL LEVEL

1. Brief history of school
2. Grade configuration of school
3. Organizational chart (line-staff relationships, functions of administrative support staff)
4. Certificated and classified staffing patterns (number of regular teachers, resource teachers, special education teachers, counselors, psychologists, student activity and student government advisors, health workers, instructional aides, clerical, and custodial personnel).
5. Funding sources and $s
   a. District
   b. State and federal categorical funding sources and program target groups
6. Evidence of long-range planning
7. Staff development programs
8. Demographics of student body (changes within last years? Associated problems?)
9. Evidence of community support
10. Innovative curriculum and instructional practices
11. School discipline plan
12. Summary of recent state test scores, WASC accreditations, or state reviews
13. Other

PART III: EVALUATION/CONCLUSIONS
(This should be a minimum of 1 ½ pages)

1. Specifically, what did you learn from this project? What are your conclusions?

2. What applications, if any, can you make from this project to assist you in your future role as an academic leader?
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TAKE HOME EXAM
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PART I.

Assumptions and Directions: You have just been appointed head counselor together with a new principal at Bill Gates Middle (High School). The prior principal was ineffective. Test scores and morale are low.

Answer these questions in a detailed and specific manner. Utilize resources from our texts, handouts, class discussions, and student presentations. Cite sources. Provide a reference page. Maximum length: Ten (10) pages, typewritten, double-spaced, 12 point font. Remember that this is not a group activity.

1. How would you set up an effective community and public relations program, including interaction with the PTA, community organizations, and the media?

2. You have been charged by Dr. Data, the Superintendent, to assist with raising test scores and changing the guidance curriculum. How would you go about it? Who would you involve?

3. A major part of your school community has been characterized as “difficult” or part of the “lunatic fringe.” How are you going to work with these individuals?

4. Describe how you would assist in enhancing staff morale?

5. Your faculty president, Mr. Passive Aggressive, is vehemently opposed “on part of the faculty” to your proposed menu of changes. How are you going to handle this situation?