

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**  
**Michael D. Eisner College of Education**  
**Department of Educational Leadership and Policy Studies**

**COURSE OUTLINE**

**ORGANIZATION AND ADMINISTRATION OF ELEMENTARY, SECONDARY  
AND SPECIAL EDUCATION**

**ELPS 695A**

**MICHAEL D. EISNER COLLEGE OF EDUCATION MISSION STATEMENT:**

The Michael D. Eisner College of Education as a professional school uses a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professions. The values for faculty and students that form the foundation of the Conceptual Framework include the following:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
2. We value the achievement of students at all levels and promote its accomplishment in accordance with national, state, and institutional standards.
3. We value an inclusive learning community.
4. We value creative, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

**CATALOG DESCRIPTION**

The organizational structure of elementary and secondary education in the schools with a focus on site leadership. Particular emphasis given to the organization, administration and supervision of various types of special education programs as well as the internal organization, structure, cultural context and the administration of the school and the role of the school principal. Emphasizing and encouraging personal responsibility for developing, articulating and refining the values, beliefs and assumptions that guide professional practice to maximize student learning.

## **ELPS DEPARTMENT MISSION STATEMENT**

Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

## **PLACE OF COURSE IN THE CURRICULUM**

A requirement for the Preliminary Administrative Services Credential and for the Master's Degree in Educational Administration.

## **CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CCTC) STANDARDS for the Preliminary Administrative Credential**

Each student should be an educational leader who promotes the success of all students by:

1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
3. ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. modeling a personal code of ethics and developing professional leadership capacity; and
6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

## **COURSE OBJECTIVES/LEARNING OUTCOMES**

This course is designed to provide students with information and experiences that enable them to develop knowledge and competence in the following areas:

### **Students will:**

- Understand and be sensitive to student and parent rights guaranteed by the Constitution and current legislation.
- Demonstrate an understanding of the historical perspective of federal, state and local government's role in disability rights and provisions for the organization, administration and supervision of public education and school organizations.
- Will be able to manage a school program that meets the needs of a diverse student population.

- Demonstrate knowledge of terminology, needs and placement alternatives for students with special needs and how their classroom environment differs from the general education classroom.
- Demonstrate knowledge of parental rights and due process.
- Have an understanding and appreciation of the duties and responsibilities of school administration.
- Develop an understanding of roles, impacts, and the relationship of federal, state, and LEA laws, legislation, policies, and regulations.
- Think reflectively for the purpose of solving problems, making decisions, facilitating change and producing new knowledge.
- Will be able to build and lead a collegial team of professional educators in the successful operation of a local instructional program as well as the day-to-day management of schools.
- Understand and recognize group development needs when planning for program changes, schedules, or new staff members.
- Understand and be able to apply laws and to develop knowledge of and implement good safety and security practices to the safe operation of schools.
- Be familiar with the literature and research in the area of elementary and/or secondary administration and special education.
- Understand issues and know how to provide access for all students to curricular as well as extracurricular and co-curricular activities.
- Reflect on their own ethical standards, as well as the ethical standards of the profession of educational administration and will demonstrate understanding of how these apply to the leader's role in the content of this course.
- Develop a basic understanding of the application of technology the content of this course. Examples include: Principles of data-based management, use of computers in classroom instruction, student and personnel records, financial and facilities management, computerized scheduling, on-line research, and electronic communication systems, such as e-mail and newsletters.

## **COURSE CONTENT**

1. The Organization of Education in the United States (federal, state, county and local district)
  - Organization and administration of federally funded and state administered programs such as No Child Left Behind and IDEA
  - Organization and administration of categorical and special state programs
  - Philosophies in special education
  - Organizational Models
2. The Internal Organization of the School
  - The elementary/secondary principal and the principalship
  - The administration of the school site and facilities
  - Communication – verbal and non-verbal
  - School site management and leadership
  - Organization and administration of pupil personnel services

- The role and responsibility of the teacher and site administration for students with special needs.
3. The Organization and Administration of Curricular and Instructional Programs
    - California curriculum standards and state reform documents
    - Student assessment and placement
    - Evaluation of school programs
    - Understanding students with physical disabilities and those with mental, emotional and behavioral differences
    - Curricular strategies/ collaboration for students with special needs
  4. Public Relations Processes and Techniques
    - Understanding and working and communication with students, parents and community of various language and cultural backgrounds
    - Child abuse and other mandatory reporting regulations and the role of school personnel
    - Laws and court decisions in special education
    - Parents rights and due process
  5. Issues and Trends in Elementary/Secondary education and administration
    - LEA and other agencies

## **TEXTBOOKS**

Instructors may choose from the following texts. For use of a textbook other than those listed, the instructor must obtain approval from the Department Chairperson:

Hoyle, English and Steffy. Skills for Successful 21<sup>st</sup> Century School Leaders. American Association of School Administrators, 1998

Drake, Thelbert and Roe, William. The Principalship – Fifth Edition. Upper Saddle River, New Jersey: Prentice-Hall, 1999

Mclaughlin, Margaret and Nolet, Victor. What Every Principal Needs to Know about Special Education. Thousand Oaks, CA: Corwin Press, 2004

## **ADDITIONAL READINGS**

Barth, R. (1990). Improving Schools From Within. San Francisco: Jossey-Bass.

Beckner, Weldon. (2004). Ethics for Educational Leaders. Boston: Allyn and Bacon

Bolman, L & Deal, T. (1991). Reframing Organizations. San Francisco: Jossey-Bass.

Capasso, Ronald & Daresh, J. (2001). The School Administrator Internship Handbook. Thousand Oaks, CA: Corwin Press.

Creighton, Theodore. (2003). The Principal as Technology Leader. Thousand Oaks, CA: Corwin Press

David, J.L. (September, 1991). Restructuring and Technology: Partners in Change. Phi Delta Kappan. 73, 37-40 and 78-82.

Dunklee, Dennis. (2000) If You Want to Lead, Not Just Manage. Thousand Oaks, CA: Corwin Press

Elmore, R.F. et al. (1990) Restructuring Schools: The Next Generation of Educational Reform. San Francisco: Jossey-Bass

English, Fenwick. (2004). The SAGE Handbook of Educational Leadership. Thousand Oaks, CA: SAGE

Fullan, Michael. (2003). The Moral Imperative of School Leadership. Thousand Oaks, CA: Corwin ;Press

Fullan, Michael. (1988). What's Worth Fighting For in the Principalsip. Andovar, MA: Regional Laboratory for Educational Improvement of the Northeast and Islands.

Goodlad, J. (1984). A Place Called School. San Francisco: McGraw-Hill

Hail, G. & Hord, S. (1987). Change in Schools: Facilitation the Process. Albany, NY: State University of New York Press.

Harris, Douglas E.and Carr, Judy F.(1998). How to Use Standards in the Classroom. Alexandria, VA: ASCD

## **METHODS OF EVALUATION/GRADING POLICY**

Performance-Based Assessments will be included as part of the grading criteria.

Examples: Students will develop group skills by working in teams on assigned projects; students will compare organizational structures of various schools and districts; students will describe and analyze IEP processes and forms. The following are ways in which the students' performance can be evaluated in relation to the objectives of this course:

1. All assigned reading.
2. Active class participation.
3. Student presentations and written reports
4. Seminar discussions and lectures presentations on various topics
5. Special problems and case studies
6. Site observations
7. Interviews
8. Objective/essay examinations

**Grade Scale:**

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	Below 60

**ACADEMIC HONESTY POLICY**

Cheating, plagiarism, submitting another person's material as one's own, or doing work for another person, who will receive academic credit, are all impermissible. The California Code of regulations in Section 41301, Title 5 is listed as an offense for which a student may be expelled, suspended, or given a less severe disciplinary action. (See University Catalog 2004-2006, pp. 531-532).

**COURSE SCHEDULE – see Syllabus**

<b>Date</b>	<b>Readings/Assignments</b>	<b>Topic/Course Content</b>
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