



College of Education Vision:

Equity & Excellence in Education

College of Education Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDAD 652 Resources in Educational Administration

Fall 2021

Educational Administration

Course Information

Instructor: Dr. Vanessa Landesfeind	Email: vanessa.landesfeind@csulb.edu
Virtual Office Hours Days/Times: Tuesdays 4-5 pm or by appointment	Office Hours Zoom Link: https://csulb.zoom.us/j/82155360027
Class Days/Times: Asynchronous	Class Zoom Link: None

Catalog Course Description

Examines the role of leaders in managing school and district resources with an emphasis on fiscal and human resources. Laws related to school finance and human resources will also be covered. An overall focus is equitable resource distribution.

Course Student Learning Outcomes and Goals

The following student learning outcomes are derived from the California Administrator Performance Expectations (CAPEs). By the end of this course, students will be able to:

1. Demonstrate understanding of how to facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed (CAPE 1C.5)

2. Demonstrate understanding of managing the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources (CAPE 3A.1)
3. Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students (CAPE 3A.2)
4. Understand legal and ethical procedures, including labor relations and collective bargaining processes, for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff (CAPE 3B.1, 3B.2)
5. Set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students, using a systems thinking perspective (CAPE 3B.3)
6. Apply foundational laws and regulations pertaining to California school finance (e.g., LCFF), federal and state program funding, and local allocations (CAPE 3D.4)
7. Assess and analyze student and site needs, as well as evidence-based best practices, and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school's vision, goals, and improvement plans (CAPE 2A.4, 3D.5)
8. Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school's budget and expenditures including financial record keeping and accounting, using various technologies related to financial management and business procedures (CAPE 3D.6, 3D.7)

Required Texts/Course Materials:

Andelson, S.J. (2014). FRISK: Fundamentals for evaluators in addressing below-standard employee performance. Cerritos, CA: Atkinson, Andelson, Loya, Ruud & Romo.

Frattura, E.M., & Capper, C.A. (2007). *Leading for social justice: Transforming schools for all learners*. Thousand Oaks, CA: Corwin Press.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2011). *Crucial conversations: Tools for talking when stakes are high*. New York: McGraw Hill.

Sorenson, R.D., & Goldsmith, L.M. (2017). *The Principal's guide to school budgeting* (3rd ed). Thousand Oaks, CA: Corwin Press.

The instructor reserves the right to assign supplementary readings. Please check BeachBoard regularly.

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. It is best to contact the instructor by email to arrange a time to meet or to ask questions. Per University policy, all official course communications must come through your CSULB email address.

Course Evaluation Components and Grading

Assignments

All assignments are due on BeachBoard by their assigned due dates and times (refer to Course Calendar within syllabus). Late assignments are accepted at the instructor’s discretion. If you are having difficulty meeting a deadline, please email the instructor in advance of the due date.

Assignment	Linked to SLO(s)	% of Course Grade
1. Local Control and Accountability Plan (LCAP) – Signature Assignment	1, 2, 3, 4, 5, 6, 7, 8	25%
2. The Entrepreneurial Leader	6,7,8	20%
3. Employee Discipline Case Study	1, 2, 5	20%
4. Administrator Interview	1, 2, 6	20%
5. Weekly Reflections or Posts	1, 2, 3, 4, 5, 6, 7, 8	15%

Course Grading

Letter grade only (A-F).

Prerequisite: Admission into the Preliminary Administrative Services Credential Program.

Course grades will be calculated through a combination of points earned on assignments and overall participation through assignment completion and posting of responses as assigned.

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Course Policies & Requirements

Attendance and Participation

This course is asynchronous; therefore, you may work on it at any time during a module window. Your attendance is based on your completion of the modules and you are expected to log into the course on a weekly basis. Modules will only open a week in advance, so you cannot work too far ahead. This allows time for feedback on your work.

It is your responsibility to inform the instructor if you will have an extended time away from the class, in other words you don’t check in during a week except for Thanksgiving week. Your

instructor is a K-12 administrator who oversees district attendance and will look for you if you are missing or disengaged.

The CSULB Attendance Policy can be found here: [Policy Statement 17-17](#)

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Professionalism

We see professionalism, among faculty *and* students, as foundational to creating a robust learning environment. While consistent attendance is one aspect of this professionalism, there are others that we expect to see displayed during this course as well:

- **Preparation and Engagement:** We expect everyone to come to class having read the assigned readings, given thought to questions or issues raised in the readings, and

completed the assignments due for that session. We expect each student to engage with the material in a critical way and to participate in whole class and small group discussions.

- **Respect:** We expect all students to demonstrate respect for their colleagues, instructors, and themselves. This means seeking to listen and understand before responding and critiquing, offering critiques in a constructive and thoughtful way, and drawing out and engaging one another even as you participate yourself.
- **Focus:** Professionalism means being present not just physically, but mentally. Please silence cell phones and be sure to use technology to support class goals during meetings (i.e., no “surfing”, no texting).

The Writing Process

The ability to communicate clearly and thoroughly in writing is an essential skill for all students and for all leaders; this is especially true in the case of your dissertation. Therefore, we put a great deal of emphasis on this skill in this course. While we recognize that your thinking related to your dissertation will continue to evolve, careful writing is an important driver of that evolution. Therefore, we expect all submitted work to reflect careful editing as well as your best thinking (at that time), organization, and writing. Grammar, spelling, coherence, and format (not just content) matter and will be considered in grading.

Writing is a process. No one produces a final draft in one sitting. Therefore, we strongly encourage you to begin writing all assignments early and allow yourself plenty of time to get any additional support you may need (e.g., the Writing Center, peers, instructors) and go through the revision process. As you review and revise your work, ask yourself these questions in order:

- Does my paper contain all required elements? Is all the content there and is it clear, easy to understand?
- Is my paper coherent? Does it flow, with connections and transitions between paragraphs and sections? (Does it “hang together”?)
- How are the mechanics, spelling, and grammar in the paper? Have I proofread for typos, extra spaces, misspelled words, etc.?

Plagiarism/Academic Integrity Policy

The University Catalog defines plagiarism as: “...the act of using the ideas or work of another person or persons as if they were one’s own, without giving credit to the source.” The concept of academic honesty includes receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per university policy.

Self-Plagiarism

The following policy has been adopted by the EDLD faculty to guide student practice regarding the repeated use of previously submitted student work (often referred to as “self-plagiarism”). It acknowledges that graduate study is a developmental process, where students can and should develop their work over time across multiple courses. This often means that students have the opportunity to draw on work submitted for prior courses in completing new assignments and projects. It recognizes that the research and writing processes are iterative, cumulative, and dynamic. This policy does not supersede the University Policy on Cheating and Plagiarism, [found here](#):

- If students wish to use any portion of prior work in an assignment, they should consult with the instructor(s) in advance so that the instructor can approve the plan and can give proper guidance on developing the work *and* meeting the expectations of the assignment.
- Any work submitted which draws upon or uses prior coursework (at any level) or culminating experiences (e.g., thesis) should:
 - be used in a way that clearly revises, extends, or develops the original work;
 - be acknowledged (either through a citation or a footnote) appropriately, whether the work has been published (including thesis) or done as a class assignment (this includes group work, so credit is given to all authors);
 - fulfill the requirements of the assignment for a course.
- Instructors may use TurnItIn (or other related software) for course assignments.
- Any allegations of plagiarism or cheating will be resolved through the normal University protocols.

To ensure academic integrity, we may use **Turnitin** to compare your work with multiple sources. The software will report a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether a paper has been plagiarized. Instead, we make that judgment. We encourage you to use it yourself, as a means of checking your work and preventing plagiarism. Avoid plagiarism by:

- Reviewing the [University policy](#)
- Learning about the [principles of paraphrasing](#)

Resources

The following may be useful resources as you go through the semester:

- [Academic Technology Services Resources for Students](#) (including links to BeachBoard Help and Software Depot)
- [ITS Help Desk on Learning Remotely](#)
- [Graduate Student Resource Center](#)

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Sexual Assault, Rape, Dating/Domestic Violence, & Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Additional Information

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Support for Basic Needs

If you are having trouble affording enough food to eat, don't have a safe and reliable place to sleep, and/or experiencing an emergency or crisis we are here to help. We are the Basic Needs Program and we have emergency services and resources to assist you. To learn more about our programs and services you can visit our website at csulb.edu/basicneeds. To apply for our emergency services such as the meal assistance program, emergency grant, or emergency housing you can fill out our application at this link: https://cm.maxient.com/reportingform.php?CSULongBeach&layout_id=2 We know that not having your basic needs met can affect your performance in the classroom and we want to be here to support you and help ensure you get to your graduation day. We look forward to being of service to you.

Syllabus and Course Calendar Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments, and deadlines, if situations that arise that necessitate doing so.

Course Calendar

Week	Week -Topic	Assignment Due at End of Week
August 23, 2021	1. Prop 13	Prop 13 Discussion
August 30, 2021	2. LCFF	LCFF Discussion
September 7, 2021	3. LCAP	LCAP Discussion
September 13, 2021	4. Funding Advocacy	Funding Advocacy Discussion
September 20, 2021	5. Interview Assignment	
September 27, 2021	6. Entrepreneurial Leadership	
October 4, 2021	7. Fraud	Fraud Discussion Assignment 1 - LCAP Project
October 11, 2021	8. Contract Provision	Contract Provision Discussion
October 18, 2021	9. Staff Recruitment and Retention	Staff Recruitment and Retention Discussion Assignment 2 – Entrepreneurial Leadership
October 25, 2021	10. Performance Feedback	Performance Feedback Discussion
November 1, 2021	11. Employee Investigations	Employee Investigations Discussion
November 8, 2021	12. Employee Discipline Cases	
November 15, 2021	13. Case study due	Assignment 3 – Employee Discipline Case
November 22, 2021	Thanksgiving Break	No class
November 22, 2021	14. Admin priorities	New Principal Discussion Assignment 4 - Interview
December 6, 2021	15. Closing	Implications for practice Discussion

Selected Bibliography

Adams, J. (Ed.) (2010). *Smart money: Using educational resources to accomplish Ambitious learning goals*. Cambridge, MA: Harvard Education Press.

Alsaaty, F.M., and Morris, A. (2016). High school leadership: The challenge of managing resources and competencies. *Journal of Case Studies in Education*, 8.

Chauncey, C. (Ed.) (2010). *Strategic priorities for school improvement*. Cambridge,

MA: Harvard Education Press.

Chauncey, C., & Walser, N. (Eds.) (2007). *Spotlight on leadership and school change*. Cambridge, MA: Harvard Education Press.

Chauncey, C. (Ed.) (2005). *Recruiting, retaining, and supporting highly qualified teachers*. Cambridge, MA: Harvard Education Press.

Childress, S. (Ed.) (2010). *Transforming public education: Cases in education entrepreneurship*. Cambridge, MA: Harvard Education Press.

City, E. (2010). *Resourceful leadership: Tradeoffs and tough decisions on the road to school improvement* (2nd ed.). Cambridge, MA: Harvard Education Press.

Clay, K., Hughes, K.S., Seely, J.G., & Thayer A.N. (1989). *Public school foundations: Their organization and operation*. Arlington, VA: Educational Research Service.

Curtis, R., & Wurtzel, J. (Eds.) (2010). *Teaching talent: A visionary framework for human capital in education*. Cambridge, MA: Harvard Education Press.

Crampton, F.E., Wood, R.C., & Thompson, D.C. (2015). *Money and schools* (6th ed.). New York: Routledge.

Gonring, P., Teske, P., Jupp, B. (2009). *Pay-for-performance teacher compensation: An inside view of Denver's procomp plan* (2nd ed.) Cambridge, MA: Harvard Education Press.

Guinier, L., Torres, G., & Guinier, L. (2009). *The miner's canary: Enlisting race, resisting power, transforming democracy*. Cambridge, MA: Harvard University Press.

Hannaway, J., & Rotherham, A. (Eds.) (2010). *Collective bargaining in education: Negotiating change in today's schools* (2nd ed.) Cambridge, MA: Harvard Education Press.

Hess, F., & Osberg, E. (2010). *Stretching the school dollar: How schools and districts can save money while serving students best*. Cambridge, MA: Harvard Education Press.

Howard, T. (2010). *Why Race and Culture Matter in Schools: Closing the Achievement Gap in America's Classrooms*. New York: Teachers College Press.

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- McCormick, D.H., Bauer, D.G., & Ferguson, D.E. (2001). *Creating foundations for American schools*. Gaithersburg, MA: Aspen Publishers.
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- Norton, M.S. (2014). *The principal as human resources leader: A guide to exemplary practices for personnel administration*. New York: Routledge.
- Pappano, L. (2010). *Inside school turnarounds: Urgent hopes, unfolding stories*. Cambridge, MA: Harvard Education Press.
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- Runhaar, P. (2017). How can schools and teachers benefit from human resource management? Conceptualising HRM from content and process perspectives. *Educational Management Administration & Leadership*, 45(4), 639-656. Retrieved from <http://journals.sagepub.com/doi/10.1177/1741143215623786>
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- Sergiovanni, T. (2005). *Strengthening the heartbeat: Leading and learning together in Schools*. San Francisco, CA: Jossey-Bass.
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ed.). New York: Routledge.

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Webb, L.D., and Norton, M.S. (2013). *Human resources administration: Personnel issues and needs in education* (6th ed.). Boston, MA: Pearson Education, Inc.

Case Studies

Brown, K. M., & Schainker, S. A. (2008). Doing all the right things: Teacher retention issues. *Journal of Cases in Educational Leadership*, 11(1), 10-17.

Clayton, J. K. (2009). Teacher with a learning disability: Legal issues and district approach. *Journal of Cases in Educational Leadership*, 12(2), 1-7.

Covrig, D. M. (2001). Get rid of incompetent teachers, any way you can!. *Journal of Cases in Educational Leadership*, 4(2), 1-19.

Ingle, W. K., & Rutledge, S. A. (2010). Selecting the "best applicants" with limited options and policy constraints. *Journal of Cases in Educational Leadership*, 13(1), 37-47.

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