EDU 677: Seminar in School Management

Fall 2009

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I. Overview:

The course, through the use of case studies, simulations, readings, presentations and discussions will focus on students: (1) learning the nuts and bolts needed for daily management (2) examining current issues facing the principalship (3) learning strategies for managing and understanding oneself within the principal’s role, (4) studying specific financial skills required of the principal, and (5) articulating positions on current educational practices, and developing an educational leadership philosophy.

II. Course Goals/Outcomes:

The course primarily focuses on ISLLC Standards 1, 3.4.5.6. More specifically, students will:

- acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision
- demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement
- use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal and equitable use of fiscal, human, and material resources
• demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve problems, and achieve school goals
• demonstrate how to use school resources and social service agencies to serve the community
• demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.
• demonstrate a respect for the rights of others with regard to confidentiality and dignity in honest interactions
• demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others
• make and explain decisions based upon ethical and legal principles
• demonstrate the ability to analyze the complex causes of poverty and other disadvantages of poverty and their effects on families, communities, children, and learning
• describe community norms and values and how they relate to the role of the school in promoting social justice

The overall intent of the course is to understand the real world of school administration, how to survive and prosper in it.

III. Course Requirements:

1. Students will write a series of belief/disposition statements on issues/topics assigned by the instructor.
2. Students will complete a school finance project
3. Students will complete reviews of the books and read articles distributed in class.
4. Students will actively contribute to class discussions and activities

IV. Readings: (see Reading List)
V. Evaluations:

1. 25% of grade is determined by the position papers.
2. 25% of grade is determined by the finance project
3. 25% of grade is determined by the book reviews.
4. 25% of the grade is determined by class participation.
5. Grading is on a pass/fail basis.

VI. Class Policies:

Students are expected to complete all assignments. All papers and projects are due on designated dates. Incompletes will not be given except in unusual circumstances.

If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible. If you encounter difficulty with the course or feel you could be performing at a higher level at any point in the semester, consult with me. For problems with writing skills or time management, make an appointment to see a student tutor at the Learning Center, 253 Luther Bonney (780-4228). Help is also available through the Counseling Center, 106 Payson Smith (780-4050) and the Office of Academic support for Students with Disabilities, 237 Luther Bonney (780-4706).

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University of Southern Maine

College of Education and Human Development

Conceptual Framework for Preparing Educators and Human Development Professionals for Responsible and Ethical Service

Mission

We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.

Core Values

We share the following commitments:

• Democracy – to enact and elicit inclusive dialogue, freedom of expression, and participatory decision-making that includes respect for and consideration of multiple views and perspectives.

• Civility and caring – to attend to the health of our learning and working communities through maintaining constructive communication, protecting individual dignity, and exhibiting empathy, compassion, and openness.

• Equity and Diversity – to seek understanding about, engage inclusively with, and foster the voice and visibility of individuals of all identity groups and perspectives.

• Social Justice – to speak for and empower people who are disenfranchised and work towards a more just society.

• Ethical practice – to engage in and insist on the highest level of professional practice.

• Scholarship – to gain, create, teach, and apply knowledge and skills using methods of research and inquiry that reflect the diverse range of accepted practices within our various academic and professional disciplines.

• Professional Learning and Continuous Improvement – to engage ourselves and our various external partners as learners in our respective fields, use formative feedback, and adjust our practices for mutual and continuing professional growth.

May, 2008