



School Personnel Administration

EDAD 571 Section 41E
Texas A&M University-Texarkana

SUMMER 1 2010
MEETING: 8:00-1:30
HUGHES SPRINGS

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Course Number: ED571.41E
Credits: 3 SCH
Course Title: School Personnel Administration

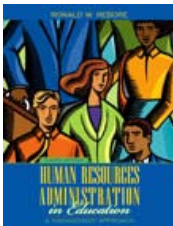
Required: Sorenson, R. D. (2009) (The Principal's guide to managing school personnel.)
Thousand Oaks-----**Corwin Press**



ISBN: 978-1-4129-6122-6

60-200 Dollars on Line

Supplemental Text:



Rebores, R. W. (2007). *Human resources administration in education: A management approach*. Boston, MA: A.B. Longman.

ISBN: 0-205-48507-3

Course Description:

This course focuses on the role of the principal in the ethical, legal, moral, and effective planning, recruitment, selection, assignment, development, retention, evaluation and supervision of school personnel. TExES competencies and skills that pertain to human resource management will be aligned with the objectives of the course.

Course Rationale:

Quality classroom instruction is the key to improved student achievement. Principals who know and understand how to recruit, interview, and hire teachers who are willing to deliver quality instruction will see their students continue to grow intellectually and achieve at higher levels. Understanding how to improve existing teachers and to eliminate those who choose not to improve is essential to increasing student achievement.

Objectives---Students will understand how to:

- Develop and apply a professional personnel management system that conforms to appropriate legal and ethical standards.
- Determine the major human resource issues facing educational administrators in our contemporary society.
- Develop the ability to analyze issues confronting educational administrators from a personnel perspective.
- Develop a professional and reflective approach to solving problems and confronting issues in the practice of personnel leadership.
- Analyze the vision and mission of a school to determine the financial, human, and material resources needed to support the vision.

PARTICULARS---Normal Prerequisites: EDAD 577 (School Law)



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PLEASE OBSERVE THE RULES

TAMU SYSTEM & TAMU-T

I. Disability

If you claim disability status please contact the 504/ADA Officer in Texarkana: **Disability Accommodations**

Statement:

Accommodations can be provided for students with a disability only after the student requests an accommodation and provides the appropriate written documentation of a disability. To request accommodations for this course students are responsible for the following:

1. *contact the A&M-Texarkana Student Services Office to request appropriate accommodations;*
2. *documentation of a disability to the A&M-Texarkana Student Services Office must be less than 5 years old and*
3. *contact the instructor to discuss implementation of accommodations for this course.*

The Student Services Office is in room 227 in the Aikin building or you can call 903-223-3062 for additional information.

II. Academic Dishonesty

A grade of F in this Course + Program Discipline will be earned by utilizing other persons' work w/o quotations; Academic Honesty:

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and copying or undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of "F" in the course

and/or disciplinary action. The student is responsible for reading and understanding the University Policy on Academic Integrity.

"What is plagiarism?"

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- 1. to use (another's production) without crediting the source*
- 2. to commit literary theft*
- 3. to present as new & original an idea or product derived from an existing source.*

Plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it !

III. Technology Component

- A. E-mail. This communication venue may be used by students to contact the professor or other students.
- B. Research is conducted either on-site or electronically. This is facilitated by a procedures document prepared by the TAMUT library staff.
- C. Use TurnItIn to assure originality of submitted documents, when required
- D. Use of technology to appropriately format the required documents (APA-6) is permitted and a caution is provided regarding the efficacy of those "machines".
Caution: check your work!

IV. Integrate these Competencies into Your Everyday Personal Life YOU WILL BE TESTED EVERY DAY OF YOUR PROFESSIONAL LIFE

TEXAS STATE BOARD OF EDUCATOR CERTIFICATION (SBEC) STANDARDS AND COMPETENCIES FOR EDAD 571

DOMAIN I – SCHOOL COMMUNITY LEADERSHIP

Competency 001--The Principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- 1.3 Implement strategies to ensure the development of collegial relationships and effective collaboration.
- 1.8 Align financial, human, and material resources to support implementation of a campus vision.**
- 1.10 Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.

Competency 002--The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

- 2.2. Apply skills for building consensus and managing conflict.

Competency 003--The principal knows how to act with integrity, fairness, and conduct himself or herself in an ethical and legal manner.

- 3.1 **Model and promote the highest standard of conduct, ethical principals, and integrity in decision-making, actions, and behaviors.**
- 3.2 **Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.**
- 3.3 Apply knowledge of ethical issues affecting education.
- 3.5 Apply laws, policies, and procedures in a fair and reasonable manner.

Competency 004--The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The Principal Knows How To:

- 4.1 Facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principals of curriculum design, human developmental processes, legal requirements).
- 4.2 Facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.

- 4.3 **Facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.**
- 4.4 Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- 4.5 Facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- 4.6 Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- 4.7 **Promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.**

DOMAIN II – INSTRUCTIONAL LEADERSHIP

Competency 005--The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

- 5.10 Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.

Competency 006--The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

- 6.1 Work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- 6.2 Facilitate the application of adult learning principals and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- 6.3 Allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- 6.4 **Implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.**
- 6.5 Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- 6.6 Diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- 6.7 Engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Competency 007--The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

- 7.1 **Implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.**

DOMAIN III – ADMINISTRATIVE LEADERSHIP

Competency 008--The principal knows how to apply principals of effective leadership and (efficient) management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

- 8.1 Apply procedures for effective budget planning and management.
- 8.3 **Acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.**
- 8.5 **Use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.**
- 8.6 Develop and implement plans for using technology and information systems to enhance school management

Competency 009--The principal knows how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

- 9.1 Implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- 9.2 **Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.**
- 9.3 **Develop and implement procedures for crisis planning and for responding to crises.**

9.4 Apply local, state, and federal laws and policies to support sound decision-making related to school programs and operations (e.g., student services, food services, health services, transportation).

COURSE ORGANIZATION—WHICH COMPETENCY DOES MATERIAL TAG?

Date	Topic	Assignments for Next SESSION
Session 1 JUNE	<ul style="list-style-type: none"> • Introductions: WHO, WHAT, WHY • WHY personnel administration? • Review of syllabus & expectations FAVORITE PERSONNEL Quote	<ul style="list-style-type: none"> • Read Chapter 1 & 2 in Required TEXT • Identify Personnel/HR mentor • Review the PARAGON MODEL • A FAVORITE PERSONNEL QUOTE
Session 2: JUNE	<ul style="list-style-type: none"> • LEAD HR IN ADMINI.1 & 2 • 1 _____ • 2 _____ • Discuss articles • Discuss mentors • Develop questions for interview • PERSONNEL PARAGON—STRESS INDEX--CAN YOU TAKE IT • FAVORITE PERSONNEL Quote 	<ul style="list-style-type: none"> • Read Chapter 3 & 4 in Required TEXT • Complete assigned activities • Interview your HR mentor about the biggest issues facing related to personnel. • Type up interview & DISCUSS w/class---You may choose to keep the interviewee/district confidential • Describe the BEST place you have worked • ONE-MINUTE HR ARTICLE
Session 3: JUNE	<ul style="list-style-type: none"> • LEAD HR IN ADMINI.3 & 4 • 3 _____ • 4 _____ • Discuss articles • Discuss HR Mentor's Wisdom • FAVORITE PERSONNEL Quote 	<ul style="list-style-type: none"> • Read Chapter 5 & 6 in Required TEXT • Complete assigned activities including rating supervisor and Leader & Manager <p>REVIEW the L.A.M.P. Model</p> <p>ONE MINUTE ARTICLE</p>
Session 4: JUNE	<ul style="list-style-type: none"> • LEAD HR IN ADMINI.5 & 6 • 5 _____ • 6 _____ • Discuss articles • A FAVORITE PERSONNEL Quote 	<ul style="list-style-type: none"> • Read Chapter 7 & 8 in Required TEXT • Complete Assigned activities and describe the 'boss' you and and the leader you want to be (or already are) • ONE MINUTE ARTICLE
Session 5: JUNE	<ul style="list-style-type: none"> • LEAD HR IN ADMINI.7 & 8 • 7 _____ • 8 _____ • Discuss articles • FAVORITE PERSONNEL Quote 	<ul style="list-style-type: none"> • Read Chapter 9 & 10 in Required TEXT • Complete any additional assigned activities • ONE MINUTE ARTICLE
NO Session 6: JULY	<ul style="list-style-type: none"> • WEB PROJECT DUE • FAVORITE PERSONNEL Quote 	<ul style="list-style-type: none"> • Complete Project Describe in Class
NO Session 7: JULY	WEB ASSIGNMENT	<ul style="list-style-type: none"> • Complete Web Assignment Given
NO Session 8: JULY	WEB FINAL	<ul style="list-style-type: none"> • Complete Final Discussed

Methods of to impact school improvement. Students will have multiple opportunities to demonstrate writing skills and leadership strategies.

Course Requirements

- A. *Attend classes & **Instructor must be notified in advance if student will be absent.**
- B. Participate in class discussions and comprehension activities as assigned
- C. Present research reports on course topics & **LEAD in one to two discussion sessions**
- D. Complete professional readings & **discuss & present ONE minute summaries**
- E. Complete assignments to demonstrate proficiency in the TExES competencies
- F. Take Final-----*Students who miss more than one class period or more than a significant portion of a class period will be required to demonstrate competency on AN ASSIGNMENT regarding the topics and standards covered for the class period missed...(due on following meeting when returning to class)-or **ADDITIONAL Work May be Assigned as well--NO work will be accepted late unless prior arrangements are made.**

Evaluation: Students will be evaluated through active engagement in assigned projects to check for knowledge, analysis and application skills for competencies assigned in this course. **Written & oral assignments will be used to evaluate synthesis of readings and research.** Students will reflect on their learning and experiences in the course through discussions in class. Students will submit written assignments periodically; the final examination will provide students with an opportunity to demonstrate their skill level with the assigned competencies. Point values or percents for assignments are as follows:

Evaluation Procedures—Ways to Earn Points (FROM CRITERIA LISTED ABOVE)

A&B DISCUSSION / participation (grading begin Immediately)	100 pts. /20%
C.WRITTEN & ORAL Participation in LEADER Activities	100 pts. /20%
D. ONE minute HR Articles 2009/2010 ORAL Presentations (2)	100 pts. /20%
E. CLASS Activities, Reflection and Project	100 pts. /20%
F .FINAL Performance Assessment	
Total	500=100%

MEETING 2 _____

- **CHAPTER 1 PERSONNEL & NATIONAL STANDARDS** _____
- **CHAPTER 2 PERSONNEL & SCHOOL CULTURE** _____

MEETING 3 _____

- **CHAPTER 3 PERSONNEL & THE PRINCIPAL** _____
- **CHAPTER 4 PERSONNEL & COMMUNICATON** _____

MEETING 4 _____

- **CHAPTER 5 PERSONNEL & CONFLICT RESOLUTION** _____
- **CHAPTER 6 PERSONNEL RECRUITMENT & SELECTION** _____

MEETING 5 _____

- **CHAPTER 7 PERSONNEL INDUCTION & MENTORING PROGRAMS** _____
- **CHAPTER 8 PERSONNEL & ADVERSE SITUATIONS** _____

Dr. Ivy reserves the right to make changes to the syllabus & will notify students accordingly.

Grading Scale AVERAGE: 90-100% A
80-89% B
70-79% C
60%-69%D
0%-59% F Turn IT In for Plagiarism

H O L I S T I C G R A D I N G ; LEARN FROM GLOBAL FEEDBACK:

G L O B A L PTS by Holistic Assessment: Grading from 10 pt.scale; [i.e., 10 = Apx100 pts]

10=Clearly Outstanding ---Paper/Presentation: Best; excellent in development, expression, and structure (98)

8=Exceeds Expectations---Paper /Presentation: Language Control is excellent but problem w/ mechanics (88)

6=Satisfactory---Paper/Presentation: Showed minimal development, needed polish, structural flaws (78)

4=Below Expectations---Paper/Presentation: Little development or evidence of process writing/thinking (68)

2=Unsatisfactory---Not exhibit skills needed to be an administrator & must complete remedial work (58)

LEADERS Think On Their Feet' & Learn to Read Between Lines'

S P E C I F I C POINTS by Criterion Grading from 10 pt.scale; [i.e., 1=10 on 100 pt.scale]:

TIME USAGE Excellent 1 pt, or much too long/way too short when using allotment -1

POISED/PRESENCE Excellent 1 pt, or nervous or shy, not projecting confidence -1

HANDOUTS/VISUALS--Excellent 1 pt, or did not follow format, or make copies for the group -1

CLARITY OF SPEECH--Excellent 1 pt, or not understand because of syntax/speech pattern -1

USEFUL INFORMATION--Excellent 1 pt, or inaccurate/misleading/peripheral use for educators-1

EYE CONTACT--Excellent 1 pt, or looked down in presentation a lot &/or read large portions -1

SIMPLICITY OF INFO.--Excellent 1 pt, or highly academic or superficial or obtrusiveness in style -1

ORGANIZED--Excellent 1 pt, or disorganized, splintered, disjointed, little connection -1

PREPAREDNESS--Excellent 1 pt, or does not seem prepared, loses track of what is happening -1

LEADERSHIP--Excellent 1 pt, or does not gain participation or enthusiasm from the group -1