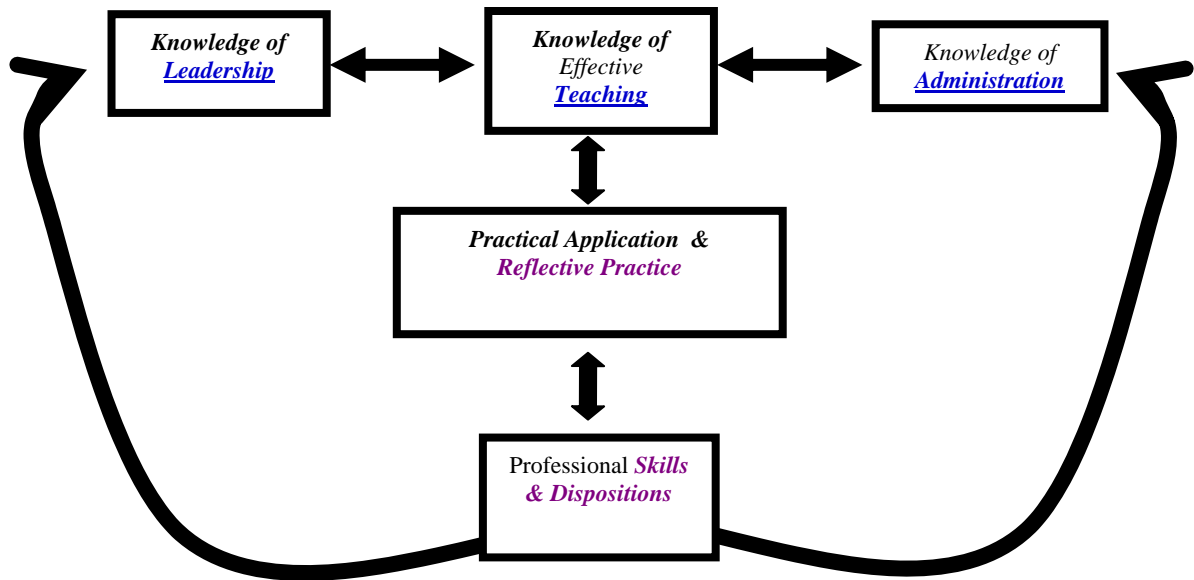


ACI

Management of Personnel

Western Illinois University

Summer 2008



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Meeting Dates: May 4 and June 27

Required Resources:

Balanced Leadership: What 30 Years of Research Tells Us About the Effective Leadership on Student Achievement. Free download from:

<http://www.mcrel.org/topics/Leadership/products/144/>

Management of Personnel--Course Outcomes

Course Outcomes	Methods of Evaluation
The student understands the selection of administrators including interviewing, hiring, recommendations, assignment decisions, induction, mentoring, and recruiting.	Students will develop a resource guide that can be utilized in the development of principal job descriptions, hiring criteria, and evaluation/supervision procedures. The guide will address all six areas of the ELCC standards and will also meet the criteria for NCATE assessment of standard 2;
The student demonstrates types of questions that cannot be asked of candidates or discussed in the selection process using current Federal, State and Local regulations.	Each student will develop a question bank, based on the Illinois Principal Standards, Marzano's research, and other sources of questions for each area of the ELCC standards.
The student understands basic procedures for reference checks.	Each student will develop a format, including questions, to be used as a reference check for their district.
The student defines sexual harassment and understands the consequences from proven acts of sexual harassment.	Based upon information presented in class, each student will review the sexual harassment policy of their district.
The student understands one method of evaluating administrators based upon job description, individual objectives and personal characteristics.(C-S28)	Each student will share the evaluation process utilized in their own district and will develop a resource guide for administrator supervision/evaluation.
The student understands several supervisory models that will assist in the improvement of teaching and student learning.(NC3.7)	Each student will review the present procedures utilized in their district for teacher supervision/evaluation and develop recommendations for improvement.
The student understands the use of adult learning strategies for professional development (NC4.2)	Each student will share adult learning strategies that are utilized as part of the professional development in their district.

Information to bring to the first class(to be used as resource materials)

- A copy of the personnel section of the board policy manual and the contract. (Areas of particular interest include; hiring, discipline, termination, sexual harassment, mentoring, employee assistance plan, supervision, evaluation, and benefits.)
- A copy of the job descriptions for principals in your district.
- A copy of your district teacher and administrator application forms.
- Sample questions used in your district interviewing process for administrators
- Other documentation associated with recruitment, selection, placement, induction, and mentoring of administrative personnel.
- Your district supervision and evaluation process for school administrators.

Expectations and Assignments

May 4

A. Read--- Balanced Leadership: What 30 Years of Research Tells Us About the Effective Leadership of Student Achievement. Free download from:

<http://www.mcrel.org/topics/Leadership/products/144/> with a special emphasis on the 21 responsibilities of principals.

B. As a class projects students will develop a resource guide that can be utilized in the development of principal job descriptions, hiring criteria, and evaluation/supervision procedures. The guide will address all six areas of the ELCC standards and will also meet the criteria for NCATE assessment of standard 2; Candidates have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best principals to student learning and designing comprehensive professional growth plans for staff.

NCATE ASSESSMENT

Criteria	Meets	Does Not Meet
2.1a	The resource guide will include approaches to improve and maintain a positive district culture for learning.	The resource guide does not reflect procedures that lead to a positive culture of learning in the district.
2.2a	The resources guide will include a variety of instructional research methodologies and evidence that there is the ability to analyze the comparable strengths and weaknesses of each method.	The resource guide does not include a variety of instructional research methodologies or does not compare the relative strengths and weaknesses of the various methodologies.
2.2b	The resource guide will include evidence that the development of the district's long –range improvement and accountability plan utilizes qualitative and quantitative data, appropriate research methods, technology, and information systems.	The resource guide does not include evidence of a long-range district plan that was developed through the utilization of varied resources and methodologies.
2.2c	The resource guide will include criteria indicating that technology and information systems will be utilized to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.	The resource guide does not indicate the role of technology and information systems as a source for the improvement of instruction and/or staff.

2.2d	The resource guide will reflect the individual's ability to allocate and justify resources to sustain the instructional program.	The resource guide does not reflect criteria that can be utilized to determine the individual's ability to allocate and justify resources.
2.3a	The resource guide will include indicators of the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.	The resource guide does not include how best practices will be utilized to improve instructional programs.
2.3b	The resource guide will include indicators of the ability to assist school and district personnel in understanding and applying best practices for student learning.	The resource guide does not contain indicators related to the ability to assist others in understanding and applying best practices for student learning.
2.3c	The resource guide reflects a learning process that understands and can apply human development theory, motivational theories, and concern for diversity..	The resource guide does not address concern for diversity, human development, or motivational theories.
2.3d	The resource guide includes criteria that will indicate understanding of how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	The resource guide does not reflect procedures that indicate an understanding of how to use research profiles or analyze student achievement data.
2.4a	The resource guide includes a need to utilize knowledge of adult learning strategies and the ability to apply technology and research to professional development focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	The resource guide does not reflect practices of adult learning theory, utilization of technology, or other procedures that promote new knowledge and skills.
2.4b	The resource guide will include strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.	The resource guide does not contain sufficient direction regarding the development of comprehensive professional growth plans.
2.4c	The resource guide will indicate a need to develop professional growth plans that reflect commitment to life-long learning and best practices.	The resource guide does not indicate a need for life-long learning and best practices.

June 29

A. Presentations

Students in groups of 2 or 3 will come to class prepared to present a 15 minute in-service workshop for administrators. (As part of the presentation, you are to facilitate a sharing and discussion on this topic.) Using current research and best practices, the student will present a PowerPoint presentation concerning one of the following topics. The scoring criteria for the presentation are at the end of the syllabus.

1. What are the advantages and disadvantages of compensations systems such as merit pay, career ladders, and other systems that are based on performance?
2. What techniques can districts utilize to plan for staff needs for future years?
3. What are the critical components of principal supervision/evaluation?
4. What are the essential components of an effective sexual harassment policy for a school district?
5. What are the components of an effective induction/mentoring program for administrators and why are such programs important?
6. What are the essential components of an employee assistance program that deals with stress management and conflict resolution?

7. What procedures should be followed for the discipline and/or termination of administrators?
8. What procedures should be followed for the discipline and/or termination of teachers?
9. What does research say about the most effective methods for teacher supervision/instruction?
10. What is the role of both intrinsic and extrinsic rewards to motivate and retain high quality personnel?
11. “Walk Throughs” can provide valuable information to superintendents. What role should the walk through play for the superintendent? How can they be accomplished in an effective and efficient manner?
12. Other topics of interest that are approved by the instructor

****NOTICE:** To eliminate excessive duplication of a specific topic, the instructor must pre-approve the student’s choice.

B. Superintendent Interview

You are to interview your Superintendent/Personnel Director to determine the extent to which a mentoring/induction program is being utilized to assist new teachers, administrators, and other employees in your district. You are to prepare a brief report (not to exceed 500 words) outlining your district practices concerning mentoring.

C. Resource Guide

You are to complete the resource guide that was introduced at the May 4 class. Be sure that your guide meets the criteria of the NCATE ASSEMENT rubric contained in the syllabus

Grading Criteria

To receive a passing grade each student must successfully complete the following projects at a level that reflects high quality graduate work:

- 1. Report on mentoring/induction programs in your district.**
- 2. Group presentation on a topic related to personnel administration**
- 3. Resource Guide that meets the NCATE Assessment Criteria**
- 4. Attendance and participation in class activities**

Rubric Scale for Presentation Management of Personnel

Criteria	1	2	3	4	5
Data supporting the initiative	There is one data source to support the initiative	The initiative is supported by two data sources	The initiative is supported by three data sources	The initiative is supported by four data sources	The initiative is supported by five data sources
Clarity of message-major points obvious	Audience has little or no knowledge of the major concepts	Audience has some idea of the main points	Explained most of the points, audience has some grasp of the major points	Audience has a good grasp of the major points	Clearly explained so that the audience could reiterate the major points
Creative and interesting presentation	Incorporates none of the following: <ul style="list-style-type: none"> • a strong positive feeling about topic during the entire presentation • excellent, logical organization and clarity of purpose • sparks interest and discussion in topic • uses creativity in presentation delivery • makes a dynamic and compelling argument during closure 	Incorporates 1 or 2 of the following: <ul style="list-style-type: none"> • a strong positive feeling about topic during the entire presentation • excellent, logical organization and clarity of purpose • sparks interest and discussion in topic • uses creativity in presentation delivery • makes a dynamic and compelling argument during closure 	Incorporates 3 of the following: <ul style="list-style-type: none"> • a strong positive feeling about topic during the entire presentation • excellent, logical organization and clarity of purpose • sparks interest and discussion in topic • uses creativity in presentation delivery • makes a dynamic and compelling argument during closure 	Incorporates 4 of the following: <ul style="list-style-type: none"> • a strong positive feeling about topic during the entire presentation • excellent, logical organization and clarity of purpose • sparks interest and discussion in topic • uses creativity in presentation delivery • makes a dynamic and compelling argument during closure 	Incorporates 5 of the following: <ul style="list-style-type: none"> • a strong positive feeling about topic during the entire presentation • excellent, logical organization and clarity of purpose • sparks interest and discussion in topic • uses creativity in presentation delivery • makes a dynamic and compelling argument during closure
Presentation skills	Incorporates 1 of the following <ul style="list-style-type: none"> • consistent eye contact • stands straight, looks relaxed & confident • appropriate use of gestures • grammatically correct language • within time limits 	Incorporates 2 of the following <ul style="list-style-type: none"> • consistent eye contact • stands straight, looks relaxed & confident • appropriate use of gestures • grammatically correct language • within time limits 	Incorporates 3 of the following <ul style="list-style-type: none"> • consistent eye contact • stands straight, looks relaxed & confident • appropriate use of gestures • grammatically correct language • within time limits 	Incorporates 4 of the following <ul style="list-style-type: none"> • consistent eye contact • stands straight, looks relaxed & confident • appropriate use of gestures • grammatically correct language • within time limits 	Incorporates 5 of the following <ul style="list-style-type: none"> • consistent eye contact • stands straight, looks relaxed & confident • appropriate use of gestures • grammatically correct language • within time limits

<p>Quality of PowerPoint</p>	<p>Incorporates 1 or 2 of the following:</p> <ul style="list-style-type: none"> • slides serve as visual summary of findings • appropriate number of slides • easy to follow format • used a different form to communicate to the audience other than screen reading • handout was given to each member of the audience to supplement the presentation • appropriate amount of material on each slide • professional look to slides with appealing graphic theme 	<p>Incorporates 3 or 4 of the following:</p> <ul style="list-style-type: none"> • slides serve as visual summary of findings • appropriate number of slides • easy to follow format • used a different form to communicate to the audience other than screen reading • handout was given to each member of the audience to supplement the presentation • appropriate amount of material on each slide • professional look to slides with appealing graphic theme 	<p>Incorporates 5 of the following:</p> <ul style="list-style-type: none"> • slides serve as visual summary of findings • appropriate number of slides • easy to follow format • used a different form to communicate to the audience other than screen reading • handout was given to each member of the audience to supplement the presentation • appropriate amount of material on each slide • professional look to slides with appealing graphic theme 	<p>Incorporates 6 of the following:</p> <ul style="list-style-type: none"> • slides serve as visual summary of findings • appropriate number of slides • easy to follow format • used a different form to communicate to the audience other than screen reading • handout was given to each member of the audience to supplement the presentation • appropriate amount of material on each slide • professional look to slides with appealing graphic theme 	<p>Incorporates 7 of the following:</p> <ul style="list-style-type: none"> • slides serve as visual summary of findings • appropriate number of slides • easy to follow format • used a different form to communicate to the audience other than screen reading • handout was given to each member of the audience to supplement the presentation • appropriate amount of material on each slide • professional look to slides with appealing graphic theme
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EDL Incomplete Policy

Incomplete (I) is given under extreme extenuating circumstances. Although students are expected to complete the course requirements before the end of the term, in some instances it is recognized that students may not be able to do so because of factors beyond their control. In such instances, and upon written petition to the instructor, a temporary grade of "INCOMPLETE" may be given to permit the student more time to complete the course requirements. In the event that a faculty member initiates a grade of "I", a letter will be sent to the student from the faculty member explaining the reason for the "I" and outlining what must be done to remove this grade. This letter will be placed in the Graduate Student's File. A student must satisfy the course requirements during the next semester that the course is taught or (s)he will be awarded a grade based upon the work completed.

Americans with Disabilities Act

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

WIU Academic Dishonesty Policy

Western Illinois University is dedicated to the discovery and communication knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. The most prevalent forms of academic dishonesty are cheating and plagiarism. Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student to not only abstain from cheating, but also to avoid making it possible for others to cheat. Any student who knowingly helps another student cheat is as guilty of cheating as the student he or she assists.

The submission of the work of someone else as one's own constitutes plagiarism. Academic honesty requires that ideas or materials taken from another course for use as a course paper or project be fully acknowledged. Plagiarism is a very serious offense in whatever form it may appear, be it submission of an entire article falsely represented as the student's own, the inclusion within a piece of the student's writing of an idea for which the student does not provide sufficient documentation, or the inclusion of a documented idea not sufficiently assimilated into the student's language and style.