

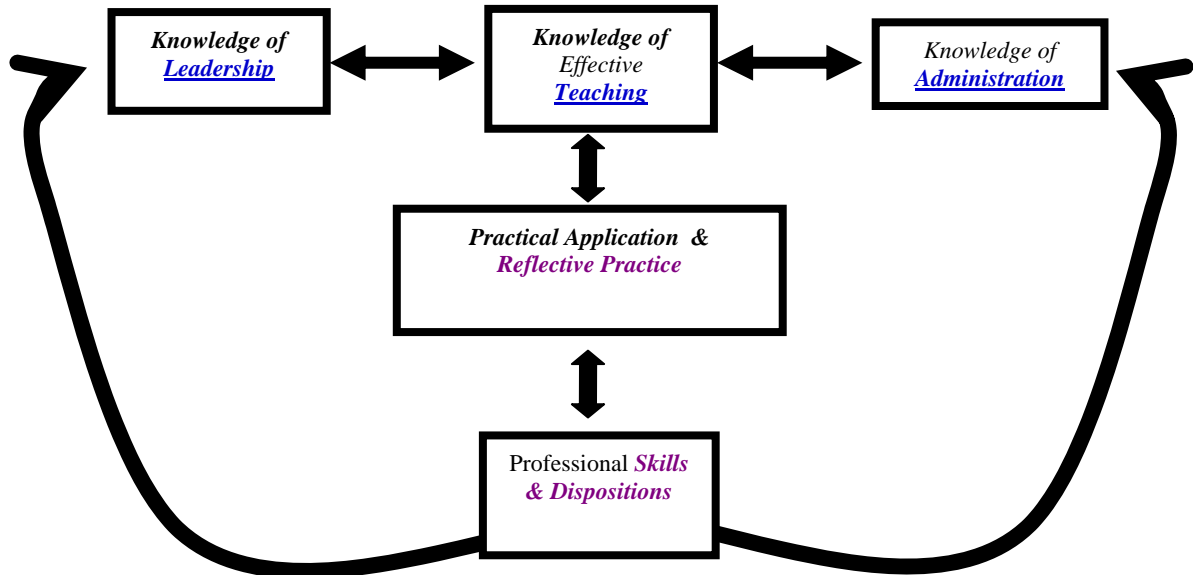
Management of Personnel

EDL 622

Western Illinois University

Quad Cities

Summer 2008



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268

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Office Hours

Before and after class

Wednesday PM

Thursday AM

Meeting Dates:

May 17 - 18

June 7 - 8

June 28 - 29

Resources:

There is no required text. In place of the text please print off the resources listed below.

If you would like a supplemental text I recommend: Rebore, R. W. (2007). Human resources administration in education: management approach. Boston: Pearson, Allyn and Bacon. (There are earlier editions that contain the same basic information.)

Handouts—at the first class there will be a packet of handout that you must purchase. The cost will be less than \$10.

You should download the following documents and bring them to class:

IL Principals' Association

http://www.ilprincipals.org/pages/principal_eval.html

Legal Requirements for Evaluating Principals
Principal Job Description (without research)
Principal Evaluation Formative
Principal Evaluation Summative

http://www.ilprincipalmentoring.org/new_principals/index.html

New Principals and New Principal Survey at bottom of this page
Mentors

School Administrators of Iowa

www.sai-iowa.org/leadership.html

Hiring a Building Principal
Iowa Standards for School Leaders
“Balanced Leadership: What 30 Years of Research Tells Us About the Effect of Leadership on Student Achievement” (McREL)

ERIC

<http://eric.uoregon.edu/publications/digests/digest149.html>

Principal Mentoring

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/7d/5f.pdf

“Hiring, Paying, and Evaluating School Administrators: A Cooperative Workbook for School Boards and Administrators” This handbook is somewhat dated, but still provides valuable information.

<http://eric.uoregon.edu/publications/digests/digest172.html>

Improving Principal Evaluation

National Association of Elementary School Principals

http://www.naesp.org/client_files/LLC-Exec-Sum.pdf

Standards for What Principals Should Know and Be Able To Do

or if you are a high school principal and have access to the document you could use:

The Principal, Keystone of a High-Achieving School: Attracting and Keeping the Leaders We Need

This is not a required resource, but it is very thorough if you like research

(<http://www.dfes.gov.uk/research/data/uploadfiles/RR800.pdf>)

Successful School Leadership; What It Is And How It Influences Student Achievement.

Course Description

The major focus of this course is the selection, development, and appraisal of school administrators and supervisors.

Course Outcomes—Management of Administrative Personnel

Course Outcomes	Methods of Evaluation
1. 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;
2. The student demonstrates types of questions that can and 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, of questions for each area of the standards.
3. 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.
4. The student understands one method of evaluating administrators based upon job description, individual objectives and personal characteristics.	Each student will share the process utilized in their own district and develop a list of recommendations for modifications.
5. The student completes at least one administrative performance evaluation and analyzes the process in relationship to discipline, termination, and grievance issues.	Each student will complete this task during their internship.
6. The student understands several supervisory models that will assist in the improvement of teaching and student learning.	Each student will review the present procedures utilized in their district and develop recommendations for improvement.

7. 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.
8. The student reviews compensation and payroll topics including compensation systems, career ladders, payroll procedures and employee benefit models with attention to issues of equity and diversity	Students will discuss varied models of compensation and will list the positives and negatives of each model.
9. Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and task such as mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	In small groups students will prepare and present information on a variety of topics related to the management of administrative personnel.
10. Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.	Candidates will develop a personnel professional growth plan based on self-evaluation and on feedback from their supervisor.
11. Candidates 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 resource allocation that focuses on teaching and learning.	In small groups students will prepare and present information on a variety of topics related to the management of administrative personnel.

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

A. Assignments for Week 1

- 1. Read---** “Balanced Leadership: What 30 Years of Research Tells Us About the Effect of Leadership on Student Achievement”. Of the 21 responsibilities list your 5 areas of strength and your 5 areas for growth. For the areas of growth list several “activities” you could do to assist your growth. This resource is listed under SAI in class resources or it can be obtained from <http://www.mcrel.org/topics/Leadership/products/144/>
- 2. Resume and Cover Letter**—bring 5 copies of the resume and cover letter you will utilize in your application for a superintendent position.
- 3. Superintendent Interview re Mentoring--** Mentoring programs are being utilized effectively in many districts throughout Illinois and Iowa. You are to interview your Superintendent/Personnel Director to determine the extent to which an induction mentoring program is being utilized to assist new teachers, administrators, and other employees in your district. You are to prepare a brief written report outlining your district practices concerning mentoring. Also, based on the new Iowa or Illinois legislation for principal mentoring, develop a plan for implementing the program in your district. If you are already utilizing a principal mentoring program you are to interview a new principal who has been mentored and also the person who acted as the mentor.

C. Assignments for Week 2

1. Job Model

Develop a job model for the principal who will replace you when you become a superintendent. (See description and examples of the content of a job model at the end of this syllabus.) Most of the statements from these sources will be written as actions—you will need to rewrite them as results. We will discuss this assignment during the first weekend classes.

2. Resource Guide

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 ASSESMENT

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.

2. Interview Question Bank—teams will develop a question bank for principal interviews. This question bank will be organized under board categories and will include a scoring procedure. (This project will be started during the first week of class)

B. Assignments for Week 3

1. Principal Evaluation—individuals will develop principal evaluation criteria. The criteria should be based on categories similar to those used in the interview process. The criteria should be summarized in a one - two page written report. (Incorporate information from a variety of resources.)

2. Presentation

Project Scenario: Your superintendent has asked that your administrative group prepare and present an administrative in-service (15-20 minutes) to the other district administrators (the other class members).

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.

Topics to be presented will be selected from the list below. (Groups and topics will be determined during the first weekend of class.)

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

Grading Procedures

Assignment	Points
Resume and Cover Letter for week 1	10
Mentoring- present practices for week 1	15
Job Model for week e	15
Interview Question Bank for week 2	10
Resource Guide	20
Principal Evaluation for week 3	20
Group Project for week 3	40
Participation in on-line discussion board	15
Final Exam	25
Total	170

Grading Scale

95 - 100%	A	A = Superior Graduate Work
89 - 94 %	B	B = Good Graduate Work
Below 89	I	Incomplete

Attendance Policy

At the 600 level, any student who is absent for more than 50% of a scheduled day of a weekend academy class will be assigned a grade of Incomplete (I) by the instructor and must make up the appropriate day in its entirety the next time the course is offered in order to change the "incomplete" to a letter grade.

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.

The normal grade for the first semester of EDL 555 and EDL 655 is INCOMPLETE because the internship is viewed as a single entity rather than as two separate semesters.

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.

<http://www.student.services.wiu.edu/DSS/forms/publicationStatement.pdf>

WIU Academic Dishonesty Policy

Western Illinois University is dedicated to the discovery and communication of 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.

Job Model

A job model is an alternative to the traditional job description. It focuses on results and makes it possible to focus the selection process on choosing an employee who can achieve those outcomes. The job model presents a realistic picture of the job, including both its attractive and unattractive features. An effort is made to avoid presenting only the positive features of a position, since once the person is hired he or she soon becomes aware of the less attractive features of the position and must be able to produce results in spite of them.

The job model consists of three parts; Results Sought, Job Environment, and Priority Actions. The “Results Sought” section is the heart of the job model because it helps to focus the search on the important task of identifying a candidate who can achieve those results. The first step for this section is to identify the results sought. Ask the following question to help identify the tasks: “A person in this position is effective if he or she produces the results that.....” A result should be a very tangible effect of work useful to someone else and contributing to the organization’s reason for existing. Some examples for a school principal are:

- Teachers, parents and students are kept informed about school programs and events.
- Students are polite and well-behaved and show respect to adults and one another.
- Textbooks are available in sufficient quantities when needed.

Note that these are results, not actions. Your job model should include at least 8 to 10 results that are listed in a numbered or bulleted column.

The “Job Environment” section describes characteristics of the school and community that are likely either to facilitate or hinder performance. Interviewers will use this information to determine an applicant’s ability and willingness to overcome barriers and to use resources effectively to achieve specific results. In developing this section determine the three most important factors that facilitate performance and the three most important hindering factors. The lists are then combined into a narrative statement that describes the factors, both positive and negative, that the new employee will encounter.

The last section of the job model is “Priority Actions” which describes tasks that must be performed on the job. These may be actions that lead directly or indirectly to accomplishment of the results described under “Results Sought” or they may be actions that help other people in the school accomplish the results for which they are responsible. Two questions to ask your self when developing this list and some sample responses are:

- What are some important tasks that the person must be able to perform?
 - Deal with students who are rowdy and disruptive.
 - Lead discussions about various aspects of the school’s programs.
- What types of motivation does this person need?
 - Wants to produce a stable level of performance and be satisfied to work within routines.
 - Desires goodwill and affection from people and cares a great deal about having close relationships

Once this information is compiled it is written in narrative form.

Rubric Scale for Presentation

Criteria	1	2	3	4	5
Data supporting the process (x2)	There is one data source to support the process	The process is supported by two data sources	The process is supported by three data sources	The process is supported by four data sources	The process 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 (x2)	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

Quality of PowerPoint	Incorporates 1 or 2 of the following: <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 	Incorporates 3 or 4 of the following: <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 	Incorporates 5 of the following: <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 	Incorporates 6 of the following: <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 	Incorporates 7 of the following: <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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