I. CATALOG COURSE DESCRIPTION:

Selection, assignment and evaluation of school personnel; salary and conditions of service for administrators and instructional and non-instructional personnel.

II. RATIONALE:

This course is designed as an integral part of the principalship program by focusing on the issues of the personnel function. Theories, principles, and practices related to personnel administration and the human resources function will be dealt with, particularly as they relate to planning, recruitment, selection, induction, development, appraisal, compensation and legal aspects.

III./ STATE PROFICIENCIES AND TExES COMPETENCIES:

STANDARDS FOR THE PRINCIPAL CERTIFICATE

Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness, and in an ethical manner. At the campus level, a principal understands, values, and is able to:

- model and promote the highest standard of conduct, ethical principles, and integrity in decision-making, actions, and behaviors.
- implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title, relating to Code of Ethics and Standards Practices for Texas Educators.
- model and promote the continuous and appropriate development of all learners in the campus community
- promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community.
- articulate the importance of education in a free democratic society.

Learner-Centered Leadership and Campus Culture. A principal is an educational leader who
promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:

- create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.

- ensure that parents and other members of the community are an integral part of the campus culture.

- utilize strategies to ensure the development of collegial relationships and effective collaboration of campus staff.

- respond appropriately to the diverse needs of individuals within the community in shaping the campus culture.

- utilize emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision.

- facilitate the collaborative development of a shared campus vision that focuses on teaching and learning.

- facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated.

- align financial, human, and material resources to support the implementation of the campus vision.

- establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision.

- support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities.

- acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for
personnel management. At the campus level, a principal understands, values, and is able to:

- collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff which addresses staff needs and aligns professional development with identified goals.

- facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts.

- ensure the effective implementation of the professional development plan by allocation of appropriate time funding, and other needed resources.

- implement effective legal, and appropriate strategies for selection, assignment, and induction of the recruitment, campus staff.

- utilize formative and summative evaluation processes to further develop the knowledge and skills of campus staff.

- diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members.

- engage in on-going, meaningful, professional growth activities to further develop necessary knowledge and skills, and to model lifelong learning.

Learner-Centered Communications and Community Relations. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:

- demonstrate effective communication through oral, written, auditory, and nonverbal expression.

- utilize effective conflict management and group consensus building skills.

- implement effective strategies to systematically gather input from all campus stakeholders.

- develop and implement strategies for effective internal and external communications.

- develop and implement a comprehensive program of community relations which utilizes strategies that will effectively involve and inform multiple constituencies, including the media.
provide varied and meaningful opportunities for parents to be engaged in the education of their children.

establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals.

respond to pertinent political, social, and economic issues that exist in the internal and external environment.

Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:

- implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.

- gather and organize information from a variety of sources for use in creative and effective campus decision making.

- frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high quality decisions.

- develop, implement, and evaluate change processes for organizational effectiveness.

- implement strategies that enable the physical plan, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment.

- apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs.

- acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.

- collaboratively plan and effectively manage the campus budget

- utilize technology to enhance school management.

- utilize effective planning, time management, and organization of work

Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum,
curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:

use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning.

facilitate the use of sound research-based practice in the development and implementation of campus curricular, curricular, and extracurricular programs.

facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.

facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum.

co-facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.

Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice.

facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.

implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs.

utilize interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals.
facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.

facilitate the implementation sound, research-based theories and techniques or classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning.

facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs.

Acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

V. COURSE OBJECTIVES:

The student will have the opportunity to:

1. Understand and examine the organizational structure, particularly as it relates to school district settings.
2. Understand and determine the importance of assessing human resource needs.
3. Recognize and explore the various steps in the personnel selection process.
4. Recognize and understand the importance of the induction process and its long-term effects on both certificated and non-certificated personnel.
5. Understand the importance of staff development for all school personnel including administrators, certificated and non-certificated staff.
6. Recognize and determine the important legal issues that impact personnel decisions.
7. Understand the importance of the appraisal process for school personnel.
8. Understand and explore current trends in benefits, salary and wage administration.
9. Understand and examine the negotiations process and its impact on the educational arena.
10. Understand and explore contract management.

VI. COURSE TOPICS:

School Personnel Management will examine the following topics during the semester:

Organizational Dimensions
Human Resource Planning
Recruitment
VII. INSTRUCTIONAL METHODS & ACTIVITIES:

This course will employ a variety of instructional methods to ensure understanding of the personnel function in education and the administration of human resources within schools and school districts. Among these methods employed will be the traditional lecture/discussion; clinical experiences with group presentations and guided discovery and interaction.

VIII. EVALUATION & REQUIREMENTS:

There will be a group presentation from selected topics on personnel management. Students will develop a professional resume and cover letter as a culminating feature of the course. Students will read a minimum of ten articles and write a brief synopsis and review on 5X8 note cards that will be due at the last class meeting. Students will be expected to participate and to interact in a variety of activities relating to the personnel functions of an administrator. Grading will based upon the group presentation and the resume. The grade scale will be traditional in that it will be designated that

A--exceeds expectations
B--meets expectations
C--is below expectations

The percentages of the course assignments are:

Class participation–10%; Group presentation--25%; Resume development--45%; Synopsis & Reviews--20%

*Doctoral students will have an accompanying research paper with the presentation with APA citations and complete bibliography.

IX. COURSE SCHEDULE AND POLICIES:
This is a graduate class. While you are expected to be at every class meeting, the instructor recognizes there are certain school/family obligations that may necessitate your missing class. Try to let me know in advance, if possible. The departmental rule on attendance is: one absence allowed with no penalty of grade reduction; the second absence will result in the highest grade obtainable being a “B”; the third absence will result in the highest grade obtainable being a “C”. Three absences and you are strongly encouraged to retake the class at a later date. You should have a classmate obtain any handouts for you, as well as any classroom lecture/discussion notes. Class participation is necessary to receive optimum benefits from this class.

X. POLICY ON ACADEMIC DISHONESTY:

Academic dishonesty, in all forms, including plagiarism, is not tolerated. All written assignments must be in your own words and all quotes and citations from others must be acknowledged in acceptable APA format giving appropriate credit and acknowledgment. Students found responsible for violating this rule and engaging in any form of academic dishonesty will be prosecuted to the fullest extent of University Regulations (see current TAMUCC catalog and student handbook). Please understand the seriousness and recognize it is the student’s responsibility to become acquainted with these regulations and policies. Additionally, students are not to use the same materials for other classes as each class has a different focus. All student work is subject to scrutiny by a commercial computer program, Turnitin, designed to detect plagiarism and to verify originality of submitted work.

XI. STUDENTS NEEDING DISABILITY ASSISTANCE:

Students needing any assistance with disabilities and needing an accommodation based on the impact of that disability should contact Disability Services in Driftwood 101 or telephone 361.825.5816 or email them at: disability.services@tamucc.edu

XII. STUDENTS NEEDING VETERANS ASSISTANCE:

Students needing assistance with the transition from military to academic life or with appropriate veterans benefits should contact the Veterans affairs Office in Cubicle 101 of the Student Services Center or telephone 361.825.2331 or email them.

XIII. CELLULAR TELEPHONE USAGE IN CLASS:

Cellular telephone usage should be limited to emergency purposes only and cell phone should be on a “vibrate” mode so as not to disturb the class. This should be cleared in advance with the professor. Personal use of cellular telephones including “texting” (usage not related to class or to an emergency) may result in a grade deduction. Please turn off
all electronic devices (including pagers, i-Pods, MP-3, Blackberry, zunes, etc. at the start
of class.

XIV. PERSONAL COMPUTER USAGE IN CLASS:

The use of laptop computers or other portable computing devices must be limited to
activities directly related to classroom activities (i.e., taking notes). Personal or
recreational use during class time may result in a grade point reduction.

TENTATIVE COURSE OUTLINE:

Week 1

Introduction and overview
Organizational dimensions
Human resource planning

Week 2

Recruitment
Selection
Placement
Advertising strategies; ad make-up

Week 3

Induction
Staff Development
Appraisal/Evaluation/Termination
Legal aspects

Week 4

Resume and job search strategies

Week 5

Resume and job search strategies
Presentations-- papers due
All written material must be turned in at the last class meeting
INSTRUCTOR INFORMATION:

Name: Dr. Raul Prezas
Office: FC 215
Work Telephone: 361.825.2165

Office Hours: By Appointment; Before and after class

XV. REQUIRED TEXT(S): Young, I.P. (2007). The human resource function in educational administration. 9th ed. Upper Saddle River, NJ: Prentice-Hall. Professor will also provide materials which will relate to the various personnel topics of the course.

XVI. SELECTED BIBLIOGRAPHY:


Additional information may be obtained from:

American Assn of School Administrators
American Assn of School Personnel Administrators
National Assn of Elementary School Principals
National Assn of Pupil Personnel Administrators
National Assn of Secondary School Principals
National Organization for Legal Problems in Education
National School Public Relations Association
National Staff Development Council
Texas Association of School Administrators
Texas Association of School Boards

Web sites that may be accessed:

Reference Administrative Websites:

http://www.sbec.state.us  May be utilized to acquire a study copy of TExES Exam #68
http://www.tea.state.tx.us   Information about Texas Education Agency
http://www.tasb.org  Information on the Texas Association of School Boards
http://www.tasenet.org Information on administrative positions
http://www.texasisd.com Information on administrative positions and news pertaining to Texas educational issues

Additional Resources
Principal Published by the National Association of Elementary School Principals www.naesp.org
NASSP Published by the National Association of Secondary School Principals www.nassp.org
The School Administrator Published by the American Association of School Administrators www.aasa.org
Educational Leadership & Published by the Association for Supervision and Journal of Curriculum & Curriculum Development www.ascd.org
Kappan Published by Phi Delta Kappa www.pdkintl.org
Associations and Councils
National Staff Development Council www.nsdc.org
Council of Chief State School Officers www.ccsso.org
National Council for Accreditation of Teacher Education www.ncate.org
The Personnel Evaluation Standards www.eval.org