

University of Kentucky
Department of Administration & Supervision
EDA 771: Seminar in Advanced Personnel Administration
Summer 1999
Syllabus

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Catalogue Description: This is a *variable** topic seminar on selected problems in school administration. Activities are designed to improve skill in planning, decision making, organizing, communicating, evaluating, negotiating, and resolving conflict.

Description for the Topic: **Advanced Personnel Administration**

This seminar is designed to fit the Program of Studies for students obtaining certificates for Principals and Supervisors of Instruction under the "old" 1988 Instructional Leadership program as well as for Ed.S. and Doctoral studies as assigned by Program Committees. As a Level II course in the "old" certificate programs, this course provides an extension of theories and practices introduced in *EDA 634: Introduction to Educational Personnel Administration*.

Standards for School Leaders:

Although this course is offered to allow students under the "old" program to complete their certification in a timely fashion, the Department of Administration and Supervision would be remiss in its responsibilities if it did not apply the Kentucky Educational Professional Standards Board's recently (1998) adopted Interstate School Leaders Licensure Consortium (ISLLC)'s Standards to the activities of this course. ISLLC Standards were constructed under the authority of the Council of Chief State School Officers (CCSSO) and piloted in Kentucky and other states. These standards should improve the national practice of school administration by increasing reciprocity in licensure across states. There are six ISLLC Standards and they are available through the CCSSO's website at www.CCSSO.org. The standard relevant to this topical seminar is:

Standard 3

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Students are encouraged to access the other standards because various aspects of the other five standards do pertain to the topic of this seminar. Students should expect to discuss all six of the ISLLC standards in class. They also should be prepared to address the ISLLC standards when preparing assignments for this course.

**[Students should check to see that the topic of the particular section of EDA 771 in which they are enrolled fits their individual programs of studies.]*

Essential Topic Question: Advanced Personnel Administration

How can school leaders effectively manage personnel to improve student achievement?

Texts/Books

Students are encouraged to think about their professional libraries as they purchase texts. Reading is a skill that promotes lifelong learning. Texts can be used holistically for cognitive development or they also can be used as references in "real-time" problem-solving. Students will understand the class activities better if they have read the text assignments before the class meeting. Unless students ask for specific clarification, the instructor will assume that students have read the material and understand it. Students who report at the end of the course that they did not use the texts assigned are, in essence, admitting that either they did not do outside of class reading and/or they did not inform the instructor of their need for greater clarification of the assigned reading. Both of these activities are the responsibility of the student, especially any student engaged in graduate work. Students are encouraged to be critical readers and consumers of the texts they purchase.

Because this course is a topical seminar, students must read a variety of sources. There is no one source that meets the content and goals of a topical seminar. Students will supplement their texts through a variety of print and media sources. Some assignments will specifically direct students to alternate resources. In those assignments with no specific directions about resources, students are reminded that at their level of graduate education they are always expected to use a variety of texts and other print and media resources and to reference such using APA Style.

The following texts have been ordered for this course:

Lawrence, C.E., Vachon, M.K., Leake, D.O., & Leake, B.H. (1993). *The marginal teacher*.

Newbury Park, CA: Corwin Press.

Seyfarth, IT. (1998). *Personnel management for effective schools*. Boston: Allyn & Bacon.

Course format

A seminar is

1.a. A small group of advanced students in a college or graduate school engaged in original research or intensive study under the guidance of a professor who meets regularly with them to discuss their reports and findings. b. A course of study so pursued. c. A scheduled meeting of such a group.

2. A meeting for an exchange of ideas-, a conference. (Microsoft Bookshelf '98, 1997).

As a seminar, this course requires students to apply scholarship on personnel administration to current issues in human resources management. A seminar combines theoretical and practical knowledge. Seminars are intended for students with the skills necessary for advanced graduate study and scholarship. Participants rather than the professor frequently lead seminars. The seminar will meet regularly to exchange ideas and findings. Participation is vital to achievement of the seminar's purposes. Asking questions of your instructor and classmates is one of the more effective ways of discovering new knowledge and assimilating information. You are encouraged to challenge the instructor and one another. Because this kind of interaction is hard to predict and because it depends on the synergy of the individuals involved, there is no way to substitute or simulate in-class experiences. If you want to know what happened in class --- BE THERE!!!

As professionals with competing demands on their time, students may discover conflicts with class meetings. Each student must establish his/her priorities and make decisions about these conflicts accordingly. If you must miss class, it is your responsibility to get the materials, notes, and assignments you require. Standards of adult, professional behavior dictate that you notify the instructor and your classmates in advance of your absence. Only death and severe/extreme emergencies excuse you from this professional courtesy and obligation of prior notification.

University of Kentucky academic policies apply to this course as articulated in the Students Rights and Responsibilities Handbook. Of particular importance are policies governing cheating and plagiarism, course withdrawal, incomplete ("I") grades, and acceptable standards of written and spoken English. According to the University Rules, the minimum consequence for cheating or plagiarism is an "E" for the course. The University provides a writing lab and other resources for helping students develop their written and oral communication skills. Not surprisingly, standards for written and oral communication are higher in graduate level courses. In the Department of Administration and Supervision, the American Psychological Association's *Publication Manual (4th ed.)* (1994) provides the basic format for all written work.

Assignments

As mentioned above the assignments for this course have been designed to promote graduate students' achievement of ISLLC standards. Course assignments may be used in students' preservice portfolios. Although portfolios are not required of "old" certification program students, portfolios are required during the 1st year of the principalship in the Kentucky Principal Internship Program (KPIP). The wise student will choose to take advantage of portfolio development opportunities in this class.

Given the limited in-class opportunities during the compressed schedule of summer school, students will not have as many degrees of freedom in studying the current topics of school personnel administration as they might in a regular spring or fall semester. Due to these constraints, several assignments have also been compressed for summer school timing. Students will all study the same topical issue as follows:

Should special education teachers, especially those who work with emotionally disturbed (Behaviorally Disordered) students, receive greater compensation than other teachers should?

This is a current issue for not only Kentucky, but other states as well. This is a very "real" and pressing issue for Kentucky's General Assembly. The issue is so salient to the work of the Governor's and Legislature's Task Force on Teacher Quality that students are to assume that the audience for their responses is the Kentucky General Assembly. The instructor will compile responses at the end of the semester and forward them to the Chairs of the Task Force in Frankfort.

Students may work in groups of no more than 3 people to investigate and propose a solution to the assigned issue. Students must draw on the knowledge identified in EDA 634: Introduction to school personnel administration to address this topic. Specifically, responses to this issue require the following knowledge bases and topics:

Affirmative Action planning	Americans with Disabilities Act requirements
Certification/transcript review	Compensation planning
Contract development & management	Demographic projections
Employee induction	Individuals with Disabilities Education Act
Job analysis	Job description
Job qualifications/requirements	Job satisfaction
Paraprofessional job assignments	Professional community/culture
Professional development	Recruitment
School case law	School safety & discipline

Given the complexity of these knowledge bases and topics and the short timeline for answering the seminar's assigned issue question, the project will involve two phases.

Phase 1: Topical Roundtable/Poster Sessions. Each group of students will complete a webquest and obtain print sources on two to three of the above knowledge base topics. The group will compile the resources to share with other groups in roundtable/poster sessions at a class meeting.

Phase 2: Each group will take all the compilations to formulate their answers to the assigned issue. The format of their response will be a written "white paper" in two major sections. Section one will be an executive summary of their response. Section two will present a detailed

argument referencing the appropriate knowledge base and supporting the group's conclusion in response to the assigned issue.

Examples of "white papers" can be found in various research papers prepared for the U. S. Congress (available by searching ERIC) and the Kentucky General Assembly (available by browsing the KERA reference section of the UK Education Library- Room 205 DH). If you have trouble locating any examples of white papers, the UK librarians can help you.

Due Date(s):

Phase 1: Roundtable/Poster Session	[as determined by class members]
Phase 2: White Paper	(Monday) August 2, 1999

Grading System:

Your grade will be determined as follows:

Attendance and participation in class and group work	15%
Group Grade on Roundtable/Poster Session	35%
[Feedback from classmates will be included in the calculation of this grade.]	
Group Grade on White Paper	50%
Spelling, grammar, references and rules of scholarly argumentation all "count."	

Course schedule:

Due to the late assignment of this course to the summer schedule, students and instructor will establish meeting times on 6/11/99 in the first class meeting in 111 DH.