

***Supervision and Personnel Management***

**EDLD 7200/7206**

**Spring 2019**

**Professor:** Dr. Amy Serafini

**Office:** Haley Center / Room 4061

**Mobile Phone/Text:** 915/217.5779 (Preferred)

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**Office Hours:** Tuesdays, Wednesdays, Thursdays between 10:00a.m. and 1:00p.m.

As your instructor, I encourage you to schedule an appointment with me if you have questions or need clarification. Because today’s students often juggle family, jobs, volunteer work, and a myriad of other tasks in addition to school, I offer flexible office hours to meet your scheduling needs. Students can schedule a face-to-face appointment or a virtual appointment. To make an appointment, send your request via email.

**Course Description:** Policies and practices related to teacher recruitment, selection, evaluation and professional development; instructional coaching processes that impact student achievement and school improvement efforts. Additional emphasis will be placed on the aspiring principal’s leadership self-development for fulfilling the role of school leader.

**Required Texts:** Reading assignments will be provided by the instructor and posted in Canvas, our Learning Management System.

**Class Meetings:** This class is scheduled in a hybrid format with three (3) face-to-face meetings. All students are expected to attend face-to-face class meetings. Please refer to the attendance section of the syllabus and the Auburn University Student Handbook for specific information on attendance. This class is scheduled to meet on the following dates:

* Saturday, January 19th
* Saturday, February 23rd
* Saturday, March 23rd

**Start Time:** 9:00a.m. **End Time:** 5:00p.m. **Location of Class:** Haley Center / Room 2461

**Course Objectives:**  Course objectives are based upon the standards of knowledge (K) and ability (A) of the Alabama State Department of Education Instructional Leadership Standards.

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| **Alabama Instructional Leadership Standards** |
| a | (K, A) formulate a definition of supervision and develop an appreciation of the relationships between supervisory/personnel practices and effective instruction  |
| b | (K, A) apply principles of effective supervision; (vi) Coach staff and teachers on the evaluation of student performance |
| c | (K) understand and implement state and local personnel evaluation policies and procedures  |
| d | (K,A) participate in personnel selection, retention, and dismissal activities  |
| e | (A) understand the needs and roles of staff development within the effective school model related to the effectiveness of instructional programs  |
| f | (A) communicate evaluation policies and procedures clearly |
| g | (K,A) interpret evaluation data and translate them into staff development programs and professional development plans |
| h | (A) manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals |
| i | (A) provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning |
| j | appreciate the importance of the supervisor’s relationship with the individual, superiors, teachers, and parents |
| k | describe various models used in teacher evaluation and indicate relative strengths and weaknesses |
| l | develop and implement a recruitment program |
| m | apply knowledge of federal, state, and local employment laws and policies to recruitment and selection procedures and retention decisions |
| n | apply local employment procedures |
| o | communicate vision, mission, and goals to potential staff members |
| p | assess candidates’ knowledge, skills, values, and commitments |
| q | develop a plan for retaining quality staff |
| r | demonstrate the ability to identify professional development needs of faculty and staff |
| s | demonstrate the ability to identify professional development needs of faculty and staff |
| t | (K) demonstrate moral leadership and be an appropriate role model for faculty, children and community stakeholders |
| u | (K, A) demonstrate use of instructional, moral, value added, and transformational leadership |
| v | (K, A) use instructional, moral, value added, collegial, democratic teachers, servant leadership, participative, and transformational leadership to improve organizational effectiveness |
| w | (A) develop their own leadership skills, traits and behaviors appropriate to use within their organization |
| x | (A) demonstrate important leadership dispositions that are needed to accomplish goals of the organization. These include: dialogue, reflection, fluent communication skills, decision-making skills, problem solving skills, and critical thinking skills |
| y | (K, A) work collaboratively with members of the organization to determine organizational and individual staff development and in-service needs |
| z | (K, A) create organizational teams which will share in responsibilities of managing the learning organization  |

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| **Evaluation / Description of Course Activities** |
| **1. Performance Assessment: Educational Leadership Simulations**This assignment includes opportunities to assess the student’s understanding of: contracts (types, enforcement, grievances, etc.); formal/information evaluation;  | **Total Points Possible: 100** |
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| **2. Reflection Paper: Leadership Self-Understanding** Based on taking inventories and self-assessments, students will write a reflection paper (3-4 pages in length) to describe their leadership profile. The goal of the reflection paper is to allow the aspiring leader to focus on the assets they bring to a leadership position.  | **Total Points Possible: 100** |
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| **3. Performance Assessment: Supporting Continuous Professional Development**In this task, students will demonstrate instructional leadership skills in establishing and supporting effective and continuous professional development with staff for the purpose of improved instruction. This task will include coaching teachers to evaluate student performance; interpret evaluation data and translate them into staff development programs and professional development plans. | **Total Points Possible: 100** |
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| **4. Mid-Term Conference with the Professor**  | **Total Points Possible: 100** |

**Grading Scale:**

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| A | 93-100% | 368-400 |
| A- | 90-92% | 358-367 |
| B+ | 88-89% | 350-357 |
| B | 83-87% | 330-349 |
| B- | 80-82% | 318-329 |
| C+ | 78-79% | 310-317 |
| C | 73-77% | 291-309 |
| C- | 70-72% | 278-290 |
| D+ | 68-69% | 270-277 |
| D | 63-67% | 251-269 |
| D- | 60-62% | 238-250 |
| F | 0-59% | 001-237 |

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| Week of January 6th | ***Welcome Week!**** Preview the syllabus
* Create a digital calendar (using any medium of your desire) to organize assignments found in the syllabus
* Prepare a tentative personal plan to execute course assignments for the semester
* Purchase textbook(s)
* Establish Google Scholar account
* Download Virtual Private Network
* Bookmark your Auburn University Box account
* Become familiar with Canvas
* Introduction via Canvas Discussion Board (**Due:** Thursday, January 17th at midnight)
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| **Date** | **Topic/Theme** | **Assignments/Tasks to Complete** |
| Week of January 13th Week #1 | *Introduction to the Administration of School Personnel* | * Self-Development: Personality assessments
* Reading Assignment (Posted on Canvas)
* Work on Performance Assessments
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| Week of January 20thWeek #2 Face-to-Face Session: January 19th  | *Challenges of Schools and Leadership* | * Self-Development: Personality assessments
* Reading Assignment (Posted on Canvas)
* Work on Performance Assessments
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| Week of January 27th Week #3 | *Formal and Informal Evaluation;*  *Coach staff and teachers on the evaluation of student performance*  | * Reading Assignment (Posted on Canvas)
* Work on Performance Assessments
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| Week of February 3rdWeek #4 | *Conflict and Personnel Issues* | * Reading Assignment (Posted on Canvas)
* Work on Performance Assessments
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| Week of February 10th Week #5 | *School Culture* | * Reading Assignment (Posted on Canvas)
* Work on Performance Assessments
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| Week of February 17th Week #6 | *Staffing, Recruiting, and Retention*  | * Reading Assignment (Posted on Canvas)
* Work on Performance Assessments
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| Week of February 24th Week #7Face-to-Face Session:February 23rd  | *Understanding Mission and Vision*  | * Reading Assignment (Posted on Canvas)
* Work on Performance Assessments
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| Week of March 3rdWeek #8 | **Due:** Individual Mid-Term Conferences (By Appointment) |
| Week of March 10th Week # 9 | ***Spring Break*** |
| Week of March 17th Week #10 | *Effective Communication*  | * Reading Assignment (Posted on Canvas)
* Work on Performance Assessments
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| Week of March 24th Week #11Face-to-Face Session:March 23rd  | *Problem Solving and Decision Making****Guest Speaker:*** David Omotoso Stovall, author of *Born Out of Struggle*Time: 5:00 p.m. – 7:00 p.m. Location: Haley Center / Room 2370 | * Reading Assignment (Posted on Canvas)
* Work on Performance Assessments
* **Due on Saturday, March 23rd:** Performance Assessment/Supporting Continuous Professional Development
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| Week of March 31st Week #12 | *Theories Related to Motivation* | * Reading Assignment (Posted on Canvas)
* Work on Performance Assessments
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| Week of April 7th Week #13 | **Due:** Individual Conferences (By Appointment) |
| Week of April 14th Week #14 | *Crisis Management* | * Reading Assignment (Posted on Canvas)
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| Week of April 21st Week #15 | *Effective Conflict Resolution*  | * Reading Assignment (Posted on Canvas)
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| Week of April 28th Week #16 | *Professional Learning Communities* | **Due on May 5th:** Reflection Paper/Leadership Self-Understanding |

**Class Policy Statements**

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Note: Copying and/or pasting other individuals’ work and then presenting it as your own (intention or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.

**Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up a meeting, please feel free to contact me via email or on my mobile phone. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility. The office is located at 1228 Haley Center. Their number is 334/844-2096 (V/TT).

**Attendance:** Class attendance and punctuality are expected and required. Students must meet the assignment due dates described in the syllabus. Communication with the professor is key!

**Excused Absences:** Students are granted excused absences. In an asynchronous distance course, absences may translate into submitting late assignments into Canvas. Late assignment submission may be excused for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays, as detailed in the Student policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)). Students who wish to have an excused absence (or submit late work) for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.

**Make-Up Policy:** Arrangements to make up a missed activity/assignment due to properly authorized excused absences must be initiated by the student within one week following the excused absences(s).

**Disclaimer:** This syllabus is tentative and may be subject to change at the instructor’s desire.

**Writing Guidelines**

To assist you with scholarly writing, consider the following as a checklist for success:

* APA style of writing (6th edition)
* <https://owl.english.purdue.edu/owl/resource/560/01/> **- This link serves as an APA resource**
* 1-Inch margins
* Times New Roman 12-point font
* Use proper punctuation
* Check grammar
* Check spelling
* Does the paper demonstrate an adequate understanding of the relevant literature in the field?
* Are results presented clearly and analyzed appropriately?
* Do the conclusions adequately tie together the other elements of the paper?
* Include a title page
* List your references at the end of the paper. Your reference page is not included in the expected page limit.
* Direct quotes should be followed by a page number
* Consider running a plagiarism check (examples: Grammerly, ithenticate, etc).