

**NOVA SOUTHEASTERN UNIVERSITY  
THE FISCHLER GRADUATE SCHOOL OF EDUCATION  
AND  
HUMAN SERVICES**

**DOCTORATE IN EDUCATIONAL LEADERSHIP  
WITH A SPECIALIZATION IN  
ORGANIZATIONAL LEADERSHIP**

**Study Guide**

**LDR 9110**

**THE ROLE OF COMMUNICATION IN SUPERVISION: IMPACT ON  
PERSONNEL SELECTION, STAFF DEVELOPMENT AND PERFORMANCE  
APPRAISAL IN THE EDUCATIONAL SYSTEM**

**Graduate Leadership Studies**

**Revised Winter 2003**

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## PREFACE

This study guide is designed for Nova Southeastern University (NSU) students as they explore the leader's role in developing professionalism within an organization. The course builds on the concepts presented in previous courses and further prepares students to become outstanding leaders who are able to perform effectively in the current climate of diversity and restructuring. This class explores various leadership styles to help students select the style that is best for them. Students will learn theory and techniques for effective personnel selection.

This study and resource guide serves as an overview of the topics to be studied in this leadership course (**LDR 9110**). Student learning outcomes anticipated as a result of active engagement in the study area are presented. Reading and writing assignments as well as teaching and learning resources are included. As an active learner your first task is to read this guide carefully and thoroughly. Your instructor will provide you with more guidance and specific instructions during your online sessions.

The instructional sequence of **LDR 9110** is divided into six major themes that will be covered over a fifteen-week period. The guide is divided into these six areas:

1. **Interpersonal and Consultant Supervision**
2. **Data Gathering, Clarifying and Understanding**
3. **Values Clarification**
4. **Supervisory Relationships**
5. **Personnel Selection**
6. **Performance Assessment**

The first area is **Interpersonal and Consultant Supervision**. Many theories will be defined. Skills needed for supervision will be examined. **Data Gathering, Clarifying and Understanding** is the second area to be covered. The kinds of educational data that needs to be collected will be explored. Ways of using the data will be discussed. **Values Clarification** is the third area. Identification of personal values and how they affect perceptions of situations will be researched. The impact of verbal and non-verbal messages will be investigated. The fourth area is **Supervisory Relationships**. The characteristic communication patterns will be analyzed. **Personnel Selection**, the fifth area, will include requirements, performance criteria and components of an effective interview for selecting personnel. **Performance Assessment** is the sixth area to be covered. Conceptual flexibility, management control, developmental orientation and interpersonal sensitivity will be reviewed.

Participants will develop a personal and professional set of theories and strategies to guide them in their organizational settings. They will continue to ground their intellectual discussions and professional achievements in leadership theory and research. In this course as in the previous ones and in all subsequent ones, leadership is the dominant theme.

## **COURSE DESCRIPTION**

### **LDR 9110: The Role of Communication in Supervision: Impact on Personnel Selection, Staff Development and Performance Appraisal in the Educational System**

Learners will explore their own interpersonal communication and supervisory skills. Since effective leaders work with and through others, the effects of communication behaviors and the ability to diagnose the behavior of others will be important elements of this course. Focus will be on theories and techniques for effective selection, orientation, training, supervision and evaluation of staff. The major themes of study are interpersonal and consultant supervision, data gathering, communication patterns, values clarification, supervisory relationships, personnel selection and performance assessment.

## **LEARNING OUTCOMES**

As a result of actively engaging in LDR 9110, participants will:

- Demonstrate knowledge of leadership styles and choose a style, which helps build support toward a shared vision for the educational setting.
- Identify ways to collect data and understand the value of the data.
- Identify ways to enact behaviors, which encourage and support others' self-development and autonomy.
- Demonstrate knowledge of appropriate written and verbal communication.
- Select the communication technique and supervisory model that is best for your educational setting.
- Identify all areas needed for personnel selection.
- Develop a plan for orientation of new staff members.
- Understand the importance of a staff development program.
- Understand the data collection and analysis functions involved in employee performance assessment.
- Identify the relationship between a reward structure and the motivation of employees to higher performance.
- Identify personal values and how they relate to your interactions with others
- Evolve as a reflective leader through self- reflection and practice.

## COURSE CONDUCT

**LDR 9110** is conducted using a web-based course management system, WebCT. (More specific information about WebCT can be obtained in the program guide and on the program website.) You will also communicate with the instructor and your cohorts through email on WebCT. Your assignments will be posted to the instructor's mail box. Feedback on assignments will be emailed to you on WebCT. The NSU HELP desk is open 24/7 for your needs at 1-800-986-3223 ext.HELP

As previously stated, this course is divided into six major topics: Interpersonal and Consultant Supervision, Data Gathering, Clarifying and Understanding, Values Clarification, Supervisory Relationships, Personnel Selection and Performance Assessment. The topics are organized into fifteen sessions. You should plan to spend a minimum of five hours per week reading and working online exploring and examining Internet sites and related materials as well as preparing written assignments and responding to modules and discussions. Off-line activities include reading the required texts and doing the necessary background work to prepare assignments. Written assignment information appears in the **Assignments** section of this study guide.

As you progress through this course, you are encouraged to apply the concepts and principles that you are learning to every day practice. Use this learning as an opportunity to informally and immediately apply your new knowledge and insights within your work setting. More formal opportunities will arise as you progress through the program. The value you receive from this course is in direct proportion to your active engagement in the reading assignments, writing assignments, and class participation. Make the most of this experience.

## REQUIRED TEXTS

Champagne, D. W. & Hogan, C. (1995). *Interpersonal and consultant supervision skills: A clinical model* (3rd ed.) Bloomington, IL: C H Publications.  
(Available at Amazon.com)

Rebore, R. W. (2000). *Human resources administration in education: A management approach* (6th ed.) Boston, MA: Allyn & Bacon.  
(Available at Barnes & Noble.com)

## **COURSE OUTLINE TOPICS/READINGS**

### **WEEK ONE**

#### ***INTERPERSONAL AND CONSULTANT SUPERVISION***

- The definition of supervision
- Supervision theories and concepts
- Major research approaches to communication and supervisory skills
- Understanding the many parts of the supervisory system
- Chapter 1 in Champagne/Hogan text

### **WEEK TWO**

#### ***INTERPERSONAL AND CONSULTANT SUPERVISION***

- Communication patterns
- Identify personal learning styles and communication strategies
- Strengths and weaknesses of learning styles and communication strategies
- Plan and develop strategies and relationships
- Receive feedback on personal skills
- Chapters 2 & 4 in Champagne/Hogan text

### **WEEK THREE**

#### ***DATA GATHERING, CLARIFYING AND UNDERSTANDING***

- Define data, judgment, facts and inferences
- Decide what educational data needs to be collected
- Identify ways to collect and analyze data
- Understanding of trends and patterns in the data
- Plan interactive and sequential communication strategies based on the data
- Chapters 3 & 8 in Champagne/Hogan text

### **WEEK FOUR**

#### ***DATA GATHERING, CLARIFYING AND UNDERSTANDING***

- Specific techniques of data collection using the Mastery Model
- Diagnosing the fit between instruction and student learning
- Develop data techniques for the Direct Instruction Model
- Find alternate uses for the techniques
- Chapters 15, 16, & 17 in Champagne/Hogan text

**WEEK FIVE*****VALUES CLARIFICATION***

- Identify personal values and how they affect perceptions
- Organize and plan uses for behaviors that allow acceptance of others
- Identify the value clusters of others
- Identifying ways of becoming a productive leader if our values differ from others
- Chapter 5 in Champagne/Hogan text

**WEEK SIX*****VALUES CLARIFICATION***

- Owning or not owning values
- Implications of verbal patterns
- Power/ task relationship balance
- Conceptual levels
- Leader task behaviors
- Chapter 6 in Champagne/Hogan text

**WEEK SEVEN*****SUPERVISORY RELATIONSHIPS***

- Define clarifying, listening and understanding
- Identify paraphrasing, perception checking and directive reflection
- Identify what situations each verbal skill is used
- Non verbal skills
- Chapters 7 & 9 in Champagne/Hogan text

**WEEK EIGHT*****SUPERVISORY RELATIONSHIPS***

- Helpful communication characteristics
- Types of helping relationships
- Effective communication patterns
- Organization of individual supervision time
- Examine current use of time
- Chapters 10 & 11 in Champagne/Hogan text

**WEEK NINE*****SUPERVISORY RELATIONSHIPS***

- Clinical supervision
- Goal setting conferences
- Identify types of goal oriented checklists
- Develop conference strategies
- Chapters 12, 13, & 14 in Champagne/Hogan text

**WEEK TEN*****PERSONNEL SELECTION***

- Organizational Dimensions
- Human resources
- Recruitment
- Selection
- Chapters 1 & 2 in Rebores text

**WEEK ELEVEN*****PERSONNEL SELECTION***

- Goals and objectives of an induction process
- Orientation activities
- Methods to provide information
- Mentor Program
- Chapters 3 & 4 in Rebores text

**WEEK TWELVE*****PERSONNEL SELECTION***

- Identify the benefits of a staff development program
- Creating a staff development program
- The clinical process for professional development
- Evaluating staff development
- Chapters 5 & 6 in Rebores text

**WEEK THIRTEEN*****PERFORMANCE ASSESSMENT***

- Differentiated supervision
- Techniques of observation

- Identify the characteristics of objective and subjective performance evaluations
- Chapters 7 & 8 in Rebore text

## **WEEK FOURTEEN**

### ***PERFORMANCE ASSESSMENT***

- Developing an appraisal process
- Personnel policies
- Conferencing
- Observations
- Performance measurement system
- Chapters 9 & 10 in Rebore text

## **WEEK FIFTEEN**

### ***PUTTING IT ALL TOGETHER***

- Integrating supervisory models, communication techniques, supervision personnel selection and staff development into your work setting. Each student will create a visual model, which demonstrates the relationship of all six themes for the course. This model may be in the form of a graphic organizer, power point slide, flow chart, or other. This model is to be posted on the DISCUSSION/BULLETIN BOARD so that other students can access and view the information presented. Be creative!

### **RECOMMENDED READINGS**

In addition to the books listed below students should also refer to the extensive bibliography in the required books. Students may check web sites through the NSU Electronic Library as well.

Castetter, W. B. & Young, I. P. (2000). *The human resource function in educational administration* (7th ed.). Columbus, OH: Merrill.

De Cenzo, D. A. (1997). *Human relations: Personnel and professional development*. Upper Saddle River, NJ: Prentice Hall.

Hanna, S. L. (1999). *Person to person: Positive relationships don't just happen* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Seyfarth, J.T. (1996). *Personnel management for effective schools* (2nd ed.). Boston, MA: Allyn and Bacon

Webb, L. D. (1999) *Human resources administration: Personnel issues and needs in education*. (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Wiles, J. & Bond, J. (2000). *Supervision: A guide to practice*. (5th ed.). Upper Saddle River, NJ: Merrill.

## COURSE REQUIREMENTS

Learning activities for **LDR 9110** consist of readings, writing assignments and interactive learning experiences (discussion responses).

**Readings:** The readings are organized according to the six major themes of this course. The reading assignments are essential for your understanding and participation in online chat sessions and in the preparation of written assignments. It is important that you complete all of the required reading as assigned. You are expected to integrate the content of reading assignments into written assignments and module/discussion responses.

### Summary of Required Reading Assignments

#### *Theme 1: Interpersonal and Consultant Supervision*

Champagne, D. W. & Hogan, C. (1995). *Interpersonal and consultant supervision skills: A clinical model* (3rd ed.) Bloomington, IL: C H Publications.  
Chapters 1, 2, & 4.

#### *Theme 2: Data Gathering, Clarifying and Understanding*

Champagne & Hogan (1995). Chapters 3, 8, 15-17.

#### *Theme 3: Values Clarification*

Champagne & Hogan (1995). Chapters 5 & 6.

#### *Theme 4: Supervisory Relationships*

Champagne & Hogan (1995). Chapters 7, 9, 10-14.

#### *Theme 5: Personnel Selection.*

Rebore, R. W. (2000). *Human resources administration in education: A management approach* (6th ed.) Boston, MA: Allyn & Bacon.  
Chapters 1-6

#### *Theme 6: Performance Assessment*

Rebore, R.W. (2000). Chapters 7-10.

## CHATS

There are chat rooms available in the course area on WebCT, but all chats are optional. The cohorts may choose to schedule chats to interact and the professor may schedule an optional chat, if needed, to further explain course material.

## LECTURE/ DISCUSSION MODULES

Lectures are an integral component of the course. A lecture and discussion questions comprise ONE MODULE and will be posted in the MODULE areas of WebCT. There are a total of fifteen MODULES. For each module, you are expected to read the lecture and then post your response for that module in the form of thoughts, comments, reactions, sharing personal experiences, pros, cons, applications, etc. You are required to read postings from other students in the class and respond to them as well on a weekly basis. These activities comprise 20% of your grade for the course. Each response that you post should be approximately 1-2 paragraphs in length, be very concisely written, and labeled Module 1, 2, etc. It is expected that you respond to each part of the modules and that you READ and RESPOND to several of the classmates' responses as well. This will require you to be posting discussion items several times (3-4) for each module.

## INTERNET RESOURCES

In addition to responding to lecture and discussion prompts, each student is asked to post 2-3 Internet resources on the DISCUSSION /BULLETIN BOARD each week in the module area. The sites that you explore should be related to the topic of study/readings for that week. Please post a brief description of the site and/or how it would benefit educators or promote knowledge in the topic addressed for that week. Comments about each website do not need to be more than 1-2 sentences. At the end of this course it would be very beneficial for each student to record these sites in a log, which can be used for future reference. A sample list is included on page 19 of this study guide to get you started. Please try and locate more sites that are specific to each weekly topic. Please label these postings as "Internet Sites".

## WRITTEN ASSIGNMENTS

- 1. Review of Research Articles**
- 2. Case Study**
- 3. Staff Development Plan**

Unless otherwise indicated, written assignments are due by MIDNIGHT on Saturday of the determined week. Assignments submitted after midnight Saturday will receive a reduced grade of one letter per week. Assignments should be posted as an e-mail message to the Instructor's mailbox. Students are advised to keep a copy of all written

assignments throughout the doctoral program. I will post your grade in the grades area, as well as send you a private email with your grade and comments regarding the assignment. Assignments should adhere to APA guidelines and it is strongly recommended that you have at least two other colleagues proofread your work before submitting. Please make use of subheadings for the respective components for each assignment.

### **GRADING CRITERIA**

The major assignments for LDR 9110 and their corresponding points are as follows:

1. Review of Research Articles	20 pts (20% of grade)
2. Case Study	30 pts (35% of grade)
3. Staff Development Plan	30 pts (35% of grade)
4. Discussion/Class Participation	20 pts (10% of grade)

Grades issued in this course are A, B and F. There are no plus and minus grades given with *the final grade*. Professors may issue C, D as well as plus and minus grades on assignments as indicators of quality.

The student must negotiate the incomplete (I) grade with the professor. An I is given at the discretion of the professor and is only considered in a case where the student has completed most of the course assignments. The professor will determine the time extension given to each student. The time extension may not exceed one term, or 15 weeks.

A student who does not complete any assignments is not entitled to an I grade and will receive an F. Students who receive F's will be placed on probation and will be expected to take the course over again.

.RE-writes: Only ONE re-write will be allowed for the class and if a student chooses this option they can only receive a grade of "B" as the highest score. The re -write must be submitted within 3-5 days.

### **WRITTEN ASSIGNMENT REQUIREMENTS**

#### **Written Assignment 1 Review of Research Articles Due: Week 5 20 points**

Students will select and read five (5) articles on any one or a combination of the six themes for the course. It is required that you use a wide variety of media sources to include the NSU library, Internet, a professional journal, excerpts from a book, a

published paper, or research papers from ERIC. You will then review these articles in a written piece. As you summarize *each* article include the following information:

1. What is the author trying to communicate to the reader?
2. What type of persuasive arguments does the author use (facts, research, emotion, experience, etc.?)

By using your experiences answer the following questions:

1. Is what each author advocating educationally sound and feasible?
2. Is it practical to implement? Why or why not?
3. As a supplementary conclusion have you experienced the implementation of any of the programs or theories you have read about? Explain in detail.
4. What implications would each article have on your work setting and professional growth?
5. Make sure your written piece has a clear introduction, flows well and is free of grammatical and typing errors.

Suggested length: 5-6 pages

**Written Assignment 2**  
**A Case Study Comparison of**  
**Performance Appraisal Components**  
**Due: Week 8**  
**30 points**

Assignment three requires each student to research, examine, compare, and contrast two different school districts with regard to the following areas:

1. Personnel selection process
2. Induction process for new teachers
3. Performance assessment methods
4. Reward structures for motivation toward higher performance

While completing this assignment you will be playing the role of a committee member on a district level committee whose purpose is to revise the existing plan in the four areas listed above in your own school district. Each committee member (student) has been assigned two school districts to examine. After conducting the research from the two different school districts you are charged with the task of making recommendations to the committee regarding aspects of each which are strong or that could be modified for use.

The information will be shared with other committee members (students in class) via responses in the DISCUSSION folder and sharing during Instructor Chats. More details will be provided about sharing later in the course and will be posted on Embanet in the course area GENERAL INFORMATION folder.

To ensure success in completing this project, please consider the following:

1. Provide a detailed description of each district component.
2. Analyze each component with regard to strengths/weaknesses.
3. Feel free to include any relative flow charts, tables, etc. that would help in the explanation of each component.
4. Compare and contrast each component of the two school districts. A table may be a useful tool for this aspect of the assignment.
5. Provide a detailed summary of your findings for each component after analysis.
6. Record what recommendations you would make to the committee in your own school district while taking into consideration the present status of your own school district in these component areas. ( It will be necessary to become familiar with your own school district's procedures/processes for the four areas in order to complete this portion of the assignment).
7. As a summary of the assignment describe the role that a school based administrator plays in each of the four areas.

Suggested length: 7-10 pages

**Written Assignment 3**  
**Staff Development Plan**  
**Due Week 13**  
**30 points**

As a school-based administrator one of your duties is to develop a yearlong staff development plan for your teachers. Be sure to address the needs of the various levels of expertise of the teachers. The 3 in-service programs that you choose may address the entire staff or various groups within the staff ( Departments, teams, grade levels, etc.) Please keep the following items in mind when designing the plan:

1. Become familiar with your own school district's guidelines regarding staff Development plans.
2. Research the average staff development allocated monies to a school in your district and use this amount as a baseline for the budgeted plan.
3. What other resources of funds will you use? (Grants, PTA funds, fundraisers,etc) Include these amounts in the budget.
4. Examine your SIP (School Improvement Plan) in order to match the goals of the school with your plan. Include the goals that are addressed in the plan.
5. Design a needs assessment instrument and administer it to assess areas of need in your school.
6. Describe other methods of data collection that you will use to determine the needs of your staff. Use a wide variety of methods.
7. What research did you review while selecting your plan? Please include sources for each aspect of your plan.

8. Choose 3 in-service programs and explain why you chose each one.
9. What are the overall goals of the plan? How does each of the 3 in-service programs relate to each other?
10. Include a detailed explanation and a timeline of the plan.
11. How will each area of training specifically affect student performance?
12. How will you ensure accountability? What in-service points will be awarded?
13. How will you promote ownership and commitment of the staff toward the desired specific improvements?
14. What systematic monitoring techniques will you use to ensure that the changes made will continue over time?
15. Describe your leadership role throughout the readiness, planning, training, implementation, and maintenance stages.

Suggested length: 12-15 pages

## **COURSE ASSIGNMENT TIMELINE**

### **WEEK ONE**

**Complete WebCT tutorial**

**Read information posted by professor on the DISCUSSION BOARD**

**Create personal/professional profile and post**

**Peruse LDR 9110 study guide**

**Complete weekly assigned readings**

**Post 2-3 Internet resources in the Discussion area pertaining to week 1 topics found in the study guide**

**Begin working on assignment #1**

**Complete Module 1**

### **WEEK 2**

**Read and respond to Module 2**

**Complete assigned readings**

**Continue working on assignment #1**

**Post 2-3 Internet resources**

### **WEEK 3**

**Read and respond to discussion board**

**Complete module 3**

**Complete assigned readings**

**Continue working on assignment #1**

**Post 2-3 Internet resources**

**WEEK 4**

**Read and respond to discussion board**  
**Complete module 4**  
**Complete assigned readings**  
**Continue working on assignment #1**  
**Post 2-3 Internet resources**

**WEEK 5**

**Assignment #1 due Saturday midnight in week 5 ASSIGNMENT folder**  
**Read and respond to discussion board**  
**Complete module 5**  
**Post 2-3 Internet resources**  
**Begin working on assignment #2**  
**Complete assigned readings**

**WEEK 6**

**Read and respond to Module 6**  
**Complete assigned readings**  
**Post 2-3 Internet resources**  
**Continue working on assignment #2**

**WEEK 7**

**Read and respond to Module 7**  
**Complete assigned readings**  
**Post 2-3 Internet resources**  
**Continue working on assignment #2**

**WEEK 8**

**Assignment #2 due Saturday midnight in week 8 ASSIGNMENT folder**  
**Read and respond to Module 8**  
**Complete assigned readings**  
**Post 2-3 Internet resources**  
**Begin working on assignment #3**

**WEEK 9**

**Read and respond to Module 9**  
**Complete assigned readings**  
**Post 2-3 Internet resources**  
**Continue working on assignment #3**

**WEEK 10**

**Read and respond to Module 10**  
**Complete assigned readings**  
**Post 2-3 Internet resources**  
**Continue working on assignment #3**

**WEEK 11**

**Read and respond to Module 11**  
**Complete assigned readings**  
**Post 2-3 Internet resources**  
**Continuing working on assignment #3**

**WEEK 12**

**Read and respond to Module 12**  
**Complete assigned readings**  
**Post 2-3 Internet resources**  
**Continue working on assignment #3**

**WEEK 13**

**Read and respond to Module 13**  
**Complete assigned readings**  
**Post 2-3 Internet resources**  
**Submit assignment #3 by midnight Saturday**

**WEEK 14**

**Read and respond to Module 14**  
**Complete assigned readings**  
**Post 2-3 Internet resources**

**WEEK 15**

**Read and respond to discussion board**  
**Complete assigned readings**  
**Record Internet resources from the RESOURCES folder (optional)**  
**Complete course evaluation**

**INTERNET RESOURCES FOR THIS COURSE**

**<http://www.>**

**[Ed.gov/inits/nclb/index.html](http://Ed.gov/inits/nclb/index.html)**

**[Firn.edu.doe](http://Firn.edu/doi)**

**[Edreform.com](http://Edreform.com)**

**[Aect.org](http://Aect.org)**

**[Edgov/stats.html](http://Edgov/stats.html)**

**[Nsd.org](http://Nsd.org)**

**[Fasa.net](http://Fasa.net)**

**[Pdkintl.org](http://Pdkintl.org)**

**[Edutest.comadministrators.net](http://Edutest.com/administrators.net)**

**[Schoolspecialists.com](http://Schoolspecialists.com)**

**[Nspra.org](http://Nspra.org)**

**[Aasa.org](http://Aasa.org)**

**[Nationalforum.com](http://Nationalforum.com)**

**[K12leadership.com/](http://K12leadership.com/)**

**[Sbac.edu/~wpops/SUNSPRA](http://Sbac.edu/~wpops/SUNSPRA)**

**[Education-world.com](http://Education-world.com)**

**[ncrel.org/sdrs](http://ncrel.org/sdrs)**

**[teach-nology.com/edleadership](http://teach-nology.com/edleadership)**

**[iplabs.com/hr/](http://iplabs.com/hr/)**

**[PritchettNet.com](http://PritchettNet.com)**

**[Learningfirst.org](http://Learningfirst.org)**

**[Ncrel.org/sdrs/areas/issues/methods/assment](http://Ncrel.org/sdrs/areas/issues/methods/assment)**

**[Nsn.bbn.com/resources/desks/staffdev](http://Nsn.bbn.com/resources/desks/staffdev)**

**[Nwrel.org/scpd/index.html](http://Nwrel.org/scpd/index.html)**

**[Educationplanet.com](http://Educationplanet.com)**

**[Brint.com/orglrng.htm](http://Brint.com/orglrng.htm)**

**[Situational.com](http://Situational.com)**

**[Edweek.org](http://Edweek.org)**

**[Todaysschool.com](http://Todaysschool.com)**

**[Naesp.org](http://Naesp.org)**

**[Educationworld.com](http://Educationworld.com)**

**[Westga.edu/~distance](http://Westga.edu/~distance)**

**[Ascd.org/readingroom.html](http://Ascd.org/readingroom.html)**

**[Vweb.hwilsonweb.com.joe.org](http://Vweb.hwilsonweb.com/joe.org)**

**[Nwlink.com/~donclark/leader/leader.html](http://Nwlink.com/~donclark/leader/leader.html)**

**[Daggett.com/](http://Daggett.com/)**

**[Teal.org.uk/](http://Teal.org.uk/)**

**[Cfil.com/cjnetworks.com/centerx.qseis.ucla.edu/](http://Cfil.com/cjnetworks.com/centerx.qseis.ucla.edu/)**

## Assignment Scoring Rubric

**Development/Content and Ideas**                      **SCORE: High 5 4 3 2 1 Low**

### **Focus (purpose or controlling concept):**

- Is clear, articulate and insightful
- Is fully realized (carefully and deliberately treated from start to finish), thorough and complete
- Develops from simple to complex and from general to specific.

Textual paragraphs are supported by:

- A variety of relevant facts
- Rich supporting details, examples, “illustrations”
- References to related readings and sources .

Written product:

- Tense and voice are consistent
- Maintains purpose
- Presents sentences in a variety of styles or sophisticated patterns.

### **Organization**

Product

- maintains clear, logical and inventive organization or concepts and ideas, where same are easily seen to “connect” and relate one to the other.

Introduction and conclusion

- are powerful, but not redundant.

Paragraphs:

- are focused and include supporting evidence
- lead to smooth flow/movement as the content builds throughout the product
- reflect a sense of order to the content presentation, which results in a coherent, seamless flow of ideas as individual elements are knit together

### **Mechanics**

Form and style: (15 points)

- is fully accurate according to APA standards

Structural integrity is maintained by:

- Accurate grammar, punctuation, sentence structure
- Accurate Spelling, mechanical conventions (capitalization, etc.), spacing
- Accurate and precise diction , phrasing, and subject/verb agreement

### **Overall Comments:**

## Week 1 Lecture

To live is to risk.  
 To risk is to take action.  
 To take action is to lead.

Mindshift: Are you on the right track?

Beginning about the middle 1900's with the development of the computer and improvements in telecommunications, we entered the Information Age. Now horsepower is giving way to brainpower. Mind and knowledge are becoming more precious than machinery in our quest for further progress. Again, the world is being completely transformed. This time it's happening before our eyes.

The situation confuses a lot of folks. Some are afraid. And naturally, some are angry because of how it's affecting their careers. As society advances, it always seems to step on some people and damage them. It leaves a few other folks behind. Still, the vast majority of us are carried to new heights of success. Almost everyone ends up enjoying a better quality of life.

But even with all this, the best is yet to come. We're poised to make still greater breakthroughs. We'll enjoy an even better lifestyle as we move into the Information Age.

The question is: What does it take to get there? To keep moving ahead?  
 The answer is CHANGE.

"If we're not moving forward, we're probably moving backwards"

Progress keeps picking up speed. The complexity of our world keeps increasing. The rate of CHANGE keeps accelerating.

CHANGE is a constant.

Which track will you choose?

To let it run you over while you stand still?  
 Will you run away from it?  
 Or will you prepare for it?

Let's just accept the fact that our careers will be lived out in a state of constant transition. Therefore, we should prepare for a work environment that is fluid, fuzzy, and fast. We are constantly confronted by the "new" and often the unexpected.

Fierce competition, both domestic and global, means organizations must deliver constantly improving results. Education, like businesses, can't stand on their record for long. We must relentlessly innovate, upgrade, and improve our output- the students.

The only way to really succeed in a world of high-velocity change is for us to personally behave in ways that force even more change. In years ahead, career safety won't come from being firmly grounded in our present positions. It'll come from having our antenna finely tuned and reaching for tomorrow. We must loosen up, be light on our feet, and constantly be looking further out, romancing the future.

Nobody knows how to put change back into a bottle. Certainly not when nearly six billion people are trying to pour it out and drink it. So, let's prepare ourselves for the fact that every year is going to bring us a still bigger dose. And let's learn to swallow it faster than we did the year before.

This CHANGE translates into the term "School Reform". Phillip C. Schlechty challenges us to get schools and students ready for the ever-changing fast paced 21<sup>st</sup> century. School leaders, like business leaders, must come to the understanding that if America's schools are to meet the needs of the 21<sup>st</sup> century, then like America's corporate structure- they must be reinvented.

Week 1 Discussion questions:

1. How is the role of the supervisor like a "Change agent"?
2. What role does staff development play in regards to this lecture?
3. Is your organization on the right track while addressing change?
4. Is your antenna "finely-tuned"?

### **Week 2 Lecture (Part I)**

To lead is to communicate.

To communicate is to relate.

To relate is to share ourselves with others.

In general terms communication is a social event. Its function is to enable people to be with one another and to work well together. Communication is a critical skill for leaders. It can be a direct avenue to reducing tensions and eliminating uncontrollable problems. Communication provides us with the basic tools we need to make contact with each other and to work toward achieving day-to-day goals of an organization.

In the communication cycle both persons act as a source and a receiver of messages. The success of this communication is determined by:

1. The source's ability to compose a message, to choose an appropriate channel through which to send it, and to interpret accurately the feedback message when the receiver responds; and
2. The receiver's ability to receive accurately the source's message, compose a feedback message, and choose an appropriate channel.

We take part in communication cycles whether we choose to or not. We may not always communicate what we mean to, but nevertheless something is being communicated. There are three basic social functions that communication serves for the leader:

1. It helps us discover who we are.
2. It helps us present ourselves to others.
3. It improves our social relationships and helps us contribute to our society.

We find out who we are by communicating with others. We feel important when we are listened to and valued for our opinions. Others tell us how we look, act, and sound. We bounce ourselves off of them and learn from the feedback. If we are thoughtful and mature with our reactions to this feedback, we can develop accurate images of ourselves. Without others we cannot know ourselves. Communication also helps us to present ourselves to others. Through our words, gestures, and behavior, we paint a picture of ourselves. If we wish to be accepted as a leader, we must present an image that is trustworthy, able, and caring.

Items in the following list are all aspects of effective communication for leaders:

1. Goal setting
2. Time Management
3. Assertiveness
4. Listening
5. Nonverbal Communication
6. Working with Groups
7. Motivating
8. Managing Conflict
9. Speaking in Public
10. Using Parliamentary Procedure

Discussion Question #1:

Address each item from the above list and briefly describe how each item fits into your organization from a leadership point of view.

### **Week 2 Lecture (Part II)**

Even though it is important for leaders to have a realistic idea of how others see them, it is also important to strike a balance between their own self- image and the impressions of others. None of us, especially not the leader, can live in this world and pretend not to care at all about what others think. The leader must care. Without followers, he or she cannot be a leader. Are you honest in your estimate of how others view you (based on facial expressions, verbal responses, nonverbal cues, body language, attention, etc.)?

Information is important, but we should keep it in perspective. Ask yourself several questions in evaluating the feedback you receive from others in your organization:

1. How well do they know you?
2. What does the feedback really mean?
3. Why does the other person draw that conclusion?
4. Are others receptive to your ideas?

Discussion question #2:

Answer the four questions above with regard to how others perceive you in your organization.

Discussion question #3:

Based on the assigned reading in unit four, describe in your own words the relationship of supervision, measurement, and evaluation.

Discussion question #4:

Based upon the assigned reading in unit two, analyze your own organization as to the ideas presented by: Maslow, McGregor, and Argyris.

*Please read and post discussion responses by Saturday midnight of each week. These are 10% of your grade and responses that are posted LATE are reduced by 1 letter grade.*

### **Week 3 Lecture**

To lead is to influence.  
 To influence is to change.  
 To change is to survive.

A basic assumption of effective schools research is that schools must be effective in terms of both quality and quantity. Since the primary purpose of schooling is teaching and learning, proof that a school is effective must be stated in terms of student achievement and other student outcomes. Baseline data provide the benchmark by which a school can judge the impact of its improvement efforts.

Three kinds of student outcome data may be collected in the needs assessment process. These include tests (standardized or teacher made), other academic measures (GPA, letter grade distribution, or retention percentage), and student affective data (student conduct reports or attendance). However, by taking a closer look at data via disaggregation, a school is provided a vehicle in which to evaluate their own school effectiveness. The process seeks to identify the percentage of pupils in a particular subset that achieve mastery of essential learnings at each grade level. This could include populations such as ESE, migrants, low income, single parent homes, etc. The subsets of data will be unique

for each school. Through careful analysis, a building or district can monitor whether students from all socioeconomic levels, different races, and both genders are mastering the essential student outcomes as determined by the staff and administration.

Unfortunately, many schools and organizations do not take the time to establish a strong foundation of data before proceeding to make a vision and goals. Therefore, they never gain a true picture of the results for effectiveness.

Discussion questions:

1. List as many examples of the three types of educational data mentioned above.
2. What subsets of data could be collected in your work setting?

Once you collect the appropriate data in your work setting, how do you respond as a leader? Sometimes the sheer volume of data that an educational leader must respond to seems overwhelming. On the average, a principal engages in 50 tasks per hour, with each task lasting an average of one to two minutes. A principal's job demands that he or she be prepared to respond to hundreds of pieces of data every day. It is very easy to get bogged down with "things" instead of people. The new concept of leadership requires a redirection of leaders' attention. They must attend less to "things" and more to people. This concept rejects the idea that leadership is the manipulation and control of people to change their behavior to fit a leader's goal. Instead, effective leaders immerse themselves in the work lives of the people they are leading, becoming sensitive to what they think and how they perceive things. This leads us to the need for basic communication skills as found in unit eight.

Is the toll worth it? Each leader must answer that question individually. The kind of leadership that is required in schools today is not easy, nor is it always clear and tidy. Paying attention to the meanings of others' behaviors requires a different kind of energy and commitment from a leader than does paying attention to "things" of the organization. In the long run, it is leadership that can inspire others to greater personal and professional satisfaction and achievement. It is the leadership that can energize a school to recognize and honor the needs, dignity, and abilities of all people. The result is schools where people grow and flourish, practice newfound skills and competencies, and gain confidence and knowledge to become healthy, contributing adults.

Discussion questions:

3. Please respond to this portion of the lecture with thoughts, comments, ideas, etc.
4. Complete the competency test on pages 68-69 in unit three of the text. Check your answers on pages 73-74. Interpret your score.

### Week 4 Lecture

“Change is a journey, not a destination”

-Michael Fullan

Inquiry, experimentation, and action research should be part of your professional routine. If so, you are continuously embarking on an exciting journey. This is always the case with action research. Because of the complexity of the teaching and learning process, it is impossible to predict, with any degree of certainty, where inquiries will ultimately lead.

It is important to inquire into an issue or study a phenomenon that is particularly relevant to your work. In fact, the personal relevance of the topic is an essential prerequisite when choosing an action research focus. An appropriate action research topic ought to meet three criteria:

1. It involves an issue within the scope of the researcher’s authority.
2. It is a matter that the educator is personally and passionately concerned about.
3. It involves a matter on which student or teacher performance could and should be improved.

The best way to ensure a sharp focus is to draft a problem statement detailing precisely what is to be looked at and why. The problem statement is similar in many ways to the “research proposal” widely used in scholarly and professional communities. When scientists are seeking a grant to support a research project, they are required to submit a written description of their plans. Graduate students who want approval from their advisor to conduct research for a master’s thesis or a doctoral dissertation are also required to draft a detailed proposal providing answers to a specific set of questions, such as these:

1. What do you want to study?
2. Why is the issue of significance to you and the field?
3. What specific aspects of this problem will you look at?
4. What, if anything, have other researchers found out about this topic?
5. What is your theoretical take on this topic?

Most importantly, how will you collect data needed to answer your questions?

A good place to start looking for data is where data already exists. Only when existing data and artifacts are unavailable or inadequate is it necessary to create new instruments. Think of data as artifacts or evidence left behind by the phenomenon that you are investigating. Educators spend their entire working lives in data-rich environments. Whenever school is open, data are produced. Often it is on what the students have accomplished. Likewise, what the students haven’t done generates data as well.

Discussion questions:

1. What data sources already exist in your work setting?
2. What data is missing which will require you to design a new instrument?

Employing proven data collection techniques does not guarantee the quality of the findings that emerge. The reality is, action research simply isn't worth doing unless it is done well. Although that may sound like just an old refrain, it is far more. The imperative for maintaining high standards of quality is a truth learned and sometimes painfully relearned by researchers. There are three fundamental reasons why you as a teacher researcher should hold yourself to the highest quality standards possible:

1. Your obligation to students.
2. The need for personal and collective efficacy.
3. The need to add to the professional knowledge base.

The first reason, your obligation to students, rests on the premise that the education of the community's young is a sacred trust placed upon you as an educator. Therefore, the decisions you make on behalf of the students are actions of no small consequence. No one, least of all teachers, would wish to see students victimized by malpractice. When you make teaching decisions on the basis of sloppy research, you place your students at risk.

A second reason to hold your action research to the highest standards of quality is that understanding your influence on educational outcomes can significantly enhance your personal and collective feelings of efficacy. However, before you can take credit for the success reflected in your data, the quality of that data must withstand the scrutiny of the world's most critical jury- your own skeptical mind. Ultimately, if you doubt your own conclusions regarding the contribution you have made to your students, those findings won't have much impact on your feelings of self-worth.

The third factor, adding to the knowledge base, may not seem important if you are a teacher researcher practicing in a one-room school or you find yourself in a school culture that emphasizes individualism. However, it should be extremely relevant to the vast majority of teachers-those of you who tend to share what you've learned with your colleagues. Not infrequently, one of the unspoken reasons for conducting action research is to persuade or entice your skeptical colleagues to consider "your" perspective on an issue. When you present your research via data to your peers who are skeptical about the theory you are following, you should expect a similar skepticism about the research findings you produce concerning those theories. If your pedagogical opponents can find fatal flaws in your action research data, all future efforts at persuasion become that much more difficult.

Discussion questions:

(Use your proposed dissertation topic thus far to answer these questions)

1. How does your topic reveal your obligation to students?
2. How will you ensure efficacy?
3. How will the data collected from your project add to the professional knowledge base? (How will other organizations benefit from it?)

### **Week 5 Lecture**

To lead is to grow.

To grow is to seek truth.

To seek truth is to understand yourself.

Value statements provide direction for the organization and individuals. With positive practices, they are expressed both verbally and in writing; they are operational; and they are supported by managers. When an organization clearly establishes and expresses certain beliefs and expects behavior and performance that support them, they provide a significant unifying force.

Forward-looking managers and leaders in today's fast-paced organizations and changing environments have to make frequent choices about their direction. To create and maintain a positive organizational situation in such an operating environment, leaders must be aware of beliefs or values that are guiding their decisions.

The important role that values play in leadership and organizational life are found throughout research. Schmidt & Posner, 1982, describe values as a powerful force in any organization, since values will most likely determine which facts are examined with care and which are passed over lightly. Values are important for leaders and managers because they provide the basis for what you perceive to be right or wrong, good or bad, and what you are for or against. Values are particularly important in relationships and, thus, in the functioning of communications in the organization. By understanding more about the values that are operational in the organization and among individuals, you are able to improve your communications and leadership effectiveness. Each of the following books provides us with a new awareness of the organizational impact of values in the decision-making and implementation processes:

1. In Search of Excellence (Peter and Waterman, 1982)
2. Megatrends (Naisbitt, 1982)
3. Corporate Cultures (Deal and Kennedy, 1982)

Particularly at the executive leadership level, value choices have a major impact on direction. As pointed out in these books, clarity of direction is a positive factor in organizations. The currently growing literature on organization culture further emphasizes the need for leaders throughout the organization to develop clear statements

about the values that are important to the performance of the organization and its subunits. As an effective leader you are charged with providing a useful clarification process and clearly articulating a set of values that provide guidance and leadership for operations.

Values influence almost every aspect of our work experience to include:

1. Decision making
2. Direction
3. Cohesiveness
4. Managerial styles

In addition, having a set of values establishes positions on issues that are critical to the development of an organization's strategic and operational goals. With such choices at hand, a leader is in a more informed position for entering the planning process. It is also important to point out that leaders should not seek to force a change in individuals' values when personal choice is inappropriate. However, through fostering greater awareness of the organization's values and their relative importance and application patterns, we can negotiate supportive behavior patterns that will not ordinarily compromise anyone's personal values. At the least, this process leads to a clearer understanding of human differences.

Discussion questions:

1. Using the readings on pages 118-120, identify your dimension of personality. Explain why and discuss implications.
2. Complete the activity on pages 124-126. Post your reaction on the course area in week 5 discussion folder.
3. Complete page 134 and post your responses.

Have a great week!

### **Week 6 Lecture**

“Gaining a better understanding of yourself and others will help the organization to grow”.

It is important to point out that leaders should not seek to force a change in individuals' values when personal choice is appropriate. However, through fostering greater awareness of the organization's values and their relative importance and application patterns, we can negotiate supportive behavior patterns that will not ordinarily compromise anyone's personal values. At the least, this process leads to a clearer understanding of human differences.

Getting clear about your own values is the first step. Organizational values are usually based on those of the top managers or those shared by a top administrative group. Whether they originate in a directive or a participative manner, it is helpful for each person to be aware of the values that are most guiding his or her behavior.

Discussion questions:

1. What, if any values clarification exercises has your organization provided? If none, then what would you suggest? Why?
2. What do you believe to be your strongest top 3 professional values and why?

Any chosen technique of values clarification will yield results, which should be used as a discussion for further exploration rather than to establish a prescriptive absolute. The primary issue is what you do with your preferences and how that affects your relationships. This type of human interaction makes it important that you share and discuss your position with members of your group. It is in this process of discussing your beliefs and what you do because of them that a rich potential comes to fruition. At this juncture we can then build trust levels, openness, acceptance of individuals, organizational spirit, and close personal relationships in the organization.

3. How has your set of values affected your organization?

Positive practices such as values clarification efforts are the essence of participative teamwork. They produce highly focused group energy and commitment that lead to clarity of direction and goals for action. It is in this type of organizational work that the foundation is established for positive management and excellence. As the leader, you have your team engaged in setting expectations for organizational and individual performance. Everyone will know what it takes to “make it” here and why that is important.

### **Week 7 Lecture**

“Two heads are better than one, not because either is infallible, but because they are unlikely to go wrong in the same direction.”- C.S. Lewis

If, by a wave of a magic wand, leaders and managers could communicate perfectly, how would organizations change? Would the company be more productive? Employees more satisfied? The wand presents an intriguing dilemma for the manager. On the one hand, managers know that their success largely is a function of their communication skill. On the other hand, they are often unclear about what “perfect” or effective communication really is. Some argue, for example, that if employees completely understood their managers, organizations would function smoothly. Yet the misunderstandings may prove useful, as in the case of an employee who misinterprets a manager’s sarcastic criticism as a legitimate suggestion. Such a misunderstanding may temporarily preserve “the peace”. How managers might use this magic wand proves revealing: it creates the illusions and

reality of their world. Typically, managers choose to wave the wand in one of three ways- The Arrow, Circuit, and Dance approaches.

Arrow managers tend to be straightforward and results oriented. They view communication rather like shooting an arrow at a target. Like the marksman, the speaker seeks to embed an intact message into the receiver so as to achieve the desired results. Communication is seen as a one-way activity based primarily on the skills of the sender.

The Circuit approach represents the evolution from the arrow to the circle. Circuit managers stress feedback over response, relationship over content, connotations over denotations, and understanding over compliance. Communication is seen as a two-way process involving a dynamic interplay of an active sender and receiver. This interaction style is very evident in conflict situations.

Communication as a Dance is a bit more complicated. This style of interaction takes into account several factors such as choosing the right communication method, reading meanings, cues, anticipating other's actions, knowing appropriate responses, following the rules of conversation, looking for patterns, and coordinating one or more of the aforementioned aspects. This is truly the highest form of communication and takes a tremendous amount of effort and skill to achieve.

Discussion Questions:

1. Interpret the quote above by C.S. Lewis as it relates to your organization.
2. Which style of communication best describes you as a leader? (Arrow, Circuit, or Dance)
3. Briefly describe the strengths and weaknesses of each style in an organizational setting.
4. Is there one single correct method of communication style to use in a leadership position? Please explain

### **Week 8 Lecture**

During the course of your career, you will probably spend more time listening than talking. The subject of listening can be studied systematically, and it is possible to improve listening. There are several types of listening; however, the three most common to business are comprehensive listening, critical listening, and empathetic listening.

Helpful communication utilizes the empathetic listening strategy. While a critical listener tries to evaluate the speaker's arguments and claims, an empathetic listener tries to avoid being judgmental or evaluative. The purpose of empathic listening is to "feel with", as if you were inside the other person, accepting his or her emotions, and seeing the world from his or her perspective.

What does empathetic listening “look like”?

1. Interpersonal setting
2. Transactional nature
3. Paraphrasing
4. Clarifying
5. Leading and asking open-ended questions
6. Specifying
7. Summarizing
8. Be aware of the importance of interpersonal relationships.

Discussion questions:

1. Describe *an ineffective* empathetic listener and/or setting that you have encountered. What was the outcome/result of the meeting?
2. Describe how listening plays an important role in your organization. Give specific examples.

Time management:

“Everyone has 24 hrs. in a day—what matters is how you use it.”

I am sure we have all experienced students, subordinates, friends, or family that complain about not “having enough time...” The quote above places it all in perspective. I am often asked how I accomplish so many goals and I usually respond by asking the person how much television they watch per day. They are amazed when I tell them that I rarely view television, and that this alone saves a lot of my time for more productive use. I think effective time management is an ongoing process. I am constantly looking for new ways to create more time in my day. In a supervisory role it is imperative that you use good time management skills while on the job. The “one minute manager” comes to mind immediately. I tell my students frequently to visualize the Governor of Florida at a party or a high executive in a business. Reflect back on a party that you have attended and think about how that person “worked the room”. In other words, they never had more than a few seconds or minutes with one person, then they moved on to the next person. The same holds true in education or business, where subordinates and colleagues, if permitted, can take up a lot of your time—especially with empathetic listening. You must practice the art of balancing the listening with the time management.

3. What are some methods of achieving the above scenario with positive results?
4. What time management changes have you made as you prepared to start the DOL program? Have you added any more since starting? How effective have the changes been?

## Week 9 Lecture

Dr. Heather McDaniel

### *Wanted: Clinical Supervisors*

The responsibility for the development of teachers and subordinates is not limited to a single individual or group. Too often, the entire obligation is placed on the shoulders of the school principal and the district's staff developers. Superintendents and district leadership personnel can set expectations for teacher leadership, express the value of developing teachers as leaders, and offer schools resources to support the development of these leaders. Teachers have a role to play in developing collaborative environments in schools and in providing collegial support for one another as they learn to serve as leaders. The common term for this is "learning communities." However, the clinical supervisor plays the role closest to the developing teacher or other employee. Clinical supervision is the first step toward accountability and performance assessment. It is the diagnostic stage where things can be "fixed". It is a time of establishing a relationship that can be very fragile, in that, the teacher's strengths and weaknesses are exposed in an honest effort for improvement. Barriers of some type usually exist while forming this relationship because most teachers are reluctant to change- like all of us.

Discussion question:

1. After reading this week's units about clinical supervision, create an advertisement for a position in your workplace for a Clinical Supervisor. Be sure to define the role specifically, how it fits into your organization, and the effective characteristics needed. Salary need not be included. You may begin your ad with: Wanted: Individual with clinical supervision experience... This ad should be no more than ½ page. Have fun! Please post in week 9 folder so we can all read your ad.

## Week 10 Lecture

Let's do something a little different this week that will be very real-life and applicable to your role as an educational / organizational leader.

When completing your assigned readings for this week pay particular attention to the info/ article regarding Deming on pages 27-32 of your Rebores text.

After reading all of the info, please complete the following activities for this week's discussion:

1. Define TQM in your own words- 1-2 sentences.
2. Refer to Appendix A on pgs. 29-32. Develop a "Report Card" for your organization by assigning a "Grade" to your organization in each of the 14 areas listed. Please include a 1-2 sentence explanation of each grade.

3. Obtain the organization flow chart for your organization (on the honor system) and become familiar with it if you already are not. If your flow chart does not include personnel names you may want to research those and fill in on your own time. This is a great tool for getting to know the other positions and people in your organization. If your organization does not have one, you may want to volunteer in developing one for some “brownie points”. This activity will not be posted, but just completed on your own time.

### Week 11 Lecture

Dr. Heather McDaniel

#### Recruitment & Selection

This week I thought it would be kind of interesting for us all to share how our respective school districts recruit personnel and also to explain briefly the overall selection of employees. We will focus, of course, on Educational Leader personnel.

I know that the students in our class are from various geographic places, and some have even come from other countries. I think it would be very beneficial to hear about the various methods used to recruit administrators/ teachers and how administrators are selected in each school district.

I would like to share about my school district, and then each of you will need to post your info in the week 11 discussion folder.

#### *Recruitment:*

I am in Polk County, Florida—the center of the state and the largest county (land) in the state. There is a serious teacher shortage here—but not a shortage of administrators. Therefore, we do not recruit administrators. However, we are one of the only counties remaining that still has an elected Superintendent, if you can believe that.

#### Recruitment of teachers:

Our county spends a lot of dollars on travel for administrators to go back to their home towns and try to recruit teachers. Several trips are made per year, that I am sure the citizens of this county are unaware of or there would be an outrage. Other top officials travel to job fairs periodically. We do recruit a lot of teachers from out of state. I feel that we should attempt to recruit more teachers that are in our state first. In spite of all of these efforts, our county still begins each school year with about 300-400 openings. Oh, did I mention that Polk county is one of the fastest growing counties in the state?

The other problem that I see is retention. Our county pay is so poor (almost dead last in the state) that the attrition rate of teachers and administrators is very high. All of the surrounding counties pay at least \$5,000 more per year. Because of this, much training on

teachers is wasted each year. They learn things at our expense, and then move on to other counties.

The highest teacher turnover rate is with ESE teachers. This is primarily due to the paperwork, lack of support, lack of planning time, poor student behavior, and burn out.

*Selection Process of Administrators:*

Our process of selecting administrators is very complicated and long. Here is a flow chart of the process:

1. Earn a Master's degree from an accredited University.
2. Pass the FELE exam
3. Apply for the Ed. Leaders pool
4. Begin classes each Tues eve for 1 year
5. Written test
6. Oral interviews (3)
7. Pool status is good for 5 years
8. You may begin interviewing for posted jobs
9. Must make top 3 in an interview
10. Top 3 names are submitted to Superintendent (in no order)
11. Supt. Makes final decision
12. Applicant is notified

### **Week 12 Lecture**

Dr. Heather McDaniel

Class Discussion Questions:

Please post the 3 staff development topics chosen for assignment #3 and tell why you chose each of them. Have fun sharing.—Drmac

### **Week 13 Lecture**

Dr. Heather McDaniel

"The 3-minute walk-through"

Post your thoughts on the following alternative to traditional classroom performance assessment methods for this weeks lecture.

The 3-minute walk-through is a method for the school based administrator to assess what learning is taking place in the classroom. It basically consists of a visit to a classroom for

three minutes using a tool in the form of a checklist, which after the observation is left with the teacher. The observer is looking for the following items:

1. Student engagement
2. Teacher is using a variety of teaching methods-in order to reach all students
3. Making sure that teacher is not just asking questions to one group
4. Teacher is circulating/answering individual questions
5. Checking for comprehension of classwork/homework
6. Providing positive/constructive feedback
7. Content
8. Are students enjoying the lesson?

There are a few others, but I think you get the idea. This tool is an unofficial document meant to assist the teacher as a resource for improving instruction. It can be used for conferencing the ineffective teacher as well. It is a productive outcome of a visit rather than just standing and watching passively as teachers teach.

You can adapt and change this assessment method to your own work setting depending on the purpose and desired outcomes. Once you design a checklist you will need to share it with the teachers so they know your expectations.

Now, think of how you might use and apply the three-minute walk-through and post in the week 13 discussion folders for others to read. If you use the same as mine, please think of other items that you might add to the checklist. For example, it may be more specific to your staff development topics in assignment 3—in other words, after teachers have been trained in those topics, what items would you be looking for in the classroom?

Have fun—Drmac

### **Week 14 Lecture**

Dr. Heather McDaniel

Week 14 and 15 discussions will be combined due to the extensive work involved. Good luck with your graphic organizer-be sure to post in week 15 discussion folder. Drmac