

Murray State University

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE PREFIX: ADM

COURSE NUMBER: 612

CREDIT HOURS: 3

- I. TITLE:** Development of School Personnel
- II. COURSE DESCRIPTION:** This course focuses candidates on research and best practices as related to formal induction, mentoring, professional development and supervision/evaluation of staff. Skills related to the supervision/evaluation of staff are modeled. Models of instructional leadership and faculty supervision are explored. Approaches to instructional coaching are modeled and evaluated.
Prerequisite(s): Admission to Program.
- III. COURSE OBJECTIVES:**
Candidates will
- A.** demonstrate appropriate professional oral and written communication skill. (ISLLC V; KDF 3.3b; 4.3a; TSSA III);
 - B.** understand effective procedures for recruitment of personnel (ISLLC III, V, VI; KDF 3.1a,b,c,d; 4.3b,d; TSSA III, IV);
 - C.** describe effective personnel selection procedures (ISLLC III, V, VI; KDF 3.1a,b,c,d; 4.3b,d; TSSA III, IV);
 - D.** utilize effective strategies for the induction of personnel (ISLLC II, III, V, VI; KDF 3.1a,b,c,d; 3.3c,d; 4.1a; TSSA III);
 - E.** describe how to supervise and evaluate the work of school certified and classified personnel (ISLLC II, III, V, VI; KDF 3.2a,b,c,d,e; 3.3a,b,c,d; 3.4a,b,c,d; TSSA III);
 - F.** demonstrate effective techniques to utilize the development of staff (ISLLC II, III; KDF 3.2a,b,c,d; 3.3b,d; 3.4a,b,c,d; TSSA II, III);
 - G.** describe the ethical and legal parameters of hiring, supervising, evaluating, disciplining, and terminating school personnel. (ISLLC V, VI; KDF 3.1d; 3.2b,c; 5.4a);
 - H.** demonstrate effective instructional coaching (ISLLC II, III, V; KDF 3.2a,d,e; 3.3b,d; 3.4b,d; TSSA II, III); and
 - I.** demonstrate an understanding of professional development standards (ISLLC II, KDF 3.2b, 3.4a; TSSA II).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on policies, standards, and issues concerning leadership.

The CAEP/EPSB themes of diversity, assessment, and closing the gap are explored through research on and consideration of best practices in the recruitment, hiring and development of instructional personnel.

IV. CONTENT OUTLINE:

The purpose of this course is to support students' efforts to demonstrate competency in the understanding of overall personnel process, inclusive of hiring, mentoring, monitoring instructional performance, professional development planning, corrective action procedures, and the statutory evaluation process.

- A.** The personnel cycle
- B.** The hiring process
- C.** The nature of supervision/evaluation
- D.** Clinical supervision
- E.** Problems in staff supervision/evaluation
- F.** Goals of clinical supervision/evaluation
- G.** Definition of effective teaching
- H.** Definition of effective schools
- I.** Definition of the effective principal
- J.** Legal parameters of supervision/evaluation
- K.** The supervision/evaluation model
 - 1.** Pre-observation conference
 - 2.** Observing the teacher
 - 3.** Data collection and analysis
 - 4.** Post observation conference
 - 5.** Designing a plan of action
- L.** Ethical considerations in supervision/evaluation/discipline/termination
- M.** National trends in professional development

V. INSTRUCTIONAL ACTIVITIES:

Lectures, readings, discussions, problem-based papers and field-experiences. Course assignments will be reflective of the objectives and the intent of the course and will include, but not be limited to, the following:

- A.** Securing and Developing Staff (Anchor Assessment 3) - Candidates will create an inventory and assessment of personnel resources, which they will utilize as they articulate a plan for the recruitment, selection, induction and retention of staff.
- B.** Peer Supervision – Students will utilize district observation processes with a peer, inclusive of pre/post conferences and professional development planning.
- C.** Coaching Video – Students model instructional coaching techniques with a peer and video tape. The student will critique the tape and review with the professor.
- D.** Induction Plan – Students survey staff regarding induction needs and develop a plan for implementation.
- E.** Professional Development Standards – Students will review state and national professional development standards and will evaluate existing professional development plans based upon these standards.
- F.** Professional Reading and Reflection: Students will engage in professional reading as related to the content and will develop a professional response through reflective writing.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students will complete 25 hours of instructor-approved field experiences that address Critical Success Factors 3, 9 and 13, inclusive of Anchor Assessment 3. Students will submit to the instructor for approval a plan for field-experiences within the third week of the semester.

VII. TEXT(S) AND RESOURCES:

Kentucky Department of Education and school district resources, as applicable. Release time will be provided to support fieldwork..

VIII. GRADING PROCEDURES:

Final grade computation will be as follows:

A: 92% to 100%

B: 80% to 91%

C: 70% to 79%

D: 60% to 69%

E: Less than 60%

Note: Grades of C or lower do not meet program requirements and must be retaken.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONEST POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES: Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).