
MED 7709

, Young; Pearson, 9 ed.

This course focuses on personnel practices and skills that enable school administrators and staff to relate effectively to each other and operate an effective school. The purpose of the course is to increase knowledge of the personnel process including planning, recruitment, selection, development, negro anda(p)-2 pr is

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one's daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

[Masters in School Leadership Framework](#)

[International Society for Technology Administrator Standards](#)

Graduate Graduation Competencies

DPAS II for Administrators

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student's responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week's assignments.

1. How does an educational leader's understanding of organizational effectiveness in regard to Personnel issues affect the operations of a school?
2. To improve and maintain positive relationships between school staff and school administrators, in what ways does an educational leader:
 - engage in successful hiring practices?
 - provide opportunities for staff growth with a focus on state-mandated professional development?
 - identify appropriate methods for the support of or termination of staff?
 - collaboratively develop implementation plans to achieve those goals?
3. How does an educational leader:
 - demonstrate Equal Employment Opportunity practices and inform staff of those practices?
 - demonstrate the ethical components of being an Affirmative Action officer?
 - make staff aware of their rights and obligations under FMLA?
 - demonstrate awareness of properly following grievance proceedings at the building and district level?
 - collaboratively engage in the negotiations process?

(NELP Standard 2)

1. Candidate understands

3. Candidate understands and demonstrates the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. (NELP 2.3)

(NELP Standard 3)

1. Candidate understands and demonstrates the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. (NELP 3.1)
2. Candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. (NELP 3.2)
3. Candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. (NELP 3.3)

(NELP Standard 6)

1. Candidate understands and demonstrates the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school. (NELP 6.1)
2. Candidate understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development. (NELP 6.2)
3. Candidate understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being. (NELP 6.3)

Develop a Personnel Handbook/Website for your school/district.

The Personnel Handbook/Website should provide information for employees on the following topics:

Hiring practices for Internal and External postings including certification requirements

State-mandated professional development (Suicide prevention, blood-borne pathogens, etc.)

Staff support and Termination (Corrective Action Plans, Rice notifications (NJ), Reductions-in-Force, Donaldson Hearings (NJ), Seniority among tenured staff)

Equal Employment Opportunity

Affirmative Action

Family and Medical Leave Act (FMLA)

A summary of Grievance procedures

A summary of the Negotiations process from the perspective of Administration

Be sure to include appropriate methods for the creation and assessment of the Personnel Handbook/Website.

NELP Standard 2	Candidates fail to understand or demonstrate the capacity to promote the current and future success and well-being of each student and adult. Candidates fail to demonstrate the ability to effectively apply the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.	Candidates demonstrate limited capacity to promote the current and future success of students. Plans for improvement lack some components of the knowledge, skills, and commitments necessary to			underst7(ty)-7.(a)-e-1.173 Td(f)-8.7(o)o0.3(n)3B7(m)8.3(p)-1.7(s)-2.63.a l cur0.003 dTw 0v04 Tw c 0..310.3(r0.3(n)-7(ts)-1.6()l)-0.7(y8Tw 0t)JITf)-0(s)-1.7(w 0v04 4(a)-3.3

