

EDA 6345 Human Resources and Instructional Management

Seminar I Legal Issues and Human Resource Planning.

Reading for the seminar:

Webb & Norton, Chapters 1, 2, 4, 5, 6, & 8

Activity 1A: As part of a team of 2, research the statutes and administrative codes relevant to the issues listed below. Personnel practice is determined in this state by three codes: The Texas Education Code (TEC); the Texas Administrative Code (TAC); and the Texas Government Code. You will have to consult each of these codes for information on your selected topic. In your team's presentation to the seminar group, you should first present a synopsis of the legal issues involved and then a point-by-point discussion of the relevant law. The topics to be explored are:

Hiring requirements

Contract basics

Performance appraisal requirements and documentation

Grievance procedures

Discrimination, retaliation, and records

Employee benefits

Sexual harassment

Miscellaneous issues---employee rights; minimum wages and overtime pay; drug testing; certification and permits; and site-based management; civil rights and affirmative action.

Activity 2: Review your district policies on the following issues: employee health and safety; teacher rights and responsibilities; leaves; and drug-free workplace. Analyze the policies for content and make recommendations for change and bring your results to the seminar to share with colleagues (See criteria in *Course Documents*.)

Activity 3: Perform a preliminary personnel audit for your school district. Work with your personnel/human resources office to find answers to the following questions:

1. How are the functions of the human resource office related to the goals of the school district?
2. Are budget and staff time adequate for the personnel office to do its job?

3. Does the district have plans/procedures in place for recruiting, placing, and inducting new employees. How effective are these plans/procedures?
4. How does the district handle training and staff development?
5. How is compensation for teachers determined? For at-will employees?
6. What is the district's benefits package for employees?
7. What performance appraisal procedures does the district use? Why this particular approach and not another?

Bring your findings to share with seminar colleagues.

Seminar II The Superintendent's Role in Supervision, Evaluation, and Staff Development.

Reading for the Seminar: Webb & Norton, Chapters 10, 11, 12.

Activity 1. Prior to the seminar, collect samples of your district's teacher evaluation policy and evaluation instrument. In addition, secure a sample of an alternative teacher evaluation policy and instrument from another district that does not use the state recommended evaluation system. Bring these with you to the seminar.

Activity 2. Webb & Norton, pgs. 348-356 describe nine staff development strategies. Develop a written rationale (at least 5 pages in length) for incorporating any combination of these strategies into your district's staff development program. Feel free to combine and/or modify the strategies so that they would be appropriate to your current school district.

Activity 3. Working as a team of 2/3, design a process from determining current professional development needs for your school district.

Seminar III: Curriculum Planning and Development

Reading for the seminar: English & Steffy, *Deep Curriculum Alignment: Creating a level playing field for all children on high-stakes tests of educational accountability*; English, *Deciding what to teach and test: Developing, aligning, and auditing the curriculum*, Chapters 3-4 (provided.)

Activity 1. In teams of 2, prepare one chapter from English & Steffy for presentation to the members of the seminar. The presentation should last about 30 minutes and include a thorough analysis of the ideas and concepts contained in the chapter, including application of the concepts to the schools.

Activity 2: Using the format provided by English, pgs. 119-123 (see below), assess whether or not your district is ready for a curriculum audit. Bring the data with you to the seminar and be prepared to share it and your conclusions.

Activity 3. Identify a district instructional improvement plan and perform a cost-benefit analysis. Bring the results with you to the seminar.

Activity 4. Examine the issues surrounding high stakes testing as it is currently utilized in Texas. Take a position either for or against the use of high stakes testing. Your position must be grounded in research and data.

Determining readiness for a curriculum audit:

The following check list is to be used to help administrators determine whether or not their district is ready for a curriculum audit and is a tool to propel the district forward. An audit can be done whether or not a district is "ready," but most administrators want an audit to illumine what further steps need to be taken to improve a curriculum management system that is already in place. The audit then becomes an assessment of how far the district has progressed in gaining control of its own curriculum. A preponderance of "yes's" on the instrument indicates that the district is probably ready for an audit; too many "no's" and the district still has work to do. Where possible, support your response (Yes or No) with data.

Checklist to determine readiness for a curriculum audit:

Board Policies:

1. A comprehensive set of board policies that establish the framework for curriculum quality control (written, taught, tested) is in place:

Y N

2. Policies contain statements regarding alignment, testing, and textbook adoption.

Y N

3. There is a policy that links budget development to curriculum development so that curriculum leads rather than follows the budget.

Y N

4. Policies clearly establish the responsibilities for curriculum design and delivery in the system

Y N

5. Policies establish the means to ensure equitibility of resource flow and consistency of that flow across all schools of the system.

Y N

6. Policies specify the nature of public reports in all areas of quality control and indicate the board's role in monitoring them.

Y N

School Administrators and Supervisors:

1. Administrators and supervisors understand curricular quality control and the implicatins for their respective responsibilities in terms of carrying it out.

Y N

2. Confuxion between line and staff has been eliminated in the design and delivery of curriculum.

Y N

3. Principals know how to monitor the delivery of curriculum in their schools.

Y N

4. Principals know how to disaggregate test data and work with teachers in reconnecting the curriculum.

Y N

5. Teachers know how to apply and modify the curriculum to obtain better results in their classrooms.

Y N

The Curriculum:

1. Curriculum in the district is functional and enables the system to focus and connect the work of teachers.

Y N

2. Curriculum is aligned with existing tests to obtain maximum congruence.

Y N

3. Curriculum is aligned with the major textbooks to ensure that curriculum leads rather than follows textbook adoption.

Y N

4. Functional curriculum exists for all areas taught in the school system.

Y N

6. The district has taken steps to validate the curriculum as the most appropriate of those it could be using.

Y N

7. The district has taken steps to ensure that the curriculum can be taught within the time available.

Y N

8. There is enough flexibility within the curriculum to adapt it to the various learner differences that exist in the system.

Y N

9. The curriculum provides for continuity and consistency in the instructional program.

Y N

Tests and Assessments:

1. Tests are selected because of their match to local curriculum.

Y N

2. Areas of curriculum not formally assessed are evaluated with some other appropriate means.

Y N

3. Test data are regularly disaggregated and linked back to the curriculum to ensure enhanced pupil performance in subsequent test administrations?

Y N

4. The public is systematically informed about test results and strengths and weaknesses of tests.

Y N

5. Teachers make systematic use of test data to alter their work.

Y N

6. Tests measure more than the lower levels of cognition and attitude development.

Y N

7. Test data are not used to categorize students unfairly by race or sex or to relegate groups of students to a system of grouping that discourages them from learning.

Y N

Budget Development:

1. Does the budget follow or precede curricular priorities.

Y N

2. The budget fully supports curricular priorities.

Y N

3. There is sufficient detail in the budget to link programs and their costs.

Y N

4. The budget provides for a means to evaluate the wisdom of dollar allocations to specific fiscal/curricular targets.

Y N

5. Fiscal priorities are linked to a formal planning process in the district.

Y N

6.. Fiscal requests are shaped by school and program priorities outside of the formulas used.

Y N

Productivity:

1. District administrators know that dollars spent have resulted in improved student learning.

Y N

2. District administrators know whether or not dollars spent in according to planning priorities have obtained the desired results.

Y N

3, The district has been able to improve its operations without necessarily spending additional dollars.

Y N

4. Programs that have not improved over time have been changed or eliminated.

Y N

From Fenwick English, *Deciding what to teach and test*, pgs. 119-123.

Seminar IV: Instructional Leadership

Reading for the seminar: Monitoring school quality: An indicators report;
Making schools smarter: A system for monitoring school and district progress.