

**MPEA – Standard III PBL
Superintendent**

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Standard III PBL-Superintendent

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Key knowledge and performance concepts in Standard III:

- *Theories and models of organizations and the principles of organizational development*
 - *Operational procedures at the school and district level*
 - *Principles and issues relating to school safety and security*
 - *Human resources management and development*
 - *Principles and issues relating to fiscal operations of school management*
 - *Principles and issues relating to school facilities and use of space*
 - *Legal issues impacting school operations*
 - *Current technologies that support management functions*
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- *Knowledge of learning, teaching, and student development is used to inform management decisions*
 - *Operational procedures are designed and managed to maximize opportunities for successful learning.*
 - *Emerging trends are recognized, studied, and applied as appropriate*
 - *Operational plans and procedures to achieve the vision and goals of the school are in place*
 - *Collective bargaining and other contractual agreements related to the school are effectively managed*
 - *The school plant, equipment, and support systems operate safely, efficiently, and effectively*
 - *Time is managed to maximize attainment of organizational goals*
 - *Potential problems and opportunities are identified*
 - *Problems are confronted and resolved in a timely manner*
 - *Financial, human, and material resources are aligned to the goals of schools*
 - *The school acts entrepreneurally to support continuous improvement*
 - *Organizational systems are regularly monitored and modified as needed*
 - *Stakeholders are involved in decisions affecting schools*
 - *Responsibility is shared to maximize ownership and accountability*
 - *Effective problem-framing and problem-solving skills are used*
 - *Effective conflict resolution skills are used*
 - *Effective group-process and consensus-building skills are used*
 - *A safe, clean, and aesthetically pleasing school environment is created*
 - *Human resource functions support the attainment of school goals*
 - *Confidentiality and privacy of school records are maintained*

“Creating Hiring Guidelines for Better Results”

Scenario: As the superintendent of a mid-sized school district, you have been slowly turning the district around towards better achievement and a more positive school climate. It hasn't been as easy as you thought it should be mostly due to problems with personnel. The number of teachers teaching in subject areas that weren't their major field of study as well as the number of new teachers that don't have certain specialized teaching skills necessary for buildings trying innovative practices is alarming. As you analyze the situation you find two major problems. One, all hiring has been done by the central office staff. Once a position is announced, candidates are screened, interviewed and recommended for hiring by the Personnel Director. The only input from buildings is a one-hour interview conducted by the principal.

The second problem is that there is no standardized manner in which candidates are interviewed. There is a no district job description for a teacher, no standard way of conducting the interview process, no way of gaining input from the buildings that outline their special needs for candidates, and no involvement on the part of teachers.

You have worked hard to start site-based decision-making and you see this as an opportunity to create a comprehensive hiring program that will push your district to new heights. While the Personnel Director is a bit apprehensive about the project, he is willing to work with any process that you develop. You have decided to work with a group of school leaders to come up with an outline for a plan a comprehensive hiring program. You will take the plan to the board in two weeks.

The members of the group are on equal footing as you intend to pull no rank. The plan is to produce a proposal including a generic district teacher job description, timelines, interview guidelines, and a list of expected participants. You have two weeks to get the proposal ready and times a wasting.

Product Specifications:

1. A district document that:
 1. describes the hiring process and establishes a rationale for the process.
 2. details the key points of the hiring process in the district including:
 - a. Who does what?
 - b. A timeline from position announcement to contract offer.
 - c. Suggested forms for use during the hiring process.
 3. increases the involvement on the part of the building personnel in selecting potential candidates for vacancies in their respective buildings.
2. A generic district teacher job description.
3. A form which buildings can fill out for any vacancies that will provide guidance for screening, interviewing and hiring candidates. The form is necessary to allow buildings to describe skills, particular to each set of building circumstances that support school improvement initiatives in those schools.
4. Recommended staff development related to the new hiring process.

Guiding Questions (for use in guiding your thinking):

- A. What is a teacher? How do you define, in a generic way what a teacher does?
- B. What steps can be taken to get decision-making down to the people who must live with the decision?
- C. What is the role of central office, the principal, the teachers, the students, the parents, in the hiring process?
- D. What is a sensible and legal timeline for the hiring process?
- E. What behaviors can not be exhibited in the hiring process?
- F. Who is ultimately responsible for the hiring of new personnel?
- G. What training opportunities will be necessary to make site-based involvement effective?

Resources:

Texts:

1. The Human Resource Function in Educational Administration – William Castetter and I. Phillip Young. Merrill/Prentice Hall Publishing, Upper Saddle River, New Jersey. 1998/ ISBN 0-13-262122-3
2. School Personnel Administration: A Management Approach; Fourth Edition, Ronald W. Rebore, Allyn and Bacon, Boston Mass. 1998 ISBN 0-205-26912-5

Internet Resources:

1. Negligent Hiring – Discusses the impact of negligent hiring practices and makes recommendations for hiring and interviewing http://www.wdia.com/neghire_es_f.htm
2. University of Delaware Career Center – A number of resources about preparing for job applications that gives areas to concentrate on as a hiring body. <http://www.udel.edu/CSC/classroom.html>
3. Microsoft Career Gallery – A comprehensive site concerning writing resumes and job specific applications. Good source for creating requirements for applications as well as ideas about criteria for a teacher's job description. <http://office.microsoft.com/templates/category.aspx?CategoryID=CT061993551033&CTT=4&Origin=ES790000301033>
4. Successlink – Includes a section on job vacancies <http://www.successlink.org/>
5. The National Clearinghouse for Comprehensive School Reform (NCCSR) - NCCSR is the central gateway to good information on comprehensive school reform. NCCSR collects and disseminates information that builds the capacity of schools to raise the academic achievement of all students. <http://www.goodschools.gwu.edu>

Key Terms:

Affirmative Action
Applicant
Candidate
Control Mechanisms
Contract Design
Diversity

Policy Development
Recruitment-Selection
Process
Negligent Hiring
Induction
Strategic Plan

Operational Plan
Nondiscrimination
Skill Inventories
Job Analysis
Criterion Relevance
Job Predictors

Job Simulations

Support Materials:

None required for this exercise. Students will select a district to use from the context of the project. That district's parameters will apply to the problem.

Notes to Instructor:

1) The following ISLLC criteria are supported by this problem. You can enhance the students experience by assuring that either appropriate instruction in these areas has been given, or additional resource made available to support student decision-making.

- *Emerging trends are recognized, studied, and applied as appropriate*
- *Financial, human, and material resources are aligned to the goals of schools*
- *Human resource functions support the attainment of school goals*
- *Human resources management and development*
- *Knowledge of learning, teaching, and student development is used to inform management decisions*
- *Legal issues impacting school operations*
- *Operational plans and procedures to achieve the vision and goals of the school are in place*
- *Operational procedures are designed and managed to maximize opportunities for successful learning.*
- *Stakeholders are involved in decisions affecting schools*
- *Current technologies that support management functions*

2) Your best option in using this case is to assign it to a group of three persons as the scenario suggests. The amount of direction that is given before the assignment should be kept to a minimum though a general discussion of hiring processes and writing job descriptions. A general discussion of innovation in hiring practices might also prove useful to help create a "cutting edge" hiring system over the more traditional processes. As always, you may modify the project to give more or less direction or requirements.

3) Use the students' districts as only a context for the project. Do not allow them to use any existing documents in total for the project. The purpose is to start from scratch, using resources and contexts to help guide their efforts.

3) As written, the project should take 6-9 hours of classroom time over a three-week period.

Other:

You can have students present their projects to the class as they might at a board meeting. A separate list of criteria for the presentation could be used to assess the students' communication strategies, tact, presentation skills etc. Class mates could give feedback to the presenters on the appropriateness of the presentation.

You could require all products to be done electronically to create a technological nature to the assignment. You could also require that the projects recommend data-base management systems, computer software and other technologies that would facilitate their proposed hiring process recommendations. The presentation to the board could be required on presentation software such as PowerPoint is another example.

Critical Needs Areas Addressed:

#3 Ensuring all students, especially at-risk, children with special needs and gifted students are successful in school.

#5 Providing information, which will assist public school administrators and teachers in understanding the process of [site-based] decision making.

Performance Criteria	1	2	3
Operational procedures are designed and managed to maximize opportunities for successful learning.	There is no overriding plan/procedure which ties hiring to student needs	The plan/procedure which ties hiring to student needs	A definite process for gathering, analyzing and utilizing student needs as a criterion for hiring exists.
Operational plans and procedures to achieve the vision and goals of the school are in place	There are is no overriding plan/procedure tied to district goals/vision/mission.	Plans and processes are only loosely tied to the district goals/mission/vision.	The district goals/mission/vision is specifically mentioned as a major component for all policy and product development.
Legal issues impacting school operations	The legalities of the hiring process are not addressed.	The legalities of the hiring process are addressed in policy and products.	The legalities of the hiring process are addressed in policy and products and plans for training in the legalities are present.
Human resources management and development Human resource functions support the attainment of school goals	Human resources management and development are not tied to the attainment of school goals.	Human resources management and development are loosely tied to the attainment of school goals.	Human resources management and development are specifically tied to the attainment of school goals.
Current technologies that support management functions (Optional component)	The students use no administrative technologies in the hiring process.	Students use basic administrative tools including spreadsheets, word processing and data bases.	Students creatively use administrative tools beyond the basic spreadsheets, word processing and data bases to assess, communicate and archive data.
Knowledge of learning, teaching, and student development is used to inform management decisions	Hiring is seen primarily as an administrative task unrelated to teaching and learning.	Supporting teaching and learning is mentioned but is not the centerpiece of the project.	Supporting teaching and learning is the centerpiece of the project. Nearly all aspects of the project are referenced to teaching and learning.
Financial, human, and material resources are aligned to the goals of schools	There are is no tie to district goals/vision/mission in documents generated	There is a tie to district goals/mission/vision but the tie is loose or only intimated.	A definite tie to the district goals/mission/vision is established and is directly referenced in project documents.
Emerging trends are recognized, studied, and applied as appropriate	Only traditional approaches to the hiring of staff are included in recommendations.	Some cutting edge or innovative practices are included.	Innovative practices are the centerpiece of the project with students synthesizing and creating innovation on their own.
Stakeholders are involved in decisions affecting schools	Project does not include all stakeholders in data collection or future decision-making.	Project includes all stakeholders in data collection and future decision-making	A definite plan is communicated detailing who the stakeholders are and how they will be used in decision making both during the hiring process.

