

Standard III PBL

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*
- *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*
- *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*
- *Financial, human, and material resources are aligned to the goals of schools*
- *The school acts entrepreneurially 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*

A. Problem 1

B. "There's No Place Like Home"

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Scenario:

At the first administrative meeting of the year the superintendent has dropped a not unexpected bomb. Over the past three years the district has seen a dramatic increase in problems related to facilities and safety and it needs to end now. In that three-year period, vandalism, theft of school property, non-students on campus to commit assault or deal in drugs, weapons possession and even arson have been experienced. Actual statistics are not known because there is not a systematic means of gathering data on security incidents.

While the criminally related problems are bad enough (they have certainly have caused a lot of bad PR for the district), it's the civil suits related to negligence that have cost the district the most financially. Poor supervision, faulty equipment and accidents at schools have cost the district several hundred thousand dollars. The sum of all these events has left the community wondering whether school is a good place to be and if the administration is doing enough to make things better.

Your own building has not been immune to these problems. Just this past summer vandals broke into the school, stealing TVs, computers and cameras and laying waste to the principal's office and faculty lounge. You have not had any negligence related incidents but you have had some close calls. You are concerned enough about the problem that you have volunteered to head up a committee to explore the issue and take some preliminary steps to avoid future problems.

Specifically, you and your group have volunteered to create support documents to help create a safe and orderly environment. The superintendent wants your group to produce a manual that:

Product Specifications:

1. A district manual that:
 - A. defines a variety of offenses chosen by the district.
 - B. gives strategies for prevention of those offenses.
 - C. gives recommendations on how to respond to each offense should they occur, and
 - D. gives hints on how to appropriately investigate the offenses.
 - a. Offenses night time
 - i. Vandalism
 - ii. Trespass
 - iii. Theft/Burglary
 - iv. Arson
 - b. Offenses day time
 - i. Assault

- ii. Weapons possession
 - iii. Bullying
 - iv. Extortion
 - v. Sex Offenses
 - vi. Drug related offenses
 - vii. Robbery
2. The manual should also give:
 - A. Direction to school administrators on how to respond to special emergencies including:
 1. Terrorism
 2. Bomb threats
 3. Hostage
 4. Childnapping
 - B. Direction on how to conduct legal search and seizures on the school premises.
 - C. A draft security incident report form
 3. The materials for a thirty-minute PowerPoint workshop on negligence and tort liability for all school employees.

Guiding Questions (for use in guiding your thinking):

- A. Are or should the definitions of crimes be different on school property from state law?
- B. What can a school do to the physical plant to prevent crimes at night? During the day?
- C. What is the role of the staff in preventing crimes/offenses on school property?
- D. What kinds of investigative skills should be employed by administrators? Are they different than those of the police?
- E. What does state law say about the above offenses? Does your state have Safe Schools legislation? What does it say?
- F. What is a weapon? Are there exceptions? Are there legitimate reasons for carrying one?
- G. What kind of information would be helpful to have and important to take down concerning offenses committed on school grounds? Who should keep this data and how do they get it??
- H. Is there other information that would be helpful in the manual the superintendent besides that identified in the product specification?
- I. How do confidentiality and Due Process fit into the manual?
- J. When should the police be involved? What should you do when the police come to the school wanting to search or question a student? What if the

reason is a school related offense you didn't know about? A non-school related offense? Does it make any difference?

- K. Does a policeman have to be present for a search of student property by school personnel?

2. Resources:

Effective Strategies for School Security – Peter Blauvelt

Internet search

National Center for Educational Statistics – Indicators of School Crime and Safety

(http://nces.ed.gov/pubs2001/quarterly/winter/elementary/e_section4.html)

National Resource Center for Safe Schools

(<http://www.nwrel.org/safe/>)

Your Department of State Instruction Web Site

(<http://www.ccsso.org/seamenu.html>)

Missouri Center for Safe Schools, UMKC

(<http://www.umkc.edu/safe-school/>)

Your State Safe Schools Guidelines (If available)

Key Terms:

Crisis Response

Re-admittance

Due Process

Search and Seizure

Expulsion

Suspension

Good Faith Reporting

Target hardening

IEP

Weapon

Negligence

Zero Tolerance

Support Materials:

None needed.

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.

- *Operational procedures at the school and district level*
- *Principles and issues relating to school safety and security*
- *Principles and issues relating to school facilities and use of space*
- *Current technologies that support management functions*
- *Confidentiality and privacy of school records are maintained*
- *A safe, clean, and aesthetically pleasing school environment is created*
- *Responsibility is shared to maximize ownership and accountability*
- *Potential problems and opportunities are identified*
- *The school plant, equipment, and support systems operate safely, efficiently, and effectively*

2) Your best option in using this case is to assign it to a group. It can be done individually but it is a great deal of work for one person. If done individually, you will need to add at least another week to the assignment. You can have the students review and use their own districts' to set the parameters for the exercise if you like. This will add the element of internal and external politics to the problem. Lastly, you may modify the project to give more or less direction or requirements.

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

Other:

You can have students review their own districts state of preparation using the guidelines for the manual as a checklist. This would shorten the length of time necessary for the project to one week. If you do this you should have the students report not only on the state of preparedness but also give recommendations for remediating any problems.

If you have state laws concerning school safety, it may be important to reveal these laws to students in classroom and discuss them. The discussion would not only give them a better understanding of the laws but also lead to discussion and eventual project components that might go beyond the law in scope. This would call for project criteria that would ask students to recognize any weaknesses in the law and provide policies or procedures to support additional actions.

Performance Criteria	1	2	3
Principles and issues relating to school facilities and use of space	There are no relationship made between building space and facility management and security/safety issues.	Recommendations concerning facility management are made but the relationship to security/safety issues is casual.	A distinct relationship is drawn between management of facilities and security/safety issues. The guidelines make specific recommendations about how facilities can be target-hardened" and how following the recommendations can prevent or deter crime.
Principles and issues relating to school safety and security			
A safe, clean, and aesthetically pleasing school environment is created			
Potential problems and opportunities are identified	Problem solving skills are not evident. The products react only to the specifications not to larger issues.	The products reflect some larger issues such as community values or legal responsibilities.	Products reflect deep analysis with recommendations going beyond the school into the community and beyond to larger social contexts.
Current technologies that support management functions	The staff development project does not reflect good communication or technological usage.	The staff development project is appropriate to the assignment but lacks either sound communication or technological usage. The product could not be used effectively in a school without significant modification.	The staff development project is comprehensive, showing good communication and technological usage. It is a product that could be used effectively in a school as is.
Responsibility is shared to maximize ownership and accountability	Products place the responsibility for school safety solely on the principal or administrative team.	Products place the responsibility on school personnel as a shared duty.	Products recognize that school safety and security is a community effort involving all stakeholders.
The school plant, equipment, and support systems operate safely,	There is no reference to	Reference is made to equipment	Reference is made to equipment

efficiently, and effectively	equipment maintenance in any product.	maintenance but does not draw a clear distinction between maintenance and liability.	maintenance with a clear connection between maintenance and liability. Suggestions are given to teachers on how to avoid possible liability.
Operational procedures at the school and district level	Products do not clearly give direction to the operationalization of safety standards.	Products provide some direction for the operationalization of safety standards.	Products clearly provide direction for the operationalization of safety standards. Processes and procedures are clear and rationales for actions are provided.
Confidentiality and privacy of school records are maintained	Confidentiality is not addressed.	Confidentiality is implied or treated on a limited basis.	Confidentiality receives special treatment in the dealing with potential crimes and with authorities.

A. Problem 2

B. "Running Out of Money"

Scott Wegner, Sandra Wegner, Robert Watson

Scenario: Budget shortfalls at the state as well as some poor fiscal decision-making at the district level has given cause for a gloomy financial outlook and the removal of the Assistant Superintendent for Finances at your district. There is an expectation that things need to be put in order in a hurry and that failure to do so could erode public confidence in the schools. You and your fellow principals have pledged your support to do whatever necessary to get the district back on the track to financial solvency and in the good graces of the public.

The new Assistant Superintendent has called for a complete overhaul of the budgeting process in the district and has opted for a "zero-based budgeting" approach. The process will be for principals to create a budget proposal for each of their schools and then submit it to the district level for review. If the total budget allocations are over the budget projections for the district, there will be a round of discussions at the district level to set priorities and make modifications where needed. The critical piece is to make sure that each schools submits an accurate budget proposal, based upon actual needs, from the beginning. The new Assistant Superintendent is "no-nonsense" and inflated proposals or unjustified requests will reflect poorly on the principal who submits them. The pressure is on.

Your district employs the typical form of "site-based management" with certain items controlled by the district and the rest left to the schools. Textbooks, primary supplemental materials (workbooks) , staff development, transportation and personnel are outside your domain. Most other supplemental materials, equipment, technology, travel, co-curricular and extra-curricular activity-related items, etc. are to be figured into your budget.

It has been left up to each building to create its own budgeting procedures, forms and decision-making structures. The Assistant Superintendent is only interested in getting accurate data and has stated on numerous occasions that any discrepancies in forms, coding or nomenclature will be handled by his staff; so don't worry about what everybody else is doing, just get yourself organized.

You are to create the structures, forms and procedures to support a budget building process based upon zero-based budgeting philosophies for the next school year. You may use what every timeline you like but budgets are due to the Assistant Superintendent by February 15 of each year.

Product Specifications:

A school budgeting manual including:

1. Guidelines for conducting zero-based budgeting
2. A budget process with timelines and major steps identified.
3. Structures within the school (committees, departments, responsible personnel, etc.) that will support the budget process
4. Forms

5. Terminology
6. A process for prioritization and conflict-resolution

Guiding Questions (for use in guiding your thinking):

- A. What makes zero-based budgeting different from other budget processes?
- B. What part do school goals play in the process?
- C. How does one create a "fair" budget?
- D. How can forms assist in understanding the overall process of budgeting?
- E. What formal processes are the most effective in setting budgetary priorities?
Resolving conflict?
- F. Are there good models of budgeting used in other fields other than education?
What are the problems of adapting them to education?
- G. How does program review fit into the budgeting process?
- H. Who should be involved in the budgeting process? At what level? With what
power?
- I. How does one communicate program priority in the budget process? Should
one program or purchase be considered more important than another?

Resources:

Handout on zero-based budgeting

Internet search - Northwest Regional Laboratory-School Improvement Research
Series

Individual school budget manuals

Missouri Accounting Manual

(http://www.dese.state.mo.us/divadm/finance/acct_manual/MASTER.pdf)

Your State budget guidelines

Key Terms:

Budget

Conflict resolution

Consumables

Cost

Expenditure

Funds

Goals

Inventory

Objectives

Perishable/non-perishable

Requisition

Win-win

Zero-Based Budgeting

Support Materials:

Handout on zero-based budgeting

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.

- *Theories and models of organizations and the principles of organizational development*
- *Operational procedures at the school and district level*
- *Principles and issues relating to fiscal operations of school management*
- *Legal issues impacting school operations*
- *Operational plans and procedures to achieve the vision and goals of the school are in place*
- *Financial, human, and material resources are aligned to the goals of schools*
- *Responsibility is shared to maximize ownership and accountability*
- *Effective conflict resolution skills are used*
- *Effective group-process and consensus-building skills are used*

2) Your best option in using this case is to assign this it to individuals though group work is possible. If you use the student's district as the background you may want them to consult their district's budgeting guidelines for terminology etc. having the students work in a hypothetical situation may be more desirable to lessen the impact of status quo budgeting concepts, forms, procedures etc.

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

4) Terminology and process requirements vary greatly from state to state and district to district. You may wish to be more directive concerning those components of the project, either through instruction, providing additional handouts or altering project criteria.

Other:

You can have students review their own districts budget process using the guidelines for zero-based budgeting as a checklist. This would shorten the length of time necessary for the project to one week. If you do this you should have the students report their findings but also give recommendations for how the district could convert to zero-based budgeting.

You might wish to have students role play a conflict resolution session concerning the budget. One person could serve as the principal and two persons could represent two different departments or grade levels. The basics of the controversy would be budget requests for large dollar items that push the school beyond their limit. Both have legitimate needs but only one request can be met. Use the student's processes from the project and have the students prepare the role-play session to demonstrate how they work. The class could then critique the session and the processes.

Performance Criteria	1	2	3
Operational plans and procedures to achieve the vision and goals of the school are in place	The student's product does not create processes or procedures that would lead to budget preparation. There is no mention of the importance of aligning the budgetary process with the school or district's mission or vision.	The student produces a product that has appropriate processes and procedures but there is no opportunity for alignment of the processes and procedures to the school or district's goals or vision.	A clear set of processes and procedures are outlined for budget preparation. Participants in the budget preparation process are caused to reflect upon the district or school vision and mission and the importance of alignment is clearly stated.
Financial, human, and material resources are aligned to the goals of schools			
Operational procedures at the school and district level			
Legal issues impacting school operations	There is no reference to the legal issues surrounding budget preparation.	References to state budget law is made but references are general in nature and do not assist in understanding or preparing the budget.	References to state law are clearly made. The references aid in the participant's understanding of budget construction or directly facilitates the process.
Principles and issues relating to fiscal operations of school management	The product does not accurately reflect appropriate zero-based budgeting processes or an understanding of basic fiscal responsibilities.	The student's project reflects appropriate understanding of fiscal responsibility but does not accurately utilize zero-based budgeting practices	The student's project demonstrates sound fiscal policy understanding and an appropriate use of zero-based budgeting practices.
Theories and models of organizations and the principles of organizational development	The student's product does not reflect appropriate organizational structures for the operationalization of budget preparation.	The student's product reflects only a basic understanding of organizational structures. Operationalization of budget is not maximized..	The student follows a theory-based model of organizational development. Budget processes are supported and maximized.
Effective conflict resolution skills are used.	There is no or ineffective processes for	Processes for establishing budget priorities or	Processes for establishing budget priorities or working

Effective group-process and consensus-building skills are used	establishing budget priorities or working through potential conflict.	working through potential conflict are present but are top-down in nature.	through potential conflict are present and reflect appropriate conflict resolution theory.
Responsibility is shared to maximize ownership and accountability	Products reflect the budget process as being the prime responsibility of the administration	Products place the responsibility on school personnel as a shared duty.	Products recognize that the school budget is a community effort involving the appropriate involvement of all stakeholders.

ZERO_ BASE BUDGETING

During his tenure as counselor to the President of the United States, Dr. Arthur F. Burns addressed _the annual meeting of the Tax Foundation on the "control of Government Expenditures." In this speech Dr. Burns identified the basic need for, what has-become known as, zero-base budgeting. He stated that:

"...Customarily, the officials in charge of an Eesablis1tead program have to justify only the increase which they seek above last year's appropriation. In other words, what they are already spending is usually accepted as necessary without examination. Substantial savings could undoubtedly be realized if (it were required that) every agency... make a case for its entire appropriation request each year, just as if .its program or programs were entirely new. Such budgeting procedure may be difficult to achieve, partly because it will add heavily to the burdens of budget-making, and partly also because it will be resisted by those who fear that their pet programs would be jeopardized by a system that subjects every...activity to annual scrutiny of its costs and results."

Although its use has spread geographically throughout the United States, zero-base budgeting does not have a commonly accepted definition. For purposes of this paper, zero-base budgeting will be described as a budgeting process base zero in budget development. Zero base budgeting is much more than the normal budgeting process. The process requires effective planning. Planning establishes programs, sets goals and objectives, and makes basic policy decisions. Once established, the programs with their goals and objectives provide the basis for budgetary analysis. The basic concept of zero-base is program analysis starting from a zero base and following through the purpose (or goals and objectives), consequences of not having the program, measures of performance, etc. Budgeting analyzes, in detail, the many activities that must be performed to implement each program. It analyzes also, the alternatives to achieve the end product desired and identifies the trade-offs between partial and full achievement of the established goals.

and objectives and the associated costs. The relationship between planning and budgeting is dynamic because the "resources required to achieve the desired goals are not unlimited.. Budgeting analysis provides the data required to determine whether, achieving the last 10% of each goal requires 25% of :he cost, or vise versa; whether we can achieve each goal and whether we must eliminate and/or reduce some programs.

Managers, at all levels, must have an understanding of current organization and operations before they can develop effective programs. This need is created by the following-factors:

- Goals may be achieved through extensions of current programs.
- New programs must still operate within the total organizational framework and may require support from existing activities.
- Costs may depend heavily on the effectiveness and efficiency of current activities or may reflect the capability of the organization to develop effective and efficient activities for new programs.
- Cost constraints may require the funding of new high priority programs and goals at the expense of current programs and lower priority goals.

Utilizing these factors as a starting point, managers can begin the planning-budgeting process. They can build programs, either modifying them to fit the current operations or designing them to change current operations and modifying the goals to meet the capabilities of the programs and then modifying both goals and programs to meet cost limitations.

Phyrr, in his book "Zero-base Budgeting", outlined two basic steps of zero-base budgeting:

Step 1 "Decision Package" development. This step, in essence, separates the organization into discrete activities, in such a manner that the activity can (1) be evaluated and ranked against other activities, and/or (2) be approved or disapproved. Each package must identify the activity, function, or operation in a definitive manner for management evaluation and comparison with other activities. This identification must include:

Purpose (or goals and objectives)

Measures of performance

Consequences of not performing the activity

Alternative courses of action

Step 2 "Decision Package" ranking. The ranking process provides management with a technique for determining the total amount that should be spent and where it should be spent.

Once decision packages are developed and ranked, management can allocate resources accordingly – funding the most important programs or activities, whether they are current or new.

C. Problem 3

D. "Where's Everybody Going?"

Scott Wegner, Sandra Wegner, Robert Watson

Scenario: It is commonly held that a key to successful learning is related to the longevity of the instructional staff. After one year with your school, you couldn't agree more. It is obvious from your observations that the majority of problems with test scores, discipline and running a smooth operation come from teachers who don't understand how things work in the district or at your school and you are bent on correcting that situation.

As you study the situation you find that your school has a history of high turn over. You find that in a normal year the school will have any where from 20% to 30% turnover in staff with the preponderance of those leaving the school during their first three years of employment. While your district has no formalized exit interview for those leaving, you have ascertained from informal conversations with the staff that teachers have tended to leave because they felt overwhelmed by the responsibilities expected of them as teachers in the district. Your review of the district expectations finds nothing extraordinary about them outside a strong belief in site-based management and shared governance; a pretty normal situation in these days of educational reform. You do find an area of concern that may need immediate action.

Your district, in order to keep the budget down, has a low entrance salary and attracts mainly first year teachers from the region's teacher preparation university. While the university does an adequate job of general training for the students, specialized skills related to district expectations are not present. This has caused a bit of "culture shock" to new teachers as they find out that there's more to teaching than what they experienced in the classroom and their student teaching episode.

You have spoken the district administrators about the entrance level pay and you have had some contact with the university about expanding and updating their curriculum but you realize that the most effective means of developing new staff and ensuring better results for students will be through your efforts to orientate and grow the staff at the building level.

You have spoken with Superintendent and have discovered that there is no district-mandated orientation program for new staff outside the normal, " , your in Room 5, here are your keys, the books are in the cabinets, see you in October." The contract for teachers allows for two days of in-service before school and beyond that there is no reference to any on going development except for a loosely defined "mentoring" program. (No one seems to know for sure what occurs during the mentoring, which seems to change from person to person depending on who the mentor is.) There is a staff development program but most of the content is on advanced instructional skills or exploratories.

The superintendent is excited about the development of a pilot orientation program and wants you develop a proposal. Every indication is that, within reason, the superintendent will support the proposal though it has been reinforced that there is not much money available for "frills". You take that to mean that you pretty much need to utilize local resources to put the program together and the less it costs the better off you will be.

You want to make the program meaningful and timely, theory-based and developmental in nature. You see it as a great tool for not only improving teacher retention, but for establishing a productive school culture. Ultimately, you are convinced that it will greatly increase student achievement and school climate.

Using a local district as your data source, you are to develop a comprehensive, teacher orientation program proposal.

Product Specifications:

A program proposal including:

- Program rationale including maturation/developmental models used.
- Identification of key content and skill areas
- Timelines
- Meeting topics
- Perspective presenters
- Recommended forms, processes, procedures
- Reward and Incentives considerations

Guiding Questions (for use in guiding your thinking):

- A. What theories of employee maturation and development exist that might help form the basis of an effective orientation program?
- B. How does one identify the key needs of a district? Of an individual school? Of the teacher?
- C. How much time should be devoted to orientation? When are they done?
- D. Who would be the most effective in developing new teacher skills?
- E. How often and how long should orientation sessions be? When should they be?
- F. What rewards or incentives should be used? Are they necessary?
- G. How does one tie orientation to the goals of the district or school?
- H. What models for orientation already exist? What does research say about their effectiveness?
- I. Can a "one-size-fits-all" program be developed? How do you know who needs what?

Resources:

Internet search

National Council for Staff Development (<http://www.nsd.org/educatorindex.htm>)

Your Department of State Instruction Web Site - Mentoring requirements
(<http://www.ccsso.org/seamenu.html>)

Management of Organizational Behavior – Utilizing Human Resources –
Hersey, Blanchard and Johnson, Prentice Hall, Upper Saddle River c2000

Teacher evaluation to enhance professional practice / Charlotte Danielson and
Thomas L. McGreal, Alexandria, Va., Association for Supervision and
Curriculum Development, c2001

Key Terms:

Competence

Developmental

Goals

Human resources

Leadership style

Maturation

Mentoring

Mission

Motivation

Needs

Orientation

Support Materials:

Located within district

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.
 - Human resources management and development
 - Theories and models of organizations and the principles of organizational development
 - Operational procedures at the school and district level
 - Human resource functions support the attainment of school goals
 - Financial, human, and material resources are aligned to the goals of school
 - Operational plans and procedures to achieve the vision and goals of the school are in place
 - Emerging trends are recognized, studied, and applied as appropriate
 - Operational procedures are designed and managed to maximize opportunities for successful learning.

2. Your best option in using this case is to assign this activity to individuals. It could be done as a group, but as it is a proposal it is more apt to be a one-person job. If done as a group, you may need to add more requirements to the to the assignment. You could have actual forms or orientation materials developed or an actual budget for the program.

If a student's district already has a comprehensive orientation program you might have them work with a student whose district doesn't or assign them a different school that is willing to cooperate in the exercise. Lastly, you may modify the project to give more or less direction or requirements.

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

Other:

You may wish to include this project in a series of projects aimed at completing a comprehensive professional development plan. This would mean working with Standard II of ISLCC which deals with professional development.

Performance Criteria	1	2	3
Operational procedures are designed and managed to maximize opportunities for successful learning.	The student's product does not create processes or procedures conducive to staff orientation. There is no mention of the importance of aligning the orientation to the	The student produces a product that has appropriate processes and procedures but there is no opportunity for alignment of the processes and procedures to the	A clear set of processes and procedures are outlined for orientation. Alignment to school/district mission or vision is clearly stated. Additionally procedures and

Human resource functions support the attainment of school goals	school/district's mission or vision. Major processes of the school/district are not recognized nor supported.	school or district's goals or vision. Major processes of the district are recognized and supported.	processes are designed not only to orientate new staff but also to provide growth experiences that will advance a learning environment.
Financial, human, and material resources are aligned to the goals of school			
Theories and models of organizations and the principles of organizational development.	The student's product does not reflect appropriate organizational structures for the operationalization of an orientation program.	The student's product reflects only a basic understanding of organizational structures. Operationalization of an orientation program is not maximized.	The student follows a theory- based model of organizational development. Orientation processes are supported and maximized.
Operational procedures at the school and district level	The student's product does not create processes or procedures conducive to effective orientation practices.	The student's product creates processes or procedures conducive to effective orientation practices.	The student's product not only creates processes or procedures conducive to effective orientation practices, but also shows attempts to coordinate or integrate efforts with other schools in the district or the district itself.
Operational plans and procedures to achieve the vision and goals of the school are in place.	Product does not reflect an effort to reach school goals.	Product reflects a general effort to reach school goals.	Product contains specific examples that show that attaining or enhancing school goals is the basis of the orientation program.
Human resources management and development	There is no reference to a recognized developmental theory.	Reference is made to a recognized developmental theory but product does not always clearly follow the theory.	Reference is made to a recognized developmental theory. The product closely follows the theory and there is a logical relationship between product and theory.

<p>Emerging trends are recognized, studied, and applied as appropriate.</p>	<p>There was no attempt to incorporate practices from current professional development/orientation models.</p>	<p>Product incorporates practices from current professional development/orientation models.</p>	<p>Product not only incorporates practices from current professional development/orientation models but integrates best practices and applies them in a logical and acceptable manner..</p>