

The New Hire

Performance Based Learning Module Standard Two Superintendent

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A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Title

The New Hire

Directions

Your school district currently has an opening for a new principal. You will develop the job description, position announcement, criteria for evaluation of the applications and resumes, budget impact; create an interview process that considers faculty, staff, community and administrative input and an analysis of the interview process. As a final activity you will make the offer in writing to the successful candidate and write the letter to the unsuccessful candidates.

While this is designed as an individual project, it may work well as a group project, with each member contributing aspects of their own school/district.

Writing Style

Your written responses will be evaluated based on their responsiveness to the questions and evidence of the relevant ISLLC standards. It should also be representative of graduate level work.

Adequate Rationales

Some questions will require you to explain why you made particular decisions and/or selected certain courses of action. Merely stating that policy guidelines requires you to act in the way that you did will not be an adequate response.

Type of Project

What is the project (selection of a building level administrator, elementary, middle or secondary)?

Community Power Structure

Who will serve on the selection committee?

Community's Demography

Below are listed some of the most significant demographic features of the community in which your school or district exists. Please respond to the following questions for each feature.

1. How does this feature affect/impact your selection process?
2. In what way could this feature be a barrier?
3. How does this feature help shape your decision-making and your activities as a school leader in accordance with this PBL?
 - A. Community Customs/Traditions
 - B. Historical Background
 - C. Human and Financial Resources
 - D. Average Educational Attainment
 - E. Racial/Ethnic Composition

Social Tensions

Below are listed some of the most significant social tensions of the community in which your school or district exists. Please respond the following questions for each feature.

1. How does this feature affect/impact your selection process?
2. In what way could this feature be a barrier?
3. How does this feature help shape your decision-making and your activities as a school leader in accordance with this PBL?
 - A. Economic Rivalry
 - B. Cultural Differences
 - C. Social Class Competition
 - D. Gender Bias
 - E. Racial Discrimination
 - F. Religious Conflict

Project Projections

- A. Time Line
 - What would be your timeline for organizing strategies/meetings?
 - *Who(m) would you meet with and why?*
 - *What responsibilities would you assign, to whom, and why would you assign this responsibility to this individual?*
- B. Financial Costs
 - What would be the financial costs to the district?

REFLECTION

The reflective piece should respond to the following issues:

- *How did you effectively communicate the process with the internal and external communities and stakeholder?*
- *To what extent was the value of internal and external community involvement in the selection process?*
- *To what extent did the internal and external communities collaborate as partners during the selection process to impact teaching and learning?*
- *To what extent does the school function as a partner within the larger community?*

Scoring Guide

Expectations	Little or No	Progressing	Proficient	Exemplary
Responsibilities and contributions of each individual are acknowledged				
There is a culture of high expectations				
A variety of sources is used to make decisions				
Diversity is valued				
All individuals are treated with dignity and respect				
Fiscal resources of the school are managed responsibly, efficiently, and effectively				

Principal Authors

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Dr.'s Kern and Arnold both teach educational administration courses and have used case studies, vignettes and problem-based learning modules in their classrooms. Each has written for the Missouri Professors of Educational Administration (MPEA) web site for instructional material and have served on the executive board for MPEA.