CI 6385 Human Relationships in Educational Administration
Course Syllabus
Summer 2012

Instructor: Carl Dethloff, Ph.D.
Email (preferred): carl.dethloff@angelo.edu
Office hours: by appointment

Office hours: Call me or email me and we will set up a time. My “day” job is with San Angelo ISD. We can certainly have a phone conference if needed as well. E-hours: 6:00 p.m. to 10:00 p.m. Phone: M-F 5:00 p.m. to 9:00 p.m., Saturday / Sunday: 9:00 a.m. to 6:00 p.m.

Course Descriptor: This is an online course and is designed to explore the administrator’s professional relationships with teachers, parents, principals, administrators, school boards, and community members. Personnel and Human Resources areas as well as staff development is included in this course. This course will provide essential tips on how to successfully navigate the varied constituents that we encounter as school district administrators. I’m hopeful that the experience level and expertise of the class members will provide us great conversation and first-hand experience in regard to effective interpersonal strategies and building solid relationships that benefit student achievement. This is a 3 hour course and is taught totally online. Summative presentations will be utilized along with readings, case studies, and scenarios. Discussion boards will support our learning as a whole group. Students will display knowledge learned by written narratives and discussion board questions.

Assignments for this class can be found under Assignments in Blackboard. You will be held responsible for group discussions, participation in assignments, class activities, written work and readings.

Grading and assessment of grades by the professor:

90-100 = A
80-89 = B
70-79 = C
60-69 = D
Below 60 = F

If you run into problems or are behind, we will work out a solution! I do want our group to honor the deadlines for assignments that are set forth. That being said, if there is a circumstance and you find that you are behind and cannot do an assignment on time, please contact me. Communication is very important. If things are not going right for you, problems develop, or any other situation comes up, please let me know. Email is preferred but I also respond to text for quick questions – 979-676-3317.
Course Evaluation Calendar:

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<td>Constituent and Demographics Review</td>
<td>Wednesday, June 6</td>
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<td>Compare and Contrast the Principalship with the</td>
<td>Thursday, June 7</td>
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<td>Superintendency</td>
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<td>Professional Development Articles (Rick Stiggins)</td>
<td>Sunday, June 10</td>
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<td>School Board Relations Article</td>
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<td>HR Exchange Questions</td>
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<td>Legal Digest (“nonrenewal” and “Brown vs. Victoria</td>
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<td>Organizational Dimensions Outline</td>
<td>Monday, June 25</td>
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<td>Vision Institute Reading</td>
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<tr>
<td>Respond to the weekly discussion board question</td>
<td>June 9, 16, 23, and</td>
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<td>via Blackboard.</td>
<td>July 1 (response due</td>
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<td>by date indicated)</td>
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Course Assignment Details:

All assignments will be submitted utilizing blackboard.

Constituent and Demographics Review - Due June 6. **Possible Points - 5**
Complete the attached questions under the demographic review assignment. This will include:
Population, community demographics, school district size, economically disadvantaged percentage, single parent households in community, community unemployment rate, educational status of most households, student demographics, professional staff profile of school district. This review will provide the foundation as we discuss the human capital aspect of your school district and community. If you were a student in my Community Relationships course you will have this data readily accessible. AEIS data and city websites / city hall will have this information. Short sentences or bulleted facts are sufficient.

Compare and Contrast – Due June 7. **Possible Points – 10**
You may use a simple graph / chart as a visual (if desired) and submit @ 500 word narrative describing the similarities and differences of the campus principal compared to a superintendent. Use your personal experience and background knowledge, digital resources, professional journals, periodicals, etc. Remember - this is a very short paper. I want your opinion on the differences as well as factual information regarding the job responsibilities.

Professional Development Articles – Due June 10. **Possible Points – 10**
Read both Rick Stiggins articles “Assessment through the student’s eyes” and “Putting testing in perspective; it’s for learning.”
In 500 words (2 double spaced pages) or more provide a quick summary of the two articles. In your comments discuss how a leader must utilize professional development such as formative assessment practices to build a learning community. How must a leader relate to their staff to increase buy-in toward campus and district initiatives? In this summary you will provide a synopsis of the articles and answer the two questions listed above in your written responses.
School Board Relations Article - Due June 13. **Possible Points** – 15
Read the three articles attached on the assignment tab written by Rob Gurwitt, Michael Kirst, and Don McAdams. Write a two page, double spaced, reflection on the three articles (2 pages total). Your reflections should include:

1) Included in this two page double spaced reflection should be your perspective on the articles, a summary of the articles (especially discuss the evolution of school boards), and an example that you have witnessed or participated in with a school board where the board “dipped” into management rather than oversight.

I apologize regarding the quality of the third article; however, it is a great article and I thought it would still be a quality read.

HR Exchange Questions - Due June 16. **Possible Points** – 10
Answer the questions regarding the two HR Exchange articles (found under the assignment tab).

Read the HR Exchange article: Teacher groups file grievances over teacher prep time.

Answer the following questions:

1) Have you witnessed or encountered this problem (complaint regarding conference periods) in your district or at your campus? How did you handle it?

Read the HR Exchange article: Study details high turnover of campus leaders.

2) How do you propose school districts work to retain successful principals in light of cost containment initiatives and budget constraints?

3) What are the factors that attribute to high student achievement in relation to principal longevity?

Legal Digest - Due June 20. **Possible Points** – 15
Read pp. 10,11,12 from the Legal Digest (see assignment tab attachment). The readings start on pg. 10 with the subheading "Nonrenewal" and continue through the "Brown v. Victoria ISD" case on pg. 12. (stop reading at the subheading "Venue" on pg. 12.)

Answer the following questions:

1) In reference to the Woloson v. Houston ISD case, why is it important that principals provide accurate performance / appraisal evaluations? Provide an example. What could be the outcomes of not matching an evaluation with poor performance?

2) In Brown v. Victoria ISD, could the district have done anything differently to prevent this hearing from happening?

3) What was the outcome of the Walker v. Hitchcock ISD situation?

4) In three sentences or less, capture the essence of Chapter 21 in the Education Code. Why is this code important?
Organizational Dimensions – Due June 25. Possible Points – 10

Ronald Rebore provides an excellent foundation to discuss the framework of public education in his text: Human Resources Administration in Education; A Management Approach.

We will look at excerpts from his first chapter (see assignment tab attachment).

Please read pp. 2-13.

Here is your assignment:

Imagine next year you are teaching a class of college sophomores at Texas A&M University in the education department. Your task is to develop an outline or handout, making sure to touch on each subheading, to support your teaching of the 13 pages. The outline or handout needs to be submitted electronically via BlackBoard.

Make certain you include the following in your outline:
1) each subheading needs to be listed
2) include at least three bullets / sentences / statements describing a key learning point under each outline heading.
3) when a Texas A&M (I can hear the Aggie jokes as you read this…) student reads this outline / handout they should be able to have a good understanding of the key points in each heading.

Vision Institute Reading – Due June 30. Possible Points – 15

A couple of years ago the Texas Association of School Administrators created a “think tank” composed of thirty-five school superintendents across Texas. As you can see on page 40 of this attachment, it is a spectacular group of educators and leaders in our state. I believe this document will “frame” our current realities, goals, and challenges we face as practicing and aspiring leaders.

Here is our assignment:
1) Read pp. 1-35 of this document. It is really a quick read, with most of the text on pp. 1-12. I encourage you to pay close attention to this document, as our peers in Texas are the authors of this work.

2) Answer the five questions provided after each Article (six articles total).

Don't worry about the "reflections, questions" box. The questions are thought provoking enough!

3) Respond in three or four sentences to each question in each Article. Remember, you have five questions under each article.

Discussion Board Questions – Due June 9, 16, 23, & July 1. Possible Points – 10 (total points for all 4 questions, response due by date indicated)

Respond in a paragraph or a few sentences to the monthly discussion board question posted via blackboard