

ED6324 School Support Services

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Virtual Office Hours Via Zoom

Monday- Thursday
By appointment

Course Description

This course examines the comprehensive role of the human resource, finance, facility, transportation, and nutrition functions in public schools. Included in this course are the facets of providing human resources, finance, facility, transportation, and nutrition services and the development of public school employees.

Student Learning Outcomes

Student Learning Outcomes:

- To gain an understanding of the school administrator as managers of human resources, logistics, time, curricula, facilities, and finances.
- To develop an understanding of the guiding principles of human resources, budgeting and managing school funds with emphasis on how that process relates to the management of other school resources.
- To develop an understanding of the knowledge of the comprehensive role of the human resource function in public schools.
- To develop an understanding of knowledge of current rules and regulations regarding student nutrition, transportation, and construction and maintenance of the plant facility.
- To apply critical thinking skills in conducting interviews, giving and receiving criticism, and preparing written documents in a professional manner.
- To gain an understanding of the following topics as they relate to the human resources function:
 - An overview of public school human resources.
 - Planning for the needs of the district
 - Recruitment, selection, placement of personnel, and compensation of personnel
 - Induction, mentoring, and staff development of personnel
 - Performance evaluation of personnel
 - Ethical considerations and issues in personnel administration
- To gain an understanding of the following topics as they relate to the school finance function:
 - Working knowledge on how to prepare a school budget
 - A variety of fiscal approaches to budgeting
 - Knowledge of the multiple sources of funds available to a district and to the school
 - Working knowledge and experience with the use of Microsoft Excel as a spreadsheet tool

Program Objectives/TEExES Domains/Competencies & Principal Standards

TEExES Domains/Competencies:

DOMAIN III-HUMAN CAPITAL (Human Resource Management)

Competency 5 - The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

Competency 6 - The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

- Students will learn that professional development is a continuous, ongoing process.
- Students will learn how to implement and monitor a professional development and how to measure its impact on student achievement.
- Students will know how to implement a staff evaluation and development system to improve the performance of all staff members and apply the legal requirements for personnel management.

DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)

Competency 7-The beginning principal knows how to develop relationships with internal and external stakeholders including selecting appropriate communication strategies for particular audiences.

Competency 8-The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

- Students will learn the steps to creating an action plan for school improvement and will gain practical knowledge and application by creating an action plan.
- Students will learn theories relating to the organizational structures of schools and the school culture that defines them.
- Students will know how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.
- Students will examine instructional theories in practice that increase student achievement and turn schools around.

DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 9-The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

Competency 10-The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

- Students will learn how to mobilize resources to promote student success.
- Students will learn the difference between being a “leader” and a “manager.”
- Students will examine, analyze, and reflect on all the principal managerial functions that sustain the campus.
- Students will examine the functions of human resources, food services, transportation, budget, class scheduling, and safety, and how these managerial functions affect student learning.
- Students will know how to apply principles of effective leadership and management.
- Students will know how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Texas Principal Standards:

- Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
- Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

Marketable Skills: Students will be able to

- communicate professionally through diverse written and in-person formats, including e-mail, memos, facilitating meetings, etc. to an array of audiences, including internal and external stakeholders.
- gather information and analyze data to define campus needs, set goals, to solve a diverse set of problems.
- exercise administrative leadership to ensure resource management, policy implementation, and coordination of organizational operations in an ethical manner.

Materials

Required Text

All the following books are required for the course. You will also need Microsoft Excel.

- Rebores, R. W. (2011). *The essentials of human resource administration in education* (1st ed.). NY: Prentice Hall.
- Other texts or readings as assigned.

Recommended Text

- Fogarty, R.J. & Pete, B.M. (2017). *From staff room to classroom: A guide for planning and coaching professional development* (2nd ed.). Corwin: Thousand Oaks, Calif. ISBN-10: 1506358276, ISBN-13: 978-1506358277

Students will need to refer to a style guide for matters of style and formatting. The standard in Educational Leadership and the College of Education is the most recent APA manual. In addition to serving as a reference guide for matters of style and formatting, this book will aid you in conceptualizing, researching, and writing your papers.

- American Psychological Association (2019). *Publication manual of the American psychological association* (7th ed.). Washington, DC.

Assignments and Grades

The following is a schedule of assignment due dates. Detailed instructions for each assignment are found in the course Modules in Blackboard. All assignments are due by 11:45pm (CST) on the date listed.

DATE DUE	MODULE	POINTS
Oct. 17	1 ST Day of Class	-
Oct. 24	Module 1-Basic Funding & Budget Planning Module	200
Nov. 7	Module 2-Recruitment, Selection, Placement & Induction – Pillar Assignment	200
Nov. 21	Module 3-Professional Development & Implementation Plan – Pillar Assignment	300
Nov. 28	Module 4 – School Facilities Module 5 – Transportation Services	100
Dec. 5	Module 6- Food Services Add to Portfolio	100
Dec. 7	Course Ends	-
Total Points		1000

The **grading policy** for this course is as follows:

A = 900-1000

B = 800-899

C = 700-799

F = 699 or less

Note: The Educational Leadership Program does not accept any “Cs” for credit in this program. Students scoring below a “B” in this course will be required to repeat the course to remain in the Educational Leadership Program. Changing the rotation by repeating this course will likely delay completion of the program as the program is sequential and the rotation must be followed.

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things.

Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a “0”, the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.) PLEASE NOTE THAT DISCUSSION BOARDS CANNOT BE COMPLETED AFTER THE END DATE; THEREFORE, MISSING A DB WILL RESULT IN YOUR FAILURE IN THE CLASS BECAUSE THERE ARE NO OPTIONAL ASSIGNMENTS.
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

SRSU Disability Services:

ADA Statement (Americans with Disabilities Act): Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students with qualifying disabilities who seek accommodations must initiate a request for a meeting for accessibility services.

Students seeking accessibility services must contact:

Rebecca Greathouse Wren, M.Ed., LPC-S,
Counseling & Accessibility Services,

Telephone: 432-837-8203, or E-mail: rebecca.wren@sulross.edu.

For more information see: <https://www.sulross.edu/page/1384/accessibility-services>