UNIVERSITY OF REDLANDS

SCHOOL OF EDUCATION

COURSE SYLLABUS

Course: EDUC 676
Course Title: School Personnel Management
Term:
Days/Times: Wednesdays 5:30-8:30
Class Location: Gregory -271

Faculty: Dr. Robert Verdi
Office: By appointment
Phone: (909) 532-9041
E-mail: Robert_verdi@redlands.edu

Catalog Course Description

Examination of techniques and styles for selecting, supervising, and evaluating school personnel. Includes opportunities to observe and monitor staff performance and offers various professional in-service approaches. Employee relations, motivation, and negotiations included as students develop skills in personnel management.

Course Objectives

1) Students will identify the major competencies of human resources administrators.
2) Students will identify the ethics that apply to human resources administrators.
3) Student will define strategies and operational planning and explain their use in the human resources strategic planning process.
4) Students will describe the impact of organizational climate on student achievement and organizational commitment in schools.
5) Students will identify the legal constraints in the recruitment process.
6) Students will describe how the interviewer's skills influence the interview process.
7) Students will define staff development and its relationship to the success of educational programs.

8) Students will identify techniques for establishing a culture that fosters employee engagement.
9) Students will apply the writing conventions of the APA Format.
10) Students will demonstrate problem solving and collaboration skills.

> **The following CTC CACEs are partially mastered in this course:**
>
> **A-8, A-12, A-13, A-14, A-16, A-17, A-18, A-19, A-20, B-5, B-9, B-21, B-29, B-30, B-32, C-5, C-8, D-2, D-3, D-7, D-8, D-9, D-10, E-1, E-3, E-4, E-11, E-12, E-13, E-14, E-15, E-16, E-17, E-18, E-19, E-23.**

Required Readings

Webb, L.D. & Norton, M.S. (2012). Human Resources Administration: Personal issues and needs in education (6th ed.). Upper Saddle River, NJ: Pearson Education.

Other Supplemental Resources

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: APA.

Blanchard, K. & Ridge, G. (2009). Helping people win at work: A business philosophy called "Don't Mark My Paper, Help Me Get an A." FT Press (need book for full info)

Cook, M.J. (1999). Effective coaching. New York: McGraw-Hill.

Macey, W. H., Schneider, B., Barbera, K. M. & Young, S. A. (2009). Employee engagement: Tools for analysis, practice and competitive advantage. UK: Wiley-Blackwell.

Senge, P.M., Cambron-Mc-Cabe, N., Lucas, T., Smith, B., Dutton, J., & Kliener, A. (2012). Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education. Crown Publishing Group. (Chapter XI only)

Student Assessment

1) Participation and attendance. It is expected that you will contribute to the learning situation during the class sessions. Since there is no final test, it is important that you be present and involved (10% of grade). **(CAPES Standards #11, 13, 15)**
2) Reflections on Blackboard. (20% of grade) **(CTC CAPE #11, 13, 15)**

3) Individual Research Paper. (20% of grade**) (CTC CAPE #11, 13)**
4) Group Presentation. (25% of grade) **(CTC CAPE #11, 13, 15)**
5) Fieldwork Project. (25% of grade) **(CTC CAPE # 14)**
   NOTE: Admin MA and Credential Candidates must have at least one Fieldwork experience in each of the following areas: Public Elementary School, Public Middle School, Public High School. Fieldwork in the private sector or higher education is acceptable, but somewhere in the program the candidate must perform fieldwork in all three required settings.

Activity	Point Assignment
Class Participation	10 points
Reflections - Blackboard Discussions	20 points
Individual Research Paper	20 points
Group Presentation	25 points
Fieldwork Project	25 points

Letter Grade	Points
A	93-100
A-	90-92
B+	87-89
B	84-86
B-	80-83
F	<79

Grading System/Scale

Evaluation of your work will be based on the following criteria:

A/4.0: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

A-/3.7: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

B+/3.3: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

B/3.0: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

- It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.

B-/2.7: All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.
- Student should arrange conferences with the professor and advisor to discuss grade performance.

C+/2.3: All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.
- Student should arrange conference with the professor; and a conference with the advisor is required.

C/2.0: Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.
- A meeting with the professor should be arranged; and a meeting with the advisor is required. The professor will notify the advisor of the grade

Below 2.0: Grades below 2.0 are not acceptable for credit toward a degree or credential. A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.

Course Assignments

Reflections (4 total)

This assignment will promote the understanding of the various human resource functions and their role in education. Students will be able to articulate through reflection upon the social, political, legal and economic trends that impact personnel administration within a school and the school district.

Completed product will include four separate reflections (5 points each), focusing on school/district personnel issues. The four topics will be based on selected chapters in Webb and Norton. Reflection can be based on individual experience and knowledge without references outside the textbook. Each reflection should be equivalent to a one page, double-spaced document. Respond to Reflection of one colleague on Discussion Board (Minimum – 3 paragraphs.) Do not need to use references, other than the book.

Organization of Reflections:

1. Define an issue in the assigned chapter faced by schools today.
2. Identify the social, political, legal and/or economic trends that have created influenced this issue.
3. Provide a realistic resolution to this personnel issue.

Reflection Rubric	0	.5	.75	1	5 Points Possible
Defining Issue	Does not provide a definition.	Definition provided, but includes inappropriate or inaccurate information.	Appropriate definition; not concise.	Appropriate and clear, concise definition.	**/1 pt**
Identification of social, political, legal and/or economic trends relating to the issue	Does not identify the social, political, legal, and/or economic trends.	Identifies some reliable information, but without extensive or comprehensive scope; shows limited familiarity with the issue.	Presents significant reliable information of the issue and demonstrates an understanding of how it evolved.	Encompasses reliable information of the issue and demonstrates an understanding of how it evolved. Highlights key findings and discusses them thoroughly throughout the reflection.	**/1 pt**

Realistic Resolution	Does not include a resolution. (0 point)	A resolution implied, but not explicitly provided. (1 point)	Explicit resolution provided with some realistic and practical solutions. (1.5 points)	Action plan demonstrates a depth of insight; resolution is appropriate, realistic, practical and clearly communicated. (2 points)	**/2 pts**
Writing style and language mechanics	A clear sense of direction is lacking; material presented is not effectively organized; Frequent errors in word use, spelling, grammar, punctuation, and word choice; not acceptable for graduate level work.	Material is somewhat general or vague, supporting information is not evident, paragraphs structured satisfactorily; Errors in spelling, grammar, word choice, or punctuation that demonstrate a lack of proofreading.	Main ideas and purpose are evident, supporting information is incorporated, overall presentation fits together well; Nearly error free, evidence of conscientious attention to conventions of writing.	Clear communication, of process and critique;, logical sequence, strong supporting information effectively presented, smooth transitions, engaging to reader; Error-free, reflects careful effort, clear grasp of writing conventions and thorough proofreading.	**/1 pt**
				Total	**/5 pts**

Individual Research Paper (Higher Education students may propose an optional topic that is closely related.)

This assignment will promote understanding of (a) the history, rational, and terminology for certificated evaluation process and (b) the future implications of the current verdict regarding tenure (permanence) and seniority in California. (Vergara Decision, 2014)

This assignment will provide an opportunity to examine the history of the certificated evaluation, along with a current analysis of existing systems; and future systems without the acknowledgement of permanence (tenure) and/or seniority.

Completed product is a 5-7 page research paper (not including title page and reference list) that discusses recent research concerning teacher evaluation, an analysis of current practices and a forecast of future implications of teacher evaluation and the impact on teachers and students.

Organization of Research Paper:
1. Provide a minimum of three reliable research reference points that support the historical context, including current trends of the certificated evaluation process.

2. Identify and analyze an existing evaluation system from a school district.

3. Discuss the future implications of the current verdict, using research related to teacher tenure (permanence) and evaluations.

Individual Evaluation Process Rubric	0	2	3/4	5	25 Points Possible
Utilizing a minimum of three reliable references to support the author's discusses about the history and rationale for the certificated evaluation process.	Does not utilize three reliable references and does not discuss the historical or rationale for the certificated evaluation process.	One to two reliable reference used and has a general discussion regarding the history and rationale for the certificated evaluation process.	Three reliable references utilized. The author clearly discusses the history and rationale for the certificated evaluation process.	Three or more reliable references utilized. The author clearly explains the history and rationale for the certificated evaluation process in a robust and thorough manner.	**/5 pts**
Identification and analysis of a school district and evaluation process.	Discussion/analysis is incomplete and/or poorly articulated. A school districts is not identified and evaluation process was not discussed.	Discussion/analysis is complete, with vague connections to the school district and its evaluation processes.	Discussion/analysis is complete and based upon reliable resources (i.e. contracts.) The evaluation process was articulated with clarity.	Discussion is complete and demonstrates a depth of insight of the evaluation process and its effectiveness in a school district.	**/5 pts**
Identification and analysis of the current Vergara Decision.	Discussion/analysis is incomplete and/or poorly articulated.	Discussion/analysis is complete, with vague connections to the decision.	Discussion/analysis is complete and based upon reliable resources. The decision was articulated with clarity.	Discussion/analysis is complete and demonstrates a depth of insight into the decision and its implications for the future.	**/5 pts**

Writing style and language mechanics	A clear sense of direction is lacking; material presented is not effectively organized; Frequent errors in word use, spelling, grammar, punctuation, and word choice; not acceptable for graduate level work.	Material is somewhat general or vague, supporting information is not evident, paragraphs structured satisfactorily; Errors in spelling, grammar, word choice, or punctuation that demonstrate a lack of proofreading.	Main ideas and purpose are evident, supporting information is incorporated, overall presentation fits together well; Nearly error free, evidence of conscientious attention to conventions of writing.	Clear communication, of process and critique; logical sequence, strong supporting information effectively presented, smooth transitions, engaging to reader; Error-free, reflects careful effort, clear grasp of writing conventions and thorough proofreading.	/5 pts
APA format	Unacceptable use of guidelines for APA format and style; or no evidence of attempt to adhere to APA standards.	Uses APA format for general document guidelines and text citations but fails to use APA style headings, quotations, and references.	Uses correct APA format for general document guidelines, text citations, quotations and references with some errors.	Uses correct APA format for general document guidelines, text citations, quotations and references with no errors. Professional appearance throughout document.	/5 pts
					/25 pts

Collaborative Presentation – Coaching, Mentoring, Support Plan for a Classified Employee or Administrator

This collaborative assignment will increase understanding of how to support an employee with induction, mentoring, coaching, improvement, and/or continuing staff development and training. In addition, knowledge gained through course readings, class discussions, and other research. (Three research references required.)

Completed product is a 20 to 30-minute collaborative presentation presenting and discussing an employee plan for employee support, mentoring, coaching, improvement, continuing staff development and training. There will be six groups of 3 and one group of 4.

Organization of presentation:

1. Prepare and deliver a 20 to 30-minute presentation to the class in a group of 2 or 3 students.
2. Engage the audience in consideration and discussion of the components of an employee support system and how it will promote the development highly effective employees and sustainable academic success for students.
3. Reference at least three reliable resources that support your research-based support system.
4. Include presentation strategies that will interest and engage the audience.
5. Practice a clear speaking voice, strong eye contact, coordination of technology or visual aids used, and compliance with the 20 to 30-minute time allocation.

Collaborative Group Presentation Employee Support	0	1-2	3-4	5	25 Points Possible
Identify a Research-based system of support for an employee in a school district.	Does not suggest a research-based employee-support process.	General discussion of an employee-support process. Includes some, but not all, practical components of a complete support system.	Presents all of the necessary steps for a successful employee support system. The steps are general in nature and lack reliable research support.	Presents all of the necessary steps for a successful employee-support system in a robust and thorough manner. The steps are specific, detailed, and have reliable research that supports the recommended support process.	**/5pts**
Research-based employee support steps/procedures that will promote employee success and the ultimate impact on students.	Is unable to summarize and discuss the steps/procedures necessary to promote employee success and impact on students. No resources.	Summarizes and discusses the steps/procedures in a superficial way with some application to practice. Little to no resources.	Summarizes and discusses basic steps/procedures that will promote employee success and impact on students. Steps/procedures are evident but not elaborated upon. Little to no reliable resources.	Highlights a variety of research-based steps/procedures that promote employee success and ultimately impacts students. These steps/procedures were discussed thoroughly and profoundly in relation to practice. Reliable resources were used throughout the collaborative presentation.	**/5pts**

Clear communication through effective mode of presentation.	Audience is unable to easily comprehend the material being presented. No use of technology. 0 points	One of the following is evident: clear speaking, or strong eye contact, or use of visual aids. Limited use of technology. 1-3 points	Two of the following are evident throughout presentation: clear speaking, strong eye contact, visuals aids. Some use of technology. 4-7 points	Speaks clearly, maintains strong eye contact, and incorporates visual aids effectively. Creative uses of technology. 8-10 points	/10pts
Engagement of Audience	Presentation contains no intent to nor activity designed to promote audience involvement. 0 points	Minimal interaction with some audience members, through a question, prompt, or activity; Or through responding to questions raised by audience members. 1-3 points	Presentation includes an activity that elicits some audience involvement; questions from audience members are addressed. 4-7 points	Incorporates a prompt, questions, or activity that engage all members of the audience throughout the presentation; responds to questions from audience; inspires further discussion. 8-10 points	/5pts
				Total	/25pts

Course Outline and Schedule

Sessions	Activities	Assignments/Due Dates	Reading Prior to Class
1 May 4	Introduction and overview of course		
2 May 11	Blackboard use APA Pretest APA Format and Research Expectations.	Assign Research Paper Employee Evaluations	**APA 6th Edition** – Review for Pretest.
3 May 18	Class Activity – Reading research with Presentations by pairs of students. Review Chapters 1 & 2	Assign Field Work Project	**Webb & Norton, 2012 Read** Chapters 1 & 2 – Organizational Dimensions; Strategic HR planning
4 May 25	Class Activity – *Guest speaker* – Attorney specializing in HR law. Review Chapter 6.	Assign Group Presentations and begin work in class.	**Webb & Norton, 2012 Read** Chapter 6 – Motivation; Staff Development
5 June 1	Recruitment, Selection and Induction Presentation	**Reflection 1 Due on Blackboard prior to class.** Reflection 1– Recruitment (Chapter 3)	**Webb & Norton, 2012 Read** Chapter 3 - Selection
6 June 8	Mock Interviews; Employee Engagement *Guest Speakers*	**Reflection 2 Due on Blackboard prior to class.** Reflection 2 – Selection (Chapter 4)	**Webb & Norton, 2012 Read** Chapter 4 & 5 - Selection
7 June 15	Evaluation and Teacher Tenure; Improvement Plan; Difficult Conversations; Group work on Presentation *Guest Speaker*	**Reflection 3 Due on Blackboard prior to class.** Reflection 3 – Collective Bargaining (Chapter 7)	**Webb & Norton, 2012 Read** Chapter 7, Performance Evaluation Bring Samples to class.
8 June 22 *online*	Collective Bargaining	**Reflection 4 due on Blackboard prior to class.** Reflection 4 – Legal Aspects (Chapter 10)	**Webb & Norton, 2012 Read** Chapters 8 & 10
9 June 29 *online*	Interest Based Bargaining		**Webb & Norton, 2012 Read** Chapter 9, Collective Bargaining
10 July 13	Begin Group Presentations *Guest Speaker*	**Group Assignment Due**	
11 July 20	Group Presentations		
12 July 27	Group Presentations	**Research Paper Due**	

<u>Course Bibliography</u>

<u>Supervisor's Guide to Documentation and File Building for Employee Discipline</u>, 1998, Rudd, Ronald C. and Woodford, Joseph J., ISBN 0-913409-10-3.

All of the Master's programs in the School of Education at the University of Redlands require a portfolio to demonstrate candidates' learning, reflection, and professional growth throughout the program. Specific guidelines (including appropriate CTC California Administrative Content Expectations (CACEs) and California Administrative Performance Expections (CAPEs) are available from each program director. Consider which of the key assignments and/or assessments in <u>this class</u> might be appropriate to include in your final portfolio. Course instructors can consult with you further on the desirable learning outcomes of their courses.