

**Loyola University Chicago**  
**School of Education**  
*Professionalism in Service of Social Justice*

**ELPS 469: Human Resources in Educational Organizations**  
**Fall 2010**

|            |                     |               |   |
|------------|---------------------|---------------|---|
| Professor: | Marla Israel, Ed.D. | Meeting Time: | Mondays 5 – 8 p.m.  |
| Office:    | Lewis Towers # 1149 |               |   |
| Phone:     | (312) 915-6336      | Location:     | Aptakisic Junior High School<br>1231 Weiland Road, Buffalo Grove<br>Library |
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**Conceptual Framework:**

This course is designed for students whose goals are school leader positions. “Professionalism in Service of Social Justice” represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, we will begin to understand the diversity and complexity of roles and responsibilities when managing human resources. Most importantly, we will simulate and create opportunities to practice what is “right,” with respect to human resource management and leadership, regardless of the circumstances of the day.

**Course Description:**

This course explores various facets of human resource administration in educational organizations. Both theory and practical application are investigated. Specifically, building-level and site-based decision-making is addressed and simulated in relation to human resource challenges confronted by educational leaders. Topics covered in this course include organizational equity in strategic planning and compensation, employment justice in recruitment, selection, staff development, performance appraisal and discipline, and an introduction to unionism and collective bargaining.

**What is CPELL? What makes this cohort program unique?**

Funded by a grant through the U.S. Department of Education’s Office of English Language Acquisition, Chicagoland Partners for English Language Learners (CPELL)'s purpose is to provide a school-based comprehensive professional development program that will significantly improve classroom instruction for Limited English Proficient (LEP) children, or English Language Learners (ELLs). The project has multiple components. First, two cohorts of Instructional Leadership graduate students will be established to increase the number of school leaders who are experts in the educational needs of ELLs. Second, in partnership with local school districts, a community of 660 teachers and administrators of LEP students will be recruited from partner local school districts, and these individuals will have access to professional development on best practices for teaching and supporting ELLs, which will build capacity within the school districts to offer such services. This project is also distinctive in that it places an emphasis on developing ELL teacher leaders and advocates for LEP students. The research component of the larger project will focus on assessing the needs of our partner schools and evaluating the impact of interventions aimed at improving classroom instruction. Data will be used to ensure that English Language Learners have access to and can obtain high academic achievement as

demonstrated by local and state achievement measurements. Finally, a parent component will be implemented to provide parents of ELL students opportunities to support their children's learning and provide access to multiple support systems.

### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

### **Diversity:**

While our student population becomes more and more diverse, the teaching staff of our schools remains predominately white and female - the supervisory staff predominately white and male. As we look at questions of recruitment, hiring, staff development and professional appraisal, we will concentrate our efforts on creating systems to hire the best staff possible while honoring our shared desire for diversity.

### **Technology:**

The information pertinent to human resources in schools changes constantly. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to our topics. Technology tools pertinent to recruitment, certification, hiring, staff development, professional appraisal and health care costs will be

examined and utilized in classroom activities and assignments. Additionally, there will be a daily on-line component to this class.

**Course Objectives:**

Facilitate the development and implementation of a human resource strategic plan for school improvement. (ELCC 1.1, ISBE 1C)

Use motivational theory to create human resource conditions that motivate staff, students and families to achieve the school's vision. (ELCC 1.2, ISBE 2B)

Use qualitative and quantitative data to inform decision-making related to planning, administering, and assessing accountability systems and to develop and conduct research. (ELCC 2.2, ISBE 1I)

Analyze and interpret educational data, issues, and trends for boards, committees, and other groups, outlining possible actions and their implications. (ELCC 2.4, ISBE 4T)

Identify needs for professional development, to organize, facilitate, and evaluate professional development programs, to integrate district and school priorities, to build faculty as resource, and to ensure that professional development activities focus on improving student outcomes. (ELCC 4.1, ISBE 2L, 3K)

Apply effective job analysis and performance appraisal procedures for both certified and non-certified employees. (ELCC 4.3, ISBE 3B, 3J)

Formulate and implement a professional improvement plan, endorsing the value of career-long growth, and utilizing a variety of resources for continuing professional development. (ELCC 4.4, ISBE 2N)

Identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel, with attention to issues of equity and diversity. (ELCC 4.5, ISBE 3B)

Negotiate and manage effectively collective bargaining or written agreements. (ELCC 4.6, ISBE IG)

Establish operational plans and processes to accomplish strategies and goals, utilizing practical applications of organizational theories. (ELCC 6.1, ISBE 3H)

Apply a systems perspective, viewing schools as interactive internal systems operating within external environment to the human resource function. (ELCC 6.2, ISBE 3A)

Implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for attaining goals. (ELCC 6.3, ISBE 3B)

Monitor and assess the progress of activities, making adjustments and formulating new action steps as necessary. (ELCC 6.4, ISBE 3P)

Use appropriate written, verbal, and nonverbal communication in a variety of situations. (ELCC 7.2, ISBE 4L)

Apply appropriate communication strategies. (ELCC 7.3, ISBE 4M)

Apply counseling and mentoring skills, and utilize stress management and conflict management techniques. (ELCC 7.5, ISBE 3F)

Apply and assess current technologies for school management (as it relates to human resources) and business procedures. (ELCC 9.2, ISBE 3V)

### **Required Texts:**

The following books are online from **Loyola Bookstore Website**. Their web address is: [www.luc-wtc.bkstr.com](http://www.luc-wtc.bkstr.com) You are ordering books for ELPS 469 ISRAEL. **Yes, you do need the most recent editions.**

Rebore, R.W. (2007). *Human resources administration in education: A management approach (9<sup>th</sup> ed.)*. Boston, MA: Pearson and Allyn & Bacon Inc.  
ISBN: #978-0-13-700481-2

Lawrence, C.E. & Vachon, M.K. (2003). *How to handle staff misconduct: A practical guide for school principals and supervisors (2<sup>nd</sup> ed.)* Thousand Oaks, CA: Corwin Press, Inc.  
ISBN # 0-7619-3815-X

Gagnon, W.L. (2003). *Complete interview procedures for hiring school personnel*. Scarecrow, Publishers.  
ISBN #0-8108-4504-0

### **The following materials are also necessary for this class:**

- A discussion and reading collection will be provided to you on the first day of class. Articles and activities from this collection that need to be read and reviewed before class are listed in the course calendar attached to this syllabus. The course packet costs \$15 per person. Please bring a check payable to Loyola University Chicago for this amount on the first day of class – **8/30/2010**
- A daily Human Resources on-line tutorial is also a requirement for this class. The cost for this on-line tutorial is \$25 per person. This is a year-long subscription; however, you will only be accountable for this work through the class dates of *9/1/2010 – 12/10/2010*. Please bring a check payable to Training Advisor Inc. on the first day of class – **8/30/2010**

### **Things you need to find and bring to class:**

- You will need a copy of your school/district mission, relevant Board of Education policy dealing with Human Resources, the district's teachers' and administrators' contracts, and their respective evaluation tools. Please note the date in the course calendar that they are requested. These documents will also be needed for written assignments as detailed in the syllabus.

**Cases you need to find, download, read and bring to class:**

- Case studies can be found on Blackboard for ELPS 469. The cases required will be listed on the course calendar to be read **BEFORE** the class session dealing with the case. You will also need to bring a hard copy of the cases to class on the day that they are to be discussed.

**Supporting Reference Literature:**

See list of references on last page.

**Evaluation:**

|   |      |             |
|---|------|-------------|
| Class Participation                         | 20%  | (20 points) |
| Would I want to work here?                  | 15%  | (15 points) |
| Part I: Description Grid of Employee Groups |      |             |
| Part II: On-line application                |      |             |
| Obtaining Quality Candidates                | 15 % | (15 points) |
| Part I: Interviewing Potential Candidates   |      |             |
| Part II: Recruitment Brochure               |      |             |
| Analysis of Evaluation Tools                | 15%  | (15 points) |
| Daily on-line H.R. tutorial                 | 15%  | (15 points) |
| In-class final                              | 20%  | (20 points) |

***Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA style 6<sup>th</sup> edition..***

**ALL OUT OF CLASS WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus. If a student is not satisfied with his or her grade, all assignments (except for the in-class final) may be rewritten and resubmitted for reevaluation.**

**Class Participation:**

**20% = 20 points**

This class is designed as a workshop; therefore, students will participate individually and cooperatively in a variety of simulations, role plays, case study analysis and discussions. Our classroom will be considered a laboratory in which we develop and hone our human resource management strategies and leadership styles hopefully leading to improved teaching and learning. You must come with cases downloaded, printed and read BEFORE each class assignment. Your participation score will be based on your attendance pattern, class preparation, as well as, your contributions to class discussions and activities.  
*(All course objectives)*

**Would I want to work here:**

**Description Grid of Employee Groups & On-line application:**

**15% = 15 points**

*Part 1 – Description Grid of Employee Groups:* Students will construct a grid detailing all employee groups within the school district in which they work. The grid will detail the group, general roles and responsibilities, approximate number of employees, and when available and appropriate, the race and gender of the employees within the group. The grid will contain both certified and non-certified staff, central office and school personnel, and union and non-union members. The grid must be all-inclusive. Every paid employee

working within the school district must be included. However, volunteer staff and contractual consulting staff need not be included.

Here is an example for a fictional K-8 suburban school district. Please remember the categories in this example are not exhaustive. Your grid should detail your situation. This example is not all-inclusive. Your school or school district may have additional categories of employees. Please note that if you work in Chicago Public Schools, your grid should only be for your school building. If you are in a large suburban high school district, your grid should only be for your school building. However, if you work in a suburban elementary district or a private school district, your grid should include the entire district.

| Group                 | Certified | Responsibilities                          | Number of Employees | Union/ Association | Gender             | Race                          |
|-----------------------|-----------|---|---------------------|--------------------|--------------------|-------------------------------|
| Superintendent        | Yes       | CEO                                       | 1                   | No                 | Female             | white                         |
| Asst. Superintendents | Yes       | Curriculum and Pupil Services             | 3                   | No                 | 2 Female<br>1 Male | 2 black<br>1 white            |
| Principals            | Yes       | Management of individual school buildings | 10                  | Yes                | 6 Male<br>4 Female | 5 black<br>4 white<br>1 asian |
| Central Office Staff  |           |   |                     |                    |                    |                               |
| Teachers              |           |   |                     |                    |                    |                               |
| Clerical              |           |   |                     |                    |                    |                               |
| Maintenance           |           |   |                     |                    |                    |                               |
| Para-professionals    |           |   |                     |                    |                    |                               |
| Psychologists         |           |   |                     |                    |                    |                               |

Add and/or delete groups and categories as necessary to fit your situation. You should be able to obtain this information from your Director for Human Resources or your building principal.

**Due Date: 9/27/2010**

*(ELCC 1.1, ISBE 1C; ELCC 2.4, ISBE 4T)*

Part 2- On-line application:

Go to either your school district on-line application website, or if your district does not have one, go onto another school district's on-line application website. Apply for a job. However, do not actually do the final submission. As you are applying on-line, analyze the user-friendly nature of the application process. Analyze if the questions asked are behavioral in nature and inform the "prospective applicant" of the mission and vision of the school. Finally, write a two to three page paper detailing the experience and your reflections. Suggestions for improvement are also encourage.

**Due Date: Attached to Description Grid of Employee Groups on 9/27/2010**

*(ELCC 2.2, ISBE 1T; ELCC 6.1, ISBE 3H; ELCC 6.2, ISBE 3A; ELCC 9.2, ISBE 3V)*

**Obtaining Quality Candidates:**

**15% = 15 points**

*Part 1: Interviewing Potential Candidates:*

The Board of Education has hired you to create a streamline system for recruiting, interviewing and selecting quality candidates. Choose one position within your school district that needs to be filled. For this position, create the following: a full job description, eight to ten behaviorally oriented interview questions for this position, and a

rubric for each interview question to evaluate the candidate's responses. You should indicate whether these questions are to be oral or written in nature. When evaluating your process, the Board of Education will be looking for alignment between the job description, the questions asked and the design of the rubric to ensure that the process maximizes the chance for obtaining a quality candidate that can fulfill the school's mission. The Board of Education will expect that the process created is legal and ethical.

**Due Date: 10/25/2010**

*(ELCC 4.5, ISBE 3B; ELCC 6.3, ISBE 3B; ELCC 6.4, ISBE 3P)*

*Part II: Recruitment Brochure:*

Now that you have created a streamlined process for recruiting, interviewing and selecting quality candidates, you need to create a recruitment brochure to promote your school at job fairs and other networking opportunities. Create such a brochure. Remember to include the school's mission, needs, and benefits (both monetarily and through induction, mentoring, professional development and growth) to attract potential candidates. Remember, presentation does matter. Attach this brochure to Part I of this assignment.

**Due Date: 10/25/2010**

*(ELCC 4.5, ISBE 3B; ELCC 4.1, ISBE 2L, 3K; ELCC 6.3, ISBE 3B; ELCC 6.4, ISBE 3P)*

**Analysis of Evaluation Tools:**

**15% = 15 points**

This paper will consist of an analysis of the certified teachers' evaluation tool(s). First, students are to request that one colleague in their school, who supervises teachers, complete the attached survey. Then, using this information, as well as the student's own experience with the evaluation process, and knowledge learned from this course's textbooks and lessons, students are asked to analyze the evaluation process for teachers and come to a value judgment as to whether or not the evaluation process leads to instructional improvement for students and validates the mission of the school. Ideas to strengthen the process should be discussed. This paper should not exceed 5 pages.

Please attach the completed evaluation survey to the paper.

**Due Date: 11/29/2010**

*(ELCC 1.2, ISBE 2B; ELCC 4.1, ISBE 2L, 3K; ELCC 4.3, ISBE 3B, 3J; ELCC 4.4, ISBE 2N)*

## Teacher Evaluation Survey

© Kersten & Israel 2005

### Demographic Data:

Your Position:     \_\_\_ Principal           \_\_\_ Asst. Principal     \_\_\_ Dept. Chair

Experience:        Total years in school administration \_\_\_\_\_

Your Building:    \_\_\_ Elementary  
                       \_\_\_ Middle School/Junior High  
                       \_\_\_ High School

District:           \_\_\_ Elementary     \_\_\_ High School        \_\_\_ Unit

District Enrollment:   \_\_\_ Less than 1,000  
                               \_\_\_ 1,000 – 3,999  
                               \_\_\_ 4,000 or over

### Teacher Evaluation Tools & Effectiveness:

Please check all that are used. Next to each tool used, please note its effect on improving teaching and learning on a 1-5 Effectiveness Rating (ER) scale with 1 as very high and 5 as no impact.

| Tool                                | Non-Tenured | Effectiveness Rating |  | Tenured | Effectiveness Rating |
|-------------------------------------|-------------|----------------------|--|---------|----------------------|
| End of the Year Summative Checklist |             |                      |  |         |                      |
| End of the Year Summative Narrative |             |                      |  |         |                      |
| Pre-Observation Conference          |             |                      |  |         |                      |
| Observation Checklist               |             |                      |  |         |                      |
| Post-Observation Conference         |             |                      |  |         |                      |
| Portfolio                           |             |                      |  |         |                      |
| Other *                             |             |                      |  |         |                      |

\* Please describe \_\_\_\_\_

**Additional Questions:**

How many certified faculty members did you evaluate during the 2009 -2010 school year? \_\_\_\_\_

On the average, how much time per year do you spend completing all aspects (preparation, observation process, meeting, write up, documentation, etc.) for a typical non-tenured teacher?

- |                     |                     |
|---------------------|---------------------|
| _____ Up to 2 hours | _____ 8 – 10 hours  |
| _____ 2 – 4 hours   | _____ Over 10 hours |
| _____ 5 – 7 hours   |                     |

On the average, how much time per year do you spend completing all aspects (preparation, observation process, meeting, write up, documentation, etc.) for a typical tenured teacher?

- |                     |                     |
|---------------------|---------------------|
| _____ Up to 2 hours | _____ 8 – 10 hours  |
| _____ 2 – 4 hours   | _____ Over 10 hours |
| _____ 5 – 7 hours   |                     |

What do you see as the primary benefit to your district’s present teacher evaluation system?

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What do you see as the most significant impediment to teacher evaluation?

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What do you do, or would you do, to provide the greatest impact on teaching and learning?

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Thank you for your assistance.

## Daily On-line Human Resource Tutorial

15% = 15 points

As part of this class, you will register and receive daily (Monday through Friday) from **Wednesday, September 1, 2010 – Friday, December 10, 2010**, a daily Human Resources question through your Loyola email account. The login site is <http://www.trainingadvisorinc.com/desktop>. You will receive your user name the first day of class – August 30, 2010. **Your password is “elps469” all small caps.** Your task is to read the question given for that day and any accompanying material that is emailed to you concerning the content pertinent to the daily question. You will then be asked to answer the daily multiple-choice question that comes with the email. Upon answering the question, you will be given immediate feedback on the correct answer. If your answer is wrong, additional material will be electronically generated so you understand the correct answer. Your grade for this IS NOT calculated on the number of answers completed correctly or incorrectly. Rather your grade is based on your daily participation. When you have gotten behind (5 missed days in a row) you will receive a different email prompt reminding you to catch-up. When you have missed more than 10 days in a row, a different email prompt will appear reminding you not only to catch-up but that your grade for this component of the class is in jeopardy of being negatively affected. I have pre-chosen the questions so that they compliment the content of the class. I also receive the H.R. question daily, as you do. Additionally, I have access to a “grade book” component to track your accountability as well as provide me with formative assessment to ensure that follow-up lectures and activities in class are meaningful.

### In-class Final Exam

20% = 20 points

The final provides the opportunity to reflect upon information from the readings and class discussions. The final exam will consist of answering two essay questions. Four questions will be provided. On the day of the final, the instructor will pick one question and the student will pick one question for a total of two questions to answer that evening. Students will receive the final questions on **12/6/2010** affording them the opportunity to ask clarifying questions on **12/13/2010**. The questions will be “comprehensive” in nature, and will allow students to respond in a simulated form to issues surrounding human resource management as they impact decision-making and actions of instructional leadership. Answers to questions posed will be graded for thoughtful treatment of the topics with demonstration of understanding of equitable and ethical considerations.

#### ***In-class final 12/13/2010***

*(All course objectives)*

## RUBRICS FOR ELPS 469

### *Class Participation and Attendance*

| Score | Score Point Description   |
|-------|---|
| 20    | Attends class consistently; 0 unexcused absences; arrives on-time<br>Contributes in class discussions.<br>Often leads in small group work.            |
| 15    | Attends class regularly; 1 unexcused absences, arrives on-time<br>Sometimes contributes in class discussions.<br>Sometimes leads in small group work. |
| 10    | Attends class; 2 unexcused absence; arrival time sporadic<br>Sometimes contributes in class discussions.<br>Sometimes leads in small group work.      |
| 5     | Attendance unacceptable; often tardy<br>Rarely contributes in class discussions.<br>Does not lead in small group work.                                |

**Description Grid of Employee Groups & On-line Application**

| Score          | Score Point Description   |
|----------------|---|
| <b>15 - 11</b> | Grid is inclusive of all employee groups. .<br>Grid describes succinctly the roles and responsibilities within each employee category. Paper accurately describes application process.<br>Paper fully articulates the pros and cons of the application process from the viewpoint of the applicant.                   |
| <b>10 - 6</b>  | Grid represents <u>most</u> employee groups.<br>Grid describes the roles and responsibilities within <u>most</u> employee categories.<br>Paper <u>somewhat</u> describes application process.<br>Paper <u>partially articulates</u> the pros and cons of the application process from the viewpoint of the applicant. |
| <b>5 - 0</b>   | Grid <u>omits 2 or more substantial</u> employee groups.<br>Paper <u>does not</u> describe application process.<br>Paper <u>does not articulate</u> the pros and cons of the application process from the viewpoint of the applicant.   |

**Obtaining Quality Candidates:**

| Score          | Score Point Description   |
|----------------|---|
| <b>15 - 11</b> | <u>All</u> pieces of the process are complete. (3 pieces)<br><u>All</u> pieces of the process are in alignment with each other and the mission of school district.<br>Process is user friendly and easily followed and managed.<br>Brochure articulates the mission of the school and opportunities for development<br>Brochure is appealing to both potential candidates and prospective parents and funders.  |
| <b>10 - 6</b>  | <u>One</u> piece of the process is missing.<br><u>One</u> piece of the process is not in alignment with other pieces of the process or the mission of school district.<br>Process is user friendly and easily followed and managed.<br>Brochure <u>does not</u> articulate <u>either</u> the mission of the school <u>or</u> opportunities for development<br>Brochure is <u>somewhat</u> appealing to both potential candidates and prospective parents and funders.                             |
| <b>5 - 0</b>   | <u>More than one</u> piece of the process is missing.<br><u>More than one</u> piece of the process is not in alignment with other pieces of the process or the mission of school district.<br>Process <u>is not</u> user friendly and <u>is not</u> easily followed and managed.<br>Brochure <u>does not</u> articulates the mission of the school <u>and</u> opportunities for development<br>Brochure <u>is not</u> appealing to both potential candidates and prospective parents and funders. |

**H.R. On-line Tutorial**

| Score     | Score Point Description   |
|-----------|---|
| <b>15</b> | H.R. tutorial is completed daily with no missed sessions.             |
| <b>10</b> | H.R. tutorial generates one late letter (5 in a row missed).          |
| <b>5</b>  | H.R. tutorial generates two late letters (each 5 in a row missed).    |
| <b>0</b>  | H.R. tutorial generates two late letters equaling 10 in a row missed. |

### *Analysis of Evaluation Tools*

| Score          | Score Point Description   |
|----------------|---|
| <b>15 - 11</b> | <p>Paper clearly analyzes the teachers' evaluation tools.</p> <p>Evaluation survey is complete and included in the paper.</p> <p>Paper demonstrates clear rationale of ideas concerning the links between employee evaluation and student performance.</p> <p>Paper provides clear recommendations for improving the evaluation process.</p> <p>Paper reflects sound persuasive evidence of dispositions of social justice.</p>                     |
| <b>10 - 6</b>  | <p>Paper <u>adequately</u> analyzes the teacher' evaluation tools.</p> <p>Evaluation survey is complete and included in the paper.</p> <p>Paper demonstrates <u>adequate</u> rationale of ideas concerning the links between employee evaluation and student performance.</p> <p>Paper provides <u>some</u> recommendations for improving the evaluation process.</p> <p>Paper reflects evidence of dispositions of social justice.</p>             |
| <b>5</b>       | <p>Paper <u>minimally</u> analyzes the teacher' evaluation tools.</p> <p>Evaluation survey is either <u>incomplete or missing</u></p> <p>Paper demonstrates <u>limited</u> rationale of ideas concerning the links between employee evaluation and student performance.</p> <p>Paper provides <u>few</u> recommendations for improving the evaluation process.</p> <p>Paper reflects <u>limited</u> evidence of dispositions of social justice.</p> |
| <b>0</b>       | <p>Paper <u>minimally</u> analyzes the teacher' evaluation tools.</p> <p>Evaluation survey is either <u>incomplete or missing</u></p> <p>Paper <u>does not</u> demonstrate rationale of ideas concerning the links between employee evaluation and student performance.</p> <p>Paper <u>does not</u> provide recommendations for improving the evaluation process.</p> <p>Paper reflects <u>no evidence</u> of dispositions of social justice.</p>  |

### *In-Class Final Exam*

| Score          | Score Point Description  |
|----------------|--|
| <b>20 - 18</b> | <p>Overall response to both questions reflects a thorough knowledge and understanding of the content.</p> <p>Both questions are answered with substantial, accurate, and appropriate application of content knowledge.</p> <p>Both questions are answered with reasoned arguments and/or examples in relation to the topics.</p> <p>Both questions are answered with rationales that demonstrate professionalism in service of social justice.</p>   |
| <b>17 - 15</b> | <p>Overall response to both questions reflects an adequate knowledge and understanding of the content.</p> <p>Both questions are answered with <u>adequate</u> application of content knowledge.</p> <p>Both questions are answered with <u>some</u> arguments and/or examples in relation to the topics.</p> <p>Both questions are answered with rationales that demonstrate professionalism in service of social justice.</p>  |
| <b>14 - 12</b> | <p>Overall response to <u>one</u> of the questions reflects an adequate knowledge and understanding of the content.</p> <p><u>One</u> of the questions is answered with <u>adequate</u> application of content knowledge.</p> <p><u>One</u> of the questions is answered with <u>some</u> arguments and/or examples in relation to the topics.</p> <p><u>One</u> of the questions is answered with rationales that demonstrate professionalism in service of social justice.</p>                         |
| <b>11 - 9</b>  | <p>Overall response to <u>one</u> of the questions reflects <u>limited</u> knowledge and understanding of the content.</p> <p><u>One</u> of the questions is answered with <u>limited</u> application of content knowledge.</p> <p><u>One</u> of the questions is answered with <u>limited</u> arguments and/or examples in relation to the topics.</p> <p><u>One</u> of the questions is answered with <u>limited</u> rationales that demonstrate professionalism in service of social justice.</p>     |
| <b>9 - 0</b>   | <p><u>Neither</u> response to either question reflects any knowledge or understanding of the content.</p> <p><u>None</u> of the questions are answered with <u>even limited</u> application of content knowledge.</p> <p><u>None</u> of the questions are answered with <u>even limited</u> arguments and/or examples in relation to the topics.</p> <p><u>None</u> of the questions are answered with <u>even limited</u> rationales that demonstrate professionalism in service of social justice.</p> |

**MONDAYS 5 – 8 p.m.**

| DATE       | TOPIC  | READING TO BE DONE IN ADVANCE  | ASSIGNMENT DUE   |
|------------|--|--|--|
| 8/30/2010  | Introduction, Overview, A Day n the Life   | Course pack pg. 1 - 18   | Bring \$12 for course pack<br>Bring \$25 for H.R. on-line<br>Bring mission statement<br>Bring teachers' contract<br>Bring Policy Manuals |
| 9/1/2010   | <b>WEDNESDAY</b>   | <b>H.R. Tutorial Begins</b>  |  |
| 9/6/2010   | <b>NO CLASS</b>  | <b>LABOR DAY WEEKEND</b>   | ////////////////////////////////////   |
| 9/13/2010  | Professional Codes, Evolving Nature of Human Resources, Human Resources in light of NCLB | - Chapter 1 & 10 - Rebore<br>- Course pack pg. 19 - 72   |  |
| 9/20/2010  | Strategic Planning, Technology as an HR Tool for Information Policy Issues               | - Chapter 2 - Rebore<br>-Course Pack pg. 73 - 97   |  |
| 9/272010   | Recruitment  | - Chapter 3 - Rebore<br>- Course pack pg. 98 - 105   | <b>Description Grid of Employee Groups &amp; Software Inventory</b>  |
| 10/4/2010  | Selection – NCLB and ELL/Bilingual requirements for highly qualified teachers            | Chapter 4 - Rebore<br>Grogan Book – all<br>-Course pack pg. 105 - 135  |  |
| 10/11/2010 | <b>NO CLASS</b>  | <b>COLUMBUS DAY</b>  | ////////////////////////////////////   |
| 10/18/2010 | Placement and Induction  | - Chapter 5 - Rebore<br>- UCEA Case: “Field of Broken Dreams” Past Issue: Vol. 6, #1, Winter 03<br>-Course pack pg. 136 - 151                          |  |
| 10/25/2010 | Staff Development  | - Chapter 6 - Rebore<br>- UCEA Case: “At Odds: Can Supervision and Evaluation Co-Exist?” Past Issue: Vol. 4, #1, Winter 2001<br>-Course pack 152 - 159 | <b>Obtaining a Quality Candidate Assignment</b>  |
| 11/1/2010  | Staff Appraisal  | - Chapter 7 - Rebore<br>- UCEA Case: “ Beyond the Dog and Pony Show” Special Summer Issue 2003<br>-Course pack 160 - 253                               | <b>Bring Teacher Evaluation Tool</b>   |
| 11/8/2010  | Staff Appraisal  | L & V Parts 1 & 2<br>- UCEA Case: “When Everyone’s Vulnerable” Past Issue: Vol. 5, #3, Fall 2002<br>-Course pack 254 - 287                             | <b>Distribute Questions in Style reading for 11/15/2010</b>  |
| 11/15/2010 | Staff remediation and progressive discipline   | L& V Parts 3 & 4<br>-Course pack pg. 288 – 317<br>-Questions in Style Reading given on 11/8/2010   | <b>Distribute article on evaluating the marginal teacher</b>   |
| 11/22/2010 | <b>NO CLASS</b>  | <b>P/T CONFERENCES D 102</b>   | ////////////////////////////////////   |

|                   |   |   |                                     |
|-------------------|---|---|-------------------------------------|
| 11/29/2010        | Staff remediation and progressive discipline      | -UCEA Case: “The Case of the Field Trip Disaster” Past Issue: Vol. 8, #1 Winter 2005<br>-“Safe Schools” Past Issue: Vol. 5, #2, Spring 2002<br>-Course pack pg. 318 – 341<br>-Article on Marginal Teacher given on 11/15/2010 | <b>Analysis of Evaluation Tools</b> |
| 12/6/2010         | Compensation & Collective Bargaining & Continuity | - Chapter 8 & 9<br>- Chapter 10 (revisit)<br>-Course pack pg. 342 - 383   | <b>Finals questions provided</b>    |
| <b>12/10/2010</b> | <b>FRIDAY</b>                                     | <b>LAST DAY OF H.R. On-line Tutorial</b>  |                                     |
| 12/13/2010        | Course Evaluation and Application                 |   | <b>In-Class Final Exam</b>          |

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