Loyola University Chicago  
School of Education  
Social Action through Education  
ELPS 475: HR Administration for the School District Leader  
Corboy Law Center RM 602  
Wednesdays 7 - 9:30 PM  
Spring, 2017

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Office Hours  Wednesdays 3:00 to 4:00 p.m. or by appointment

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Course Description:  
This course is designed for students whose goals are district-level school leadership positions. This course has been developed in light of the growing need for school district leaders to provide “Highly Qualified Personnel” within a financially stressful environment and an ever-growing litigious workforce - coupled with the legislation passed in December of 2006 (105 ILCS 5/24A-15: Sc. 24A-15), requiring that beginning in the 2006-2007 school year school building principals were to be evaluated annually. And just as recently as June, 2011, the Illinois Legislature signed into law Senate Bill 7 which requires that by September 1st of 2012 that all evaluations of certified faculty, principals and superintendents assess professional competencies and student growth. To provide future district leaders with the knowledge, skills, and dispositions to lead successfully within this intricate reality, we will begin to understand the diversity and complexity of district-level human resource administration within educational organizations. Most importantly, we will simulate and create opportunities to perform “best practices,” with respect to human resource administration at a macro-district level, regardless of the circumstances of the day.

Conceptual Framework:  
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

The conceptual framework of Loyola’s School of Education is “Social Action through Education.” Our mission is social justice, but our responsibility is social action through education. The Loyola University Chicago School of Education embraces the diversity of our school community and that of the city of Chicago, the nation, and the world.
This course contributes to the realization of this framework by engaging students in the work of leading and transforming Chicago’s schools to ensure improved outcomes for all students, teachers and school communities. The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators.

While the training of the candidate is centered around the concept of “hands on learning,” the professional growth of the candidate is fostered through reflective analysis of his/her skills in problem solving, application, and implementation of leadership skills as opportunities to improve student outcomes through excellence in teaching and program development. In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:

**CFS1:** Candidates critically evaluate current bodies of knowledge in their field  
**CFS4:** Candidates engage with local and/or global communities in ethical and socially just practices.

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

“Social Action through Education” represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, this course explores various facets of human resource administration in educational organizations at the district/macro level. Human resource leadership, as it specifically relates to promoting district vision and mission, will be researched and simulated to develop preferred professional practice that promotes integrity and social justice for the entire educational community.

**Dispositions:**  
As a measure of candidates’ development towards Loyola University Chicago School of Education’s conceptual framework, the three school-wide dispositions will be assessed in this course. These dispositions are: *Professionalism, Inquiry, and Social Justice.* These dispositions will be directly assessed in this course and will comprise 22 out of the 100 points possible. The rubric for these dispositions can be found on pages 15-16 of this syllabus.

**Outcomes:**  
Students will demonstrate an understanding of: The Education Reform Act -Senate Bill 7, Performance Evaluation Reform Act (PERA), strategic planning, human resources’ system auditing, supervision and evaluation of educational administrators, unions, and collective bargaining.

**Instructor/Course Evaluation:**  
The instructor and course will be evaluated at the end of the term by students through the use of an online evaluation instrument. Each evaluation will address the quality and relevance of course material and the quality of the instruction. The intent is to seek information, which will help to improve both the quality of the course and instructional competence. In completing these evaluations, each student should be mindful of the extent to which the course objectives have been met. The evaluation can be completed by logging in at [http://luc.edu/idea/](http://luc.edu/idea/)
COURSE STANDARDS

CPS PRINCIPAL COMPETENCIES

Principal Practice Competencies

The following competencies, with standards and elements, outlines the responsibilities and performance expectations of principals:

Competency A

Champions Teacher and Staff Excellence through a Focus on Continuous Improvement

1. Develops, implements and monitors the outcomes of the Continuous Improvement Work Plan and school wide student achievement data results to improve student achievement
   a.) Assesses the Current State of School Performance
   b.) Develops a Continuous Improvement Work Plan
   c.) Maintains a Focus on Results

2. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes
   a.) Implements Data Driven Decision Making
   b.) Implements Data Driven Instruction
   c.) Establishes a system to collect and review data on attendance, lateness, discipline, and student referrals

3. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the Continuous Improvement Work Plan targets
   a.) Allocates Resources to Support Student Learning
   b.) Prioritizes Time

4. Utilizes current technologies to support leadership and management functions
   a.) Employs Current Technologies

5. Creates a Safe, Clean, and Orderly Learning Environment
   a) Builds, evaluates, and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly.

Competency B

Creates Powerful Professional Learning Systems that Guarantee Learning for Students

1. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom
   a.) Implements Curricular Scope and Sequence
   b.) Reviews Instructional Practices
2. Implements student interventions that differentiate instruction based on student needs  
a. Uses Disaggregated Data

3. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning  
a. Selects and Assigns Effective Teachers  
b. Retains Effective Teachers

4. Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system  
a. Observes Staff and Gives Feedback  
b. Evaluates Staff

5. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance  
a. Develops an Instructional Team

6. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose  
a. Implements Professional Learning

7. Advances Instructional Technology within the learning environment.

**Competency C**

**Builds a Culture Focused on College and Career Readiness**

1. Builds a culture of high aspirations and achievement for every student  
a. Links Aspiration to College and Career Opportunities  
b. Develops a Student Goal Setting Process

2. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school’s vision and mission  
a. Translates the School Values into Specific Behaviors  
b. Develops a Code of Conduct

3. Leads a school culture and environment that successfully develops the full range of students’ learning capacities- academic, creative, social-emotional, behavioral, and physical  
a. Creates a Culture that Supports Social Emotional Learning  
b. Creates a Culture that Supports Effective Effort

**Competency D**

**Empowers and Motivates Families and the Communities to Become Engaged**

1. Creates, develops, and sustains relationships that result in active student engagement in the learning process  
a. Builds on-going Relationships  
b. Develops strategic plan to communicate with key community leaders
2. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies
   a.) Includes Multiple Voices and Perspective
   b) Proactively engages families and communities in supporting their child’s learning and the school’s learning goals
   c.) Engages Families

3. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively
   a.) Builds Capacity to Manage Change
   b.) Demonstrates Personal Resolve and Response to Challenges
   c.) Expands relationships with LSC and external partnerships to facilitate budget process

**Competency E**

*Relentlessly Pursues Self-Disciplined Thinking Action*

1. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff
   a.) Models Equity and Dignity

2. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff
   a.) Protects Rights and Confidentiality

3. Create and supports a climate that values, accepts, and understands diversity in culture and point of view
   a.) Recognizes the Strength of a Diverse Population
   b.) Creates a Culturally Responsiveness Climate
   c.) Engages in Courageous Conversations about Diversity

4. Relentlessly pursues reflective behavior.

**Competency F**

*Leads School Toward Achieving the Vision*

1. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners
   a.) Collaborates to Develop and Maintain a Shared Vision of High Expectations

2. Ensures that the school’s vision, mission drive school decisions
   a.) Ensures vision and mission drive school decisions
   b.) Confronts Low Expectations

3. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results
   a.) Conducts Difficult Conversations to Improve Student Results
ELCC STANDARDS (NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION)

ELCC 1.1. d Candidates demonstrate knowledge of ways to use a district’s vision to mobilize additional resources to support the vision.
ELCC 1.2. b Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
ELCC 1.3. b Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.
ELCC 1.4. a. Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.
ELCC 1.5. a. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.
ELCC 2.1 a. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.
ELCC 2.2 b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems.
ELCC 2.3 c Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.
ELCC 2.4 b. Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.
ELCC 3.1 c. Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.
ELCC 3.2 a. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.
ELCC 3.3 a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. (CF5)
ELCC 4.1 b. Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive effect on student learning.
ELCC 4.2 a. Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.
ELCC 4.3 b. Candidates demonstrate how to use district resources to the community to solve issues of joint concern. (CF7)
ELCC 6.1 a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations

ISBE STANDARDS FOR THE SUPERINTENDENCY:

- Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills. (ISBE 4S)
- Initiate, manage, and evaluate the change process. (ISBE 2O, 2S, 5L)
- Use qualitative and quantitative data to inform decisions, to plan and assess school programs, to design accountability systems, to plan for school improvement, and to develop and conduct research. (ISBE 1I)
- Apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff. (ISBE 3J)
• 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. (ISBE 3B)
• Negotiate and manage effectively collective bargaining or written agreements. (ISBE 1F, 3M)
• Establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories. (ISBE 3A, 3H, 3Q)
• Apply a systems perspective viewing schools as interactive internal systems operating within external environments. (ISBE 21)
• Apply counseling and mentoring skills, and utilize stress management and conflict management techniques. (ISBE 3P)
• Apply and assess current technologies for school management and business procedures. (ISBE 3G, 3V, 3W)
• Apply knowledge of common law and contractual requirements and procedures in an educational setting. (ISBE 5R)
• Define and relate the general characteristics of internal and external political systems as they apply to school settings. (ISBE 6D)
• Make decisions based on moral and ethical implications of policy options and political strategies (ISBE 5S)

ISSLC STANDARDS

Standard 1
• An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2
• An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3
• An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4
• An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5
• An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6
• An education leader promotes the success of every student by understanding, responding to, and influencing the political, social economic, legal and cultural context.

Diversity
In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Required Texts:


The following materials are also necessary for this class:

- Additional readings will be posted on SAKAI. Please follow the syllabus calendar for a listing of these readings to be done BEFORE the assigned class session.

- All students MUST register their LIVETEXT account. Students must use their Loyola University Chicago email to register this account. Failure to register one’s LIVETEXT account will result in a student not being able to receive a final grade. Students enrolled in ELPS 475 will be assessed on the dispositions, the HR Audit and the HR Capitalization Plan in LIVETEXT. Additional information about LIVETEXT can be found Online.

Embedded Field Experiences:
- Lead a faculty hiring team to conduct interviews and create hiring recommendations for necessary certified faculty.
- Induct and/or mentor a new teaching faculty
- Develops a data-based coaching plan for each teacher based on observations and student learning
- Schedule classroom and/or professional development activities in a way that provides meaningful time for school improvement activities
- Schedule time to provide struggling students with the opportunity for extra support (i.e. individual tutoring, small group instruction, extended-block time so that they may have the opportunity to learn mastery
- Develop schedules that maximize student learning in meaningful ways with measurable success
- Lead the scheduling, developing and/or presenting of professional development activities to faculty that positively impact student achievement
- Analyze and communicate school progress and school achievement to faculty, parents and faculty
- Gather feedback regarding effectiveness of personal communication skills.

Things you need to find and bring to class:

- You will need a copy of or electronic access to, your school/district mission, teacher evaluation tool, principal evaluation tool, and the most recent teachers’ collective bargaining agreement.
- You will need to have access to, and be familiar with SAKAI–Loyola University Chicago’s electronic classroom platform.
- Additional readings and class notes can be found on SAKAI. Please print, read, and bring these cases to the assigned class as indicated on the syllabus.

Supporting Reference Literature:
See list of references on last page.

Evaluations

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>22</td>
<td>Dispositions</td>
</tr>
<tr>
<td>10</td>
<td>Two (2) In class Short Answer quizzes</td>
</tr>
<tr>
<td>36</td>
<td>Human Capitalization Project (program core assessment)</td>
</tr>
<tr>
<td>32</td>
<td>Human Resources Audit (program core assessment)</td>
</tr>
</tbody>
</table>

100 PTS

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93 points and above</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92 points</td>
</tr>
<tr>
<td>B+</td>
<td>87–89 points</td>
</tr>
<tr>
<td>B</td>
<td>86 – 84 points</td>
</tr>
<tr>
<td>B-</td>
<td>83 – 80 points</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79 points</td>
</tr>
<tr>
<td>F</td>
<td>Below 70 points</td>
</tr>
</tbody>
</table>
Dispositions 22 points
Students are offered the opportunities to receive feedback on their dispositional growth in the areas of **Professionalism, Inquiry, and Social Justice**. Students will participate in discussions based on assigned readings and hand-outs as well as extemporaneous role play, debate, and simulations. It is expected that students will attend class every day. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities. The rubric can be found on SAKAI and attached to the syllabus.

Two In-class Short Answer Quizzes 10 points

Core Assessment Human Capitalization Project – Attaining quality personnel to further a school or district mission.
Part 1 Due: 2/08
Part 2 Due: 2/22
Part 3 Due: 3/01

Final Copy Due in LIVETEXT and hard copy for class – 3/15/17 36 points

**ASSESSMENT DESCRIPTION:**
In this course, the focus is on developing and practicing the knowledge, skills, dispositions, and techniques of effective instructional leadership and supervision. The assignment provides candidates an opportunity to manage the human capital on the district level. This core assessment will ask you to collect and analyze personnel data. From these data, you will then create the documents necessary to hire the best person for a needed function within the school.

**ALIGNMENT OF ASSESSMENT WITH STANDARDS:**
To ensure that the candidate fully understands and appreciates the purpose and multiple components of the observation and evaluation cycle, the candidate must complete a series of activities to demonstrate competency in evaluating and developing staff. These activities are aligned with the following ELCC Standards (2011): 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, and 6.3.

**ELPS 475 – Human Capitalization Project – Attaining quality personnel to further the district mission.**
As part of Senate Bill 7, seniority is no longer the ONLY criteria for a reduction in force (RIF). A RIF sequence may now be based on performance and job qualifications. These job qualifications, summarized within established job descriptions (created prior to May 10 of the school year of the RIF) become critical documents in creating categorizations by position and the subsequent four group ratings within each position. This is an important process in implementing a district mission of excellence in teaching and learning through the management of human capital. The people you hire and retain will directly impact the lives and outcomes of students. This core assessment will ask you to collect and analyze personnel data. From these data, you will then create the documents necessary to hire and retain the best person for a needed category within the school.

As a district level leader, one way to implement a district mission of excellence in teaching and learning is through the management of human capital. The people you hire will directly impact the lives and outcomes of students. This core assessment will ask you to collect and analyze personnel data. From these data, you will then create the documents necessary to hire the best person for a needed function within the school.
Part 1 – Description Grid of Employee Groups:

Construct a grid detailing all employee groups within the school district in which you 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. (ELCC 3.3)

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 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.

<table>
<thead>
<tr>
<th>Group</th>
<th>Certified</th>
<th>Responsibilities</th>
<th>Number of Employees</th>
<th>Union/Association</th>
<th>Gender</th>
<th>Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Yes</td>
<td>CEO</td>
<td>1</td>
<td>No</td>
<td>Female</td>
<td>white</td>
</tr>
<tr>
<td>Asst.</td>
<td></td>
<td>Superintendent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendents</td>
<td>Yes</td>
<td>Curriculum and Pupil Services</td>
<td>3</td>
<td>No</td>
<td>2 Female</td>
<td>2 black</td>
</tr>
<tr>
<td>Principals</td>
<td>Yes</td>
<td>Management of individual school buildings</td>
<td>10</td>
<td>Yes</td>
<td>6 Male</td>
<td>5 black</td>
</tr>
</tbody>
</table>

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.

Part II: Interviewing Potential Candidates:

The Board of Education has hired you to create a streamline system for recruiting, interviewing and selecting quality candidates. Based upon data collected in part 1 and the knowledge gained in class, choose one position within your school district that needs to be filled. For this position, create the following:

1. a full job description with articulated requirements, responsibilities and reporting functions, (ELCC 5.1 & 6.1)
2. eight to ten behaviorally oriented interview questions for this position, (ELCC 5.2 & 6.2)
3. a rubric for each interview question (oral and written) to evaluate the candidate’s responses, and, (ELCC 5.3)
4. a plan for recruiting a diverse mix families and other community members in the subsequent candidate selection process that also details the training these stakeholders will require (ELCC 4.1 & 4.3)

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.

Part III: 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 or district at job fairs and other networking opportunities. To create this brochure you will need to collect information from your district website, appropriate union contracts, your district human resource director, your building administrator, and/or your union representative. You will attach this brochure to the core assessment as well as upload the brochure into LIVETEXT.
Create this brochure to include the following:

1. The school’s mission
2. A description of the community and its needs (ELCC 4.2)
3. Financial and health benefits, (ELCC 3.1)
4. Professional benefits including induction, mentoring, and professional development growth (ELCC 3.2)
5. Remember, presentation does matter. (ELCC 6.3)

Human Resources Audit: Core Assessment

Part 1 Due: 3/22
Part 2 Due: 3/29
Part 3 Due: 4/05
Final Copy Due to scaffer@luc.edu and in LIVETEXT Due: 4/26 32points

Scenario
Assume you are the Principal of your school building. You report directly to the Network Chief and the Local School Council. The Network Chief has directed you, the principal, to perform an annual Human Resources Audit linked to the current CIWP. This will constitute a new annual policy and procedure for the school district. Therefore, your goal will not only be to conduct a Human Resources audit for this school year connected to the current CIWP; but you must also create the policies and procedures for an annual audit to occur each year thereafter. As a Loyola student, you have learned how to conduct an HR audit and are therefore ready to tackle the assignment.

Assignment:

Obtain your annual Continuous Improvement Work Plan (CIWP). (Districts / schools outside of CPS would use the district improvement plan or the school improvement plan.)

The Areas of study for your HR Audit must address the goal that you have chosen from the CIWP/DIP/SIP. Choose one area of study for your HR audit from the following list:

1. Use of Substitute Teachers
2. Teaching Schedule by grades to provide common planning time
3. Use of Teacher Assistants
4. Current Staffing Arrangements:
   * Split grades/no split grades
   * Current assignment of teachers
   * Use of coaches
5. Teacher Evaluations for a grade or division and commonalities for professional development resulting in improved performance
6. Principal Evaluations for a district and commonalities for professional development resulting in improved performance

Using the data gathering methods of individual interviews, group interviews, surveys, work products, review of records, and/or observations, conduct an HR audit for your chosen area of study. Using these data, and the knowledge gained from your ELPS 475 course, produce a final report that can be shared with the superintendent and school board.

Your final report will have three distinct parts:

**Part 1 – Conducting the Human Resource Audit: Due: 03/22**

1. Detail the specific CIWP goal in the plan that you have chosen and explain how the HR audit’s area of study addresses this specific goal. You must also be able to articulate how this goal will positively impact student outcomes. (ELCC 1.1; 2.3)

2. Outline the step-by-step procedures you used for conducting an HR audit within your chosen area of study. In outlining these procedures, detail everything you did to collect data from the multiple stakeholders. (ELCC 1.3; 3.2)

3. Display the quantitative and qualitative data from the HR audit in a user-friendly format. You should use multiple data sources. These data sources should represent multiple stakeholders (i.e. faculty, parents, students, business leaders, etc.) (ELCC 4.1b; 4.2)

**Part 2 – Creating an Implementation Plan for Improved Student Outcomes based on the Human Resource Audit: Due 03/29**

1. Provide a specific implementation plan or suggested intervention, based upon the data from the HR audit, to address the CIWP goal. (ELCC 1.2; 2.2; 3.3) (Loyola CF 5)

2. Within your implementation plan, create measurable outcomes that will indicate progress towards improved student incomes. (ELCC 1.4)

3. Within your implementation plan, detail how community resources will/might be used to address the issue of concern. In particular, discuss how district and community resources could be used together in order to maximize resources and avoid duplication of services. (ELCC 4.3) (Loyola CF 7)

4. Detail realistic timelines for implementation of the plan. (ELCC 3.1c)
5. Detail the professional development necessary for faculty to implement the plan. (ELCC 2.4)

6. Through the use of technology, include ways to provide two-way communication between district-level administration and relevant stakeholders. (ELCC 1.5a)

**Part 3 – Creating Board Policy from the Human Resource Audit Experience: Due 04/05**

1. From this experience, create a policy for the Network Chief to consider to ensure that timely, annual Human Resource audits occur within the network that are linked to the CIWP process. (ELCC 2.1)

2. Ensure that your policy suggests a process for using current research, best practices and data-based decision making when conducting any Human Resource Audit. (ELCC 6.1)

You will receive edits and comments on these sections and you should incorporate these suggestions for the Final Copy Due in LIVETEXT and email a copy to scaffer@luc.edu by midnight on – April 25, 2017

Assignments will not be accepted past the stated due date on the syllabus. Assignments must be uploaded to SAKAI. References must be cited using APA 6th edition style. ALL 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.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING TO BE DONE IN ADVANCE</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
</table>
| Class 1 01/18 | • Orientation to class  
• Review of syllabus and assignments  
• Overview of 10 functions of human resources |                                                                                                 |                                      |
| Class 2 01/25 | • Ethics and Human Resources  
• A review of leadership theory  
• The role of the Local School Council, and other major stakeholders, within human resources | Fields: Chpt. 1  
Odden:Chpt1&2  
TomalChpt.1&4 |                                      |
| Class 3 02/01 | • SB7 and PERA—an overview  
• Applying SB7 and PERA—implications for staffing now and in the future | Fields: Chpt. 2  
Odden: Chpt. 11 & 12  
Tomal Chpt. 8 |                                      |
| Class 4 02/08 | • SB7 and Creating Specific Job Descriptions | Tomal: Chpt. 2  
Fields:Chpt.2&6 | H. Capitalization Project Part 1 |
| Class 5 02/15 | • Components for a Search  
• Recruitment and Selection | Odden: Chpt. 3  
Fields: Chpt. 7 | H. Capitalization Project Part 2 DUE |
| Class 6 02/22 | • Components for a Search  
• Interviewing and Selection | Fields:Chpt.4&5 | H. Capitalization Project Part 3 DUE |
| Class 7 03/01 | • Strategic Planning: Induction and Continuing PD  
• Conducting a Human Resources Audit | Odden: Chpt.6  
Tomal: Chpt. 3 |                                      |
| 03/08 NO CLASS | Loyola Spring Break | Loyola Spring Break | NO Assignment |
| Class 8 03/15 | • Evaluations, remediation and termination (a refresher)  
• Policy Audit  
• Leveraging Diversity | Odden: Chpt. 4, 5, 7  
Lawrence & Vachon – review book | Upload Full H. Capitalization Project into LIVETEXT and Hard copy for class |
| Class 9 03/22 | • Supervision and evaluation of educational administrators | Fields: Chpt. 8  
Tomal: Chpt 5 | H.R. Audit Part 1 DUE |
| Class 10 03/29 | • Supervision and evaluation of educational administrators  
• Break into management/labor groups | Odden: Chpt. 9  
Booth-entire book | H.R. Audit Part 2 DUE |
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<tbody>
<tr>
<td>Class 11</td>
<td>• Unionism in the United States and in its educational institutions</td>
<td>Booth – entire book</td>
<td>H.R. Audit Part 3 DUE</td>
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<tr>
<td>04/05</td>
<td>• CB simulation</td>
<td></td>
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<tr>
<td>04/12 NO CLASS</td>
<td><strong>NO CLASS – CPS Spring Break</strong></td>
<td></td>
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<tr>
<td>Class 12</td>
<td>• Returning to the H.R. audit</td>
<td>Odden: Chpt. 8 &amp;10 Tomal: Chpt. 6 Fields: Chpt. 9</td>
<td>WORKWEEK</td>
</tr>
<tr>
<td>04/019</td>
<td>• Collective bargaining process and compensation analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 13</td>
<td>• Returning to the H.R. audit</td>
<td>Tomal: Chpt. 7 Fields: Chpt. 10 &amp; 11</td>
<td>H.R. Audit Final Project is due in LIVETEXT and emailed to <a href="mailto:scaffer@luc.edu">scaffer@luc.edu</a></td>
</tr>
<tr>
<td>04/26 LAST CLASS</td>
<td><strong>RETURN TO THE H.R. AUDIT</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Collective bargaining simulation supporting the mission of the school district</td>
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</table>
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

IDEA Objectives for this Class
(Objectives in bold print are essential)

IDEA Objectives (objectives in bold print are essential)

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Conceptual Framework for this Class (in BOLD)

SOE Conceptual Framework Standards (CFS)

· CFS1: Candidates critically evaluate current bodies of knowledge in their field.
· CFS2: Candidates apply culturally responsive practices that engage diverse communities.
· CFS3: Candidates demonstrate knowledge of ethics and social justice.
· CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.
**Dispositions**
All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**
All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*. 