Instructor Information Course Information
Name: Cindy Whittaker EdD.
Email: cwhitta@luc.edu
Days: Mondays
Times: 6 p.m. – 7:15 p.m.
Meetings by appointment. Location: Online
Phone: Direct Line: 847-929-1095

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.
Course Objectives:

- Frame, analyze, and resolve district HR problems using appropriate problem solving techniques and decision-making skills. (ISBE 4S)
- Initiate, manage, and evaluate the change process on the district level. (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 district and 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 district 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 school districts and 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. (ISBE3G, 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 in school districts (ISBE 5S)

Professional Standards for Educational Leaders (PSEL, 2015)

Illinois State Board of Education (ISBE 2016)
- Standard 1: Vision
- Standard 2: Curriculum, Instruction and Assessment
- Standard 3: Management
- Standard 4: Relationships
- Standard 5: Ethical Leadership
- Standard 6: Advocacy and Influence

Educational Leadership Constituent Council (ELCC Standards 2011)

ELCC 1.1. d Candidates demonstrate knowledge of ways to use a district’s vision to mobilize additional resources to support the vision.

ELCC1.2. 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.

ELCC1.3. 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.

ELCC2.1a. 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.

ELCC2.2b. 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.

ELCC2.3.c Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.

ELCC 2.4b. 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 3.1c. Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.

ELCC3.2a. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.

ELCC 3.3a. 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 4.2a. 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) ELCC6.1a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations

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 district leadership and student achievement, it will be our challenge to create will and capacity within our districts and schools so that all educational stakeholders can fulfill the promise of education.

**Required Texts:**

4. Obtain a copy of your District’s Collective Bargaining Contract(s), if no union is represented at your school or district, take a look at Fairview District 72’s Agreement.
5. Obtain a copy of your District Improvement Plan or Strategic Plan, if you school district doesn’t have either you may use Fairview District 72’s Plan.

Podcasts and other Resources:


https://www.npr.org/2014/01/27/267145552/the-middle-class-took-off-100-years-ago-thanks-to-henry-ford


https://aasa.org/SchoolAdministratorArticle.aspx?id=10062#

https://isminc.com/advisory/publications/the-source/five-steps-to-minimize-your-schools-hr-risk

**Grade Basis**

<table>
<thead>
<tr>
<th>Points</th>
<th>Dispositions, Field Experiences, Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Human Capitalization Project (program core assessment)</td>
</tr>
<tr>
<td>25</td>
<td>Human Resources Audit (program core assessment)</td>
</tr>
<tr>
<td>20</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Total 100 PTS**
Class Participation, Dispositions, Readings and Field Experiences 30 points

Students are offered the opportunities to receive feedback on their dispositional growth in the areas of Professionalism, Inquiry, and Social Justice. Attendance, class preparation, and field experiences are imperative. Communication and interaction among class members provide invaluable knowledge and understanding of a complex topic as we learn from each other. In order to fully contribute to class discussions, and reflections, students are expected to complete the assigned readings for each online class session. Your participation score will be based on your contributions to class discussions and activities.

Core Assessment #1 - 25 points

Human Capitalization Project – Attaining quality personnel to further a school or district mission.

Part 1 Due: 2/14
Part 2 Due: 2/28
Part 3 Due: 3/14
Final Copy Due in SAKAI

ASSESSMENT DESCRIPTION:

In this course, the focus is on developing and practicing the knowledge, skills, dispositions, and techniques of effective district level 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 on both district and school levels. From these data, you will then create the documents necessary to hire the best person for a needed function within a district and a 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.

State Assessment for 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 your district.

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. 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. Superintendents</td>
<td>Yes</td>
<td>Curriculum and Pupil Services</td>
<td>3</td>
<td>No</td>
<td>2 Female, 1 Male</td>
<td>2 black, 1 white</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, 4 Female</td>
<td>5 black, 4 white, 1 Asian</td>
</tr>
<tr>
<td>Central Office Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Para-professionals</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Psychologists</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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 district office.
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. Four to six behaviorally oriented interview questions for this position, (ELCC 5.2 & 6.2)
3. A rubric for each interview (oral and written) to evaluate the candidate’s responses, and, (ELCC 5.3)
4. A plan for recruiting a diverse interview team to participate in the process (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 or Infographic

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 district at job fairs and other networking opportunities. To create this brochure/infographic 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 SAKAI.

Create this brochure to include the following:

1. The school district’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)
Core Assessment #2 - Problem of Practice (small group project/presentation)

Human Resources: Core Assessment (30 points)

Select Topic of Interest - Due 1/31

Project/Presentation - Due 4/25 and 5/2

Final Copy Due in SAKAI

Obtain your annual School Improvement Plan or Strategic Plan. After reviewing that document, identify one area of study for your HR audit from the following list:

- Use of Substitute Teachers
- Teaching Schedule by grades to provide common planning time
- Use of Teacher Assistants
- Current Staffing Arrangements:
  - Split grades/no split grades
  - Current assignment of teachers
  - Use of coaches
- Access and Review Teacher Evaluations for a grade or division and commonalities for professional development resulting in improved performance
- Access and Review Principal Evaluations for the district and commonalities for professional development resulting in improved performance.
- Another topic of your choice, with Dr. Whittaker’s approval.

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.

A few reminders...

Problem of Practice: Focuses on instructional and/or systemic issues. Instructional or supervisory challenges that involve the interactions of district level administrators, principals, teachers, students, and content or the interactions of system leaders, schools, and communities that relate to school or system performance and/or community well-being.

Is directly observable. A problem of practice must be empirical in nature not theoretical. While theory may be used to assist in the examination of the problem, the problem itself must be directly observable from the seat of the Superintendent’s desk.

Is actionable. Actionable in the sense that the problem can be improved in real time. This dimension further defines the problem of practice as it extends the Directly Observable dimension; however, it is important to note all that not all problems that are directly observable are actionable from the standpoint of a Superintendent candidate at LUC.

Connects to a broader strategy of improvement and the school’s or system’s action plan. We see problems of practice having a reciprocal relationship with broader improvement plans. District wide
improvement plans might very well assist in defining problems of practice, while the in-depth study of a particular problem may enable a school district or school system to realize its stated goals.

**Is high-leverage.** Solving a problem of practice would make a significant difference for student learning and/or community health. Being high-leverage is related to being actionable. Ideally, we want students to make a difference in the field as a result of their study and practice at LUC in the Superintendent Endorsement program.

**Your approach to the Problem of Practice should be formatted as follows:**

- A description of an issue—a paragraph that describes the problem, its context, and its connection to a matter of inequity, inequality, or injustice.
- Loosely following the “necessary steps” noted in the reference(s) below, please outline your steps for addressing this problem of practice. Your final presentation in class should take about 10 minutes and facilitate an additional 10 minutes of class dialogue and problem solving.

**Problem of Practice References**

https://education.ucdavis.edu/general-information/problems-practice-necessary-steps


https://www.edu.uwo.ca/graduate-education/documents/professional/Problem-of-Practice-Guide.pdf

**Relevant Standards:** ISLLC 6, ELCC 3.2, ELCC 5.2, ELCC 5.4, ELCC 6.1, ELCC 6.2, ELCC 6.3

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**Final Exam – Reflection 20 points** A culminating paper for this class will answer the question:

This reflection must do more than simply regurgitate readings from the semester. Rather, it should answer the question through a critical dialogue between the texts, concepts, and perspectives engaged this semester. Additionally, students are encouraged to consider the concept of equity in relation to this question.

**Paper Details:**

- 2-4 pages, typed, double spaced, 12-point font, 1-inch margins (not including references page)

**Required Components:**

- Introduction of topic and its relevance
- An organized, critical approach to relevant ideas from semester with citation
- Conclusion that includes your own resolution to the tension between the relevant concepts and approaches outlined, including issues of equity if you want to approach that intersection
- References page

Due: May 6, 2022

**Dispositions**

In addition to the incorporation of the conceptual framework, all courses in the SOE assess student dispositions. Specifically, you will be assessed for your demonstrations of your disposition toward **Professionalism, Inquiry, and Social Justice.** In particular your professionalism is assessed via your attendance and participation in class sessions, discussions, presentations, and “Problems of Practice” sessions. Your disposition toward Inquiry is assessed in your participation in class discussions, e.g. how open you are to exploring new opportunities for yourself to learn about a difficult subject, namely giving and receiving feedback. Additionally, your disposition toward Inquiry is assessed in your work on your
Research Analysis. Finally, your disposition toward Social Justice is assessed in terms of your participation in class discussions, e.g. your orientation toward solutions to injustice. Furthermore, your disposition toward Social Justice is likewise assessed in terms of solutions proposed and/or considered in your mid term reflection, your final essay, and your Problem of Practice session.

Syllabus Addendum: https://www.luc.edu/education/academics/syllabi/