

College of Education

Vision Statement

We develop educational leaders who create tomorrow's opportunities.

Mission Statement

Our mission is to prepare professionals to serve and lead education and human services organizations.

Syllabus

Department of Educational Leadership

EDL 627

Personnel Administration in Education

Spring 2013

March 11 – May 10

General Information

Credit Hours: 3

Instructor:

Office hours:

Phone:

Email:

Course Description

Overview of the personnel functions in the educational field, focusing on employer – employee relations with an emphasis on Arizona public preK12 school laws and policies. Any student who has interest in higher education or is located in a state outside of Arizona should contact the instructor.

Prerequisites: EDL 600

Course Overview

Managing human resources consists of three separate yet integrated sections 1) developing familiarity with the processes of human resources fund(s) management, 2) managing human resources from recruiting and selection (induction) through evaluation for improved performance, and 3) examining professional development needs and program development designed to improve personnel performance. There are both individual and group assignments.

Course Objectives

At the completion of the course, students will be able to:

- Apply knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based constituents (**ELCC Standard 1.0: 1.1, 1.3**)

- 1.1: Understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school; methods for involving school stakeholders in the visioning process.
- 1.3: Understand and can promote continual and sustainable school improvement including a building-level professional development program.
- Apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervision the instructional leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment **(ELCC Standard 2.0: 2.2, 2.3)**
 - 2.2: Understand and create and evaluate a comprehensive, rigorous, and coherent curricular and instructional program: measure teacher performance, employ multiple measures of evaluation, accountability systems, data collection, and analysis of evidence
 - 2.3: Understand and can develop and supervise the instructional and leadership capacity of school staff.
- Apply knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students an staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning. **(ELCC Standard 3.0: 3.2, 3.3, 3.4, 3.5)**
 - 3.2: Understand and can efficiently use human, fiscal, and technological resources to manage school operations.
 - 3.3: Understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff.
 - 3.4: Understand and can develop school capacity for distributed leadership.
 - 3.5: Understand and can ensure that teacher rand organizational time focuses on supporting high-quality instruction and student learning (supervision strategies).
- Apply knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners **(ELCC Standard 4.0: 4.3)**
 - 4.3: Understand and an respond to community interests and needs by building and sustaining positive school relationships with families and caregivers (site-based shared decision making).
- Apply knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling. **(ELCC Standard 5.0: 5.4)**
 - 5.4: Understand and can evaluate the potential moral and legal consequences of decision making in the school (such as federal Fair Labor Standards Act, Americans with Disabilities

Act, Family Medical Leave Act).

- Apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies. **(ELCC Standard 6.0: 6.1)**
 - 6.1: Understand and can advocate for school students, families, and caregivers in terms of the policies, laws, and regulations enacted by state, local, and federal authorities that affect schools.

Required Textbooks and Materials

Seyfarth, John T. (2002). Human resource leadership for effective schools. (5th ed.), Boston, Massachusetts: Allyn and Bacon.

Martin, G.E., Wright, W.F, Danzig, A.B, Flanary, R.A. & Brown, F. (2012). *School leader internship: Developing, monitoring, and evaluating your leadership experience* (3rd. ed.). Larchmont, NY: Eye on Education.

Arizona Revised Statutes: Title 15,
<http://www.azleg.state.az.us/ArizonaRevisedStatutes.asp>

Arizona School Boards Association, School District Policy Manuals,
<http://www.azsba.org/>

U. S. Department of Health and Human Services, Office for Civil Rights,
<http://www.hhs.gov/ocr/>

Suggested Textbooks and Materials

Odden, Alan R., Archibald, Sarah, (2001). Reallocating resources: how to boost student achievement without asking for more. Thousand Oaks, CA: Corwin Press, Inc.

Fullen, Michael, (1996). What's worth fighting for in your school? New York: Teacher's College Press.

Assignments/Evaluation

Make a note of assignment due dates listed below and where to post your completed assignments. Due dates can also be found in the Bb Learn Course Calendar. It is best to submit assignments as attachments in the Assignment and/or Discussions tabs.

Assignments include both individual and group work. Each student will be assigned to two groups; one group for Case Studies and a second group for the New Program Description assignment. Participation in periodic discussion groups initiated by the instructor is mandatory.

It is highly recommended that group members develop a Code of Conduct Contract for the group early in the course. While most students are busy professionals, group participation is mandatory in this web course. Lack of participation in your group is unprofessional and will negatively impact the grade you receive in this course.

Students should read the entire Seyfarth text as soon as possible for a complete overview of issues related to personnel administration. Citation of relevant text material is needed for several of the assignments below.

- 1) **Case Studies - 3** (group assignment due March 15, March 29 and April 5; *submit one copy of your group's final draft in the Assignments tab for scoring.*) The purpose of this assignment is for students to become aware of the types of issues faced by administrators and practice in problem solving. Note that in a real setting an administrator may face several such challenges before noon!

Each participating group member will receive the same score for the assignment. (To find your group's assigned cases, see the Case Study due date sheet found in the *Course Information and Syllabus* folder within the Course Content tab in BbLearn)

Details: Following individual completion of chapter readings, each group will be assigned three case studies in the *Human Resource Leadership for Effective Schools* text. Each group will complete the case study assigned, analyze the questions for the case, and write recommendations and actions for each question in the case. *Include the questions as headings for your responses.*

Each group will post one copy of their case study for peer discussion, reactions and recommendations in the Discussions tab in addition to one copy in the Assignments tab.

Your paper should reflect graduate level writing, use APA style, and have a cover page and references page. **25 points for each case**

Rubric for Case Studies

--Case study directions are clearly followed	up to 5 points
--Analysis cites all relevant problems inherent in case	up to 10 points
--Recommended actions address all problems found; use of relevant text citations included; APA style	<u>up to 10 points</u>
Total	up to 25 points

- 2) **Mid-Term Exam** (April 10; multiple choice, individual assignment)
The purpose of this assignment is to assist students in becoming fully aware of the breadth of issues associated with personnel administration. The mid-term exam will become available in BbLearn on April 10 and must be completed by 11:59pm April 10. The mid-term exam is based solely on the Seyfarth text. **50 points**
- 3) **New School Program Description/Rationale** (group assignment)
The purpose of this assignment is to give students a big-picture feel for staffing and budgeting for a school. A New School Program outline guide can be found in the *Course Information and Syllabus Folder* within the Course Content folder.
 - Hint: this assignment is time consuming; don't wait too long to begin!
 - *One copy* of First Draft is due April 15 in Assignments and Discussion tabs for feedback from the instructor and gain insights from your peers.

Make constructive comments to other groups in the Discussion tab between April 15 and April 22;

- Final Draft is due April 29. Work to complete the assignment incorporating relevant feedback and *submit one copy of the final product* in the Assignments tab for scoring)

Details:

You have been selected to open a new school. Develop a program description and budget sheet for your school identifying all requirements for the programs and services provided to students and the community. Include an accompanying description of staffing levels required to perform these programs and services. For the purpose of this assignment, you are only working with Personnel, both certificated and classified staff - facilities, supplies, etc, expenditures do not need to be included.

To complete this assignment you will need to research local salary and benefits schedules in your area, federal and state taxes, workers compensation cost, Arizona State Statutes, Governing Board Policies, hiring processes, and Administrative Regulations and Federal Employment Regulations, etc. (web sites are included in Bb Learns, *Web Links folder* in the Course Content tab).

Include a professional development plan and budget. Be realistic in terms of data from which the professional development is based upon and how the professional development will be delivered.

Employee benefits must also be included in your calculations. Budget sheets should be included using Excel.

If there is a commonly found service found in schools (such as school meals) or program (such as extracurricular activities) you decide to omit, state why it is left out. Be mindful of mandated programs. The details of your new school will be self-selected (i.e. enrollment, grade levels, size, and location).

For budget purposes; you will be given \$5000.00 per regular education student and \$6000.00 per special program student (special program students will include special education, SEI/ELL and Title I, etc.). **100 points**

Rubric for Program Description/Rationale

--Programs/services are complete	up to 30 points
--Staffing levels are reasonable	up to 30 points
--Budget sheet is complete	up to 20 points
--Paper adheres to graduate level writing (APA), include references, cover page	<u>up to 20 points</u>
Total	up to 100 points

- 4) **Interviews; two** (individual assignment, Due May 7, post in Assignments tab and post in Discussion tab for others to gain from your insights)

The purpose of this assignment is to gain further insight from practicing professionals about important aspects of personnel administration. Each student

will interview one school administrative leader and one human resources professional (two total). The purpose of the interviews are to understand the school leader/human resource professional's role in 1) selection, 2) evaluation, 3) professional development and 4) school improvement planning. Additionally, you should get to know both individuals on a professional level so they may serve as professional mentors and contacts throughout your career.

Interview questions are provided by the instructor (See Bb Learns *Course Information and Syllabus folder for the questions*). These questions will address the four areas listed in the paragraph above.

Your report should include responses from each interview question – include the questions in your paper as headings. It is helpful if you color code each respondent's answers and your own reaction (example: Respondent 1; Respondent 2; **Your reaction/reflections**)

- Introduce your interviewees
- Write each question, then color coded responses and your personal reflections/agreement/disagreement after each question.
- Your personal reflections are as important, if not more so, as the responses to the questions you receive from your interviewees. Professional reflection is so important!

Rubric for Leadership Interviews

--Clearly cites interviewee responses	up to 15 points
--Provides a critique/reflection of responses (agree or disagree)	<u>up to 35 points</u>
Total	up to 50 points

5) Research Assignment (Due May 6)

The purpose of this assignment is to allow each student to study in depth an area of personal interest within personnel administration. Each student will choose a personnel related area in which to conduct a review of professional literature from which to complete their paper.

Students will submit their topic in the Assignments tab no later than March 29 prior to beginning their research to check with the instructor that it is suitable for the course.

The number of citations in your research and length should be sufficient to describe the issue, provide a complete overview, and provide conclusions/recommendations.

Topic ideas can be related to current issues: administrator responsibilities regarding common core standards (elementary, middle level, or high school emphasis); professional development/national professional development standards; professional evaluation; training personnel to prevent prohibited harassment (sexual, hazing, etc.); adult learning/change process from an administrator point of view; use of data in leadership decisions; federal mandates such as Fair Labor Standards Act (FLSA), Americans with Disabilities Act

(ADA), Family Medical Leave Act; administrative responsibilities in special education, etc. You can also select any topic areas as introduced in the Seyfarth text.

Be sure to include a cover page, citations in the body of your paper, and references page using APA style.

Rubric for Research Assignment

--Clearly presents and cites professional resources	up to 50points
--Provides appropriate depth/breadth of topic	up to 50 points
--Reflects graduate level writing, APA style	<u>up to 25 points</u>
Total	up to 125 points

6) Field Experiences (course intern activities, individual assignment due May 8, submit in Assignments tab)

Field Experiences are a major part of the Masters program with K-12 certification emphasis. Students will log *a minimum of 15 hours in field experiences*. Students may choose relevant activities listed from pages 15 and 39 of the School Leader Internship text or other activities related to personnel. It is recommended that each student choose activities that address either professional development plan goals or activities that lead to progress toward mastery of professional standards. Mentors should be consulted prior to finalizing intern activities.

Submit a brief plan of the activities you want to perform to both your mentor and the instructor prior to engaging in the activities.

Keep a journal and log according to the EDL 627 Sample Field Experiences Log found in Blackboard Learn (*found in the Course Information and Syllabus folder*). You may also find helpful the guidelines on pages 117 – 118 of the School Leader Internship text. These field experience hours are added to the total number of internship hours completed on campus.

Example (highly recommended): Attend a local school board meeting; include the agenda in your report of the meeting. Develop a list of expectations concerning formality, power structures exhibited, governance, legal and law enforcement presence, public input, staff input and the role of the superintendent and school administration as they relate to the human resource function. **50 points**

Rubric for Field Experiences

--Activity(ies) are relevant to school leadership	up to 10 points
--Log includes dates, time& brief activity description	up to 20 points
--Journal follows guidelines and addresses key questions	<u>up to 20 points</u>
Total	up to 50 points

7) Class Preparation and Participation (individual assignment due May 8 in the Assignments tab)

Students are expected to read the material prior to required discussion timelines, participate in discussion groups, and post reactions as required during question / answer sessions. Students will be asked to submit a self-evaluation and evaluation of group colleagues prior to points being awarded. Evaluation points are at Instructor's discretion. Use the Class Preparation and Participation form provided in the *Course Information and Syllabus* folder in the Course Content tab). **50 points**

Rubric for Class Preparation and Participation

--Within-group postings are relevant and constructive	up to 25 points
--Contributions made to groups and class	<u>up to 25 points</u>
Total	up to 50 points

Recap of Points

Case Studies (25 points each)	75
Mid-term exam	50
New Program Description/Rationale	100
Research Project	125
Interviews	50
Field Experiences	50
<u>Preparation & Participation</u>	<u>50</u>
Total Points	500

Grading

500 to 450	A
449 to 400	B
399 to 350	C
349 to 300	D
<300	F

Class Schedule: Refer to the syllabus or Blackboard Learn for the schedule/calendar for assignment and participation timelines.

Other Guidelines

1. All written material submitted is to be typed in either 11 or 12 font with appropriate page layout and documentation. The preferred style is American Psychological Association (sixth edition). Points will be deducted for not using the style manual appropriately. If you are not going to use APA, please discuss this with the instructor prior to submitting any written materials. **All submitted assignments-- require cover and reference pages.** It must be an original work. Plagiarized work will result in ejection from class and a failing grade for the course.
2. Designated class presentations are to be formal and where possible and appropriately supported with handouts for the class accompanied by visuals that will enhance understanding or contribute to the overall quality of the presentation.
3. If you have questions or need assistance please check with the instructor. The instructor expects and encourages students to be interactive; with the class having seminar qualities.
4. Other materials you may need: school report cards, copy of district contract (or process related to directing evaluations) and staff evaluation forms.

COE and PEU Evaluation of Dispositions

- Modeled professionalism regarding democratic enterprise.
- Exhibited openness to diverse cultures, individuals, and to new ideas through inquiry and self-reflection.
- Modeled professional ethics and sound professional judgment.
- Demonstrated empathy in their relations with faculty, staff and students.

Demonstrated willing leadership to their profession.

Northern Arizona University - Policy Statements

Safe Environment Policy

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

Students with Disabilities

If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/ exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (523-2261).

It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester.

If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disabilities Support Services coordinator in the Counseling and Testing Center.

Institutional Review Board

Any study involving observation of or interaction with human subjects that originates at NAU-including a course project, report, or research paper-must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for

approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB *Policy and Procedures Manual* is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

Academic Integrity

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU's *Student Handbook*.

Classroom Management Statement

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility to each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and include suspension or expulsion.