

MISSISSIPPI STATE UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF LEADERSHIP AND FOUNDATIONS

COURSE SYLLABUS

Course Prefix and Number: EDL 8633

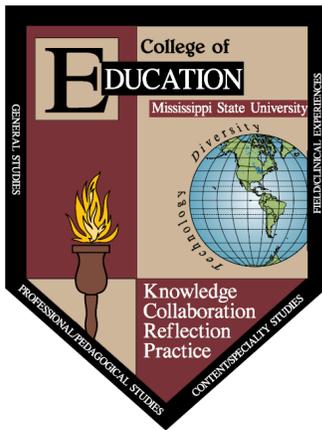
Course Title: Human Resource Leadership for Schools

Credit: 3 semester hours

Type of Course: Lecture

Catalog Description: The course addresses leadership of various human resource functions that impact the effectiveness of P-12 schools.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus

that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

Course objectives focus on individual, group, and organizational system effectiveness. The major purpose of the course is to foster a candidate's responsibility in decision making and planning so that schools can help PK-12 students learn. To successfully complete the course, candidates are expected to achieve the following learner outcomes which comprise nine course goals as listed below. Goals are linked to the Educational Leadership Constituent Council (ELCC) Standards developed by the National Policy Board for Educational Administration. Goals also link to the indicators in the College Framework Program Outcomes (CFPO) document at Mississippi State University. Although various ELCC elements are addressed in this course, ELCC 2.4 (Develops comprehensive growth plans) and ELCC 5.2 (Acts fairly) will be the two elements assessed for NCATE accreditation purposes. In order to achieve course objectives, candidates will be expected to:

1. Understand the political and economic climate and trends (both internal and external) that impact human resource functions in education. This objective addresses ELCC Standard/Element 6.1 and CFPO 14.
2. Know the importance of systems concepts to link human resource functions with other administrative functions. This objective addresses ELCC Standard/Element 3.3 and CFPO 10.
3. Know and apply appropriate legal and ethical requirements for teacher/ employee screening, selection, performance appraisal, discipline, and compensation. This objective addresses ELCC Standard/Element 5.3 and CFPO 3.
4. Identify and apply researched practices for achieving and maintaining teacher moral and work efforts that lead to high levels of teacher performance. This objective addresses ELCC Standard/Element 2.3 and CFPO 2.
5. Develop supervision skills to communicate employee/teacher job requirements, expectations, and performance appraisal feedback as to enhance work quality among employees. This objective addresses ELCC Standards/Elements 2.4 and 5.2 and CFPO 1.
6. Demonstrate proficiency in preparing applications, screening tools, and interviewing protocols that optimize the chance for effective teacher/employee selection. This objective addresses ELCC Standard/Element 2.3 and CFPO 10.
7. Know and apply professional development best practices in assessing the status of professional development in a school. This objective addresses ELCC Standard/Element 2.3 and CFPO 14.
8. Through understanding of the human resource knowledge base required to implement and evaluate the effectiveness of HR systems and practices that positively impact schools. This objective addresses ELCC Standard/Element 3.3 and CFPO 13.

Course Topics and Hours:

Candidates will engage in 45 hours of instructional activities in the class. Topics, subtopics, and hours follow:

- Introduction to Human Resource Functions and Leadership (1 hour)
 - Overview of course expectations and requirements
 - Overview of Human Resource functions and their importance for school effectiveness
 - Human resource challenges in today's schools and current national trends
- Human Resource Laws, Policies, and Administrative Rules (4 hours)
 - Federal Requirements
 - Anti-discrimination legislation and discrimination types
 - Civil Rights Act of 1964
 - Sexual Harassment/ Title VII CRA; Title IX of 1972
 - Age Discrimination in Employment Act of 1967;
 - Equal Pay Act of 1963
 - Rehabilitation Act of 1973
 - Americans with Disabilities Act of 1990
 - Family Medical and Leave Act of 1993
 - Constitutional protections
 - EEOC, requirements for districts, affirmative action
 - Uniformed Services Employment and Reemployment Rights Act of 1994
 - Fair Labor Standards Act/ Equal Pay Act 1963
 - OSHA compliance.
 - State Requirements
 - Mississippi Code of 1972- Chapter 009 of Title 37
 - Mississippi Department of Education- Board of Education Policy Manual for teacher certification, contracts, performance reviews, and selection
 - Local District Requirements
 - School board policies and purpose (policy types and HR areas addressed)
 - Federal and state impact on local board policies
 - Administrative rules for implementing policies
 - Local School Requirements
 - Role of principal in implementing school board policies
 - Aligning internal school policies with external requirements
 - Communicating policies to employees/ applicants
 - Policy implementation challenges
 - Central office resources for HR policy implementation
- HR Planning and Recruitment (3 hours)
 - Using data for HR planning and decision-making
 - Staffing ratios and determination of staffing needs
 - Employment shortages/surpluses (certified and non-certified)
 - Employee demographic data and trends for HR planning
 - Using school, regional, and market indicators for HR decision-making
 - Housing patterns and geographic trends

- Economic trends impacting student enrollment and the labor market
- Student projection data
- Student learning needs data
- Working with central office personnel for HR decision-making
- Recruitment
 - Strategies for recruitment (district and school-based recruitment)
 - Job analyses and job descriptions
 - Recruitment incentives
 - Internal and external labor markets
 - Fair and legal recruitment practices
- Understanding Career Planning, Career Goals, and Job Application (3 hours)
 - Importance of career planning
 - Stages of career planning
 - Identifying your career interests and goals
 - Preparing an effective application packet
 - Crafting a compelling resume/references, letter of interest, and support documents
 - Peer document review process with formative feedback
 - Redrafting of documents to incorporate feedback and learning
- Employee Screening and Selection (6 hours)
 - Legal requirements related to screening and selection
 - Applicant rights
 - Employer rights
 - Best practices in screening and selection
 - Using multiple data sources for employment decision-making
 - Effective interview practices
 - Writing legal interview questions, expected responses, look-fors
 - Creating viable performance activities to gauge applicant quality
 - Using references effectively
 - Evaluating employee performance screening predictors
 - Creating the professional environment for screening and selection
 - Using screening committees appropriately
 - Team Activity: Teams of 4-5 students draft set of interview questions and a screening assessment for use in a simulated interview process to be conducted in class.
- Developing Teachers with Effective Professional Learning (8 hours)
 - Professional Development Overview
 - Importance of use in achieving school goals
 - Personal reflection of PD experiences and beliefs
 - NSDC Professional Development Standards
 - Introduction to PD trends and best practices
 - Professional learning communities and impact on teacher growth and school goals
 - Determining PD focus
 - Use of data to plan teacher PD and evaluate impact
 - Evaluation strategies
 - Principal's role in implementing a PD system school-wide

- Identifying and using PD resources (state and national professional organizations, district and school resources)
- Impacting classroom practices
 - Growth planning for individual teachers
 - PD strategies for teacher groups and for individuals (Easton)
 - Support, follow-up and feedback for teacher learning
 - Building teacher involvement and leadership
 - Clinical coaching (e.g., teachers coaching teachers)
- Supporting new teachers
 - Research and data on new teachers
 - Teacher induction process and how to implement
 - Teacher mentoring and support mechanisms
 - Principal's role in success of new teachers
- Employee Evaluation and Discipline (9hours)
 - Employee evaluation
 - Importance of supervision and timely performance feedback
 - Review of formative versus summative evaluation
 - Types and purposes of evaluations
 - Evaluation concerns with reliability and validity
 - Judging evaluation quality with the Personnel Evaluation Standards
 - Legal parameters for evaluation (confidentiality, due process, notification of performance findings, orientation to evaluation requirements, timeliness, integrity of evaluation implementation)
 - Overview of Mississippi teacher evaluation system
 - Certification levels for professionals
 - At-will and non-certified employees
 - Clinical supervision of teachers
 - Clinical supervision process
 - Planning and conducting teacher conferences
 - Communicating performance and setting growth goals for improvement
 - Providing administrative and instructional support for teacher growth
 - Principals' best practices for teacher evaluation and clinical supervision
 - Employee discipline
 - Identifying mediocre and under-performing employees
 - Legal parameters for employee discipline and due process
 - State laws regarding employee discipline/Code of Ethics
 - Local school board and state requirements regarding employee behavior, discipline and termination
 - Types of behaviors for employee termination
 - Evidence of teaching incompetence
 - Steps for handling employee discipline
 - Corrective action planning for employees/ Using progressive discipline
 - Scenarios/ cases of problem employees
 - Writing to document employee discipline
 - Communicating clearly with employees about performance/discipline measures

Employee Supervision (8 hours)

Principal as a visible presence

- Managing by walking about (MBWA)

- Overseeing that the written curriculum is taught

- Overseeing that the written and taught curriculum is tested

- Classroom observation strategies (e.g., drop-in visitations)

- Student on-task/student off-task analysis

Instructional methods analysis (e.g., telling, showing, doing, etc.)

- Overseeing problem-based learning

- Overseeing project-centered learning

Assisting teachers to build school-home partnerships

- Overseeing parent involvement in classroom learning

- Overseeing parent involvement in students' learning at home

- Overseeing parent participation in classroom and school events

Compensation, Benefits, Motivation and Unionism/Collective Bargaining: Getting and Keeping Quality Employees (3 hours)

- Overview of compensation systems (certified and non-certified salary schedules)

- Importance of competitive compensation in teacher retention

- Compensation trends (fixed salary schedule vs. pay for performance)

- Types of employee benefits and costs

- Principal's role in compensating, rewarding, and motivating employees

- Avoiding burn-out and improving performance with rewards/incentives/school culture

- Union and collective bargaining historical overview and purpose

 - Union recognition as an organization and stakeholder

 - Impasse and strike provisions

 - Bargaining as a process

 - Contract issues

 - Grievance procedures and employee protection

Several themes are woven throughout course topics. One such theme relates to the importance of written, oral, and nonverbal communication for effective school leadership. As a result, content instruction about effective communication along with skill-building exercises will be used throughout the course topics to build candidates' skills as effective communicators. Students will develop oral and nonverbal skills during their role plays, simulations, interviews, and group presentations in class. Candidates will develop written communication skills in their papers and critiques, professional job application writings, writings for employee supervision, and in written assessments. Specific instruction will take place on the various types of communication as these fit within the content of the course topics.

Text Approved for the Course:

The instructors teaching this course are expected to give serious consideration to requiring one or more of the following approved texts:

Rebore, R. W. (2011). *Human resources administration in education: A Management approach*. (9th ed.). New York, NY: Allyn and Bacon.

Stronge, J. H., & Hindman, J. L. (2006). *The teacher quality index: A protocol for teacher selection*. Alexandria, VA: Association of Supervision and Curriculum Development.

Smith, R. E. (2005). *Human resources administration: A school-based perspective*. Larchmont, NY, NY: Eye on Education.

Webb, D. L. & Norton, M. S. (2009). *Human resources administration: Personnel issues and needs in education*. (5th ed.). Upper Saddle River, NJ: Pearson Education.

Young, P. (2008). *The human resource function in educational administration*. Upper Saddle River, NJ: Pearson Education.

It should be noted, however, that the textbook or textbooks selected for the course must be approved by the faculty member listed as professor of record.

Method of Instruction:

The recommendation for course instruction is for a blend of short lectures (20 percent of class time) supported by hands-on practice. School leadership is an applied field, and theory and specific content knowledge about human resource practices will enable candidates to apply concepts in their work settings. Frequent opportunities during the course will be provided for candidates to apply their learning using real-world assignments (40 percent of class time). These may take the form of field-based projects, simulations, role plays, case scenarios, and practitioner shadowing and interviewing. Candidates will engage in both large and small group instruction, assigned readings in required texts (10 percent of class time), open discussions and questioning either in class or online (20 percent of class time), and in content and skills-based assessments (10 percent of class time) that allow them ample opportunity to demonstrate and test out their knowledge and skills.

Suggested Student Activities:

Participate regularly in class/ online discussions as a member of a student learning team as they complete group assignments on various HR topics.

Read and reflect on research-based chapters and articles addressing course topics.

Perform on two assessments (midterm and final) to demonstrate their HR content knowledge base.

Participate in mock interviews to gain skills in conducting and determining the effectiveness of various interview processes used for teacher screening and selection.

Create employee screening tools (interview questions, interview and reference check protocol, and a performance-based screening tool) for use in mock interviews. Serve as member of a hiring committee for mock interviews.

Participate in simulated employee discipline hearing/review using case scenarios and role play to demonstrate skills needed for addressing employee discipline and sub-par employee performance.

Draft career goals and a reflection essay, resume, letter of application, and possible support documents that would be appropriate for use during the job application process.

Participate in field-based assignments to apply knowledge gained in class. Four field-based assignment examples follow:

1. **Human Resources Policy Critique:** Briefly, critique five (5) school board policies summarizing the policies, providing the background and legal basis for the policies, and providing an analysis of policy implications that may impact employees, achievement of district goals, and the principal's responsibility for implementing these policies. Read district policies, pertinent background information, and administrative rules related to these policies, interview at least one school administrator and one school employee impacted by the policy to collect their insight, and identify any challenges that a new principal may face in implementing this policy in a school. Select one policy from each policy area: (a) teacher evaluation, (b) employee discipline, (c) employee compensation/benefits, (d) employee/ employer protection and treatment, (e) employee work expectations.
2. **Teacher Selection Process Analysis:** Analyze selection processes used in one's own district and within a school setting, observe a selection process and/or interview a principal and several teachers about selection processes and practices. Provide a critique of the process and selection tools used for employee hiring. Provide a summary of district policies related to teacher selection and their alignment with federal/state requirements. Attach a copy of a selection tool used in the actual interview to support your critique identifying strengths and possible improvement areas in the selection tool.
3. **Professional Development Analysis:** Observe and conduct interviews in a school to assess the status of either (a) the professional development system implemented school-wide or (b) a specific professional development activity implemented in a school. Use school data to critique any alignment of this activity with school goals and needs. Provide research-based recommendations for areas of improvement and note areas of strength that may exist. Frame analysis based on knowledge learned about effective professional development practices. Page limit:
4. **Teacher Supervision and Growth Planning Project:** Participate in class in teacher supervision exercises to learn to assess an instructional lesson, determine teacher skill application, and plan for and conduct a teacher mock conference about a lesson. Apply skills gained in class to a field-based assignment simulating a teacher clinical supervision process.

Honor Code:

Academic honesty is expected in relation to the honor code:

As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.

Refer to *Mississippi State University Policy and Procedures for Handling Academic Misconduct*.

Technology:

Technology in the form of smart-board writing, document projection, audio projection, visual (film) projection, and computer-generated projection will be used throughout the sessions of the course.

Diversity:

As the objectives and topics presented previously indicate, diversity (e.g., religion) will be addressed throughout the course in relation to lectures, assigned readings, and discussions.

Disability:

Students with disabilities will be accommodated in the course by scheduling class sessions in a building, adjacent to a parking lot with handicap provisions, with classrooms providing easy accessibility. The classroom scheduled for the course will also provide electronic equipment for meeting the needs of the visual and hearing impaired. Students with disabilities are encouraged to notify the instructor of their needs and the office of Student Support Services in accordance with university policy. Students may contact Student Support Services at <http://www.sss.msstate.edu/disabilities> or contact them at 01 Montgomery Hall; local phone # 325-3335.

Field Component:

Students will compare simulations prepared in course assignments with their actual school facsimiles and then discuss similarities and differences with their principals. Each course in the newly designed program leading to principal certification will contain field components as part of course requirements.

Suggested Evaluation of Student Progress:

Suggested evaluation of student progress includes assignments listed below. Field-based and individual assignments comprise 54 percent of the final grade; tests comprise 36 percent of the final grade; team participation and demonstration assignments comprise 10 percent of the final grade. Assessments are aligned with course objectives and professional standards.

Field Assignment 1: Human Resource Policy Analysis (10%): Course objective 1, ELCC Standard/Element 6.1, CFPO 14.

Field Assignment 2: Teacher Selection Process Analysis (10%): Course objectives 2 and 3, ELCC Standards/Elements 3.3, 5.1; CFPO 3.

Field Assignment 3: Professional Development Analysis Project (10%): Course objectives 4 and 7, ELCC Standard/Element 2.3, CFPO 14.

Field Assignment 4: Teacher Supervision and Growth Planning Project (14%): Course objective 5, ELCC Standards/Elements 2.4, 5.2; CFPO 14.

Career Planning and Job Application Assignment: Career goals and reflection essay, resume, letter of application, and supporting documents (10%): Course objective 6, ELCC Standard/Element 2.3, CFPO 10.

Active participation and observable display of candidate's knowledge and skills for (a) mock interview, (b) creation and use of screening tools/process, (c) handling of employee discipline cases (10%): Course objectives 5 and 3, ELCC Standards/Elements 3.1, 5.1; CFPO 1.

Mid-Term Assessment (16%): Course objectives 1-8, Includes all ELCC Standards/Elements and CFPOs.

Final Assessment (20%): Course objectives 1-8, Includes all ELCC Standards/Elements and CFPOs.

Conversion of percentage ranges to letter grades for grading purposes is presented below:

90 or more percent = A

80 - 89 percent = B

70 - 79 percent = C

60 - 69 percent = D

59 percent or less = F

Bibliography:

Collins, J. (2001). *Good to great*. New York, NY: HarperCollins Publisher.

Easton, L. B. (2004). *Powerful designs for professional learning*. Oxford, OH: National Staff Development Council.

Gordon, S. P. (2004). *Professional development for school improvement: Empowering learning communities*. Upper Saddle River, NJ: Pearson Education.

Gordon, S. P. (2005). *Standards for instructional supervision: enhancing teaching and learning*. Larchmont, NY: Eye On Education.

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

Lawrence, C.E., Vachon, M. K., Leake, D. O., & Leake, B. H. (2001). *The marginal teacher*. Thousand Oaks, CA: Corwin Press.

- Lipton, L.O., Wellman, B., & Humbard, C. (2001). *Mentoring matters: A practical guide to learning-focused relationships*. Sherman, CT: MiraVia, LLC.
- National Staff Development Council (2001). *Standards for staff development (Revised)*. Oxford, OH: NSDC.
- Rebore, R. W. (2011). *Human resources administration in education: A Management Approach*. (9th ed.). New York, NY: Allyn and Bacon.
- Speck, M. & Knipe, C. (2001). *Why can't we get it right? Professional development for our schools*. Thousand Oaks, CA: Corwin Press.
- Stronge, J.H. & Hindman, J. L. (2006). *The teacher quality index: A protocol for teacher selection*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Stufflebeam, D. L. (1988). *The personnel evaluation standards*. Newbury Park, CA: Sage.
- Webb, D. L. & Norton, M. S. (2009). *Human resources administration: Personnel issues and needs in education* (5th edition). Upper Saddle River, NJ: Pearson Education.
- Whitaker, T. (2003). *What great principals do differently*. Larchmont, NY: Eye On Education.
- Young, P. (2008). *Human resource function in educational administration*. Upper Saddle River, NJ: Pearson Education.
- Zepeda, S. (2007). *Principal as instructional supervisor: A handbook for supervisors*. Larchmont, NY: Eye on Education.