

University of Illinois at Urbana-Champaign
Department of Educational Organization and Leadership
Spring 2008
Wednesdays 5:30 – 9:30

EOL565 Human Resource Management

4 semester hours

Instructor: Linda S. Sloat.EdD
Phone: 217-244-6781
Office: 334 Education Building, UIUC
Email: lsloat@uiuc.edu
Office hours: Mondays 1-3; other times by appointment

Course Description

Principles, problems, and trends in the administration of professional public school personnel; organization of personnel; the legal framework of the personnel function; selection, evaluation and development of staff; collective bargaining, contract administration and personnel policy; and the personnel administrator's role as a catalyst for school improvement. Prerequisite: EOL547 or consent of instructor.

Guiding Questions

How can school leaders effectively employ, develop, and manage human resources to promote student development and academic achievement?

How can I provide leadership for HR processes that will improve student learning?

How can I manage HR functions to staff the school with competent and caring personnel who create a positive learning environment?

How can I facilitate development, empowerment, and retention of personnel?

What legal requirements, ethical principles, policies, and leadership research apply to HR issues?

Course Objectives

By the end of the course, students will:

- Demonstrate an understanding of the human resource function in schools and school districts and its relationship to promoting improved student learning and personnel performance
- Gain a fundamental knowledge of federal and state laws related to public school personnel, and demonstrate a commitment to ensuring that school policies are in alignment with these legal mandates.
- Demonstrate the human resource director's legal and ethical responsibilities to ensure to diverse and high quality workforce.

- Demonstrate an understanding of school district human resource departmental responsibilities related to employment of personnel, including staff recruitment, selection, contracts, performance expectations, employee compensation, mentoring and induction, and termination.
- Demonstrate an understanding of best practices in performance appraisal systems that ensure improved student learning, including expectations for organizational learning, professional development, and personnel evaluation models.
- Gain an understanding of the collective bargaining process, including rights and expectations for employees and the school district
- Apply criteria based on best practices and Standards for School Leaders to define, analyze, solve, and evaluate HR problems and issues relevant to schools and school districts.

Course Association with Professional and Leadership Standards

Association of UIUC Conceptual Framework for Professional Education Programs

This course was built on the following goals of the University and College of Education's Professional Education Programs:

- **Establishing community in relevant teaching and learning environments.** Students in this course will develop an understanding of the importance of establishing performance expectations for all employees that address improved student achievement.
- **Guiding the development of inquiring and reflective minds.** This course emphasizes the importance of reflective practice for continued professional growth as a leader.
- **Fostering a commitment to service.** This course acknowledges the human resource director's commitment to serving and reporting to the school community.
- **Pursuing the understanding and effective application of technology in educational settings.** Students will develop an understanding of technological tools that can be used to support human resource functions.

Course Association with ISBE Content Area Standards and Illinois School Leader Standards for the School Superintendent

This course was developed using the state standards for the preparation of school superintendents as presented below:

Standard 1: Facilitating a Vision of Educational Excellence

- Understands human and financial resources needed to implement and support the realization of the district vision, mission, and goals
- Facilitates and engages in activities that promote appropriate academic rigor and excellence for all students and staff
- Facilitates and engages in activities that obtain and organize financial, human, and material resources to realize the district vision, mission, and goals

Standard 2: Learning Environment and Instructional Program

- Understands the principles of human growth and development and their application to the school environment and instructional program
- Understands professional development models and adult learning theory
- Facilitates and engages in activities that apply the principles of human growth and development
- Facilitates and engages in activities that systematically support staff development to enhance the learning environment and the instructional program
- Facilitates and engages in activities that promote high expectations for self, staff, and students

Standard 3: Management

- Has knowledge and understanding of principles of human resource management and development to maximize the effectiveness of all constituents of the school district
- Has knowledge and understanding of practices and procedures to ensure that school district management functions are supported by current technologies
- Facilitates and engages in activities that employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skill base of instructional and non-instructional staff
- Facilitates and engages in activities that use core human resource processes (including recruitment, selection, induction, and negotiation) to support an effective learning environment
- Facilitates and engages in activities that use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals
- Facilitates and engages in activities that identify management functions that can be improved using technology
- Facilitates and engages in activities that provide ongoing training and review to ensure the productive and efficient use of technology in school district management

Standard 4: Collaboration with Families and Communities

- Has knowledge and understanding of community resources that provide services that support the vision, mission, and goals of the school district

Standard 5: Knowledge of Laws, Regulations and Professional Ethics

- Has knowledge and understanding of current legal, regulatory, and ethical issues affecting education
- Has knowledge and understanding of the legal rights and responsibilities of students, staff, and parents/guardians
- Has knowledge and understanding of federal and state education laws and regulations
- Has knowledge and understanding of the legal aspects of school administration
- Has knowledge and understanding of the system of public school governance in Illinois
- Has knowledge and understanding of procedures for formulating and implementing board policies and operating procedures
- Has knowledge and understanding of how Illinois and U.S. Constitutions, district policies, and laws (statutory, common, and case) regulate the behavior of students, staff, and administrators in the schools

Required Texts

Booth, R. R. (2001). *Collective bargaining and the Illinois school board member*. Springfield, IL: Illinois Association of School Boards.

Rebore, R. W. (2007). *Human resources administration in education: A management approach* (8th ed.). Boston: Allyn and Bacon.

Recommended Texts

Alexander, K., & Alexander, M. D. (2005). *American public school law* (6th ed.). Belmont, CA: Thomson West.

Braun, B. (2006). *Illinois school law survey* (9th ed.). Springfield, IL: Illinois Association of School Boards.

Course Organization and Expectations

A variety of approaches will be used to develop the student competencies associated with this course. Students will be required to plan and conduct the research projects identified in the course syllabus, using appropriate research tools. Presentations of findings and recommendations for practical applications will be subjects of discussion and further study. Students are expected to maintain high standards of ethical and professional conduct in this course, including being adequately prepared, regularly and appropriately contributing to class discussions, submitting graduate-caliber work, and representing one's own work fairly and honestly. Students should review the Academic Integrity section of the university's *Code of Policies and Regulations* (http://www.uiuc.edu/admin_manual/code/section_6.html) to note expectations for student work.

All written assignments must be word-processed, adhering to the fifth edition of the *Publication Manual of the American Psychological Association*. Include a cover sheet with each assignment (no abstract is necessary), use 1.25-inch margins, Times New Roman font, and use double spacing. Grade reductions will be made for assignments that are not submitted by the due date.

NOTE: To ensure a quality learning environment, cell phones are to be placed on silent or vibrate.. Students are encouraged to bring personal laptops for in-class notetaking purposes. However, the internet is only to be accessed during class breaks, unless students are directed to do so by the instructor during in-class activities.

Course Requirements

Each student's performance in the course will be evaluated by:

- ***Class Participation. (20%)*** Come to class on time and prepared, having completed the readings and any written assignments, constructively participate in class discussions, bring materials and assignments to class, and provide high-quality presentations (individual and/or group). Regular and punctual attendance at all class sessions is expected. If you know that you will miss more than a few hours of this class, you must notify the instructor immediately. In that event, you may be instructed to drop the class and to enroll in a subsequent semester.
- ***Human Resources Project. (50%)*** This assignment will consist of several components and will require the student to move from a comprehensive review of literature, to analysis of policy and practices, to recommendations for change, to reflection on the student's learning through this process. This assignment is explained later in the syllabus
- ***Analysis of teacher evaluation plan. (30%)*** In this paper, students are to provide a critique of a school district's teacher evaluation plan. Students are to note the strengths and limitations of the current plan, based upon current research on teaching, learning, and evaluation. This critique must address the Illinois Teaching Standards and appropriate references to the Illinois Administrative Code. In submitting this critique, students are to provide a copy of the district's documents related to teacher evaluation (including any handbooks, observation forms, summative evaluation forms, and negotiated agreements). The critique is to conclude with recommendations for transforming the plan into a model that incorporated best practices and embraces a learning-focused approach to supervision and evaluation; a minimum of 10 reference citations should be included to support the recommendations. This paper will be a minimum of eight double-spaced pages, not including the title page, appendices, and references. Additionally, as an appendix, students are to provide an evaluation time-line for principals to follow for both certified and non-certified staff as well as a "template" for a letter of reprimand and three "template" letters documenting meetings and progressive support which could be used in

a dismissal hearing. You will use your current district's evaluation procedures as well as any contract language that must be followed.

Grades

Grades in the A category are reserved for outstanding performance. Grades in the B category are awarded for solid high quality work, and C grades are assigned to work that is not distinguished as professional quality at the graduate level. A grade of F is assigned for failure to meet expectations for graduate quality work.

Students with Disabilities

If you have a documented disability that may affect your ability to participate fully in the course or if you require special accommodations, please speak with the instructor so that appropriate accommodations can be arranged.

Confidentiality

Due to the nature of the examples used in our discussions, a high degree of confidentiality must be maintained. Sensitive data is used to better illustrate certain issues. This information must be handled in a professional manner.

Course Outline

<i>Session</i>	<i>Topic</i>	<i>Readings</i>
Jan 16	Introductions, course expectations Organizational dimensions <ul style="list-style-type: none"> • Leadership theories • Human Resources and Leadership for Learning 	Rebore, Ch. 1 First night: Bring one-page statement of your thoughts on how the human resource function relates to leadership for learning
Jan 23	Human Resources Planning <ul style="list-style-type: none"> • Assessing staffing needs • Federal and state influences 	Rebore, Ch. 2 Mahitivanichcha and Rorrer (2006) Tallerico (2000) Using the chapter headings as a guide, determine who in your central office performs these human resource tasks. Interview the person who performs most of them to see what other duties for which he/she is responsible.
Jan 30	Staff recruitment and selection <ul style="list-style-type: none"> • Recruitment strategies • Selection criteria, interviewing, reference checks • Legal considerations 	Rebore, Ch. 3-4 Baker & Cooper (2005); Bradley and Loadman (2005) Newton (2006); Pounder & Merrill (2001); Young and Delli (2002) Winter & Melloy (2005) Bring teacher, administrator, and staff applications; district recruitment materials
Feb 6	Continuation of Staff recruitment and selection Teacher contracts and performance expectations	(some of the above articles may carry over to this week) Rebore, Ch. 10 *Mawdsley (2006) Bring teacher and administrator job descriptions Bring district policies related to employment
Feb 13	Placement, induction, and mentoring	Rebore, Ch. 5 Kardos et al. (2001) Ingersoll and Smith (2004) Nagy and Wang (2007) Wong (2004) Case Study "Field of Broken Dreams"
Feb 20	Professional Development	Rebore, Ch. 6 Firestone et. al. (2005)
Feb 27	Performance Evaluation <ul style="list-style-type: none"> • Teachers: Learning-focused supervision and evaluation • Review of state requirements 	Rebore, Ch. 7 Bernstein (2004) Holland (2004) Peterson (2004) Ponticell and Zepeda (2004) Bring district teacher evaluation plans

		Case Study: "Beyond Dog and Pony Show" Bring 9 month calendar (Aug-June 08-09)
Mar 5	Performance Evaluation (continued) <ul style="list-style-type: none"> Administrators: Evaluation focused on organizational improvement Other staff members Termination of employment 	(some of the articles from above may carry over) Case study: At Odds Bring district administrator evaluation plans Bring district evaluation plans for support staff
Mar 12	Employee Compensation	Rebore, Ch. 8 Comprehensive literature review due Bring district salary schedules Case Study "When Everyone Is Vulnerable"
Apr 2	Collective Negotiations	Rebore, Ch. 9 Alexander & Alexander (2005) Analysis of Teacher Evaluation Plans due
Apr 9	Collective Negotiations (continued)	*Brady (2006) Booth (2001) Bring district negotiated agreements
Apr 16	Collective Negotiations (continued) <ul style="list-style-type: none"> Course evaluations 	Cohen-Vogel and Osborne-Lampkin (2007) Remaining sections of human resource project due
April 23	Make up class if needed	

Required Readings

Alexander, K., & Alexander, M. D. (2005). Chapter 18: Collective bargaining. In K. Alexander & M. D. Alexander, *American public school law* (6th ed., pp. 855-888). Belmont, CA: Thomson West.

Baker, B. D., & Cooper, B. S. (2005). Do principals with stronger academic backgrounds hire better teachers? Policy implications for improving high-poverty schools. *Educational Administration Quarterly*, 41, 449-479.

Bernstein, E. (2004) What teacher evaluation should know and be able to do: a commentary. *NASSP Bulletin*, 88, 80-88.

Bradley and Loadman (2006). Urban secondary educators' views of teacher recruitment and retention. *NASSP Bulletin*, 89, 2-28.

Brady, K. P. (2006). Bargaining. In C. J. Russo (Ed.), *The yearbook of education law 2006* (pp. 99-107). Dayton, OH: Education Law Association.

Cohen_Vogel, L. and Osborne-Lampkin, L (2007). Allocating quality: collective bargaining agreements and administrative discretion over teacher assignment. . *Educational Administration Quarterly*, 43, 433-461.

- Firestone, W, Mangin, M., and Polovsky, T. (2005) Leading coherent professional development a comparison of three districts. *Educational Administration Quarterly*, 41, 413-448.
- Holland, P. (2004). Principals as supervisors: a balancing act. *NASSP*, 88, 3-14.
- Ingersoll, R. And Smith, T. (2004). Do teacher induction and mentoring matter? *NASSP*, 88, 28-40.
- Kardos, S. M., Johnson, S. M., Peske, H. G., Kauffman, D., & Liu, E. (2001). Counting on colleagues: new teachers encounter the professional cultures of their schools. *Educational Administration Quarterly*, 37, 250-290.
- Mawdsley, R. D. (2006). Employees. In C. J. Russo (Ed.), *The yearbook of education law 2006* (pp. 1-43). Dayton, OH: Education Law Association.
- Mahitivanichcha, K. and Rorrer, A. (2006). Women's choices within market constraints: Revisiting access to and participation in the superintendency. *Educational Administration Quarterly*, 41, 483-517.
- Nagy, C. and Wang, N. (2007). The alternate route teachers' transition to the classroom: preparation, support, and retention. *NASSP*, 91, 98-113.
- Newton, R. M. (2006). Does recruitment message content normalize the superintendency as male? *Educational Administration Quarterly*, 42, 551-577.
- Peterson, K. (2004). Research on school teacher evaluation. *NASSP*, 88, 60-79.
- Ponticell, J. and Zepeda, S. (2004). Confronting well-learned lessons in supervision and evaluation. *NASSP*, 88, 43-59.
- Pounder, D. G., & Merrill, R. J. (2001). Job desirability of the high school principalship: A job choice theory perspective. *Educational Administration Quarterly*, 37, 27-57.
- Tallerico, M. (2000). Gaining access to the superintendency: Headhunting, gender, and color. *Educational Administration Quarterly*, 36, 18-43.
- Winter, P. A., & Melloy, S. H. (2005). Teacher recruitment in a school reform state: Factors that influence applicant attraction to teaching vacancies. *Educational Administration Quarterly*, 41, 349-372.
- Wong, H. (2004). Induction programs that keep new teachers teaching and improving. *NASSP*, 88, 41-58.
- Young, I., Deli, D. (2002). The validity of the teacher perceiver interview for predicting performance of classroom teachers. *Educational Administration Quarterly*, 38, 586-612.

Suggested Readings

- Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Hannaway, J., & Rotherham, A. J. (2006). *Collective bargaining in education: Negotiating change in today's schools*. Cambridge, MA: Harvard Education Press.

Ingersoll, R. M. (2003, September). *Is there really a teacher shortage?* Seattle, WA: Center for the Study of Teaching and Policy, University of Washington.

Russo, C. J. (Ed.). (2006). *The yearbook of education law 2006*. Dayton, OH: Education Law Association.

Human Resources Project

This project is intended to assist the student in progressing from theory/research, to current in-district practices, to an understanding of improved practice and policy as it relates to the human resources function. Select a topic of interest from the list below, and gain the instructor's approval to investigate this topic. You to engage in the following activities: (a) conduct a comprehensive review of the current literature (peer-reviewed sources are preferred) on the topic; (b) review any applicable statutes and codes (both federal and state) that may be applicable, (c) review district policies, negotiated agreements, and other pertinent documents related to this topic; and (d) interview your school district's human resources director (or other appropriate central office administrator) about the district's policies and practices related to this issue, with a particular focus on her/his understanding of this topic is related to improving student learning and her/his insights into what, if any, practices need to be changed.

The completed project will involve submission of the following materials related to the topic (70 total points):

1. **Comprehensive literature review** (minimum 16 double-spaced pages not including title page and references, minimum of 15 peer-reviewed references, APA format). (40 points) This review will provide an overview of the current research that has been conducted on the topic. In this paper, you are to include a definition of the topic (with an appropriate citation), note recent trends (i.e., how an understanding of this topic is "evolving"), explain the connections between this human resources function and improved student learning, and present recommendations for improved practices in school districts.
2. **Statement of applicable federal and state statutes and codes, if any.** (4 points)
3. **Photocopies of relevant sections of district policies, negotiated agreements, and other appropriate district document.** (4 points) Please remove any information that will identify this school district.
4. **Analysis of district policies and practices** (minimum seven double-spaced pages). (14 points) Building upon the knowledge you have gained in this course, your comprehensive literature review, your review of applicable laws, and the interview with your human resources director, present a written analysis of your district policies and practices. Note where they are both effective and ineffective, and provide your recommendations regarding how they should be changed to align with federal/state laws and to reflect best practices related to improving student learning. Include reference citations to support your recommendations.
5. **Reflective paper** (minimum of four double-spaced pages). (8 points) In this paper, reflect on how this assignment improved your understanding of the superintendent's role in managing human resources in support of effective schools and in working with the legal, professional, and ethical issues involved in staffing public schools.

The comprehensive literature review is due March 12; the remaining portions are due on April 16.

Potential Research Topics (a subtopic also may be acceptable: (a) mentoring programs (teachers or administrators), (b) induction programs (teachers or administrators), (c) learning-focused supervision and evaluation for teachers, (d) professional development of certified staff, (e) recruitment for diversity (underrepresented groups), (f) interviewing and selection process, (g) evaluation of support staff, (h) evaluation of superintendents or principals—tied to learning, (i) teacher compensation, (j) termination and/or reduction in force, and (k) another human resources topic mutually agreed upon by student and instructor.

NOTE: This assignment fulfills a Common Assessment Plan requirement for your superintendent licensure and is to be included in your portfolio.