

San Jose State University
College of Education
“Excellence and Equity in Education”

Department of Administration and Higher Education

“The vision of the Educational Administration Program is to prepare courageous, reflective leaders who will guide their educational communities to create and sustain schools in which all students and staff use their minds and hearts well.”

The School Administrator: Human Resources
EdAd 203 (3 units)

CATALOG DESCRIPTION

EDAD 203

Development of the human resources movement; overview of school human resources functions; staff selection; staff assignment, orientation, and induction; staff evaluation, assistance, and support; professional development and coaching; progressive discipline and dismissal; leading and managing change.

COURSE PURPOSES

This course focuses on the human resource administration areas of helping teachers and other staff change and improve their skills within a learning community specifically in the areas of selecting, orienting, inducting, coaching, developing, evaluating, and occasionally - disciplining, and dismissing staff. The course looks at ways you can hire the most talented, most committed people you can find, how you can help them get better at what they do (professional development), and how you can hold onto them (retention). Since teachers are our are single most important group of workers after students, we focus on certificated personnel; but classified workers do receive our attention. The course will also take a look at your individual professional development in administration and leadership.

OUR EDUCATIONAL LEADERSHIP THEMES:

Administrative Concepts and Management Strategies
Role of Schooling in A Democratic Society
Building Equity in Diverse Communities
Managing and Leading Change
Research and Reflection on Practice

COURSE OBJECTIVES

ADMINISTRATIVE CONCEPTS AND MANAGEMENT STRATEGIES

Students will learn to:

****Note: California Standards for School Leaders (CSSL)**

- Demonstrate understanding of the importance and dimensions of human resource administration and the need to attract, retain, develop, and motivate school personnel in ways that enhance learning and professional development and that lead to positive and productive school settings.
- Leverage and marshal efficient resources to implement and attain the vision for all students and all sub groups of students. (CSSL, 1.3)
- Establish school structures, patterns, and processes that support student learning. (CSSL, 3.2)
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff. (CSSL, 3.3)
- Align fiscal, human and material resources to support the learning of all student and all groups of students. (CSSL, 3.4)
- Demonstrate communication skills in decision making, problem solving, change management, planning, use of interpersonal skills, conflict resolution/management and evaluation. (CSSL, 5.1)
- Engage in professional and personal development. (CSSL, 5.7)
- Sustain personal motivation, commitment, energy and health by balancing professional and personal responsibilities. (CSSL, 5.6)
- Protect the rights and confidentiality of students and staff. (CSSL, 5.10)
- Encourage and inspire others to higher levels of performance, commitment and motivation. (CSSL, 5.5)
- Understand the legal procedures and requirements for the employment, evaluation and retention of school personnel (certificated and classified).
- Supervise and evaluate the program and staff at the site. (CSSL, 3.1)
- Select, assign, orient and induct new staff members.
- Understands the administrator's role in progressive discipline and dismissal.
- Explore representative issues related to human resources administration: sexual harassment, workman's compensation, etc.
- Understand State law governing collective bargaining process.
- Describe administrators' responsibilities in interpreting and administering employee contacts including grievance resolution with employee associations at school, program and district levels.
- Describe the roles and relationships of the board of education, superintendent, administrator, staff person, employee association and management team with regard to the human resources and the law.
- Learn to operate in fair and impartial ways, acting in accordance with the spirit as well as the letter of the law.

- Utilize the principles of systems management, organizational development, problem-solving, and decision-making techniques fairly and effectively. (CSSL, 3.6)
- Use computer data based and electronic mail as communication and information management tools.

ROLE OF SCHOOL IN A DEMOCRATIC SOCIETY

Students will learn to:

- Protect the rights and confidentiality of students and staff. (CSSL ,5.10)
- Understand the role of educational leadership in developing and sustaining a learning organization, using collaborative inquiry, equity and respect.
- Influence and support public policies that ensure the equitable distribution of resources and support for all sub-groups of students. (CSSL, 6.5)

BUILDING EQUITY IN DIVERSE COMMUNITIES

Students will learn to:

- Leverage and marshal efficient resources to implement and attain the vision for all students and all sub groups of students. (CSSL 1.3)
- Guide and support the long term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards. (CSSL 2.4)
- Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership and shared responsibility. (CPSEL 2.6)
- Encourage and inspire others to higher levels of performance, commitment and motivation. (CSSL 5.5)
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (CSSL 5.3)

MANAGING AND LEADING CHANGE

Students will learn to:

- Guide and support the long term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards. (CSSL 2.4)
- Engage in professional and personal development. (CSSL 5.7)
- Sustain personal motivation, commitment, energy and health by balancing professional and personal responsibilities. (CSSL 5.6)
- Communicate information about the school on a regular and predictable basis through a variety of media. (CSSL 4.6)

- Understand the role of educational leadership in developing and sustaining a learning organization, using collaborative inquiry, equity and respect.
- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (CSSL 6.4)

RESEARCH AND REFLECTION ON PRACTICE

Students will learn to:

- Reflect on personal leadership practices and recognize their impact and influence on the performance of others. (CSSL 5.4)
- Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students. (CSSL, 2.2).
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (CSSL, 5.3).
- Practice critical analysis by reading research and reflecting on its implications.

* The complete *California Standards for School Leaders* is published in the *Educational Leadership Student Handbook* and on the website www.sweeneyhall.edu/edad

Personal Career Development in Leadership and Administration

Students will learn to:

- Assess personal qualifications for and your interest in educational leadership and/or administration as a career, establish professional goals for yourself, and chart a strategy to continue growing as a professional person
- Sustain personal motivation, commitment, energy and health by balancing professional and personal responsibilities (CSSL 5.6)
- Engage in professional and personal development (CSSL 5.7)
- Identify sources of information about administrative job openings
- Prepare a professional resume and portfolio
- Prepare for a job interview and other selection activities
- Understand a strategy for a successful start in a new administrative appointment
- Illustrate opportunities and responsibilities for participating in professional organizations

COURSE REQUIREMENTS

GRADES

You determine the grade you earn in this seminar. The assumption is because you are professionals your grade will be an A. You determine if the grade is lower. All assignments are required as well as regular attendance. If you are critically engaged-

identifying new questions, demonstrating curiosity, assuming diverse perspectives and challenging assumptions as well as participating through personal engagement, praxis, personal reflections and completing assignments at a timely, thoughtful, reflective and professional level, you will earn a grade of A or credit for a credit/no credit course.

ATTENDANCE AND PARTICIPATION IN THE SEMINARS.

The expectation for all graduate seminars is that educational leaders will attend and participate in all of the presentations, large and small group activities, and reading and writing assignments. If a professional conflict or an emergency intervenes, professional courtesy requires that the graduate student notify the instructor of the course in advance. If conflict warrants it, the student may request a substitute learning assignment from the instructor and the work may be made up by the date set by the instructor. If no advance notice is given (cutting a class), then the work cannot be made up and a lower letter grade should be expected.

ESSENTIAL QUESTIONS

What are the key dimensions of human resources for leading schools?

How can I, as an educational leader, promote student achievement through the key dimensions of human resources?

What are my professional career interests, goals, and qualifications in educational leadership and how do I intend to continue to grow as a professional leader throughout my career?

REQUIRED READING

California Commission on Teacher Credentialing (1997). *California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers*. Sacramento, CA: California Department of Education

California School Leadership Academy at WestEd (2001). *California Professional Standards for the Educational Leaders*. Oakland, CA: California School Leadership Academy at WestEd.

Danielson, Charlotte and Thomas L. McGreal (2000). *Teacher Evaluation: To Enhance Professional Practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Speck, Marsha and Caroll Knipe (2000). *Why Can't We Get It Right? Professional Development In Our Schools*. Thousand Oaks, CA: Corwin Press.

WEB SITES: Professional Organizations

Association for Supervision and Curriculum Development

www.ascd.org

National Association of Secondary School Principals

www.nassp.org

American Association of School Administrators

www.aasa.org

Association of California School Administrators

www.acsa.org

California School Leadership Academy

www.csla.org

International Principals Network

www.gse.harvard.edu/principals

Phi Delta Kappa

www.pdkintl.org/kappan.htm

Education Week

www.edweek.org

National Staff Development Council

Web page: www.nsd.org

EdSource Online

www.edsource.org

California State Department of Education

www.cde.ca.gov

RECOMMENDED READINGS

Brinkman, Rick & Rick Kraschner (1994) *Dealing With People You Can't Stand*.
New York: McGraw Hill.

Bridges, William (1991) *Managing Transitions: Making the Most of Change*.
Reading, MA: Addison Wesley.

Carlson, Richard (1997) *Don't Sweat the Small Stuff... and it's all small stuff*. New York:
Hyperion Press.

Chaleff, Ira (1995) *The Courageous Follower: Standing Up To and For Our Leaders*. San Francisco: Berrett-Koehler Publishers.

Speck, Marsha (1999). *The Principalship: Building A Learning Community*. Upper Saddle River, NJ: Prentice-Hall.

Tannen, Deborah (1990) *You Just Don't Understand*. New York: Ballantine Books.

BIBLIOGRAPHY

General Personnel Administration

Castetter, William (1996). *The Human Resources Function in Educational Administration* (sixth edition). New York: Prentice Hall, Inc.

Teacher Evaluation

Beach, Don M. and Judy Reinhartz (2000). *Supervision Leadership: Focus on Instruction*. Boston: Allyn and Bacon.

Bridges, E. M. (1986). *The Incompetent Teacher*. Philadelphia: The Falmer Press.

Danielson, Charlotte and Thomas L. McGreal (2000). *Teacher Evaluation: To Enhance Professional Practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marczely, Bernadette (2001). *Supervision in Education: A Differentiated Approach with Legal Perspectives*. Gaithersburg, MD: Aspen Publishers.

Moir, Ellen (1997) *A Developmental Continuum of Teacher Abilities*. University of California, Santa Cruz: Santa Cruz New Teacher Project.

Teacher Coaching

Acheson, Keith and Meredith Gall (1991). *Techniques in the Clinical Supervision of Teachers*. (Fourth edition). New York: Longman.

Costa, Arthur and Garmston, Robert. (1994). *Cognitive Coaching*, Norwood, MA: Christopher - Gordon Publishers, Inc.

Glatthorn, A. (1996) *Differentiated Supervision*. Alexandria: Association for Curriculum Development and Supervision.

Glickman, Carl (1990). *Supervision of Instruction - A Developmental Approach*. (Second edition). Boston: Allyn and Bacon.

Gottesman, Barbara (2000) *Peer Coaching for Educators* (second edition). Lanham, MD: Scarecrow Press, Inc.

Marzano, Robert J., Debra J. Pickering, and Jane E. Pollock. *Classroom Instruction that Works: Research –Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Professional Development

Joyce, Bruce, Showers, Joyce, and Marsha Weil. *Models of Teaching*. Englewood Cliffs: Prentice Hall, 1994.

Joyce, Bruce & Beverly Showers. *Student Achievement through Staff Development*. New York: Longman, 1996.

Speck, Marsha and Carroll Knipe (2000). *Why Can't We Get It Right? Professional Development in Our Schools*. Thousand Oaks, CA: Corwin Press.

Shakeshaft, Carol. *Women in Educational Administration*. Newbery Park, CA: Sage Publications, 1987.

Steffy, Betty, Michael P. Wolfe, Suzanne H. Pasch, and Billie J. Enz (2000). *Life Cycle of the Career Teacher*. Thousand Oaks, CA: Corwin Press.