### Course Syllabus

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EDA 5222</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>None</td>
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<tr>
<td>Course Title:</td>
<td>Personnel Administration in Education</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3 semester hours</td>
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<tr>
<td>Course Hours:</td>
<td>3 per week</td>
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<tr>
<td>College:</td>
<td>Education</td>
</tr>
<tr>
<td>Department:</td>
<td>Educational Leadership and Human Services</td>
</tr>
<tr>
<td>Required Text(s):</td>
<td>Human Resources Administration, Personnel Issues and Needs in Education. Fifth Edition. L. Dean Webb and M. Scott Norton</td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Pink Hightower, Ph.D.</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>GEC- 100 Monday 5:30 – 8:00 PM</td>
</tr>
<tr>
<td>Telephone:</td>
<td>850-893-0882(H)</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:hightowerp@embarqmail.com">hightowerp@embarqmail.com</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Monday Tuesday Wednesday Thursday Friday Saturday</td>
</tr>
</tbody>
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### Conceptual Framework

The Conceptual Framework in the Professional Education Unit at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. It is comprised of several activities and themes, as shown in Figure 1, with the mission of developing high quality classroom teachers, administrators, and support personnel. The term “exemplary” refers to the kind of graduates the unit strives to produce. The organizing principles and rationale which guide the implementation of the Educational Leadership Program are embodied in the conceptual framework through the vision and mission statements of the program faculty and in congruence with the (a) vision and mission statements of both the unit which the program resides and the university, (b) the set of belief statements which the faculty accepts about what is expected of professional educators in both school and non-school settings, (c) the specific goals and objectives of the program, and (d) the programs expected outcomes.

The conceptual framework integrates courses and course content, academic content with field experiences, and faculty development with program components and themes. The educational process is brought about by a holistic process of integrated content and experiences. This integration provides educational experiences that are validated by the professional community of each program within the unit. The professional content and experiences of the Educational Leadership Program are based on the following guidelines: the competencies and skills identified by the Florida Council on Educational Management, the 1996 revised Florida Principal Competencies, and the NCATE- approved guidelines and skills prepared by the National Board for Educational Administration Constituent Council.

Figure 1. Diagram of the Exemplary Professional Conceptual Framework
Course Description

This course will provide an in-depth examination of the major components of Human Resources Administration and their relationship to effective leadership and schools. Particular attention will be devoted to strategic planning, recruitment, selection, induction, supervision, staff development, collective bargaining, technology, and legal issues in personnel administration.

Course Purpose

This course is designed to prepare candidates with the human resource knowledge and skills in order to provide effective leadership in 21st century public schools.

Overall Goals of the Course

Provide candidates with extensive experiences in the area of personnel administration in education. Candidates will become knowledgeable about all facets of the personnel function as it pertains to public school education and administration. Candidates will be able to transfer acquired expertise to the actual work setting and employ the personnel and human relations knowledge base in practice.

Specific Behavioral Objectives

Candidates will be able to:

1. Demonstrate an understanding of Human Resource Administration (CF 3.1, NCATE 3.1 b and c, FELS 9.1-9.12; FELE Personnel, A-G)
2. Demonstrate an understanding of the planning, recruitment and selection processes of school district personnel. (CF 3.1, NCATE 3.1 b and c, FELS 9.1-9.12; FELE Personnel, A-G)
3. Demonstrate an understanding of actions that make the induction process more significant to the teacher. (CF 3.1, NCATE 3.1 b and c, FELS 9.1-9.12; FELE Personnel, A-G)
4. Demonstrate an increased awareness of the legal aspects of Human Resources Administration (CF 3.1, NCATE 3.1 b and c, FELS 9.1-9.12; FELE Personnel, A-G)
5. Demonstrate an understanding of the objectives, administration, and legal parameters of the collective bargaining process. (CF 3.1, NCATE 3.1 b and c, FELS 9.1-9.12; FELE Personnel, A-G)
6. Demonstrate an understanding of the various concepts of staff development and human motivation. (CF 3.1, NCATE 3.1 b and c, FELS 9.1-9.12; FELE Personnel, A-G)
7. Demonstrate knowledge of performance appraisal procedures for school district personnel and standard practice and the benefits of such a program. (CF 3.1, NCATE 3.1 b and c, FELS 9.1-9.12; FELE Personnel, A-G)
8. Demonstrate knowledge of the use of materials found in personnel files and laws governing the maintenance of employee records. (CF 3.1, NCATE 3.1 b and c, FELS 9.1-9.12; FELE Personnel, A-G)
9. Demonstrates an understanding of professional ethics, guidelines for disciplinary action and the due process procedures associated with such action. (CF 3.1, NCATE 3.1 b and c, FELS 9.1-9.12; FELE Personnel, A-G)

Competencies and Skills Addressed During the Course

The following competencies and skills are addressed in this course.

<table>
<thead>
<tr>
<th>NCATE – Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 3.0—Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Element</th>
<th>Standards for School Building Leadership</th>
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</thead>
<tbody>
<tr>
<td>3.1 Manage the Organization:</td>
<td>b. Candidates develop plans of action for focusing fiscal, human, and material resources, giving priority to student learning, safety, curriculum and instruction.</td>
</tr>
<tr>
<td></td>
<td>c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.</td>
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</table>
**Florida Educational Leadership Examination (Core Skills) Personnel (Human Resources)**

**FELE Competencies** | **Skills**
---|---
**A Knowledge of the role of the administrator in recruiting, selecting, and inducting instructional and noninstructional personnel**
1. Identify responsibilities of administrators in recruiting, selecting, and inducting personnel.
2. Identify job-related criteria and violations in the selection process.
3. Identify components of an effective interview.
4. Identify strategies that involve staff members in the selection process.
5. Identify legitimate sources of information about prospective candidates.
6. Identify district and school-site orientation and socialization activities.

**B. Knowledge of the organization and use of information on school personnel**
1. Identify policy and procedure for placing, maintaining, and accessing confidential and nonconfidential information on school personnel.
2. Identify Florida laws governing Florida school personnel files and records.

**C. Knowledge of career and staff development theory and practice**
1. Identify resources, approaches, and techniques for career and staff development programs based on individual and group needs.
2. Identify advantages and characteristics of effective career and staff development programs.

**D. Knowledge of appraisal processes and procedures**
1. Distinguish between reliable and unreliable performance appraisal criteria, methods, techniques, and resources.
2. Distinguish between school-site and district-level performance appraisal responsibilities.
3. Identify diagnostic, prescriptive, and remediation resources and methods to facilitate employee growth.

**E. Knowledge of processes and procedures for discipline, dismissal, and nonrenewal of school employees.**
1. Identify the administrator’s responsibilities in employee discipline, dismissal, and nonrenewal.
2. Identify elements of due process involving discipline, dismissal, and nonrenewal of school employees.
3. Distinguish grounds for just cause involving dismissal.

**F. Knowledge of the collective bargaining process and management of collective bargaining agreements**
1. Identify the state agency and state laws that regulate the collective bargaining process in Florida.
2. Identify the role of the administrator in managing collective bargaining agreements.
3. Identify negotiation and grievance procedures in the collective bargaining process.

**G. Knowledge of incentives for attracting and retaining personnel**
1. Identify the relationship between reward and motivation.
2. Identify types of intrinsic and extrinsic benefits.

**Florida Education Leadership Standards**

<table>
<thead>
<tr>
<th>FELNS Standards</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **9.0 Human Resource Development – High Performing Leaders** recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer. | 9.1 Uses multiple data sources as they work with teachers to plan for individual professional development
9.2 Utilizes a variety of supervisory skills to use to improve teaching and learning
9.3 Understands adult learning strategies useful for assisting staff in professional development
9.4 Demonstrates an understanding of the methods and principles of personnel evaluation
9.5 Operates within the provisions of each contract as well as established enforcement and grievance procedures
9.6 Sets high expectations and standards for the performance of all teachers and staff
9.7 Empowers others to achieve personal, professional and organizational goals
9.8 Connects professional growth plans and professional development to individual teacher and school learning goals
9.9 Understands the processes necessary for use in the hiring and retention of high quality teachers
9.10 Sets expectations that will ensure that all students are engaged in active learning
9.11 Provides opportunities for teachers to think, plan, and work together
9.12 Pursues improvement of his/her own professional development |
State of Florida Principal Leadership Standards

1.0 Vision – High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

Sample Key Indicators at the Entry Level:

1.1 Can describes how to develop and implement a shared vision and strategic plan for the school
1.2 Works with staff, students and families to achieve the school’s vision
1.3 Describes how instructional objectives, curricular goals and the shared vision relate to each other
1.4 Allows time for the achievement of goals
1.5 Identifies needs that will be targeted in the shared vision and strategic plan
1.6 Communicates the school’s vision, mission and priorities to the community
1.7 Understands the basic concepts of the change process
1.9 Is aware that external influences have impact upon the school
1.10 Establishes plans to accomplish goals
1.11 Relates the vision, mission, and goals to students
1.12 Understands the effect of having a community of learners working together
1.13 Articulates and reinforces the vision in written and spoken communications

2.0 Instructional Leadership – High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

Sample Key Indicators at the Entry Level:

2.1 Sets annual learning gains, school improvement goals and other targets for instructional improvement
2.2 Uses data as a component of planning for instructional improvement
2.3 Includes provisions in the instructional program for students with special needs
2.4 Engages staff in ongoing study of current best practices
2.5 Reads research, applied theory, and informed practice related to the curriculum
2.6 Works to create high expectations and standards among the staff, teachers, and community members
2.7 Relates content and instruction to the achievement of established standards by students
2.8 Provides instructional leadership
2.9 Is aware of research on instructional effectiveness and will use it as needed
2.10 Demonstrates knowledge of student performance evaluation
2.11 Has identified skills necessary for the planning and implementation of improvements of student learning
2.12 Assesses the curriculum needs in a particular setting
2.13 Works to relate state standards, the needs of the students, the community and the school’s goals
2.14 Understands the effect that a positive school culture has on student learning
2.15 Recognizes differences in the staff’s desire and willingness to focus energy on achieving educational excellence
2.16 Identifies teaching and learning needs among the staff and teachers
2.17 Communicates the instructional program to the community, the staff, and district personnel
2.18 Models professionalism, collaboration and continuous learning
2.19 Understands and recognizes the benefits for students in:
   • balanced reading instruction
   • curriculum integration
   • active teaching and learning strategies
   • standards-based instructional programs
   • the use of technology for instructional purposes
   • aligning classroom assessments to standards

3.0 Managing the Learning Environment – High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

Sample Key Indicators at the Entry Level:

3.1 Administers policies that provide a safe school environment
3.2 Has a plans for the accomplishment of strategic goals
3.3 Manages the daily operations of the school
3.4 Is aware of the various fiscal and non fiscal resources for the school including business and community resources
3.5 Manages the school to promote and encourage student learning
3.6 Uses financial resources and capital goods and services to support school priorities
3.7 Uses an efficient budget planning process
3.8 Uses school resources to achieve curricular and instructional goals
3.9 Understands techniques and organizational useful in leading and managing a complex and diverse organization
3.10 Plans and schedules one’s own and others’ work so that priorities and goals can be met
3.11 Conforms to legal and ethical standards in the management of the learning environment

4.0 Community and Stakeholder Partnerships – High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

Sample Key Indicators:

4.1 Understands how student and family conditions affect learning
4.2 Identifies opinion leaders in the community and their relationships to the school
4.3 Communicates the school’s vision, mission and priorities to the community
4.4 Understands the effect that school image caused by impressions created by the students and staff and its use in promoting the school
4.5 Uses shared leadership and decision-making model in the operation of the school
4.6 Identifies resources of families, business, and community members that could support the school
4.7 Understands the benefits of having and using a variety of partnerships, coalitions, and networks
4.8 Establishes relationships within and external to the school
4.9 Actively engages the community to promote student and school success
4.10 Relies on agencies to connect students to the health, human and social services they need to stay focused on learning
4.11 Provides opportunities to involve family and community in a broad range of school activities

5.0 Decision Making Strategies – High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

Sample Key Indicators:

5.1 Establishes goals and targets
5.2 Is developing a set of problem solving techniques and decision making skills
5.3 Understands that events and problems can have a variety of explanations
5.4 Can explain and defends decisions made
5.5 Uses data to inform decisions
5.6 Uses others to assist in the accomplishment of organization goals
5.7 Supports student learning when making curricular and instructional decisions
5.8 Has a problem-solving model to use when confronted with unsettled questions or undesirable situations
5.9 Conforms to appropriate legal standards
5.10 Makes decisions in a timely fashion using the best available information
5.11 Provides opportunities to involve family and community in a broad range of school activities

6.0 Diversity – High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

Sample Key Indicators:

6.1 Has skills necessary for interactive and interpersonal situations
6.2 Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization
6.3 Is able to interact with the various cultural, ethnic, racial, and special interest groups in the community
6.4 Is aware of how the teaching staff provides for the diverse perspectives appropriate to the student population and school community
6.5 Provides opportunities to involve school community in a broad range of school activities
6.6 Interacts effectively with diverse individuals and groups
6.7 Conforms to legal and ethical standards related to diversity
6.8 Is perceptive and tactful in dealing with diverse populations
6.9 Recognizes when crisis communications are necessary and is building a repertoire of skills to deal with them
6.10 Arranges for students and families whose home language is not English to engage in school activities and communication through oral and written translations
6.11 Defuses contentious situations
6.12 Has a plan for the hiring and retention of a diverse staff
6.13 Has a plan to develop ways to improve relations with various cultural, ethnic, racial and special interest groups in the community

7.0 Technology – High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

Sample Key Indicators:

7.1 Is aware of the technology, telecommunications and information systems and their uses to enrich curriculum, instruction, and assessment
7.2 Plans for technology integration for the school community
7.3 Works with tech-savvy staff to plan for increased technology usage
7.4 Models the use of technology as a tool in support of both educational and community activities
7.5 Develops an effective teacher professional development plan to increase technology usage
7.6 Has assessed and analyzed the extent to which technology has been integrated throughout the teaching and learning environment
7.7 Within the available resources, increases access to educational technologies for the school
7.8 Has a plan for the provision of support to increase the use of technology already in the school/classrooms
7.9 Uses technology to support the educational efforts of staff and teachers

8.0 Learning, Accountability, and Assessment – High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

Sample Key Indicators:

8.1 Uses data to assess and monitor school improvement
8.2 Uses multiple sources of data to inform decisions and improvement processes
8.3 Monitors and assesses student progress
8.4 Monitors and assesses the progress of activities
8.5 Demonstrates an understanding of the methods and principles of program evaluation
8.6 Develops and demonstrates skills in evaluating instructional strategies and materials
8.7 Understands how to use diagnostic tools to assess, identify, and apply instructional improvement
8.8 Works with staff to identify strategies for improving student achievement appropriate to the school population

9.0 Human Resource Development – High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

Sample Key Indicators:

9.1 Uses multiple data sources as they work with teachers to plan for individual professional development
9.2 Utilizes a variety of supervisory skills to use to improve teaching and learning
9.3 Understands adult learning strategies useful for assisting staff in professional development
9.4 Demonstrates an understanding of the methods and principles of personnel evaluation
9.5 Operates within the provisions of each contract as well as established enforcement and grievance procedures
9.6 Sets high expectations and standards for the performance of all teachers and staff
9.7 Empowers others to achieve personal, professional and organizational goals
9.8 Connects professional growth plans and professional development to individual teacher and school learning goals
9.9 Understands the processes necessary for use in the hiring and retention of high quality teachers
9.10 Sets expectations that will ensure that all students are engaged in active learning
9.11 Provides opportunities for teachers to think, plan, and work together
9.12 Pursues improvement of his/her own professional development

10.0 Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

Sample Key Indicators:

10.1 Manifests a professional code of ethics and values
10.2 Makes decisions based on the legal, moral and ethical implications of policy options and political strategies
10.3 Creates, models and implements a set of values for the school
10.4 Develops well-reasoned educational beliefs based upon an understanding of teaching and learning
10.5 Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment
10.6 Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people
10.7 Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications
10.8 Demonstrates ability to make decisions within an ethical context

Topical Outline

Part I Foundations of the Human Resource Function
   Chapter 1 The Human Resource Function
   Chapter 2 Information Systems and Enrollment Projections
   Chapter 3 Strategic Planning and Staffing

Part II Human Resource Processes: Recruitment, Selection, Orientation, Performance, Appraisal, and Compensation
   Chapter 4 Recruitment
   Chapter 5 Selection
   Chapter 6 Orientation
   Chapter 7 Performance Appraisal
   Chapter 8 Compensation

Part III Employment Continuity, Development, Unionism, and Collective Bargaining
   Chapter 9 Employment Continuity
   Chapter 10 Development
   Chapter 11 Unionism and Collective Bargaining

Teaching Methods

A. Instructor and other Educators’ Presentations
B. Individual presentations
C. Group Presentations
D. Instructor/Student Interactions
E. Readings
F. Field Experiences

Important Concepts, Principles, and People Discussed in this course

<table>
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<tr>
<th>Staffing Ratio</th>
<th>Instructional</th>
<th>Noninstructional</th>
<th>Recruitment</th>
<th>Retention</th>
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<td>Tenure</td>
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<td>Employment Decisions</td>
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<td>Shaping</td>
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<td>Benefits</td>
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<td>Staff Development</td>
<td>Negotiations</td>
<td>Mediation</td>
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<td>At-Will Employees</td>
<td>Socialization</td>
<td>Staffing Ratio</td>
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<td>Strike</td>
<td>Impasse</td>
<td>Open Shops</td>
<td>Good Faith</td>
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<td>Turnover</td>
<td>Ethics</td>
<td>Strategic Planning</td>
<td>Master Agreement</td>
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<td>Reference Check</td>
<td>ADA</td>
<td>Due Process</td>
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Course Evaluation

Assignments have been coded to specific competencies and skills determined by Professional Education Unit (PEU) Conceptual Framework Standards = CF, NCATE = National Council for the Accreditation of Teacher Education; and Florida Educational Leadership Examination Competencies = FELE, and Florida Educational Leadership Standards, = FELS.

Grades in the course are based on satisfactory performance on several assessment measures. The quality of your work and products you submit counts. Your work should always reflect substantial investment of time and reflection. It should be of superior quality. Grades in this course will be based on the following assignments:

1. Interview with a school district Personnel Director (15%). The candidate should identify a school district Personnel Director for the interview. The protocol for this interview will be provided by the Professor. The document submitted for a grade must be written according to APA writing style 5th edition. Also see the FAMU grading rubric. This document should be uploaded to your College Livetext portfolio. CF 3.1 NCATE 3.1 b and c/ FELE Personnel A-G/FEELS 9.1-9.12/FEAP.
2. Resume’ and Interview Protocol Review/Evaluation and Collective Bargaining Agreement Analysis (15%). The candidate should obtain a professional resume’ for a principal, interview protocol for teachers from a school district, and a district collective bargaining agreement in order to complete this assignment. The document submitted for a grade must be written according to APA writing style 5th edition. Please see FAMU grading rubric. This document should be uploaded to your College Livetext portfolio. **CF 3.1/NCATE 3.1 b and c/ FELE Personnel A-G/ FELS 9.1-9.12/FEAP.**

3. Field Experience (Interview w/School Principal). The following constitute topics of discussion for the interview: Recruiting, Selecting, Induction; Interviewing, Personnel files, Staff Development, Incentives, Performance Appraisal, Discipline, Dismissal, and Renewal and Non-renewal of employees; Collective bargaining, and Discrimination. You should obtain the principal’s perspective and acquire other information recording the topics (15%). This document should be uploaded to your College Livetext portfolio. **CF 3.1/NCATE 3.1 b and c/ FELE Personnel A-G/ FELS 9.1-9.12/FEAP.**

4. Article Summary/Critique/Presentation (15%). Access a peer reviewed or refereed journal for an article with content on personnel administration in education. The article should be substantial in substance, more than 10 pages. Search for articles related to the following topics: Recruiting, Selecting, Induction; Interviewing, Personnel files, Staff Development, Incentives, Performance Appraisal, Discipline, Dismissal, and Renewal and Non-renewal of employees; Collective bargaining, and Discrimination. You can suggest additional topics for this requirement. Please review with the Professor. The article summary/critique should be 5-7 pages in length. **CF 3.1/NCATE 3.1 b and c/ FELE Personnel A-G/ FELS 9.1-9.12/FEAP.**

4. Midterm Exam (20%). Exam will include Chapters 1-6 and course content. **CF 3.1/NCATE 3.1 b and c/ FELE Personnel A-G/ FELS 9.1-9.12/FEAP.**

5. Final Exam (20%). Exam will include Chapters 7-11 and course content. **CF 3.1/NCATE 3.1b and c, FELE Personnel A-G/ FELS 9.1-9.12/FEAP.**

Class Presentation- Each candidate will make a presentation on the article selected for summary and critique. The selected article must be from a peer reviewed or refereed journal. The article’s length must be at least 10 plus pages excluding references. Please use computer technology to make the presentation (powerpoint). Presentation should be approximately 10-12 minutes. Presentations will be judged on content, language use, written material, relevance, and resource material. Creativity is encouraged. Each presenter must provide an outline via e-mail on the article to other candidates and the professor a day prior to the presentation.

A. Documents must be written with clarity and preciseness. All written documents must conform to 5th edition APA writing style. Document must be free of substantial grammatical errors. Document must identify the core objective of the article. What is(are) the author’s premise(s). Document must identify useful practical skills or competencies (if delineated).

B. Oral Presentations: Ability to make the subject matter relevant to listeners. Show evidence of elements of persuasion to a perspective and point of view. Show evidence of elements of dissuasion to a perspective or point of view. Highlight practical aspects of the resources used. Attention to delivery style.

Outside reading and papers: Practicing professionals are expected to be current in regard to the knowledge base of their specialty area(s). It is recommended that extensive reading in applicable journals be an ongoing activity.

Laboratory/Field Experiences: Yes

**College LiveText:** All specified assignments must be completed in College LiveText.

**Grading**

Evaluation in the course will be based on professional attitude, competence in the language arts, attendance, class participation, written and oral assignments, readings, examinations, and projects. The quality of the work you submit in consideration of a grade counts. Grades are determined by the quality of student performance.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>A=100-90</th>
<th>B=89-80</th>
<th>C=79-70</th>
<th>D=69-60, F=Below 60</th>
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</thead>
<tbody>
<tr>
<td>Grading Rubric</td>
<td>F=Favorable</td>
<td>A=Acceptable</td>
<td>M=Marginal</td>
<td>U=Unsatisfactory</td>
</tr>
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</table>

**Favorable** performance is exemplified in activity(ies), product(s), response(s) that exceed or meet established criteria, which demonstrates candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable performance designation is assigned to products, which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c)
continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “F” products and assigned a numerical score in the range of 90-100.

Acceptable performance is exemplified in activity(ies), product(s), response(s) that approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to products, which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “A” products and assigned a numerical score in the range of 80-89.

Marginal performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to products, which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “M” products and assigned a numerical score in the range of 70-79.

Unacceptable performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to products, which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “U” products and assigned a numerical score in the range of 60-69.

Course Policies

All assignments submitted for consideration of a grade are to be word processed and are due on the date and time specified in the syllabus or by course professor. A substantial penalty (20%) will be assessed for all assignments not turned in on the specified date and time. Plagiarism is unethical and unacceptable. Essays, papers, tests and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an assignment they must be appropriately acknowledged. Supervisory responsibilities for teachers and administrators are a part of public education. Punctuality is a positive characteristic of teachers and administrators and desired behavior in schools and this class. Students are expected to be punctual (on time) and attend all classes and contribute to the learning process. Two absences will result in a letter grade reduction for the semester. Consultation with course professor needs to occur if a student is absent more than two class meetings.

Professional Behavior

Teaching is a public trust. That is, parents have confidence in those in whom they have entrusted their most precious possession. The behavior of teachers and administrators in the professional and public arena is a reflection upon you and the educational profession. Unprofessional conduct exhibited in this class will result in a lowered grade. In such an event, a conference will be arranged with the student to discuss the specifics of the incident. Subsequent incidents will result in the student being dismissed from the class.

PLEASE READ AND SIGN THE FOLLOWING STATEMENT--DETACH AND RETURN TO THE PROFESSOR

I have read this course syllabus and understand the grading and attendance policies and the professional requirements of this course.

_________________________________  ____________________
Signature                                          Date
### Tentative Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/30</td>
<td>Introductions, Course Overview, Definitions, E-Portfolio Concepts, Requirements, The Personnel function</td>
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<tr>
<td>2</td>
<td>9/6</td>
<td>Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>3</td>
<td>9/13</td>
<td>Article Summary/Critique/Presentation Due</td>
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<tr>
<td>4</td>
<td>9/20</td>
<td>Article Summary/Critique/Presentation Due Chapter 3</td>
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<tr>
<td>5</td>
<td>9/27</td>
<td>Chapter 4</td>
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<td>6</td>
<td>10/4</td>
<td>Chapter 5 Interview with Personnel Director Due</td>
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<td>7</td>
<td>10/11</td>
<td>Chapter 6</td>
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<tr>
<td>8</td>
<td>10/18</td>
<td>Midterm Exam</td>
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<tr>
<td>9</td>
<td>10/25</td>
<td>Chapter 7</td>
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<tr>
<td>10</td>
<td>11/1</td>
<td>Chapter 8 Interview with Principal Due</td>
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<tr>
<td>11</td>
<td>11/8</td>
<td>Chapter 9</td>
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<td>13</td>
<td>11/22</td>
<td>Thanksgiving—No Class</td>
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<td>14</td>
<td>11/29</td>
<td>Chapter 11</td>
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<td>15</td>
<td>12/6</td>
<td>Comprehensive Review</td>
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<tr>
<td>16</td>
<td>12/13</td>
<td>Final Exam</td>
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### Selected References


