School Personnel Administration

DIVISION: College of Education
PROGRAM AREA: Administrative and Organizational Studies
COURSE: EDA 8620-001, School Personnel Administration
CREDIT: 4 Credit Hours
TERM: Winter 2015
LOCATION: 112 State Hall
DAY/TIME: Wednesdays, 5:00 PM – 8:40 PM
INSTRUCTOR: Dr. Jon Dean
PHONE: C – 313.694.7260
E-MAIL: jon.dean@gpschools.org

COURSE DESCRIPTION:
Analysis of the personnel functions in educational administration. (F, W)

COURSE OUTCOMES:
Using the lens of a practitioner, students in this course will:

1. Develop a knowledge base that encompasses the facets of personnel management.

2. Learn the roles played by administration in maximizing the productivity of school district personnel.

3. Understand the role of the director of personnel as a facilitator of functions related to district employees.

4. Understand the significance of the building level administrator’s role in working effectively with building personnel.

5. Recognize and understand the social, political and administrative forces that impinge upon personnel of the district.

**Course Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14th</td>
<td>Course Overview</td>
<td></td>
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<tr>
<td>January 21st</td>
<td>Theory of School Personnel/The Cost of People</td>
<td>Chapter 2 &amp; 3 from Sorenson</td>
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<tr>
<td>January 28th</td>
<td>Projecting HR Costs/True Cost of a Program Simulation</td>
<td>Rebore Article p. 143-152</td>
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<tr>
<td>February 4th</td>
<td>Teacher and Administrator Certification in Michigan / Identifying Openings</td>
<td>Teacher Quality in Michigan and MDE Documents</td>
<td>Summary of a Personnel Issue</td>
</tr>
<tr>
<td>February 11th</td>
<td>Teacher and Administrator Recruitment Processes</td>
<td>Chapter 6 from Sorenson</td>
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</tr>
<tr>
<td>February 18th</td>
<td>Teacher and Administrator Interview Questions</td>
<td>Mertz Study</td>
<td>Final Paper Topic Submission Due</td>
</tr>
<tr>
<td>February 25th</td>
<td>Supporting Teachers - Teacher Induction Programs/Guest Speaker Panel</td>
<td>Webb and Norton Article</td>
<td>Teacher Interview Questions and Summary of Interview</td>
</tr>
<tr>
<td>March 4th</td>
<td>Teacher Evaluation Overview</td>
<td>Marzana Article Darling-Hammond Article</td>
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<tr>
<td>March 11th</td>
<td>Teacher Evaluation Presentations</td>
<td></td>
<td>Group Presentations on one of four Michigan Teacher Evaluation Models</td>
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<tr>
<td>March 18th</td>
<td>Michigan Teacher Tenure Act and the PERA</td>
<td>Article(s) TBD</td>
<td>Teacher Evaluation</td>
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<tr>
<td>March 25th</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>April 1st</td>
<td>Discipline of Professional Staff</td>
<td>Chapter 8 from Sorenson</td>
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<tr>
<td>April 8th</td>
<td>Discipline of Professional Staff - Case Studies</td>
<td>Case Studies</td>
<td>Review of Tenure Case</td>
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<tr>
<td>April 15th</td>
<td>No Class</td>
<td></td>
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<tr>
<td>April 22nd</td>
<td>Case Study Presentations/Legal Mandates in HR/Class Evaluation</td>
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<tr>
<td>April 29th</td>
<td>Final Exam</td>
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<td>Final Paper Submission</td>
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</table>
Course Assignments:

All course assignments should be type written, double spaced, use 1 inch margins and be completed in Times New Roman or Calibri 12 point font.

Student evaluation will be based on the following:

Readings/Class Participation (10 points): You are expected to read all of the required readings listed in the syllabus. The readings are also essential for actively participating in class discussions. Your class participation will be based active contributions to activities and class discussion.

NOTE: Class attendance is mandatory. You are fully expected to attend every class for the entire duration. More than 2 absences may result in you failing the course.

Summary of Personnel Issue (10 points): Discuss with a practicing administrator a personnel issue that he/she has had to respond to recently. In no more than two pages:

- Summarize the issue including: the circumstances, the steps used to resolve the issue, the final decision and any other HR related implications.
- Provide an analysis of how this situation was handled. You may consider the following in your analysis:
  - Were the right people involved in the decision?
  - Were the employees’ rights to due process protected?
  - Would you have handled the situation differently?

In your analysis please do not identify the district, school or employees involved.

Teacher Interview Questions and Summary (10 points): You are required to identify and design a teacher interview of at least 12 questions. For this assignment you must identify the questions and draft ‘listen fors’ for the questions. Upon completion of the questions and listen fors conduct a teacher interview using these questions. Submit one list of questions and ‘listen fors’ along with a two-page summary of the interview.

Presentation on Michigan Teacher Evaluation Model (25 points): As a group, you will be assigned to research and present to the class on one of the four approved Teacher Evaluation models. This group presentation should provide the class:

- An overview of the evaluation system
- The basic conceptual underpinnings of the system
- Identify how, if at all, student growth is incorporated into the model
- The potential pros and cons of this system

Along with the 25 – 35 minutes presentation your group should submit a minimum four page summary of your work. This summary should provide the reader an understanding of the four items identified above.

Review of Michigan Tenure Case (10 points): You should select one Michigan Teacher Tenure Commission Decision that has been released in the past 5 years. Summarize and analyze the decision including:
• The basic facts of the case
• Identify the standard of discipline being used by the commission (if applicable)
• The potential importance of this decision

This analysis should be 1 – 3 pages.

**Teacher Evaluation Project (10 points):** Using your current district’s teacher evaluation tool observe a teacher. As part of your observation review the teacher’s lesson plan, provide the teacher feedback on their lesson using the evaluation tool and conduct a post-observation feedback conference. To demonstrate completion of this project submit the completed teacher evaluation with the teacher name and building redacted.

**Take Home Final Exam/Final Paper (25 points):** In lieu of a traditional final exam you will complete a 6 – 8 page research paper on a school personnel administration topic of your choice. This research paper should identify:
• Importance of the topic
• Relevant research
• Potential implications for practitioners

You must have this topic approved by the instructor by February 18th. Possible topic suggestions include, but are not limited to:

• Teacher evaluation
• Standards for discipline of employees
• National Board Teacher Certification
• Teacher tenure
• Teacher induction programs
• Employee satisfaction programs
• Employee selection
• Teacher interviews
• Administrator employment

**Class Policy:**

You are expected to attend all class sessions, to arrive on time, and to be present for the entire session. Class activity will consist of informal lectures and discussion based, in large part, on the readings. You are expected to participate in the discussion.

Laptops are to be used for class work only (e.g., taking notes, accessing articles), and not for emailing, searching the Internet, grading papers, or any other non-class related activities. Cell phones, smart phones, etc. should be placed on silent mode and be kept put away during class time.

If you bring in food/drink please clean up after yourself.
**Confidentiality:**

Your experiences are an important part of your professional learning and you will likely be discussing them in this course. Just as administrators and teachers are expected to respect the privacy and dignity of the children and families with whom they work, so we expect you to use discretion in discussing your experiences. In class, casual conversations, or social situations, do not relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child, family, or coworkers.

**Academic Dishonesty:**

No form of academic dishonesty will be tolerated. You are in this class to learn, and you must commit the effort to obtaining your own knowledge and skills. You should already be aware, but for specific examples of academic dishonesty, including what constitutes plagiarism, you should read the Undergraduate and Undergraduate Bulletins found at [http://www.bulletins.wayne.edu/](http://www.bulletins.wayne.edu/), The Student Due Process Policy at [http://students.slis.wayne.edu/policies/index.php](http://students.slis.wayne.edu/policies/index.php) and any other formal documents that are created for students at WSU found through [www.wayne.edu](http://www.wayne.edu). You will be asked to sign a "denial of academic dishonesty/pledge of authenticity" statement and attach it to each product turned in for credit in this class. Any academic dishonesty will clearly be considered premeditated and not accidental. Expulsion is probably not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions.

WSU Plagiarism Policy: Plagiarism includes copying material (more than 5 consecutive words) from outside texts or presenting outside information as if it were your own or by not crediting authors through citations. (APA cites require author, year, and page number for direct quotes in quotation marks and for paraphrases with no quotation marks.) It can be deliberate or unintended. If in doubt about the use of a source, cite it. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. Students caught plagiarizing information from other sources will receive a failing grade in the course. To enforce this policy, all outside references must be submitted with assignments. [Check out web resources related to plagiarism to learn more. For instance a good plagiarism definition can be found at:](http://www.suite101.com/content/a-definition-for-plagiarism-a10232); and paraphrasing examples good and bad at [http://library.csusm.edu/plagiarism/howtoavoid/how_avoid_paraphrase.htm](http://library.csusm.edu/plagiarism/howtoavoid/how_avoid_paraphrase.htm).

**Grading:**

Your grade will be determined as follows:

- Readings/Class participation                  10 points
- Summary of Personnel Issue                   10 points
- Teacher Interview Questions and Summary      10 points
- Presentation on Michigan Teacher Evaluation Model 25 points
- Review of Michigan Tenure Case               10 points
- Teacher Evaluation Project                   10 Points
- Take Home Final Exam/Final Paper             25 Points
Total 100 points

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>F</td>
<td>0-72</td>
</tr>
</tbody>
</table>

Withdrawal Policy

- Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
  - WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
  - WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
  - WN will be awarded if no materials have been submitted, and so there is no basis for a grade
- Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that withdrawal has been approved. Withdrawals can be requested at any point from the 4th week of class through the end of the 10th week of classes.
- Students are sent two communications each semester regarding course withdrawals and deadlines for withdrawing. The medical withdrawal process can be initiated for up to three months following the end of a term, and is not impacted by this change in withdrawal deadline. Exceptions for other reasons would be considered only when circumstances beyond a student’s control affect ability to complete course requirements, and occur after the end of the withdrawal period and prior to the beginning of the final examination period. In no case will a late withdrawal be approved after a student has taken the final exam, or received a final grade in the class. The appropriate remedy for a poor grade is normally to repeat the course. If questions exist about exceptions for course withdrawal after the deadline, please consult with the Office of the Registrar prior to advising a student to seek an exception.

Attention Students with Disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours
to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Anti-Discrimination and Harassment Policies:**

Wayne State University respects and protects the personal and academic freedom of its students, faculty and academic staff. The programs and activities of the University are open to all qualified persons without regard to race, religion, marital status, sex, sexual orientation, age, national or ethnic origin, political belief, or physical handicap, except as may be required by law. The University seeks to demonstrate, through all its programs and activities, its appreciation of human diversity and to maintain an atmosphere of tolerance and mutual respect that will nourish human liberty and democratic citizen-ship. *Source: WSU’s Mission Statement [http://www.wayne.edu/MissionStatement.htm](http://www.wayne.edu/MissionStatement.htm).*

**The Writing Center:**

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/). To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).
### EDA 8620 Short Assignment Rubric – 4 Assignments at 10 points per Assignment

<table>
<thead>
<tr>
<th>Description</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>
| **Quality of Writing** | Fair (0)  
The paper is not well written, and contains many spelling errors and/or grammar errors while lacking the proper use of APA style. Is not written at graduate level and is not sophisticated. | Good (1)  
The paper is written using proper conventions and APA style. The writing is not reflective of graduate level work. | Excellent (2)  
The paper is well written using proper conventions and APA style. The writing is reflective of graduate level work. |
| **Completion of Task**  | Fair (3)  
The task was only completed in a surface manner. | Good (6)  
The task was completed using graduate level work, but does not display either a high level of understanding or thoroughness related to the task provided. | Excellent (8)  
The task was completed using graduate level work and displays a full understanding the topic or task to be completed. |

**Total:** 10
### EDA 8620 – Teacher Evaluation Class Presentation Rubric

<table>
<thead>
<tr>
<th>Description</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence of team responsibility</strong></td>
<td>Fair (1) Only observable role was being present at presentation.</td>
<td>Good (3) Participated in presentation with a trace amount of evidence of coordination with other team members.</td>
<td>Excellent (5) Took a lead role in presentation with demonstrated evidence of coordination with other team members.</td>
</tr>
<tr>
<td><strong>Evidence of research</strong></td>
<td>Fair (1) Evidence of research is limited to class discussions or textbook references.</td>
<td>Good (3) Evidence of research cites author(s) and a limited number of sources.</td>
<td>Excellent (5) Evidence or research is outwardly apparent. Sufficient number of sources used.</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>Fair (1) Presentation support materials are limited in scope and sequence.</td>
<td>Good (3) Presentation support materials are adequate to fulfill requirements of assignment.</td>
<td>Excellent (5) Presentation support materials are impressive with numerous thought provoking concepts included.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Fair (3) Presentation provides a cursory analysis of the evaluation system, the use of student growth measures in the system and potential pros and cons of the system, but lacks sufficient depth.</td>
<td>Good (7) Presentation provides an adequate analysis of the evaluation system, the use of student growth measures in the system and potential pros and cons of the system, but lacks sufficient depth.</td>
<td>Excellent (10) Presentation provides a thorough and thought provoking analysis of the evaluation system, the use of student growth measures in the system and potential pros and cons of the system.</td>
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</table>

**Total: 25**
## EDA 8620 – Take Home Exam/Final Paper

<table>
<thead>
<tr>
<th>Description</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Writing</strong></td>
<td>Fair (1) The paper is not well written, and contains many spelling errors and/or grammar errors while lacking the proper use of APA style. Is not written at graduate level and is not sophisticated.</td>
<td>Good (3) The paper is written using proper conventions and APA style. The writing is not reflective of graduate level work.</td>
<td>Excellent (5) The paper is well written using proper conventions and APA style. The writing is reflective of graduate level work.</td>
</tr>
<tr>
<td><strong>Content – Relevant Research</strong></td>
<td>Fair (3) The research completed for the paper is inadequate and does not provide a broad review of the topic.</td>
<td>Good (7) The research for the paper clearly covers an adequate breadth of relevant contributions to the field. The summary of the research provides the reader an overview, but not a thorough understanding of the content.</td>
<td>Excellent (10) The research for the paper clearly covers an appropriate breadth of relevant contributions to the field. The summary of the research is clear and well written.</td>
</tr>
<tr>
<td><strong>Content – Implications for Practitioners</strong></td>
<td>Fair (3) Solution presented lacks evidence of legitimacy and shows little if any depth of thought.</td>
<td>Good (7) The paper provides a limited analysis of the topic and provides practitioners some understanding of the method to address the issue.</td>
<td>Excellent (10) The paper provides a clear analysis of the topic and provides practitioners a clear understanding of the method to address the issue.</td>
</tr>
</tbody>
</table>

Total 25