

California State University, Northridge  
Michael D. Eisner College of Education  
Department of Educational Leadership and Policy Studies  
**ELPS 672: MANAGEMENT OF HUMAN RESOURCES**

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**Instructor's information and contact information**

**Instructor:**

**Department of Educational Leadership and Policy Studies (ELPS)**

**Communication:**

**Office Hours:**

**THE MICHAEL D. EISNER COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

**ELPS DEPARTMENT MISSION STATEMENT**

Our mission is to prepare and inspire educational leaders to maximize student learning and success, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

**ELPS DISPOSITIONS**

The candidate values and is committed to:

1. **Ethical and professional practice and behavior:** ideal of the common good, caring, respectful of individual and group rights, respect of roles and responsibilities, justice, honesty, integrity, fairness, courage, and good character, ethical decision-making; sensitivity to, and concern for, self and others.
2. **Collaboration:** with others, with constituency, with all members of the school community, involving stakeholders in management processes and decision-making; involving staff, families, and communities in the decision-making processes that lead to equitable schools.

3. **Effective communication:** using good verbal (oral, speaking, writing) and non-verbal communication skills, especially being a good listener.
4. **Proactive and visionary leadership:** high standards of learning; continuous school improvement; belief that all students can learn; student learning as the fundamental purpose of schooling; willing to examine one's own assumptions/beliefs/practices; commitment to the profession; creative, critical, and reflective thinking.
5. **Life-long learning:** professional development for staff and others as an integral part of school and personal improvement; high quality standards, expectations, and performance; education as key to opportunity and social mobility; commitment to pursuing knowledge and skills required of educational leaders.
6. **Responsibility and time management** to meet obligations to self and others; accomplishing personal and professional goals.
7. **Diversity:** being sensitive to individuals, groups, cultures, and all aspects of the school and larger society; recognizing, valuing, and understanding diversity in cultures, ideas, values, lifestyles, learning styles, intelligences; providing leadership that promotes continuing dialog with diverse community groups to develop culturally responsive schools; facilitating implementation of learning opportunities that are effective in closing achievement gaps and providing quality education in diverse school communities.

### **California Commission On Teacher Credentialing (CCTC) – Standards Of Quality And Effectiveness: Preliminary Administrative Services Credential Program Standards**

#### **Category 1: Program Design and Coordination-Standards 1-5**

Program Standard 1: Program Design and Rationale

Program Standard 2: Collaboration, Communication, and Coordination Program

Standard 3: Development of Professional Leadership Perspectives Program Standard

4: Equity, Diversity, and Access

Program Standard 5: Role of Schooling in a Democratic Society

#### **Category II: Curriculum-Standard 6**

Program Standard 6: Preparing Candidates to Master the Administrative  
Performance Expectations (CAPEs)

#### **Category III: Field Experiences in the Program – Standards 7 and 8**

Program Standard 7: Nature of Fieldwork Experiences Program Standard 8: Guidance,  
Assistance, and Feedback

#### **Category IV: Candidate Competence and Performance-Standard 9**

Program Standard 9: Assessment of Candidate Performance

### **CATALOG DESCRIPTION**

Prerequisite: This course is restricted to candidates who have been admitted to the Master of Arts in Educational Administration and/or the CA Preliminary Administrative Services Credential program. Seminar in the philosophy, scope, function, and evaluation of public school personnel administration. Emphasis is on the development of a practical program.

## **California Administrator Performance Expectations (CAPEs) Are Organized Under The California Professional Standards For Education Leaders (CPSELs)**

The administrative services curriculum has been carefully aligned to cover the complete set of California Administrator Performance Expectations (CAPEs). These performance expectations include a set of six skill categories (CPSELs) that describe the performance expectations for candidate's ready to begin service as a California educational administrator.

CPSEL Standard 1: Development and Implementation of a Shared Vision

CPSEL Standard 2: Instructional Leadership

CPSEL Standard 3: Management and Learning Environment

CPSEL Standard 4: Family and Community Engagement

CPSEL Standard 5: Ethics and Integrity

CPSEL Standard 6: External Context and Policy

## **CPSELs STANDARDS AND CAPEs ELEMENTS – COURSE OUTCOMES ELPS 672**

### **CPSEL Standard 2: Instructional Leadership.**

- **Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.**

#### **CAPEs Elements:**

**2D. New administrators know and understand TK-12 student content standards and frameworks, TK-12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers.**

- 2D-1 Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe class room planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.
- 2D-2 Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instruction.
- 2D-3 Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being.

### **CPSEL Standard 3: Management and Learning Environment.**

- **Education leaders manage the organization to cultivate a safe, productive learning and working environment.**

#### **CAPEs Elements:**

- 3A. New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being.**
  - 3A-1 Manage the interrelationships within the network of school operations; instructional programs; student services, and material, fiscal, and human resources.
  - 3A-4 Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.
- 3B New administrators know the importance of established structures, policies, and practices that lead to all students graduating ready for college and careers.**

- 3B-1 Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-re-election, and dismissing staff.
- 3B-2 Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level.
- 3B-3 Use a system thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.
- 3C-2 Recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases.
- 3C-3 Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.
- 3D-1 Observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.
- 3D-2 Provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.
- 3D-3 Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being.

#### **CPSEL Standard 4: Family and Community Engagement**

- **Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.**

##### **CAPEs Elements:**

- 4A New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement.**
- 4A-4 Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals.

#### **CPSEL Standard 5: Ethics and Integrity.**

- **Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.**

##### **CAPEs Elements:**

- 5A New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.
- 5B New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.
- 5C New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.

#### **CPSEL Standard 6: External Context and Policy.**

- **Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.**

### **CAPEs Elements:**

- 6A New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger community.
- 6A-1 Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors

### **CALIFORNIA ADMINISTRATOR PERFORMANCE ASSESSMENT (CalAPA)**

Effective 2019-2020, candidates enrolling in the MA/Preliminary Administrative Services Credential program must successfully pass the CalAPA to obtain a Certificate of Eligibility. The CalAPA consists of three parts, which are listed below.

Leadership Cycle 1 – Analyzing Data to Inform School Improvement and Promote  
Equity Leadership Cycle 2 – Facilitating Communities of Practice  
Leadership Cycle 3 – Supporting Teacher Growth

### **ELPS DEPARTMENT MISSION STATEMENT**

Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

### **PLACE OF COURSE IN CURRICULUM**

This course is a requirement for the Master's degree in Educational Administration and the Preliminary Administrative Services Credential.

### **TEXTBOOK (Required)**

Townley, A. & Schmieder-Ramirez, J. (2019). *School Personnel Administration: A California Perspective* (10th Ed.). Kendall Hunt Publishing Company.

### **ADDITIONAL READINGS FOR REFERENCE**

Rebore, R. W. (2007). *Human resources administration in education: A management approach*. Pearson.  
Seyfarth, J.T. (2008). *Human resources management for effective schools*. Pearson.

### **RECOMMENDED HANDBOOKS, MANUALS, AND JOURNALS**

American Psychological Association. (2010). *Publication manual of the American psychological association*. (7th Ed.). Washington D.C.: American Psychological Association

### **PRESENTATION OF WRITTEN MATERIALS**

The ELPS Department has adopted the American Psychological Association (APA) style of citations, references, and editorial style for use by our students to create uniformity in the written materials submitted over the course of the program. Information about the "APA Style" can be obtained through the University Library at the following website: <https://libguides.csun.edu/research-strategies/citing-sources> Another excellent website for APA guidance is: <http://owl.english.purdue.edu/owl/resource/560/01/>

The ELPS Department also encourages students to contact the CSUN Learning Resource Center, University Library 3rd Floor, East Wing (818-677-2033), for help with academic writing, research papers, and/or note taking techniques.

## **RESOURCES FOR STUDENTS OF ALL ABILITIES**

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations, please contact me to set up an appointment.

## **STUDENT SUPPORT PROGRAMS AND SERVICES**

CSUN offers unique student support programs and services to meet the unique needs of students and enhance campus climate for students. I invite you to access and explore student support programs and services, including the Veterans Resource Center, Pride Center, Oasis Wellness Center, Klotz Student Health Center, University Counseling Center, lactation space, and food pantry services. If you need assistance in accessing a student program or service, please let me know. The following CSUN website provides information and resources for self-help and counseling: <https://www.csun.edu/counseling>

## **ACADEMIC HONESTY POLICY**

Cheating and/or plagiarism (submitting another person's material as one's own or doing work for another person that will receive academic credit) are impermissible and are grounds for failing the course. The California Code of Regulations in section 41301, Title 5, lists these as offenses for which a student may be expelled, suspended or given a less severe disciplinary sanction. (See university catalog).

## **ELPS DEPARTMENT ARTIFICIAL INTELLIGENCE (AI) POLICY:**

As part of our commitment to fostering a dynamic learning environment the Department of Educational Leadership and Policy Studies acknowledges the potential benefits and drawbacks of incorporating generative AI tools such as ChatGPT with course assignments. For the purpose of course assignments you can take advantage of generative AI to help brainstorm and fine tune your ideas; draft an outline to clarify your thoughts; or check grammar, rigor, or style. You cannot use AI to generate any written material for course assignments. All course assignments must adhere to CSUN's academic dishonesty policy.

## **COURSE METHODS**

Between our class meetings and interaction on our Canvas course site, we will utilize several modes of instruction, including instructor-led lectures, student-led individual and small-group interactive presentations, and both instructor-led and student-led online discussions. You are expected to have completed assigned reading prior to the class session in which the reading material will be covered and/or discussed. Assigned readings correspond to topics covered in class as articulated in the "Course Calendar Schedule" and are due to be read by the date where they appear.

## **COURSE EXPECTATIONS**

Respectful discussion and inquiry are at the heart of the academic enterprise. Meaningful and constructive dialogue requires mutual respect, willingness to listen, and tolerance for opposing points of view. Classroom and online discussions, like any academic discourse, should follow university norms of civility and effective communication. Debates should challenge ideas—not individuals who hold opposing views. When we meet in class and/or online, there is an assumption that we abide by ground rules of civility and parameters of collegiality in the academy. We are all expected to observe a basic consideration for our colleagues' comments and work and mutual respect for their opinions. Accordingly, we are expected to be honest but positive and constructive in our remarks, criticisms, and inquiries in class—and we are not expected to chastise, rebuke, or censure colleagues for what they say about a topic. This rule includes confidentiality, the standards by which we will abide to assure that we can have a free and open discussion. Consequently, you

may elect to discuss your institution and its policies and procedures as they apply to the course material, we expect each person to respect the confidentiality of what your classmates are willing to share with us while at the same time we ask that each of you exercise good judgment in what you choose to share, avoiding non-public or competitively sensitive information.

### **COURSE GRADING SCALE**

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	Below 60

### **GENERAL REQUIREMENTS**

This course is an interactive seminar in which each student has the responsibility to contribute to as well as learn. Therefore, each student is expected to fulfill the following requirements:

1. Demonstrate knowledge and competence in stated objectives through written assignments and class discussions.
2. Read course text and other readings as assigned.
3. Timely submittal of assignments and conscientious preparation for activities by each student are important factors in the overall success of the class.
4. Participate in class discussions. Students are expected to contribute to the body of knowledge through sharing of ideas, opinions, and personal experiences.
5. Be present. Students' consistent participation, with timely and relevant contributions, reflects the student's commitment to the course and serves to maintain continuity in the course curriculum.

### **CELL PHONE USAGE**

Cell phones are to be placed on vibrate or silenced during instructional time.

### **EMAIL**

CSUN sends all official communications by e-mail including registration information. Check your CSUN e-mail as soon as you have activated your university account. Using any Web browser, go to [www.csun.edu/webmail](http://www.csun.edu/webmail). Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or other preferred address, go to [www.csun.edu/account](http://www.csun.edu/account), log in and select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account.

### **CANVAS**

All announcements, assignments, grades, attendance, and course syllabus information will be posted and updated regularly during the semester. Please remain informed and check for Canvas announcements on a regular basis during the semester.

## **GRADED ASSIGNMENT SUBMISSIONS**

Work is due by assigned date unless prior arrangements are made with the instructor. Excessive absences or tardies may result in a lowered grade. An Incomplete (“I”) in the course will not be given except in extenuating circumstances. No assignments submitted by email will be accepted. All assignments must be posted to Canvas by the due date. No extensions or late submissions will be accepted without professor approval.

Each assignment is given with specific goals in mind, and each has a reflection component that is to be viewed through your own personal and unique leadership lens. The reflective process is a key component of effective leadership.

Written assignments should be double spaced and carefully edited. Writing errors often interfere with clear communication of ideas and understanding of what is being discussed.

The position of educational leader requires public speaking in a variety of venues to a variety of audiences. It is critical that the communication be clear, easy to follow, engaging, and forthright. Experience with public speaking is the way to become comfortable sharing information.

## **CLASS ASSIGNMENTS**

### **1. Class Attendance and Participation (30 points)**

Students are expected to attend class and participate in class and/or Zoom discussions. Excessive absences (2 or more) or lateness (20 minutes or more for 3 or more classes) may result in a lowered grade for the course. **Most importantly, please notify the professor by text or email or cell phone if you expect to be late or absent.**

### **2. Progressive Discipline Case Study Assignment (Assess: 2D, 3A, 3B, 5B, 6A)**

Students will address employee performance through a progressive discipline process that adheres to ethical standards and district policies.

Assuming the role of principal, each student will create a case study file (based on a scenario developed by the student) for a *certificated employee* to present to the Human Resources Director (me!). The case study file will include:

#### **Part 1: The Case Study Scenario-The Narrative**

- Identify the key individual involved
- Describe the performance or behavior issue of concern

#### **Part 2: Timeline of Events**

- Provide a dated sequence of key events that reflects development of the issue.
- Emphasize your understanding of due process and district policy compliance

#### **Part 3: Evidence of Progressive Discipline-Your Documentation**

- Include clear, dated oral feedback/warnings, follow-up communication, formal conference memos
- Ensure each step is aligned with district policy, ethical actions, and documents to be provided to employee

#### **Part 4: Reflection**

- How did it feel to engage in this process from a school leader’s perspective?
- How did you uphold fairness, respect, and adherence to school district policy?

**DUE: Canvas submission on or before April 12, 2023, at 11:59 p.m. (25 points)**



3. **Let's Build a Culture Assignment** (Assess: 3A, 3B, 3C)

New administrators understand the leader's role in having a long-term goal of creating a productive school climate and culture, supportive of staff, students and families. This assignment encourages you to reflect on the role that organizational culture and personnel alignment helps shape the long-term goals that support a thriving school climate and culture. Create a Flip video (up to 7 minutes) addressing the following prompts:

- Identify 5 essential characteristics that newly hired employees should possess to align to a positive and inclusive school culture.
- Of the five qualities named, which one is the most critical for you as a member of an interview committee?
- Explain how this most important quality contributes to a safe, respectful and inclusive school environment.

**DUE: Canvas submission on or before April 17, 2023, at 11:59 p.m. (10 points)**

4. **Collective Bargaining Negotiation Team Project.** (Assess: 3A, 3B, 5B, 5C, 6A)

You will take on the role of labor or management representing a unified school district in a collective bargaining simulation based on a case study. You will develop a proposed plan of issues to be collectively bargained and negotiated between the district and the teachers' union resulting in a tentative contract agreement based on the following: *Course Final: Preparing for Contract Negotiations-Case Scenario* in Canvas.

**Course Final: Preparing for Contract Negotiations-Preliminary Planning**

In preparation for the upcoming negotiations between the district and the teachers union, review the document "*Course Final: Preparing for Contract Negotiations-Case Scenario*" in Canvas. Your negotiations team will engage in structured preliminary planning. Your team's goal is not only to prepare for negotiation but also to demonstrate ethical leadership and responsible decision-making. Your team will complete a Preliminary Planning Document and prepare a PowerPoint or Google Slides presentation for the Superintendent and Board of Education.

**Preliminary Planning Tasks**

**Step 1:** Identify three specific tasks your negotiations team will carry out to prepare for the negotiation process. Justify each task with a focus on how it ensures effective resource management and human resource practices.

**Step 2:** Review Article 7.0 of the current teacher contract. Identify three proposed changes your team recommends for the new 3-year contract. For each proposed change, provide a concrete rationale and explain how your decision reflects ethical leadership and how these changes would benefit stakeholders.

**Step 3:** Develop a list of five professional behaviors your negotiations team believes are essential for setting a constructive tone for the contract negotiations. Describe how each behavior would foster a climate of trust and mutual respect during the negotiations process.

**Step 4:** Create a PowerPoint or Google Slides presentation that incorporates the content from Steps 1-3.

- This presentation should clearly communicate your team's collective bargaining knowledge and decisions to the Superintendent and Board of Education. Use this

opportunity to demonstrate how educational leaders advocate for collective bargaining rights and issues to effectively manage human and fiscal resources, and are commitment to equitable leadership practices during the negotiation process.

**DUE: May 17, 2023 (35 points)**

### ELPS 672 – Course Schedule - Spring 2023

\* Course schedule and/or assignment due dates subject to change

Schedule	Topic	Readings and Assignments Due BY Session Date	CAPEs Covered in Course
Session 1	Course Introduction Syllabus Overview Review Case Study Analysis Protocol Introduce CAPE Standards for course	Case Study Analysis	<b>Introduce:</b>  <b>CAPE Standards 2, 3, 5, and 6</b>
Session 2	<b>History of Personnel Administration/The Role of the Chief Personnel Officer</b> <ul style="list-style-type: none"> <li>Introduce how HR supports school leaders with resource and personnel management</li> <li>Identify impact of HR policy affecting personnel</li> <li>Discuss historical context of school administration's public role</li> <li>Discuss role and responsibilities of HR administration</li> <li>Discuss decision-making responsibilities of personnel officers</li> <li>Discuss professional obligations of the personnel office</li> <li><i>Debrief assigned case study</i></li> </ul>	<b>Read:</b> Chapters 1, 2 <b>Case Study-small group discussion:</b> <i>Aren't Your Working Too Hard, Sanchez?</i>	<b>Introduce:</b> <b>3A, 3B, 3C</b> <b>6A, 6B</b>
Session 3	<b>Organizational Culture and Climate</b> <ul style="list-style-type: none"> <li>Discuss the HR role in promoting a culture of collaboration, trust, and a positive work environment</li> <li>Discuss ensuring hiring practices align with district mission/vision</li> <li>Discuss use of climate surveys and open communication to support HR in assessing and responding to organizational needs, job satisfaction, and recruitment/retention</li> <li>Discuss the role of district policies in creating possible school cultures to support student success</li> <li><i>Debrief assigned case study</i></li> </ul>	<b>Read:</b> Chapter 9 <b>Read &amp; Discuss Article:</b> <i>Constructive Conflict</i>  <b>Be Prepared to Reflect and Discuss</b>	<b>Introduce:</b> <b>5A, 5B, 5C</b>  <b>Practice:</b> <b>3A, 3B, 3C</b> <b>5A, 5B, 5C</b>

<b>Session 4</b>	<b>Staff Development</b> <ul style="list-style-type: none"> <li>Discuss the role of HR in identifying professional learning needs of the organization</li> <li>Discuss the role of HR in supporting the ongoing professional development efforts of a district to improve instructional practice</li> <li>Discuss the role of HR in working with district offices to design and implement onboarding initiatives for newly hired personnel</li> <li><i>Debrief assigned case study</i></li> </ul>	<b>Read:</b> Chapter 8 <b>Case Study-small group discussion:</b> <i>Rebuilding Professional Learning at Riverside Middle School</i>	<b>Introduce:</b> 2D <b>Practice:</b> 2D 5A, 5B
<b>Session 5</b>	<b>Certificated &amp; Classified Personnel</b> <ul style="list-style-type: none"> <li>Identify distinct differences between certificated and classified personnel</li> <li>Discuss basic credentialing requirements for certificated employees and classification systems for classified employees</li> <li>Discuss the purpose and function of the Personnel Commission</li> <li>Discuss school site budgetary implications for managing certificated and classified staffing.</li> <li><i>Debrief assigned case study</i></li> </ul>	<b>Read Chapters 6 and 7</b> <b>Case Study-small group discussion:</b> <i>Staffing Decisions at Maple Creek Unified School District</i>  <b>ASSIGNMENT DUE:</b> <b>Let's Build a Culture</b> <b>Assignment-Canvas submission by 11:59 PM</b>	<b>Introduce:</b> 3A, 3B, 3D 6A <b>Practice:</b> 3A, 3B, 3D
<b>Session 6</b>	<b>Recruitment &amp; Selection of Personnel</b> <ul style="list-style-type: none"> <li>Identify general steps for recruitment, selection, and onboarding of personnel in school districts</li> <li>Identify legal constraints on school district in the recruitment process.</li> <li>Identify legal implications affecting the selection process</li> <li><i>Debrief assigned case study</i></li> </ul>	<b>Read: Chapters 3 and 4</b> <b>Case Study-small group discussion:</b> <i>How Does HR Provide an "Edge" to High Needs Schools? Equitable Practices</i>	<b>Introduce:</b> 5C 6A  <b>Practice:</b> 3B, 3C 5B, 5C 6A
<b>Session 7</b>	<b>Evaluation of Personnel</b> <ul style="list-style-type: none"> <li>Discuss key CA Ed Code provisions-statutes pertaining to personnel evaluation</li> <li>Identify key processes of personnel evaluation for certificated and classified</li> </ul>	<b>Read: Chapter 5</b> <b>Read &amp; Discuss Article-small group discussion:</b> <i>Efforts to Toughen Teacher Evaluations Show No Positive Impact on Students</i>	<b>Introduce:</b> 2D 3D 5A  <b>Practice:</b> 2D

	<ul style="list-style-type: none"> <li>employees</li> <li>Discuss the role of the evaluation process to guide and support growth and improvement</li> <li><i>Debrief assigned case study</i></li> </ul>		<b>3B, 3D</b> <b>5A</b> <b>6A</b>
<b>Session 8</b>	<b>Employee Supervision: Progressive Discipline &amp; Dismissal (Part 1)</b> <ul style="list-style-type: none"> <li>Identify general steps of Progressive Discipline and Dismissal to address performance issues</li> <li>Understand certificated employee classification as it pertains to Progressive Discipline</li> <li>Discuss the implementing discipline ethically and with integrity</li> </ul>	<b>Read: Chapter 14</b>  <b>Review and have available the Progressive Discipline Case Study Guidelines</b>	<b>Practice:</b> <b>2D</b> <b>3B</b> <b>5A, 5B, 5C</b>
<b>Session 9</b>	<b>Employee Supervision: Progressive Discipline &amp; Dismissal (Part 2)</b> <ul style="list-style-type: none"> <li>Review key CA Education Code provisions pertaining to personnel evaluation</li> <li>Review processes of certificated and classified employee evaluations</li> <li>Review general steps of Progressive Discipline and Dismissal to address performance issues</li> <li><i>Debrief assigned case study</i></li> </ul>	<b>Review: Chapter 5 &amp; Chapter 14</b>  <b>View and Discuss video: <i>Progressive Discipline- Unorganized Employee</i></b>	<b>Practice:</b> <b>2C, 2D</b> <b>3B</b> <b>5A, 5B, 5C</b>
<b>Session 11</b>	<b>Career Advancement: Preparing for Your First Interview</b> <ul style="list-style-type: none"> <li>Discuss Behavioral Interview questions and resources</li> <li>Discuss writing a Letter of Interest and Resume</li> <li>Discuss strategies to interview effectively</li> </ul>	<b>Read: Chapters 13 &amp; 15</b>  <b>Read and Discuss Article: <i>Be Careful With Interview Questions</i></b>  <b>ASSIGNMENT DUE: Progressive Discipline Case Study Assignment-Canvas submission by 11:59 p.m.</b>	<b>Practice:</b> <b>3A, 3B</b>
<b>Session 12</b>	<b>Collective Bargaining</b> <ul style="list-style-type: none"> <li>Identify key legislation nationally and in California</li> </ul>	<b>Read: Chapter 10, 11, 12</b>  <b>Review: <i>Course Final: Preparing for Contract Negotiations-Case Scenario</i></b>	<b>Introduce:</b> <b>6A</b>  <b>Practice:</b> <b>3B</b>

	<ul style="list-style-type: none"> <li>for collective bargaining</li> <li>Identify the process of collective bargaining</li> <li>Discuss the role of professional organizations in collective bargaining</li> <li><b>Break into work groups to review course final and generate questions</b></li> </ul>	<b>Review: Course Final:</b> <i>Preparing for Contract Negotiations-Preliminary Planning</i>	<b>5A, 5B 6A</b>
<b>Session 12</b>	<b>Collective Bargaining</b> <ul style="list-style-type: none"> <li>Identify key steps in collective bargaining for districts</li> <li>Discuss the negotiation process and challenges</li> </ul>	<b>Read: Chapter 10, 11, 12</b>  <b>Review: Course Final:</b> <i>Preparing for Contract Negotiations-Case Scenario</i>  <b>Review: Course Final:</b> <i>Preparing for Contract Negotiations-Preliminary Planning</i>	<b><u>Practice:</u></b> <b>3B 5A, 5B 6A</b>
<b>Session 13</b>	<b>Collective Bargaining</b> <ul style="list-style-type: none"> <li>Review key CA Education Codes pertaining to certificated and classified employees</li> <li>Review collective bargaining contract provisions common to most contracts</li> <li><b>Break into work groups for course final and address questions</b></li> </ul>	<b>Read: Chapters 10, 11, 12</b>  <b>Review: Course Final:</b> <i>Preparing for Contract Negotiations-Case Scenario</i>  <b>Review: Course Final:</b> <i>Preparing for Contract Negotiations-Preliminary Planning</i>	<b><u>Practice:</u></b> <b>3B 5A, 5B 6A</b>
<b>Session 14</b>	<b>Collective Bargaining</b> <ul style="list-style-type: none"> <li>Discuss the administrators role and responsibility in managing collective bargaining agreements at the school site</li> <li>Address any questions about the course final</li> </ul>	<b>Read: Chapters 10, 11, 12</b>	<b><u>Practice:</u></b> <b>3B 5B, 5C 6A</b>
<b>Session 15</b>	<b>Human Resources Management in Review</b> <ul style="list-style-type: none"> <li>Identify and discuss questions identified by each small group</li> </ul>	<b>Small group discussion-</b> Identify HR-related issues or questions from previous chapters  <b>FINAL DUE:</b> <b>Contract Negotiations work teams final-Canvas submission by Team Lead by 11:59 PM</b>	

## ELPS 6672 Syllabus and Course Schedule-Linking List

Pages on which CAPE Standards are **Introduced** in yellow, **Practiced** in teal, and **Assessed** in green

### CAPE 3A: Operations and Resource Management

Pages: **I: 10** **P: 10** **A: 9**

### CAPE 3B: Managing Organizational Systems and Human Resources

Pages: **I: 10** **P: 10** **A: 8**