

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**  
**Michael D. Eisner College of Education**  
**Department of Educational Leadership and Policy Studies**

**COURSE OUTLINE**

**Management of Human Resources**

**ELPS 672**

**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 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 FOR 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 and 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-reelection, 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.

**TEXTBOOKS (Required)**

Townley, A. & Schmieder-Ramirez, J. (2016). School personnel administration: A California perspective (9<sup>th</sup> Ed.). Riverside, CA: Kendall Hunt Publishing Company

**RECOMMENDED HANDBOOKS, MANUALS, AND JOURNALS**

American Psychological Association. (2010). *Publication manual of the American psychological association*. (6<sup>th</sup> 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 Oviatt Library at the following website:

<http://library.csun.edu/Guides/ResearchStrategies/CitationStyleGuides>

Another excellent website for APA guidance is: <http://owl.english.purdue.edu/owl/resource/560/01/>

ELPS Department Writing Standards and ELPS Department Writing Rubric at:

<http://www.csun.edu/education/elps/writing-standards.html>

<http://www.csun.edu/sites/default/files/ELPS-Student-Writing-Rubric.pdf>

The ELPS Department also encourages students to contact the CSUN Writing Center and Lab (818-677-2033), located in the Learning Resources Center in Bayramian Hall 408, for help with academic writing, research papers, and/or note taking techniques.

## **DISABILITIES**

If you know you have a disability that could affect your performance in this class, please contact CSUN Students with Disabilities Resources (818-677-2684, Student Services Building 110) for free, confidential help and information. You are welcome to share this information with the professor if you wish to do so.

## **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).

## **CELL PHONE USAGE**

Cell phones are to be turned off during instructional time.

## **E-MAIL**

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 throughout the semester.

## **Course Schedule**