A. COURSE NUMBER, SEQUENCE NUMBER & COURSE TITLE:

EDS 6160 Personnel Development in Education (Online)

B. SEMESTER, DATES:

C. PROFESSOR INFORMATION

D. CATALOG DESCRIPTION:

As per FAU Graduate Catalog, 1997-99: “(EDA 6160) 3 semester hours. The course examines the processes of personnel administration in educational organizations. It provides a comprehensive overview of personnel administration as it relates to recruitment, selection, orientation, in-service education and motivation and work incentives, grievance management; reductions in force, employee discipline and salary and fringe benefits.”

E. COURSE OBJECTIVES:

Guidelines used in developing course objectives: National Council Accreditation of Teacher Education (NCATE), Florida Educational Leadership Examination (FELE), Florida Principal Competencies (FPC), Interstate Leader Licensure Consortium Standards (ISLLC)

The student will be able to:
1. Understand the role of the principal in the selection of instructional and non-instructional personnel. (NCATE 2, 3 & 4; FPC 19; ISLLC 2; FELE: Human Resource Management and Development A3)
2. Identify activities that make the induction process more significant to the teacher. (NCATE 4; FPC 10 & 11; ISLLC 2 & 3; FELE: Human Resource Management and Development B)
3. Demonstrate a knowledge of a staff development program. (NCATE 4; FPC 3 & 4; ISLLC 2; FELE: Human Resource Management and Development C)
4. Demonstrate a knowledge of an appraisal procedure for personnel. (NCATE 4; FPC 5; ISLLC 2 & 3; FELE: Human Resource Management and Development D)
5. Demonstrate knowledge of research on instructional effectiveness. (NCATE 2, & 3; FPC 2; ISLLC 1-6; FELE: Public School Curriculum E,G,H,I)
7. Understand the objectives and administration of the collective bargaining process. (NCATE 4; FPC 9 & 15; ISLLC 6)

F. REQUIRED TEXTS:


2. Florida Statutes, Chapter 447 Labor Organizations (available through a link on the course website).

G. RECOMMENDED TEXTS:


H. COURSE REQUIREMENTS

1. Exams
   
a. See the Assignments page in the course website for the number and content of exams.

3. Critical Assignments
   
a. Critical Assignment No. 1:

**PROFESSIONAL DEVELOPMENT IN TECHNOLOGY PLAN**

**Standard:** TECHNOLOGY - High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

**Indicators:** Develops an Effective Teacher Professional Development Plan To Increase Technology Usage.

**Assessment:** PROFESSIONAL DEVELOPMENT IN TECHNOLOGY PLAN
The student will submit a written plan professional development in technology that will address the following:

1. A guiding philosophy for developing such a plan.
2. Identification of specific goals of such a plan, including a goal of increased technology usage by teachers and other staff.
3. Identification of possible programs and activities to meet the stated goals.
4. A proposed schedule of implementation of such programs and activities.
5. How such a program will be evaluated.

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<th>DOES NOT MEET EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
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<tr>
<td>● Fails to present a professional development plan to increase technology usage.</td>
<td>● Creates a general outline to implement a professional development plan to increase technology usage</td>
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<td>● Does not demonstrate the necessary knowledge and/or experience of school technology usage to formulate such a plan</td>
<td>● Demonstrates a moderate level of knowledge of instructional technology to formulate such a plan</td>
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<tr>
<td>● Shows no research into possible programs that could achieve the goals of a technology plan.</td>
<td>● Presents minimal research of possible programs that could achieve the goals of a technology plan</td>
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b. Critical Assignment No. 2:

**RECRUITMENT AND RETENTION/HUMAN RESOURCE DEVELOPMENT PLAN**

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.

**Indicators:**

(1) *Understands the processes necessary for use in the hiring and retention of high quality teacher;*

(2) *And connects professional growth plans and development to individual teacher and school learning goals.*
Assessment:

Given a description of a hypothetical school district with certain student identified demographic characteristics, the student will submit a written plan that includes the following discrete elements:

1. How district needs will be identified
2. District hiring and retention goals.
3. Possible sources of recruitment, both internal and external.
4. Methods and media used in the recruitment process.
5. Identification of possible recruitment incentives.
6. How professional teacher organizations will be included in the recruitment process.
7. How diversity will be instituted, enhanced or maintained both in the recruitment pool and in the teacher population of the district.
8. Identification of specific goals of professional growth plan (PGP),
9. Identification of possible programs and activities to meet the PGP’s stated goals.
10. A proposed implementation schedule of such programs and activities.
11. How such a program will be evaluated.

The plan will be evaluated according to the following criteria:

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<td>(1) Does not identify the district’s personnel needs.</td>
<td>(1) Identifies the school or district’s hiring and retention needs and goals but not the process to define them.</td>
<td>(1) Identifies the district’s hiring and retention needs and goals as well as the process to define them.</td>
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<tr>
<td>(2) Does not identify the district’s hiring and retention goals nor the process to define them.</td>
<td>(2) Identify possible sources of recruitment, both internal and external but does not demonstrate methods and media used in the recruitment process.</td>
<td>(2) Identify possible sources of recruitment, both internal and external and demonstrates methods and media used in the recruitment process.</td>
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<tr>
<td>(3) Does not identify possible sources of recruitment, both internal and external nor demonstrate methods and media used in the recruitment process.</td>
<td>(3) Identifies some possible recruitment incentives.</td>
<td>(3) Identifies several specific recruitment incentives.</td>
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<td>(4) Does not identify the methods and media to be used in the recruitment process.</td>
<td>(4) Partially demonstrates how professional teacher organizations will be</td>
<td>(4) Fully demonstrates how professional teacher organizations will be included in the recruitment process.</td>
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<td>(5) Fails to identify possible recruitment incentives.</td>
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<td>(5) Creates a thorough plan</td>
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<tr>
<td>(6) Does not demonstrate how professional teacher organizations will be included in the recruitment process.</td>
<td>included in the recruitment process.</td>
<td>for instituting, enhancing, or maintaining diversity both in the recruitment pool and in the teacher population of the school or district.</td>
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<tr>
<td>(7) Does not create a plan for instituting, enhancing, or maintaining diversity both in the recruitment pool and in the teacher population of the school or district.</td>
<td>(5) Creates a plan for instituting, enhancing, or maintaining diversity both in the recruitment pool and in the teacher population of the school or district.</td>
<td>(6) Create a professional growth and development plan (PGP) that completely and specifically connects individual teacher and school learning goals.</td>
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<td>(8) Does not identify specific goals of the professional development plan.</td>
<td>(6) Creates a generalized plan that connects individual teacher and school learning goals</td>
<td>(7) Create a PGP with a degree of specificity and breadth to allow for immediate implementation.</td>
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<td>(9) Does not present a professional growth and development plan that adequately connects individual teacher and school learning goals</td>
<td>(7) Creates a plan that provides a framework for implementation, but lacks the specificity to allow for immediate action.</td>
<td>(8) Presents a specific and thorough method of evaluation of the plan.</td>
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<td>(10) Does not demonstrate any specificity required for implementation of the plan</td>
<td>(8) Presents an incomplete method of evaluation of the plan.</td>
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<td>(11) Does not present any method of evaluation of the plan</td>
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2. **Optional Extra Credit Assignments**

The requirements for this assignment can be found on the course website.

Required Assignments

3. All required assignments MUST be completed for a student to earn an “A.” Students who earn the requisite number of points for an “A,” but do not complete all required assignments can only earn an “A-.”

I. **GRADING:**

Assignment weights can be found on the course website.

2. The instructor reserves the right to **increase or decrease** a student’s grade for demonstrated **positive or negative** behavior exhibited during the course.

K. **GRADE DISTRIBUTION**
A grade/point distribution matrix can be found on the course website.

L. POLICY ON “INCOMPLETE” GRADES

In accordance with department policy, an “Incomplete” grade will only be given if one or more Critical Assignments are missing. Missing Critical Assignments must be submitted no later than August 25, 2006. Students who do not submit missing Critical Assignments by that date will have their “Incomplete” grade changed to an “F.”

M. SELECTED BIBLIOGRAPHY

Florida Performance Measurement System Domains
Florida School Laws (Current Edition) Tallahassee FL: Florida Department of Education
Clinical Education Manual: Diagnosis of Teacher Performance
Clinical Education Manual: Conferring with teachers about performance
Clinical Education Manual: Professional Development Planning

JOURNALS

*NASSP Bulletin*
*The Journal of Educational Relations*
*Educational Leadership*
*The Principal*
N. NOTES

This syllabus is intended as a guide and **may be changed or modified as necessary** by the professor.

O. RELIGIOUS ACCOMMODATION

Students have the right to reasonable religious accommodations. (See the professor to make individual arrangements, and consult the FAU Graduate Catalog 1997-1999, pg. 66 for a complete statement regarding university policies.)

P. SEXUAL HARASSMENT

Students who believe that they have been the victims of harassment may report the facts and circumstances to the Chair or Supervisor of the department involved, the Dean of the College, the Dean of Students or the Director of Equal Opportunity Programs. (Please consult the FAU Graduate Catalog 1997-1999, p. 75 for a complete statement regarding FAU policies concerning this issue.)

Q. STUDENTS WITH DISABILITIES

FAU complies with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. (Please consult the FAU Graduate Catalog 1997-1999, p. 75 for a complete statement regarding FAU policies concerning this issue.) If you have need of assistance in this area, please notify the professor **no later that the first week** of the semester.

R. STUDENT RESPONSIBILITY AND DISCIPLINE

“The president or approved designee shall have the authority to order any student to cease and desist any activity which in his/her judgment disrupts the orderly operation of the institution. Any student failing to abide by the cease and desist order shall be subject to suspension pending a hearing.” (Please consult the FAU Graduate Catalog 1997-1999, p. 68 for a complete statement regarding FAU policies concerning this issue.)

S. Non-Degree Seeking Credits (the “12 Hour” Rule)

Florida Atlantic University regulations state that ONLY up to one-third of the degree requirements earned as a non-degree-seeking student may be applied to a graduate program, which translates to 12 credit hours for a masters’ degree. This means that all students currently taking courses within the Department of Educational Leadership as non-degree students must have applied and been accepted into a Masters program prior to exceeding the 12 credit hours, or else risk not having additional credit hours accepted for the program. As the admission process can take some time, if you intend to apply for admission into one of the Department’s masters’ programs, you should apply immediately. If you need to arrange a GRE test, you need to do this as soon as possible. Failure to do this may result in your having to wait before proceeding with your program.
As of Summer 2005, the Department of Educational Leadership will be rigorously applying this policy. Students who complete more than 12 credit hours without being accepted into the program will only have their first 12 credit hours counted.