

UNIVERSITY OF NORTHERN COLORADO
Division of Educational Leadership and Policy Studies

**ELPS 604 Understanding People: Professional
Development and Educational Leadership**

3 Semester Hours
Spring 2018 (Online)

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COURSE DESCRIPTION:

This learning experience is one of four introductory explorations of educational leadership. The fundamentals of working with people within educational organizations and programs are reviewed in this course. Emphasis is placed on team development and facilitation, organizational communications, staffing issues, adult learning, and professional development.

RELATIONSHIP OF THIS COURSE TO PROGRAM KNOWLEDGE BASE:

Students who enter study in educational leadership at UNC are exposed to five domains in which they: (1) develop a personal vision for educational leadership; (2) examine and use modes of inquiry to help them frame problems and gather information; (3) understand organizational culture, communication, and change; (4) explore educational leaders' roles in supervising professionals and developing human potential; and (5) examine influences from the external environment that shape educational policies, structures, and operations. Learning experiences of this course contribute directly to students' understanding of the underlying beliefs of our leadership development program; particular emphasis is given to the italicized statements below:

- *Human growth and development are lifelong pursuits;*
- *Organizations are artifacts of a larger society;*
- Learning, teaching, and collegiality are fundamental activities of educational organizations;
- Validated knowledge and active inquiry form the basis of practice;
- Moral and ethical imperatives drive leadership behavior;
- *Leadership encompasses a learned set of knowledge, skills, and attitudes;*
- *Effective leadership in educational organizations depends on individual and group effort;*
- *Leaders effect positive change in individuals and organizations; and*
- *Leaders' behavior and actions model their beliefs and values.*

STANDARDS FROM PROFESSIONAL ORGANIZATIONS:

Courses in this Division are designed to prepare individuals to serve as leaders in the field of education. Learning experiences are designed to address the skills, competencies, and performance expectations identified by numerous professional organizations and learned societies with an interest in the preparation of educational leaders. Among the organizations consulted are the American Association of Higher Education, the American Association of

School Administrators, the American College Personnel Association, the American Society for Training and Development, the American Association for Adult and Continuing Education, the National Association of Elementary School Principals, the National Policy Board on Educational Administration, the National Association of Student Personnel Administrators, the National Society for Performance and Instruction, and the University Council for Educational Administration.

RELATED COLORADO PRINCIPAL QUALITY STANDARDS:

Learning activities of this course address the licensure standards for principals established by the Colorado Department of Education and the State Board of Education. The standards and competencies addressed in this course are as follows:

Standard I: Principals demonstrate strategic leadership

ELEMENT D: Distributive Leadership

Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators.

Standard II: Principals demonstrate instructional leadership

ELEMENT B: Instructional Time

Principals create processes and schedules which maximize instructional, collaborative and preparation time.

ELEMENT D: High Expectations for All Students

Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas.

Standard IV: Principals Demonstrate Human Resource Leadership

ELEMENT A: Professional Development/Learning Communities

Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.

ELEMENT B: Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff

Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.

Standard V: Principals Demonstrate Managerial Leadership

ELEMENT B: Conflict Management and Resolution

Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.

ELEMENT C: Systematic Communication

Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.

ELEMENT D: School-wide Expectations for Students and Staff

Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.

ELEMENT E: Supporting Policies and Agreements Principals regularly update their knowledge of federal and state laws, and school district and board policies, including negotiated agreements, if applicable, and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.

NCATE standards addressed in this course include the following:
2.1, 3.1, 3.3, 4.1, 4.3, 5.1-5.3, 6.1, 6.2

COURSE OBJECTIVES:

Course activities in general are designed to provide students with:

- Knowledge of team and group development and facilitation, organizational communications, staffing processes and practices, adult learning, and professional development.
- Skills and behaviors such as effective oral and written communication skills, group/team development and facilitation skills, and choosing appropriate professional development opportunities.
- Attitudes indicating an understanding that human growth and development are lifelong pursuits, and an acceptance that effective leaders respect the attitudes and values of the people with whom they work.

These knowledge bases, skills, behaviors, and attitudes will be developed using individual readings, group activities, class discussions, visits with leaders in various social and educational agencies, and reflective practice. **As a result, students will be able to:**

Theme One—Individual and Team Leadership

1. Demonstrate an understanding of how school leaders interact effectively with other adults through the administration of human resource functions.
2. Demonstrate effective oral and written communications skills as individuals and in groups and how to establish effective communication systems within organizations.
3. Describe how groups and teams develop and demonstrate how leaders can effectively facilitate the work of these groups and teams (e.g., skills for building groups/teams, running effective meetings, member and leader roles in groups/teams; conflict management).
4. Reflect on, analyze, and design action plans related to critical human resource issues.

Theme Two—Staffing Processes and Issues

1. Describe the basic personnel processes with a focus on recruiting and hiring staff within educational organizations and programs.
2. Understand the signs of racism, sexism (including discrimination based on gender identity or sexual orientation), discrimination against the disabled, and other forms of discrimination within personnel practices, no matter how subtle or unintended, and the importance of diversity within organizations.
3. Describe how to administer the provisions of negotiated employment contracts.

Theme Three—Adults in Organizations

1. Utilize learning research to construct effective professional development experiences.
2. Outline avenues of professional development for self and staff within educational organizations and programs (e.g. mentoring, portfolio development, workshops, professional associations, university programs, self-directed learning activities).

REQUIRED TEXT:

Baker, J. R., & Doran, M. S. (2007). *Human resource management: A problem-solving approach linked to ISLLC standards*. Lanham, MD: Rowman & Littlefield Education.

COURSE ASSIGNMENTS:**1. CLASS PARTICIPATION AND CONTRIBUTIONS TO ASYNCHRONOUS DISCUSSION FORUMS**

Students will examine and respond, orally and in writing, to a variety of readings in the following human resource areas: theories of human motivation; adult learning and professional development; recruitment and selection; legal and policy issues; investigations and employee discipline; performance evaluation; state personnel statutes; contract administration; and teacher associations. Students will contribute in writing to asynchronous discussion forums on the Canvas platform; they will also participate in class discussions during the synchronous sessions identified in the Course Schedule in this syllabus.

2. GRANT PROPOSAL TO SUPPORT PROFESSIONAL DEVELOPMENT

Students will respond to a Request for Proposals (RFP) to provide professional development in the organization in which they are currently or have recently been involved. The written response to the RFP will demonstrate knowledge of human motivation theories, effective practices in professional development and teacher learning; professional development structure, and grant writing criteria.

ASSESSMENT CRITERIA AND GRADING:**Participation and Asynchronous Discussion Forums****60%**

This includes responding to discussion prompts/activities and engaging with peers in constructive dialogue about the course material during synchronous sessions and in asynchronous discussion forums. Contributions will be evaluated according to rubrics or lists of specified criteria distributed on Canvas.

Professional Development Grant Proposal**40%**

Students will complete the application requirements for a competitive grant to support professional development for their district/school.

This course requires active and relevant participation in all types of class discussions— asynchronous discussion forums as well as synchronous discussions. “Active and relevant” participation includes:

- Providing informed opinions and relevant commentary
- Raising insightful and thought-provoking questions
- Remaining focused on the topic of discussion
- Clarifying other peoples’ ideas
- Challenging ideas in a constructive manner

- Providing appropriate leadership and followership in group work
- Displaying a professional demeanor
- Being responsible for readings and outside assignments
- Accepting responsibility for doing “make up” work when a class activity is missed

Attendance during synchronous sessions and regular participation in asynchronous discussion forums are extremely important for understanding and applying the course concepts. Students are expected to prepare for each synchronous session or asynchronous discussion forum by reading the assigned material and completing written work.

Specific instructions for contributing to asynchronous discussion forums will be posted in Canvas each week. In addition to specific discussion prompts or questions, these instructions will include details such as the due dates for posting your comments, the number and type of posts required from each member of the class, and the method used by the instructor to evaluate your posts.

If a synchronous class session must be missed for personal or professional reasons, please contact the instructor **prior** to the session and make arrangements with a classmate for notes and materials to be collected. Students who need to miss a session should check with the instructor about make-up work and access the recording of the synchronous session (available on Canvas).

GRADING POLICY

Assignments, including contributions to discussion forums and general class participation, are graded according to rubrics or lists of criteria that will be distributed within the Canvas platform. Final grades are awarded in accordance with the Graduate Bulletin that specifies: "Superior is indicated by 'A,' above average is 'B,' average is 'C,' below average but passing is 'D,' and failure is 'F.'"

The University of Northern Colorado recently introduced pluses and minuses to its grading system. In Educational Leadership and Policy Studies the implementation of pluses and minuses in grading has been left up to the discretion of each professor. For this course, pluses and minuses will be used.

LATE ASSIGNMENT SUBMISSION

In the event of extenuating circumstances, if a student needs additional time to submit an assignment for the course, then he/she should request an extension from the instructor in a reasonable amount of time before the due date.

Efforts have been made to distribute the workload reasonably throughout the duration of the semester. However, if a student does not meet a designated deadline for a particular assignment, then he/she runs the risk of accumulating a series of outstanding assignments, making it difficult to keep up. Late work for which extensions have not been approved will be subjected to penalties (1/3 of a letter grade per calendar day late) at the instructor's

discretion. Assignments submitted more than two weeks after the due date will not receive credit.

ACADEMIC DISHONESTY

Plagiarism or other academic dishonesty of any kind will not be tolerated. The penalty for such action will result in an “F” letter grade for the course and/or additional sanctions as permitted under University policy. If you are unsure of how to properly paraphrase or cite a source in APA style, we encourage you to seek assistance. Problems should be discussed with one of the instructors at your earliest convenience. Situations warranting consequences will be reported to the CEBS Dean. For a complete explanation of University academic student conduct policy, see

<http://catalog.unco.edu/200809/wwhelp/wwhimpl/js/html/wwhelp.htm?&accessible=true>

DISABILITY ACCESS

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services at *Campus Box 139 Greeley, CO 80639*
Phone: (970) 351-2289 (Voice, TTY), FAX: (970) 351-4166 as soon as possible to ensure that accommodations are implemented in a timely fashion.

DIVERSITY STATEMENT

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See

http://www.unco.edu/hr/AAEO_TitleIX.htm).

SEXUAL MISCONDUCT/TITLE IX STATEMENT

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-3514040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct .

TECHNOLOGICAL REQUIREMENTS FOR THIS COURSE

In order to successfully complete this course, students will need a laptop/desktop computer with a

microphone and speakers. In addition, students will need adequate Internet service to ensure seamless participation in the virtual classroom. If students encounter technical difficulties, they are encouraged to call 970-351-HELP to access the information technologies (IT) help desk. In addition, students should know that Library Services provides specific help to online students. These services are detailed at: <http://library.unco.edu/services/distance.htm>

Tentative Course Schedule

Dates	Module	Reading Assignment	Synchronous Session	Assignment(s) Due
Jan. 8-16	1. Motivation in the Workplace (in the schoolhouse)	Deci, Self-determination theory video Bandura, "Self-Efficacy" Optional: additional articles on motivation		DISCUSSION FORUM Jan. 16
Jan. 17-22	2. Professional Development, Part A	Articles and other resources on Professional Development	Jan. 22	
Jan. 23-29	3. Recruitment and Selection, Part A: Equity and a Diverse Teaching Staff	Baker & Doran 1a, 1b, 1g Articles and other resources on recruiting and retaining teachers of color		DISCUSSION FORUM Jan. 29
Jan. 30 – Feb. 12	4. Recruitment and Selection, Part B: The Interview & Hiring	Candidate selection presentation (PPT) Legal & Illegal pre-employment inquiries Baker & Doran 4c, 2d	Feb. 5	DISCUSSION FORUM Feb. 12
Feb. 13-26	5. Discrimination and Sexual Harassment	EEOC website guidance on discrimination Baker & Doran 2b, 2f; 2i, 2j, 2k, 2m ADA guidance Baker & Doran 11d	Feb. 19	DISCUSSION FORUM Feb. 26
Feb. 27 – March 5	6. Staffing Issues and Contract Administration	Baker & Doran 2c, 4h Guidance on FMLA Baker & Doran 6g, 6h; 6c	March 5	
March 6-19	7. Investigations and Employee Discipline	Baker & Doran 4j & 9k; 6j Baker & Doran selections from Chapters 9 & 10 Nonrenewal and dismissal: Relevant Statutes		DISCUSSION FORUM March 19

March 20 – April 2	Professional Development, Part B	Articles and other resources on Professional Development Resources for planning Final Project	March 26	DISCUSSION FORUM April 2
April 3 – April 30	Final Project	Work on Final Project (PD Grant Proposal)	April 9	Final Project April 30