Instructor: Dessynie Edwards, Ph.D.  
Syllabus: EDAD 5366/6366 School Personnel Management  

Educational Administration  
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COE MISSION STATEMENT
The College of Education at Texas A&M University-Corpus Christi is devoted to excellence in instruction, research, and service, prepares leaders representing diverse backgrounds and experiences to serve the educational needs of the global community.

COURSE DESCRIPTION
This course is designed as an integral part of the Principalship Certificate Program and Master of Science in Educational Administration Program by focusing on the issues of school personnel management. Theories, principles and practices related to personnel administration will be addressed, particularly as they relate to human resources leadership, planning, selection, evaluation, motivation, induction, professional development, appraisal, compensation, legal issues, collective bargaining, and management of conflict in schools.

GENERAL DESCRIPTION AND ORIENTATION OF CLASS
The purpose of this class is to help individuals better understand the importance of School Personnel Management in creating schools where all children succeed. This course will be delivered online. Students are expected to be able to utilize technology tools needed for success in this type of course delivery. Blackboard will be the primary means of communication of material and course discussions. Students are encouraged to access the IT Help Desk if you are unsure about how to access your Blackboard account. This is a graduate course. As such, the reading and requirements of this course are intensive and intended to build your knowledge and expertise in the area of personnel management in schools.

COURSE EXPECTATIONS
Engagement, participation, and active participation in class discussion are expected. It is expected that course discussions be respectful and productive. Although much of this class is independent, it is highly encouraged for you to form networks early in your professional career. The academic arena is a perfect place to start these networks.

Course evaluations during the summer 2017 semester will be conducted at the end of the term. Completion of this instrument is encouraged as I use the results of the course evaluations to improve the way that I structure the course and my teaching delivery. In addition to how evaluations assist me as a faculty member, the University uses course evaluations as a factor in evaluating my teaching effectiveness.
POLICIES

**Classroom:** Log in to Blackboard often and follow discussion threads on assigned readings and questions. Contact the instructor if you have any questions or concerns with the online classroom. Please be an active participant in class.

**Communication:** Email and Blackboard communication will be the best way to communicate with the instructor outside. You can also schedule appointments for meeting.

**Statement of Academic Continuity:** In the event of an unforeseen adverse event, such as a major hurricane University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Technology-- Blackboard and Email:** All assignments are to be uploaded onto the Blackboard by the due date at 11:59pm of the assigned due date.

**Assignment Format:** All assignments are to be submitted electronically on Blackboard and in MS WORD format, not PDF. See APA for all guidelines.

**The CASA Writing Center:** The Center for Academic Student Achievement writing center is a wonderful resource provided to all TAMUCC students. The writing center is available online and at their office hours and by appointment. If you are struggling in any way with writing for any course at TAMUCC, or would like an independent opinion of your writing to help you improve, please do not hesitate to use this resource. [http://casa.tamucc.edu/wc_services.php](http://casa.tamucc.edu/wc_services.php)

**Late/Missed Assignments:** All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor for compelling reasons. Late work will not be accepted in this course.

**Illness/Emergencies/Unforeseeable Absences:** If an illness/emergency or unforeseeable circumstance arises and you cannot complete your online requirements of class, please email or call me ASAP.

**Accommodations:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101. It is the student’s responsibility to register with Disability Services Office and to contact the faculty member in a timely manner to arrange for appropriate accommodations.

**Academic Honesty Policy.** Learning and teaching take place best in an atmosphere of intellectual freedom, openness, and honesty. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an” F” in the
course. Texas A&M University- Corpus Christi is a community of scholars where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered:

**Statement of Authorship**

The following statement must be completed and submitted on the bottom portion of the cover page for the critical reflection and the final research paper submitted for grading.

“I certify that I am the author of this paper titled ______________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.”

**INSTRUCTIONAL OBJECTIVES**

As a result of activities, course readings, and interactive experiences, students will be able to:

- Effectively collaborate with peers, providing support through guidance, feedback, and reflective activities.
- Become more proficient in APA style.
- Examine and understand human resources leadership and its impact on effective schools.
- Plan effectively for staffing needs.
- Evaluate and select applicants for various positions in the school district.
- Understand the importance of managing conflict, building consensus, and communicating effectively both orally and in writing.
- Understand the relationship between theory and research in educational administration.
- Understand the relationship between theory and practice.
- Recognize and understand the importance of the induction process and its long term effects on both certificated and non-certificated personnel.
- Understand why some employees are highly motivated while others lack drive and commitment.
- Understand the importance of professional development for all school personnel.
- Understand the importance of the appraisal process for school personnel.
- Recognize and determine the legal issues that impact personnel decisions.
- Explore and understand current trends in compensation and rewards.
- Examine and understand productive work environments.
- Examine and understand collective bargaining in schools.
- Examine and understand termination and reduction of force.
- Identify, understand and reflect upon self-perceptions and others’ perceptions of you.
- Identify, understand and reflect upon the impact one has on others in the school and community environment.
- Assess one’s ability to communicate orally and in writing.
- Apply theory to practice.
- Assess one’s abilities to build and sustain positive and meaningful relationships within the context of your school and community.
This course covers the following ISLCC (Interstate School Leaders Licensure Consortium Standards for School Leaders) Standards:

- ISLCC Standard 2 – Developing a school culture and instructional program conducive to student learning and staff professional growth. An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- ISLCC Standard 4 – Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

This course also covers the following domains and competencies for the State Board of Educator Certification Texas Examinations of Educator Standards (SBEC/TExES) Framework for Principal Certification

- **DOMAIN III- ADMINISTRATIVE LEADERSHIP**
  
  o Competency 008-The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

- **DOMAIN II- INSTRUCTIONAL LEADERSHIP**

  o Competency 005-The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
  
  o Competency 006-The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.
COURSE REQUIRED TEXTBOOKS


Other readings assigned and posted on Blackboard:


COURSE REQUIREMENTS/EVALUATION CRITERIA

Professional Resume .......................................................... 10 points
Critical Reflection Paper ..................................................... 20 points
Participation and Engagement in Discussions ....................... 30 points
Semester Research Paper on School Personnel Management ........ 40 points
Total Possible Points.......................................................... 100 points

Grading Scale: 90-100 = A, 80-89 = B, 70-79 = C, 69 and below is failing

Incomplete: Incompletes will not be given for this course.

COURSE ASSIGNMENT DESCRIPTIONS

Professional Resume 10 points Due: Week 2
A benchmark for this course is to complete a professional resume. Ultimately, you will want to secure a position as a principal or an assistant principal. There will not be a prescribed resume format, however pay careful attention to the literature in Chapter 4 as well as the discussions on selection of administrative personnel. Your resume should include the core ideas covered in those assigned readings and discussions as much as possible.

Critical Reflection Paper 20 points Due: Week 3
The reflection process is an important aspect of being a school leader. By this point, you will have read and participated in many discussions on school personnel management. This assignment will give you time to reflect on what you have learned and help you decide on a specific interest for your final paper. It is good practice for you to set aside time to write your impressions, ideas, applications, and emotional reactions as you read and as your participate in class. The context of these reflections should help you develop self-awareness of values, beliefs, and attitudes related to yourself, your life and school leadership as it relates to supervision and administration of personnel.

Specific format for this assignment is as follows. 1) Your reflection should be NO MORE THAN THREE PAGES (word-processed, double-spaced, 12 point font), 2) It should be written in first person, 3) Avoid the urge to write editorials or position papers, 4) Work to personalize your efforts with connections to the readings, your work, your experience, and your life, and 5) Don’t forget the reflection is about you, not other people. Focus your reflections on what you’ve learned thus far.

Participation and Engagement** 30 points Due: Ongoing [Wk 4-10]
Each week students should be prepared for class discussions by having previously read the assigned readings. Students must post talking points on the assigned readings in blackboard. Talking points could include 2-3 questions based on the readings to provoke conversation. These questions may be related to a particular article/chapter, but also try to create questions that cut across articles touching on overall themes. In order to foster critical conversations must reply to a minimum of three threads initiated by other students. You need to be an active participant in blackboard each week to earn full credit.
Semester Research Paper 40 points Due: Week 4
Students are required to write a research paper on any aspect of school personnel management they choose. You need to have at least 10 references from peer-reviewed sources in your paper. The paper needs to be six to eight pages long; this excludes the cover page and references. You are to use double-spaced, 12-point Times New Roman font, one-inch margins, with no “extra” or “larger” spaces between paragraphs and using current APA style and formatting. Your paper will not be graded if you write this in an outline or if you present the information in a question/answer format. You need to use your writing skills to synthesize and present your thoughts logically and analytically. Use the following outline to guide your work.

1. Cover page (does not count toward 8 page limit) (Do not forget statement of authorship)
   a. Title of paper
   b. Name
   c. Course number and semester
   d. Professor’s Name (Dr. Dessynie Edwards)
   e. Date of submission

2. Introduction (approximately .5 – 1 page)
   a. Brief explanation of your experiences with administration and supervision
   b. Research-based statement of your perspective on administration and supervision
   c. Brief overview of the paper specifying the specific researched area of school personnel management

3. Literature Review (approximately 3-4 pages)
   a. In this section, complete a literature review of the existing literature you found on the topic of choice

4. Plan for Personal and Organizational Supervision and Administration (approximately 2-3 pages)
   a. In this section of your paper, identify your own strengths and weaknesses in relation to administration and supervision and the topic you chose. Based on the research you’ve completed, explain your plan for personal improvement and also explain the kinds of culture, structure and norms you will strive to establish in your school.

5. Conclusion (approximately .5 – 1 page)
   a. Briefly summarize your research, findings, and personal perspective on supervision and administration and specifically the topic you chose.

6. References (does not count toward the 10 page limit)
   a. Must use APA Style
   b. Must include scholarly, peer-reviewed resources
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Mon.</td>
<td>Review of Syllabus &amp; Introduction to School Personnel Management &amp; SuperVision</td>
<td>Connect TAMUCC email</td>
<td>Post Response to Discussion Board</td>
<td>Video: Bad Teacher, First Day</td>
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<td></td>
<td>Thurs.</td>
<td>Recruitment; Selection &amp; Placement</td>
<td>Seyfarth (2008) Ch. 3 &amp;4, Gordon Ch. 12</td>
<td>Post Response to Discussion Board</td>
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<td></td>
<td>Mon.</td>
<td>Motivation &amp; Induction</td>
<td>Seyfarth (2008) Ch. 5&amp;6</td>
<td>Post Response to Discussion Board</td>
<td>*Resume Due- Post in Blackboard</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>References</td>
<td>Assignment</td>
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<td>*Critical Reflection 1 –Due for Grading</td>
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<td>3</td>
<td>Tues.</td>
<td>Equity &amp; Diversity Audits</td>
<td>Gay (2005), Munoz &amp; Thomas (2006)</td>
<td>Post Response to Discussion Board</td>
<td></td>
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<td></td>
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<td>*Research Paper Due- for Peer Review</td>
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<tr>
<td>4</td>
<td>Mon.</td>
<td>Equity Audits</td>
<td>Skrla, Scheurich, Garcia, Nolly (2010).</td>
<td>Post Response to Discussion Board</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Thurs.</td>
<td>Final Exam/Self-PD Plan</td>
<td></td>
<td>*Self PD-Plan (Part 1 &amp; 2)-for Participation Grading- [10 points]</td>
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## Appendix A: Class Participation & Engagement Rubric (30 points)

<table>
<thead>
<tr>
<th>Quality of Comments</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments from the group</td>
<td>Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others</td>
<td>Volunteers comments but lacks depth, may or may not lead to other questions from students</td>
<td>Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question</td>
<td>Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic</td>
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<table>
<thead>
<tr>
<th>Resource/Document Reference</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Clear reference to text being discussed and connects to it to other text or reference points from previous readings and discussions</td>
<td>Has done the reading with some thoroughness, may lack some detail or critical insight</td>
<td>Has done the reading, lacks thoroughness of understanding or insight</td>
<td>Has not read the entire text and cannot sustain any reference to it in the course of discussion</td>
<td>Unable to refer to text for evidence or support of remarks</td>
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<thead>
<tr>
<th>Active Listening</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
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<tbody>
<tr>
<td>Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others</td>
<td>Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others</td>
<td>Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others</td>
<td>Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others</td>
<td>Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix B: Critical Reflection Assignment Rubric (20 points)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Exemplary (3)</th>
<th>Intermediate (2)</th>
<th>Beginning (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-disclosure</strong></td>
<td>Seeks to understand concepts by examining <em>openly</em> your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an <em>open, non-defensive ability to self-appraise</em>, discussing both growth and frustrations as they related to learning in class. Risks asking probing questions about self, but do not engage in seeking to answer these.</td>
<td>Seeks to understand concepts by examining <em>somewhat cautiously</em> your own experiences in the past as they relate to the topic. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but do not engage in seeking to answer these.</td>
<td><em>Little self-disclosure, minimal risk</em> in connecting concepts from class to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection.</td>
</tr>
<tr>
<td><strong>Connection to one’s outside experiences</strong></td>
<td><em>In-depth synthesis</em> of thoughtfully selected aspects of readings related to the topic. Makes <em>clear</em> connections between what is learned from readings and the topic. Demonstrate further analysis and insight resulting from what you have learned from reading. Includes reference to at least two readings from class. Includes readings other than those assigned for class.</td>
<td>Goes into some <em>detail</em> explaining some specific ideas or issues from outside experiences related to the topic. Makes general connections between what is learned from outside experiences and the topic. Goes into more detail explaining some specific ideas or issues from readings related to the topic. Makes general connections between what is learned from readings and the topic. Includes reference to at least one reading from class. Includes other readings other than those assigned for class.</td>
<td>Identify some <em>general ideas</em> or issues from outside experiences related to the topic.</td>
</tr>
<tr>
<td><strong>Connection to readings (assigned and ones you have sought on your own)</strong></td>
<td></td>
<td></td>
<td>Identify some general ideas or issues from readings related to the topic. No readings are included.</td>
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<td><strong>Validates how the reflective piece influences one’s thinking process contributing to practice, improvement, creation of schools that advocate for all children</strong></td>
<td>Includes explicit evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced</td>
<td>Includes implicit evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced</td>
<td>Includes minimal to no evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced</td>
</tr>
<tr>
<td><strong>Connection to class discussions &amp; course objectives</strong></td>
<td>Synthesize, analyze and evaluate thoughtfully selected aspects of ideas or issues from the class discussion as they relate to this topic.</td>
<td>Synthesize clearly some directly appropriate ideas or issues from the class discussion as they relate to this topic.</td>
<td>Restate some general ideas or issues from the class discussion as they relate to this topic.</td>
</tr>
<tr>
<td><strong>Spelling &amp; grammar errors</strong></td>
<td>No spelling or grammar errors. 3 pages in length. Follows APA guidelines. Reflection was peer-reviewed.</td>
<td>Few spelling and grammar errors. 1-2 pages in length. Minimally follows APA guidelines. Reflection was peer-reviewed.</td>
<td>Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading. Over 3 pages in length. Minimally follows APA guidelines. Reflection was not peer-reviewed.</td>
</tr>
</tbody>
</table>