EDAD 620.01W: School District Instructional Leadership: Human Resources

Course Syllabus- Fall 2021

Instructor Information

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Preferred Form of Communication: Please use the University email address for primary communication. Cell phone reserved for emergencies or planned conferences.
Communication Response Time: Email is generally answered within 24 hours depending upon the circumstances of the day.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Holt, C. and Bigham, G. (2020). The superintendent and human resources. In J. A. Vornberg, with W. D. Hickey (Eds.), *Texas Public School Organization and Administration: 2020 17th Edition.* Dubuque, IA: Kendall Hunt. ISBN - 978-1524993566

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Ed.). Washington, DC: Author.

Texas Examinations of Educator Standards (TExES) Program

[195 Superintendent Prep Manual](#)

Web based materials as assigned.

Secondary Materials:
Walsh, Jim, Kemerer, Frank, & Maniotis, Laurie. (2018). *The educator's guide to Texas school Law.* Austin,Texas: University of Texas Press.

The print version of this textbook is ISBN: 9781477315316, 1477315314.

Course Description

This is an integrated School District Instructional Leadership course to develop candidates who have the knowledge and ability to promote the success all of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. Additionally, the course will develop candidates who had the competencies for the Standard Superintendent Certificate in school district instructional leadership of human resources.

Prerequisite: Principal certification and admission into the superintendent certification program or doctoral status.

Superintendent Leadership Standards
This course, EDAD 620, will focus specifically on the following Superintendent Standards: Standard I, Standard II, Standard III, Standard IV, Standard VI and Standard VIII. However, the other standards may be referenced in discussions and articles/documents. The complete list of the Superintendent Standards can be found at the following link

Superintendent Standard I
Learner-entered Values and Ethics of Leadership: A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Superintendent Standard II
Learner-Centered Leadership and School District Culture: A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Superintendent Standard III
Learner-Centered Human Resources Leadership and Management: A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development and applies the legal requirements for personnel management.

Superintendent Standard IV
Learner-Centered Policy and Governance: A superintendent is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context and by working with the board of trustees to define mutual expectations, policies and standards.

Superintendent Standard V
Learner-Centered Communications and Community Relations: A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Superintendent Standard VI
Learner-Centered Organizational Leadership and Management: A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient and effective learning environment.

Superintendent Standard VII
Learner-Centered Curriculum Planning and Development: A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance.

Superintendent Standard VIII
Learner-Centered Instructional Leadership and Management:
A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

Students in EDAD 620 will demonstrate and apply the Domains and Competencies below as part of the course learning. The complete list of the Domains and Competencies for TExES Superintendent (195) can be found at the following link

http://www.tx.nesinc.com/content/docs/195PrepManual.pdf

Domain I — Leadership of the Educational Community
    Competency 001: The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

Competency 002: The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

Competency 003: The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.

Competency 004: The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district's educational vision.

Domain III — Administrative Leadership

Competency 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

Competency 009: The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems t to ensure a safe and effective learning environment.

Competency 010: The superintendent knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state r requirements and facilitate positive change in varied contexts.

Student Learning Outcomes:

The student will be able to demonstrate the following:

1. Identify and understand the major functions of Human Resources Management.
2. Locate and understand personnel needs based on state and local policies for the purpose of developing a plan for pupil population projections, e.g. prekindergarten.
3. Understand the legal requirements for special programs, student welfare, family and student with disabilities, service animals, and access to special programs.
4. Assess a district-wide program for nondiscrimination.
5. Understand how to develop a district culture that promotes ethical leadership, recognition of employees, awareness of diversity, promotes learning, promotes high expectations, and promotes academic rigor for self, students, and others.
6. Identify and understand the elements of a safety program and risk management inspections.
7. Evaluate and understand the personnel selection process that describes desired characteristics, requirements, steps in process, and pertinent/legal information for decision-making.
8. Investigate, evaluate, and design a district-wide induction program for new personnel that include orientation meetings, state required staff development, and support mechanisms for their initial year.

9. Examine and develop a plan for determining what kinds and types of teacher training that are needed for compliance with district strategic and improvement plans.
10. Understand, evaluate, and design a plan for determining what kinds and types of paraprofessional and hourly personnel trainings that are needed for compliance with state, federal, and local requirements and for district plans.
11. Examine, evaluate, and develop a district-wide compensation plan that includes categories of employees, current levels of compensation and recommended levels for compensation for the coming year.
12. Demonstrate knowledge of certification standards.
13. Demonstrate knowledge of the legal environment affecting employment in public education, e.g. personnel leaves, absences, and medical leave.
14. Understand and demonstrate sufficient knowledge of the appraisal process to submit an appraisal plan for a specific category of employees. This plan must include either T-TESS or T-PESS.
15. Demonstrate an understanding of the time frames for contract renewal and submission.
16. Identify the legal requirements of a transportation program for a school district as well as emergency plans and procedure in the event of a crisis.
17. Demonstrate an understanding of the legal implication of student discipline in various settings and on student populations.
18. Understand and develop a professional learning plan that enhances the professional capabilities of campus and district professional staff and includes adult learning strategies, learning based on needs/data from the district, and innovative learning strategies.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments
This web-based course relies heavily on written responses, interaction, and discussion. It is problem-based and inquiry-oriented course. Learning in this course will take place as a result of online discussion boards, lectures/power-point presentations, readings and concentrated study, and participation in intensive group learning exercises via online venues.

Assignments include a series of written responses to readings and online discussions. The readings cannot be neglected. It is important that you set aside time to read and digest the readings before you write or participate in discussion boards.

A wide variety of instructional methods will be used to provide students with meaningful learning experiences. Some of these will include focused discussions, written reflections, problem-solving activities, case studies, independent research, and the direct teaching model.

Assignments/Journaling
> *Student Learning Outcomes: 1-16*
> *Assessment Method*: Assignments will take several forms including independent research and writings.

Discussions
> *Student Learning Outcomes: 1-16*
> *Assessment Method*: Class participation grades will be determined by the professor.
> Each on-line forum will be graded using the Discussion Forum Rubric.
> Discussions occurring in class will follow the same discussion rubric.

Each student is expected to participate using D2L, complete all reading and written assignments on time, and actively engage in class by closely connecting class topics and discussions to textbook and other readings. Each student is expected to participate online at least two **weekdays** each week by responding to prompts and responding to the answers of others. Each student is expected to participate in endeavors with the goal of contributing meaningfully and implementing higher order thinking skills. You cannot receive participations points if you are not contributing to the class discussion. To earn participation points, you must discuss and apply knowledge of the readings.

You should read, analyze, and respond to the issues of the week/questions and comments from me and the other members of the class. In short, you are required to actively participate in our classroom discussions and online. You must do more than complete assignments. You must demonstrate your regular reading of others' responses. In other words, I am looking for evidence that you are an active participant in the learning experience. This can be done by relating real world experiences to the discussions or summaries, building on other's comments with alternative solutions, and pointing out problems or adding another dimension to the discussion. Saying, "I agree" does not fall within the above parameters. Responses should be substantial (i.e. not one sentence).

The discussion forums are related to the readings, external resources, and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers. Your contributions to the discussion forums will be graded for quality and timeliness of your contributions.

Learning Projects/Demonstrations
Student Learning Outcomes: 1-16
> *Assessment Method*: Various projects and learning demonstrations will be assigned during the course. The projects and learning assessment will be graded using a rubric found in the course documents in D2L.

Exams
> *Student Learning Outcomes: 1-16*
> *Assessment Method*: The examination may be comprised of essay questions, situational problems, T/F and M/C questions. When essay questions are used in the exam/quiz, a rubric will be provided in the course documents in D2L.
> In addition, a practice exam for the TExES 195 Superintendent exam will be included in the course grade.

CLASS ENVIRONMENT
Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning.

Grading

Grades will be determined on a total point basis as follows:

Assignments	25 Points each (8)
Discussions	7 Points each (7)
Group Project Planning	6 Points (1)
Group Project	25 Points (1)
Exams/Quizzes	50 Points each (2)
Journaling	15 Points each (5)
Total Points	455

*This list may be adjusted during the course.

Final Grade will be calculated as follows:

90-100	A	Excellent
80-89	B	Good
70-79	C	Poor
69 - 70	D	Unacceptable
Below 60	F	Unacceptable

Please note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback to the student and guide the instructor in assessing the student's work. The final grade awarded for the course, however, will be at the sole discretion of the instructor. No late work will be accepted.

This syllabus represents a relationship between the two of us regarding the evaluative measures and the content included in EDAD 620. The instructor reserves the right to amend, revise, or change the content of the syllabus as deemed necessary.

Course Calendar

The course is designed as a virtual course. Assignments and online discussion threads will be assigned each week through the D2L learning platform. In addition, students will be expected to respond to the "Hot Topics" board. Successful completion will require participation and submission of assignments in each module. We will spend approximately two weeks in each module. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document in D2L. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.

In addition, we will be referencing the Texas Examinations of Educator Standards (TExES) Program Preparation Manual for the Superintendent (195) exam.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor

Communication with students will be established through the students' Leomail account. Please make sure to check your Leomail account on a daily basis. During the week, I will usually respond to your emails at Teresa.Farler@tamuc.edu within a 24 hours time frame. On weekends, it may take up to 48 hours. Grades will be provided for assignments within 10 days of the original submission date.

You may also reach me via my cell phone (214.405.1592). If you have questions regarding an assignment, feedback on your assignments/work, or need clarity for completing work, please feel free to call me. If I do not answer, be sure to leave a detailed message and I will return your call in order to help you.

I encourage you to use either leomail or my cell phone if you need assistance.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Course Specific Procedures/Policies

Late work is not accepted. Attendance is required for all assigned class meetings per the course calendar.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Students with Disabilities-- ADA Statement

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 accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Counseling

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

EDAD 620 (01W) Fall 2021
Course calendar
(Dates subject to change at instructor discretion)
NOTE: A more detailed course calendar will be provided in the D2L course shell.

Course Modules	Assignments	Due Date
Module 1 The Foundations of Human Resources August 30 – September 12	Assignment 1 – Board Policies for HR Functions	August 30, 2021, at 11:59 p.m.
	Journal - Employment Trends	
	Bio Assignment	
Module 2 Human Resources Processes September 13– September 26	Discussion Topic	Due September 26, 2021, at 11:59 p.m.
	Assignment – Induction and Mentoring	
	Journal – Texas Gateway	
	Assignment – Building a Culture of Success	
Module 3 Human Resources September 27 – October 10	Discussion Topic	Due October 10, 2021, at 11:59 p.m.
	Assignment – Section 125 Plan	
	Journal – HB3 and HB 1525	
Module 4 Professional Development October 11 – October 24	Assignment - Organizing and planning for the group project. **Complete only #9 for this assignment.** The actual presentation is due in Module 7.	Due by October 24, 2021, at 11:59 p.m.
	Discussion Topic	
	Mid-term Quiz	
Module 5 Legal Issues October 25 – November 7	Discussion Topic	Due November 7, 2021, by 11:59 p.m.
	Assignment – Human Resource Interview	
	Journal – Texas Attorney General Opinion	
Module 6 Certifications and Contracts November 8 – November 21	Discussion Topic	Due November 21, 2021, at 11:59 p.m.
	Assignment – Case Study	
	Journal - Teacher Shortage	
Module 7 Current Issues November 22 – December 5	Discussion Topic	Due December 5, 2021, at 11:59 p.m.
	Assignment – Group Project	
	Assignment - Employee Appraisal and Evaluation	
Module 8 Motivating Professionals	Discussion Topic	Due December 10, 2021, at 11:59 p.m.
	Assignment – Motivating Faculty	

December 6– December 10 (Note: Short Week!!!)	Final Exam	