

**ELPA 785 Staff Personnel Systems in Education**  
Ph.D. Student Cohort Summer 2009 – UW Madison

Instructor

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### **Course Objectives**

This course will provide a practical overview of the best practices for maximizing the human resources in educational organizations to dramatically improve student performance and close the achievement gap.

Approximately 80% of the school district budget is spent on human resources to hire, retain and train certified, classified and administrative personnel. These employees rarely fail because of lack of technical skill or expertise. Almost all employees fail because of their poor interpersonal skills or because the human resource strategies are inept or lacking. Therefore, principals, superintendents, and other administrators must have a comprehensive understanding of the human resources function if they are to be accountable and make a leadership and policy difference in their schools and district.

The whole is greater than the parts of people working together effectively in a school district to make an impact on teaching effectiveness and student learning. Recruiting, developing, and keeping teacher and administrator talent is critical to high quality performance in the classroom that will dramatically improve student performance and close the achievement gap.

This course will focus in-depth on the following topics:

- Planning
- Recruitment
- Selection
- Orientation and Induction
- Supervision and Evaluation
- Assisting the Marginal Teacher
- Staff Development
- Collective Bargaining
- Continuity and Legal Issues
- Technology and Human Resources

- A Glance into the Future of Human Resources

Required Text: *Human Resources Administration –A School Based Perspective*, Fourth Edition, Richard E. Smith, Eye On Education, Inc., Copyright 2009.

Additional Reading Materials: Additional required reading materials will be distributed in class and will provide examples and a summary of research on conflict resolution strategies, how to evaluate, assess and navigate in the political culture of the school district and why leaders fail in their first year on the job.

### **ISLLC Standards Covered in this Class**

#### Standard 1

- An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

#### Standard 2

- An education 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.

#### Standard 3

- An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

#### Standard 5

- An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

#### Standard 6

- An education leader promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

### **Class Schedule and Topics of ELPA 785**

#### July 6

On July 6 there will be an overview of the class and a brief explanation of each assignment. There is no penalty for working ahead and each assignment often requires more than two days to complete because of research and interviewing others so it is

important in a schedule where there are two or three classes a week to work at least a week ahead.

This first class will provide students the latest research (2008) to discuss leadership qualities that enlist commitment and trust in follows to follow a leader. Previous research identifies a leader as a person who often must possess energy and to be visionary but there is new research identifying qualities of leaders in the business world that can be useful in education. This class will also examine the research that identifies the four key mistakes that new executives make any one of which can cost them their job. Research data provides support to demonstrate any one of these four mistakes in navigating in the culture and politics of an organization will contribute significantly to the approximately 40% failure rate of those who make those mistakes.

Small group work will consist of defining the current recruitment, selection and induction/orientation process used in the district of each student and reporting back the results to the entire class.

Also, small group work will "mindstorm" questions to ask a school district human resources director special guest attending the next class on July 8.

No assignments are due this first week but students must begin work on assignments immediately to provide sufficient lead time for when they begin to come due in two weeks.

## July 8

A major impediment for school leaders to narrow the achievement gap and provide efficient and effective human resources is conflict. Conflict occurs between students and staff, parents and staff, community members and staff, parents and students and parents and students with community members. In this class there will be many conflict resolution models reviewed and discussed and students will identify his/her favorite conflict resolution strategy. Specific examples of conflict in schools will be examined in detail.

Small group work will consist of applying a favorite conflict resolution strategy to a problem stated by the instructor. The process used to resolve this conflict will be shared with the entire class.

Small group work will consist of defining the staff development model used by each student from his/her experience in his/her current school district.

A major source of conflict at the leadership level in school districts is the different expectations of the leader with his/her supervisor, staff, community and/or school board.

July 10

Trust, teamwork and leadership style all provide the structure for a culture that creates maximum results from the human resources of a school district. This class will examine and discuss the primary leadership styles, teamwork stages of development and how and why trust is such an important variable in any effective team or human resources in schools. The career stages of educators will be discussed and small group work will define the primary methods used in the school district of each student to supervise and evaluate staff. This will include identifying the process used to supervise and evaluate the marginal teacher. Small group work will also consist of defining the collecting bargaining process used by the district of each student. Reports to the class on each of these topics will provide an opportunity for discussion on how these areas impact human resources and student learning.

July 20

Strategic planning and planning for staffing needs, human resource planning, operational planning and technology in the human resources planning process will be presented and discussed. Also, recruitment, from determining a position is needed and posting to determining a comprehensive recruitment plan, will be presented and discussed.

July 22

Selection of staff will be presented and discussed from the application process to determining criteria for making the final decision, with special emphasis on interview team training and determining the most appropriate interview questions. Also, orientation and induction of staff, the six phases of implementation, recommendations, a comprehensive year long calendar of induction activities and technology used in the induction process will be presented and discussed.

August 3

Supervision and evaluation including the pre-observation conference, observation, analysis, post-observation conference, evaluation of classified personnel, administrator evaluation with special emphasis on principal evaluation and technology in the evaluation and supervision process will be presented and discussed. Also, identifying the marginal teacher, types of remediation, improvement plans, remediation process, documentation, working with bargaining unit representation and using technology to work with the marginal teacher will be presented and discussed.

August 5

How to organize staff development, collecting data, planning, implementation, job-embedded learning, incentive programs, wellness programs and evaluation of the staff development program will be presented and discussed. Also, collective bargaining and contract management will be presented and discussed to include various bargaining

models, compensation and benefit issues and use of technology in the collective bargaining process.

August 7

The legal issues will be presented and discussed including school human resources administration, recruitment and hiring, contracting with staff, school board policy, handbooks and bargaining unit agreements, grievances and lawsuits, progressive discipline, due process, just cause, sexual harassment, employee dismissal and the steps to dismissal, uncommon terminations, and retention of records. Also, the trend of future resources will be presented and discussed to include school-based leadership, proactive leadership by the principal, human resources development exceeding curriculum development, pressure on the principal to eliminate poor performing teachers, induction becoming more than orientation, diversity becoming more important, more collaboration between K-12 and universities, childcare for children of staff members, tuition to be paid by the school district, use of technology increasing in human resource functions, wellness programs increasing, legal complaints against human resource decisions increasing, accommodations for disabled increasing, merit and differential pay becoming more available, benefits and domestic partner rights and benefits increasing, teacher-student sex becoming more prevalent and the principal as the key leader of the performance of a school will be better defined.

### **Course Expectations and Grading**

Class instruction and discussion in ELPA 785 will focus in-depth on the following topics because they are they are the core of human resources in school districts.

Therefore, each student will write a two page paper describing the process or processes used by a specific school district (not the district where the student currently is employed) for each of the areas below. To do this assignment each student will interview a person with knowledge of each specific area who works in that district. The student may select additional methods of inquiry to supplement the interview to collect data to support each of the eight two-page papers. In the summer this can be challenging so it is acceptable for a student to interview a classmate and/or contact the district by telephone or email. Each paper is not to be less than two pages in length and is not to exceed two pages. Font size is at the discretion of the student. Included in this brief two-page summary is to be a concise analysis of the strengths and weaknesses used by the district that is the focus of the interview and analysis from each student's view as a result of the student's understanding of best practice defined in the required text *Human Resources Administration –A School Based Perspective* by Richard E. Smith. Published in 2009 this is a very relevant, up-to-date and timely text for studying human resources in k-12 education.

- Planning due July 20
- Recruitment due July 20

- Selection due July 22
- Orientation and Induction due July 22
- Supervision and Evaluation due August 3
- Staff Development due August 5
- Collective Bargaining due August 5
- Technology and Human Resources due August 7

Each paper is 10% of your grade. Eight papers is 80% of your grade and to receive full credit there must be no grammatical or spelling errors, a meaningful description of the topic, a useful analysis describing the strengths and weaknesses of the process as implemented by the school district reported on and each assignment is to be handed in or emailed to the instructor when due.

The class will also be divided into 10 groups of two or three to a group. Each group will be required to present a power point presentation to the class. This assignment is 20% of each student's grade and must be engaging and interactive to produce class discussion and involvement. This power point must cover the topic or area as a summary of a chapter in the required text as stated below. Creative small group work for engaging the class is to be defined and facilitated before, during or after the power point presentation. The entire presentation, including small group discussion or other interaction, is to be a minimum of 90 minutes to receive an A and presented without errors in the power point.

|             |   |
|-------------|---|
| Group One   | Chapter 2 Strategic Human Resources Planning            |
| Group Two   | Chapter 3 Recruitment                                   |
| Group Three | Chapter 4 Selection                                     |
| Group Four  | Chapter 5 Orientation and Induction                     |
| Group Five  | Chapter 6 Supervision and Evaluation                    |
| Group Six   | Chapter 7 Assisting the Marginal Teacher                |
| Group Seven | Chapter 8 Staff Development                             |
| Group Eight | Chapter 9 Collective Bargaining and Contract Management |
| Group Nine  | Chapter 10 Continuity and Legal Issues                  |
| Group Ten   | Chapter 11 A Glance into the Future of Human Resources  |

To receive an A in this class attendance at all class meetings is mandatory because of the condensed schedule and increased time for each class in the summer. Except for unusual emergencies prompt arrival at each class and not leaving class early is critical because of the limited time to conduct in class activities. Any emergency exceptions must be approved by the instructor and may require a make up assignment for missing all or part of a four hour class.