

Faculty Development Plan

Name, Educational Leadership and Foundations 2018

TEACHING

Strengths

- I have more than 40 years of teaching experience.
- I have extensive experience to bring to the courses I am teaching: more than 20 years as a school administrator – assistant principal, principal, district curriculum supervisor, superintendent
- I am creative and innovative in my course delivery
- I am flexible and can develop key issues as they arise in class, often with concrete examples

Weaknesses (Sometimes our greatest strengths are also our weaknesses)

- Forty years of experience may have narrowed my view of “the way things should be done.”
- Because I have so much to say, I neglect student discovery. In other words, I talk too much and don’t allow my students to talk.
- I have worked in public settings since 1974 and forget sometimes that I am now teaching at BYU, so how is this a course taught at BYU – how am I bringing in the spiritual into my teaching; I have filtered the spiritual out of my teaching (other than church) for decades and need to open my testimony to my classroom
- Because I am creative and innovative, I need to remember to communicate the point of the lesson and not just engage in a cool activity
- I need to make sure that I don’t go down a path of student interest while neglecting the day’s key concepts
- I periodically hold over elements of the lesson to the next class, so I am always playing catch up.
- I teach some of our partnership districts’ master teachers, so I have to always be at the top of my game because they students know the difference between great teaching and weak teaching

Goals

- Build more student participation into my classes. Allow my students to talk in small groups and discover concepts on their own.
- Add more spiritual connections into my classes, utilizing scriptures and general authority/Prophet quotations.
- Stop checking myself in class when I want to share a spiritual example.
- Put lesson objectives on the board before each class and stay on that agenda throughout the lesson
- Practice class time management by staying on my agenda and completing each class’ goals rather than holding them over

Resources Needed

- No additional resources required.

CITIZENSHIP

Strengths

- I have statewide contacts in education – contacts with whom I can connect for service in the wider education community
- I am new so I have ideas about ways our department can serve in districts and charter schools

Weaknesses

- Though I know K12 education, I don't have background in higher education
- Time is a limitation during the first two or three years because I am still developing courses and learning

Goals

- Continue to serve as a member of the Utah State Charter School Board, attending all meetings.
- Continue to serve on the Utah Board of Education's educational leadership professional standards committee, attending all meetings and representing BYU's interests.
- Continue to serve as a member of the state competency-based education legislative task force, attending all meetings and serving as the University-level resource on the task force.
- Continue to serve on the McKay School of Education's faculty advisory committee, attending all meetings.
- Continue to serve on the Department of Educational Leadership and Foundation's doctoral committee, school leadership committee, undergraduate committee, and collaboration committee, attending all meetings.
- Collaborate on projects with department and other colleagues. Identify potential projects in collaboration with colleagues.

Resources Needed

- No additional resources required.

SCHOLARSHIP – I am in a professional position, so I don't have a publication requirement.

Strengths

- My background and contacts serve to open doors to data collection for our students and colleagues.
- I taught writing and feel confident in my ability to write.
- My experiences, if written, can help others in our field.

Weaknesses

- Because I have been away from statistics for years, I am not a strong data analysis advisor.
- I can write, though I need ideas about which to write.

Goals

- I have published two articles in Utah-based principal journals and intend to submit an article each year.
- I have written Utah's education funding chapter for the annual *Money in Schools* journal and plan to participate in their national funding collaborations.
- I serve on six doctoral committees and co-chair two doctoral committees.
- I am collaborating with a professor and doctoral students in another department on their teacher shortage project.
- I presented a Utah Board of Education webinar or school counselors.

- I participated as a panelist on a KBYU radio show about teacher supervision and will participate again on a national broadcast about the implementation of ESSA.
- Write additional HR cases for case book in collaboration with two colleagues. Review all the cases currently complete, identify holes in the cases, and write additional cases.

Resources Needed

- No additional resources required.

Course Development Project Proposal
 Name
 Educational Leadership and Foundations



**EDLF 610, Human Resources Management
 Summer, 2018**

Dr. Name

Name @byu.edu

Number

**"Great vision without great people is irrelevant."
 – Jim Collins, *Good to Great***

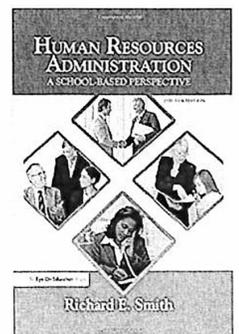
Course Description

This course examines the processes of personnel administration in education organizations. It provides a comprehensive overview of personnel administration as it relates to recruitment, selection, orientation, professional development, motivation, work incentives, conflict resolution, grievance management, reductions in force, employee discipline, salary/benefits, and collective bargaining.

Readings

Required text:

Smith, R.E. (2009) *Human resource administration: A school-based perspective*, 4th Edition,
 Larchmont, NY: Eye on Education



Additional readings:

Additional case studies and other readings will be assigned throughout the course.

Course Learning Objectives

The mission and four student learning outcomes of the School Leadership Program are grounded in the national standards of the field, including:

EDLF Program Learning Outcomes:

School Leadership Program Mission and Student Learning Outcomes: Given that our program is designed to foster a vision and a compelling sense of purpose for the continuous improvement of both schools and equitable learning for all students, our graduates are prepared with the necessary knowledge and skills to:

1. **Lead with Professional Knowledge:** Understand and apply disciplinary knowledge in the graduate program coursework to the practice of school leadership.
2. **Lead Learning Communities:** Engage in, facilitate, and lead collaborative learning communities to improve teaching and learning of all students.
3. **Lead Strategic Decision Making & Systemic Change:** Engage in, facilitate, and lead strategic inquiry, data driven decision-making, and systemic change for school and student improvement.
4. **Lead with Effective & Caring Leadership:** Effectively lead with integrity and act on their knowledge in a caring and professional manner with all school stakeholders

Course Learning Outcomes

The student learning outcomes for this course indicate their alignment with these four program-level student learning outcomes (in parentheses).

By the end of this course, students will be able to:

1. Understand the role of the principal in personnel selection and evaluation procedures, such as recruiting, interviewing, placement, and progress monitoring. (Linked EDLF program outcome: Lead with Professional Knowledge)
2. Understand the roles of the principal in assuring staff members are treated fairly, equitably, and respectfully. (Linked to EDLF program outcome: Lead with Effective & Caring Leadership)
3. Identify components of effective conflict resolution, effective mediation, and negotiation skills as related to consensus building. (Linked to EDLF program outcome: Lead Strategic Decision Making and Systemic Change)
4. Understand effective communications skills—both verbal and nonverbal communication. Develop the ability to write clearly, effectively, and with sensitivity. (Linked to EDLF program outcome: Lead with Effective & Caring Leadership)
5. Develop a working knowledge of the legal aspects of human resource management. (Linked with EDLF program outcome: Lead with Professional Knowledge; Lead with Effective & Caring Leadership)

Instructional Methodologies

This class is a seminar. Class sessions will feature discussions and cooperative learning activities. Every class will provide opportunities to engage actively in thinking and learning about the principal's role in developing a learning community. You need to come to class thoughtfully prepared to discuss assigned readings and to participate in activities based upon the concepts. Also, please bring your questions to class so that we can answer them together and you can gain clarification.

Confidentiality

During class, many human resource issues will be discussed. You should change the names and the schools in the issues you present. All individuals must hold each issue discussed in the strictest confidence. We will discuss the facts of each case in class, but we should not discuss the facts of cases or presentations outside of class.

Course requirements

1. Attendance - Students are expected to attend every class. If a student cannot attend class, he/she is expected to notify the instructor prior to the absence. Students should assume responsibility to find out what occurred during a missed class and complete any work.
2. Reading – Students are expected to read the required text and any other assigned readings, including case studies. Readings are to be completed in advance of their anticipated discussion in class.
3. Participation – Students are expected to contribute to the class discussions by asking/answering questions, expressing informed opinions, thinking critically, listening, reflecting, and generally participating with colleagues in a way that creates an atmosphere of learning for all. You were selected into the program based on your scholarship, teaching, leadership experience, and character. You should share these qualities and your new knowledge with others. Collaboration is part of being and becoming a scholar and educational leader.
4. Self-assessment – Each student will complete a self-assessment regarding his/her reading and class participation. This will occur at the end of the term.
5. Class activities:
 - a. Focus question – During the first of each class, students will write a response to a focus question. The focus question will build on the assigned reading. You will be expected to summarize your thoughts in writing regarding this issue during the first ten minutes of class.
 - b. Case studies – The purpose of the case study exercises is to simulate experiences you will have as a school leader. You will have simulated experiences in making decisions, reviewing cases, considering policy, conducting investigations, participating in hearings, writing letters of reprimand or termination, conducting mock interviews, and preparing for discussions.

- c. Case presentation – Each student will select a current or recent human resource situation to present to the class. A non-example of a human resource presentation would be to talk about a student expulsion, which is unrelated to adult personnel such as teachers and staff at the school. Your case should present something significant at stake and potential ways of dealing with it. It should not be an issue that would be handled routinely or with a common-sense solution. It should be something that requires consideration, a decision, and some personnel action. It should also be something that has the potential for criticism or concern on the part of stakeholders. In this type of case, an investigator usually finds potential injured parties. Please check with the instructor in advance if you have questions about the issue you would like to present. Your presentation should take 15 minutes: 5 minutes to present the case, 5 minutes to conduct a discussion, and 5 minutes to summarize. We will have presentations in each class session, beginning with the third session. You will be expected (at the next class period after your presentation) to hand in a written description of your case. The case will include your name, the name of the case, the background and facts of your case, the players or stakeholders, the major questions for discussion, relevant policies, the class recommendation, and the action taken or the action you recommend.
- d. Staff Development Article Presentation – As an instructional leader, you will want to have a variety of articles to which you can refer when thinking about professional development for your faculty. Each student will present an educational professional development article that could serve as resource for your future role as a school leader. If you don't know which article to read and present, you could ask your current mentor principal for recommendations. Please prepare a short presentation (about 10 minutes) on the article that you read. Feel free to be creative in your presentation, but you do not have to use a PowerPoint. Please include a 1-2 page handout with your presentation that includes the following:
 - i. Article title and author
 - ii. Brief summary of the article
 - iii. Highlighted quotations from the article you think may be of interest to teachers or future school leaders
 - iv. Recommendation for using this article in teacher and/or leader professional development
 - v. Please upload a copy of your handout and a copy of the article to our Google Drive folder, so they can be gathered into a professional file for future reference

6. Papers

- a. Occupational study/comparison – Early in the term, students will present written and oral reports of an occupation outside the field of education. The purpose of the assignment is to sensitize students to themes and concepts of work, to expose them to sociological methods, and to develop the ability to compare and contrast occupations. Students must choose someone outside an educational occupation, interview the individual at least once, observe the individual in the work setting, and write a brief report. The written report should include the following:
 - i. a description of the nature of the work (what tasks are performed, where the work is performed, when the work is performed, with whom the work is performed, the purpose of the work, and the control of the work);
 - ii. a discussion of the process for selection, hiring, and socialization into the current

work setting (how was the individual recruited, how was the individual selected [interviews, references, paperwork submitted for selection review, demonstrations], how was the individual inducted into this work setting, how did the individual learn how this organization works)

- iii. a discussion of how the individual learned this work (formal schooling or apprenticeship, tactics used by the individual or the organization, any stages in learning the work, and the individual's assessment of this learning); and
- iv. a discussion of the individual's assessment of the work (satisfactions, future aspirations, and any negative aspects of the work).
- v. a discussion of this work comparing and contrasting it to the work of an educator (nature of the work, hiring/requirements, induction, socialization, satisfactions, negative aspects)

An oral report of the data collected for this assignment will be used in class discussions on July 9. The written report is due July 11.

- b. Final research paper – Using data from effective teacher research, consider the impact of teacher quality on student achievement. Choose a framework you believe is the best predictor of teacher quality. Review the characteristics of effective teachers. Determine the three most critical qualities of good teaching, basing your determination on the research you have read.

Assume that you supervise a teacher who does not possess these three critical factors. How would you assist this teacher in developing these qualities? Are there strategies you can employ to assist a teacher to obtain these qualities or characteristics of good teaching? Using the policies regarding remediation, describe what actions you will take in the remediation process.

Format: This paper is to be 8-10 pages long and should include a cover page and a bibliography of a minimum of 5-8 references. It should be written in the analytical style, which means the author is not evident in the “voice” of the paper. For example, it would be incorrect to write: “I think. . .” It would be correct to write: “Based on the research, it is evident. . .”

Grade Determination

The final grade will be determined in the following areas:

Activity	Points
Attendance/focus question (10 @ 15 points each)	150
Reading/class participation	200
Case studies - portfolio (15 @ 15 points each)	225
Case presentation	100
Staff development article	100
Occupational study/comparison paper	150
Final research paper	250
Total	1175

Percent	Grade
95 – 100%	A
90 – 94%	A-
87 – 89%	B+
83 – 86%	B
80 – 82%	B-
78 – 81%	C+

Schedule

(Always subject to change)

Date	Class Topic Introduced	Text Assignments	Class session objectives
June 25	Introduction	Chapters 1 & 2	Be prepared to discuss the following: <ul style="list-style-type: none"> • Why study Human Resources? • What is human resource planning? • What are current human resource issues?
June 27	Recruitment	Chapter 3	Be prepared to discuss the following questions/reflections: <ul style="list-style-type: none"> • What does recruitment include? • Should principals recruit teachers? • What can a principal/school district do to recruit?
July 2	Selection and Hiring	Chapter 4	Be prepared to discuss the following questions/reflections: <ul style="list-style-type: none"> • How important is selection and hiring? • What should a principal consider when selecting personnel? • What are the elements of "best practice" interviews?
July 4	Holiday --- No Class	Case:	
July 9	Orientation/ Induction	Chapter 5 Due: Job Study oral report	Be prepared to discuss the following questions/reflections: <ul style="list-style-type: none"> • Is an induction plan important? • What are the elements of an induction plan? • What are the elements of new employee orientation? • How should mentors be selected and prepared?
July 11	Supervision and Evaluation	Case: Chapter 6 Due: Job Study paper	Be prepared to discuss the following questions/reflections: <ul style="list-style-type: none"> • What are the differences of supervision and evaluation? • What are the purposes of supervision and evaluation? • What are the requirements of Utah's evaluation system? • What are job satisfiers and dis-satisfiers?
July 16	Assisting the Marginal Teacher	Case: Chapter 7	Be prepared to discuss the following questions/reflections: <ul style="list-style-type: none"> • How does a principal identify a marginal teacher? • What supports should a principal provide a marginal teacher? • What are the legal requirements of documentation and deadlines? • When should you request help from the central office?
July 18	Staff Development	Chapter 8 Case:	Be prepared to discuss the following questions/reflections: <ul style="list-style-type: none"> • What is a school leader's role in professional development? • Is professional development required? • How does a school leader develop a professional development plan?
July 23	Holiday --- No Class		
July 25	Collective Bargaining & Contracts	Chapter 9 Due: Staff Development article	Be prepared to discuss the following questions/reflections: <ul style="list-style-type: none"> • What is collective bargaining? • What is a school leader's role in collective bargaining? • What is interest-based bargaining?
July 30	Legal Issues	Case: Chapter 10	Be prepared to discuss the following questions/reflections: <ul style="list-style-type: none"> • What potential HR legal issues? • What is due process?

			<ul style="list-style-type: none"> • What are issues of cause? • What documents, statutes, and case law guide a school leader through HR issues?
Aug 1	Legal Issues, cont.	Case:	Be prepared to continue the discussion of legal issues.
Aug 6	School Budgeting and Resource Management	Chapter 12	Be prepared to discuss the following questions/reflections: <ul style="list-style-type: none"> • What are the elements of a school budget? • What responsibilities does a school leader have regarding the school budget? • Who else has responsibility for school budgets?
Aug 8	Resource Management, continued		
Aug 13	Synthesize	<u>Due:</u> Research papers, portfolios, and self-assessment	

COURSE GOALS

I taught this course during the Summer 2018 term. The course needs some work.

- Add a rubric for the final paper to guide student planning and writing.
- Reconsider how I teach the school budgeting and resource management. Those topics are not taught in any other department course, and so I agreed to add a short overview in this course. The topic feels tacked on, so I need to consider how to incorporate it better without losing the notions of human resource management.
- I devote a considerable amount of time on cases without building prior knowledge so that students can more expertly discuss the cases. I need to consider the number of cases (15) that I gave them from schools, the 2 cases from business literature, and the individual cases that students presented.
- My course ratings (I taught two sections) were 4.8 and 4.9
- The comments were useful and recommended time management in the course, just as I suspected. I will work on balancing answers to questions and staying on task with course objectives.