1. **Course Number:** EDLD 6800  
   **Course Title:** Human Resources and Supervision  
   **Credit Hours:** 3 semester hours  
   **Prerequisites:** Admission to AESG Master’s Program  
   **Corequisites:** None

2. **Date Syllabus Prepared:** September, 2007

3. **Text:**  

4. **Course Description:**  
   Policies and practices related to teacher recruitment, selection, evaluation, and professional development; faculty/staff developmental processes that impact student achievement and school improvement efforts.

5. **Course Objectives:** based upon standards of knowledge (K), and ability (A)  
   Alabama State Department of Education Instructional Leadership Standards 290-3-3-.48 (2)(a) through (2)(h).

Upon completion of this course, students will be able to:

a. **(K, A)** formulate a definition of supervision and develop an appreciation of the relationships between supervisory/personnel practices and effective instruction 2(c)1(i); 2(c)2(iii)  
b. **(K,A)** apply principles of effective supervision 2(c)1(i, ii, iii);2(c)2(i,ii, iii, iv, v, vi, vii, viii, ix)  
c. **(K)** understand and implement state and local personnel evaluation policies and procedures 2(c)1(ii, iii)  
d. **(K,A)** participate in personnel selection, retention, and dismissal activities (2)(d)2.i; (2)(a)1(v);(2) (c)1(i-iv)  
e. **(A)** understand the needs and roles of staff development within the effective school model related to the effectiveness of instructional programs 2(c)2(ii,iv,v,vi,vii, viii, ix, x)  
f. **(A)** communicate evaluation policies and procedures clearly 2(c)2(i, vi)  
g. **(K, A)** interpret evaluation data and translate them into staff development programs and professional development plans; 2(a)1(iv); 2(b)2(ii); 2(c)2(vi, vii)  
h. **(A)** manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals 2(c)2(vi)  
i. **(A)** provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning 2(c)2(vii)  
j. **appreciate the importance of the supervisor’s relationship with the individual,**
superiors, teachers, and parents\(2(c)2(ii, ix); 2(d)1(i)\)
k. describe various models used in teacher evaluation and indicate relative strengths and weaknesses\(2(c) 1(ii)2(c) 2(iii)\)
l. develop and implement a recruitment program\(2(d) 1(iii)\)
m. apply knowledge of federal, state, and local employment laws and policies to recruitment and selection procedures and retention decisions\(2(c)1(iii)2(d)1(iii)\)
n. apply local employment procedures\(2(c) 1(ii, iii)\)
o. communicate vision, mission, and goals to potential staff members\(2(c)2(l, ii, v, ix)\)
p. assess candidates’ knowledge, skills, values, and commitments\(2(c)2(ii, iv, v)\)
q. develop a plan for retaining quality staff\(2(c) 2(viii, ix)\)
r. develop orientation and induction programs\(2(c)2 (v, vi)\)
s. demonstrate the ability to identify professional development needs of faculty and staff \(2(c)2(ii, vii, ix, x, xi)\)

6. Course Content and Schedule:

**Week 1- Supervision for Successful Schools** Introduction to supervision and its important link to the school improvement plan and process; Administration of course requirements; topics and groups selection

**Week 2- Library Research Using Technology**- Search and Research (RDB Library)/Introduction of research projects

**Week 3- Developmental Supervision**: Direct Assistance, Group Development, Professional Development, Curriculum Development, Action Research

**Week 4- Professional Development and Supervisory Behaviors**: Directive, directive informational behaviors, collaborative behaviors, nondirective behaviors; school site visit and teacher observations

**Week 5- Adult Learning Theories**- Guest Speaker/Expert on Adult Learning

**Week 6- Supervisory Behaviors**: Reflection, Belief Systems and Student Diversity Issues

**Week 7- Mentoring Others**: developing staff within the school organization

**Week 8- Creating Productive Work Environments**: Professional Development

**Week 9- Managing, Monitoring, and Evaluating Professional Development to Improve Student Learning**: functions, implementing curriculum change, improving instructional practices and enabling teacher growth

**Week 10- Professional Development**: diversity issues of personnel and other stakeholders
Week 11- Employment, retention/induction, evaluation and dismissal: Alabama Personnel Evaluation (PEPE)

Week 12- Employment, retention/induction, evaluation and dismissal Alabama Personnel Evaluation (PEPE) /Guest Speaker: Personnel/Auburn City Schools

Week 13- Concept Papers Due: Overview/Presentation

Week 14- Field Experience Presentations: school culture/climate presentations

Week 15- Field Experience Presentations: school culture/climate presentations

7. Course Requirements/Evaluation:

Major Course Themes/Frameworks:
The course will be framed around five (5) key concepts that relate to human resource development and school improvement. These concepts include: (1) School Improvement; (2) Mentoring and School Culture; (3) Faculty and how they relate to students: dealing with similarities, differences and diversity issues (4) Employment, retention, evaluation and dismissal; (5) Staff Development.

A. Candidate Reflections:
Reflections are required to track students' learning as they relate to the building of mental models. These reflections should follow the process described in Schon, D. (1983) The Reflective Practitioner and are due prior to class each week.

B. Class Concept Discussions/Participation:
Reading assignments should be completed prior to class. A seminar format will be used which will be student led. It will be based on the dimensions of effective group meetings. Guest speakers will be invited to discuss rules and regulations from local school districts concerning important topics such as employment, retention evaluation and dismissal. Other activities such as field trips, on-site school visits, technologically driven sources such as videos and on-line chats or interviews with experts in the areas of diversity, student learning, student motivational issues, cultural and environmental challenges of students, looking for good teaching and classroom management, organizational culture and climate and technology trends for student learning and teacher/faculty development of the future will be among the topics.

C. Field Experience/ Organizational Culture and climate case study: A field-based climate instrument will be administered in a partner school and leadership students will present the results of their findings in an in-class Powerpoint presentation. Students will identify, use, and report findings using an organizational climate instrument such as Halpin and Croft’s Organizational Climate Description Questionnaire (OCDQ). The goal is to engage leadership candidates in collecting data concerning the formal and informal school organization, perceptions of faculty and staff concerning the school, and
to open discussion concerning the principal and teachers’ behaviors. Issues of morale, faculty engagement and openness i.e. cooperation, trust and respect in the organization will be critical target discussion points. Leadership candidates will be expected to frame lessons learned from their partner school field experience into a case study for presentations to the class.

**D. Concept Papers:** A concept paper will be developed on the following topic: School improvement and how it is contingent upon staff development. In this paper leadership candidates will examine their school’s improvement plan and identify important areas for future progress. Each student will be expected to examine current literature concerning staff development and create a concept paper to discuss staff development subjects which would be critical to support the particular improvement areas for their school. Students will be expected to use a variety of technology driven sources to complete this research. These should include internet resources, on-line research and sources, ejournals etc. For example, if the school improvement analysis conclusion was that student writing scores needed to be improved, then particular staff development needs to address this issue would be discussed in the concept paper.

**E. Mentoring Project:** Leadership candidates will be expected to mentor new faculty members by guiding these new teachers in the development of an individual model for their personal and professional development. Using the model proposed by Zachary (2000, 2005), which emphasizes input, monitoring, outputs, and continuous evaluation of improved student learning and other school goals, leadership candidates will provide high-quality professional development activities for new faculty members that ensure they have the skills to engage all students in active learning. In addition, they will manage, monitor, and evaluate this program of continuous professional development, ensuring that it is tied to student learning and other school goals in their efforts. The project focuses on modeling and strengthening organizational culture and the belief that learning organizations must develop leadership amongst its members through staff development and carefully planned exercises of culture building by providing high quality professional development.

**Grading and Evaluation:**

- Candidate Reflections ..........................................................20 points
- Concept Discussions/class participation..................................10 points
- Field based activities/Culture Case Study.................................20 points
- Concept Papers......... 30 points
- Mentoring Project ...............................................................20 points
- Total 100 points

**Grading Scale:**
- A = 90 and above
- B = 80--89
- C = 70--79
- D = 60--69
- F = 59 and below
8. Class Policy Statements:

A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If assignments are missed, only University-approved excuses as outlined in the Tiger Cub will be allowed. Arrangement to make-up the work must be made in advance. If assignments are missed due to illness, a doctor’s statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor in advance.

B. Students are responsible for initiating arrangements for missed work due to excused absences.

C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements must be made up in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance.

D. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

E. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

F. Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   - Engage in responsible and ethical professional practices
   - Contribute to collaborative learning communities
   - Demonstrate a commitment to diversity
   - Model and nurture intellectual vitality

9. Justification:

This course provides students with understanding of supervision, selection, and recruitment of staff, planning short and long term recruitment; understanding of federal, state, and local employment laws and policies; understanding the local employment procedures; and, defining specific roles and responsibilities staff members will fulfill.