



COLORADO STATE UNIVERSITY
— GLOBAL —

EDL540: HUMAN RESOURCES LEADERSHIP

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course focuses on personnel management and instructional supervision for creating effective learning environments with diversity and equity. Students learn how to be visionary change agents by creating collaborative learning communities, engaging in reflective and research-based practices, and increasing capacity for leadership development. *Prerequisite EDL500 and co-requisite EDL510*

Course Overview:

EDL540 addresses the critical role that school principals have as Human Resources (HR) leaders for all school staff. Although most schools have HR staff on site or in the district offices, principals must be acutely aware of HR concepts, including school culture and climate, school personnel legislation, staff rights and responsibilities, and effective hiring and staff retention processes. This course gives students the opportunity to go in-depth on these issues and more, while gaining practical experience in a real school with a mentor principal. By the conclusion of this course, students will have developed a practical and applicable human resources leadership competency-based professional plan, which they can use in their future roles as school administrators.

Course Learning Outcomes:

1. Facilitate district procedures for personnel.
2. Report teacher evaluation results to determine needed professional development.
3. Create teacher accountability plans for student learning.
4. Assemble professional learning communities and engage in them with teachers.
5. Manage professional development that is individualized, research-based, job-embedded, and focused on student learning.

Principal Standard Alignment

<p align="center">Principal Quality Standards</p>	<p align="center">Assignment Implementation Evidence Examples</p>
<p align="center"><i>Standard I:</i></p> <p>Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.</p>	
<p>ELEMENT B: Student Outcomes Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.</p>	<p>Examples of artifacts that may be used as evidence of assignment implementation</p> <ol style="list-style-type: none"> 1. Student perceptions 2. Parent/guardian perceptions 3. Stakeholder perceptions 4. Perceptions of other administrators about the principal’s professional performance 5. Evidence of team development 6. Communications plans 7. Unified Improvement Plan 8. Teacher Turnover Rates 9. Supervisor feedback 10. 10. School vision, mission, and goals
<p>ELEMENT D: Shared and Collaborative Leadership Principals create and utilize systems to share leadership and support collaborative efforts throughout the school</p>	
<p align="center"><i>Standard II:</i></p> <p>Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.</p>	
<p>ELEMENT A: Professional School Environment Principals create a professional school environment and foster relationships that promote staff and student success and well-being.</p>	
<p>ELEMENT B: Orderly and Safe Environment Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being</p>	
<p>ELEMENT D: Shared and Collaborative Leadership Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.</p>	
<p align="center"><i>Standard III:</i></p> <p>Principals demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.</p>	
<p>ELEMENT A: Implement Discipline Plan Principals establish, align, and ensure implementation of a</p>	

district/BOCES plan of instruction, instructional practice, assessments, and use of student data that result in academic growth and achievement for all students.	
ELEMENT B: Foster Professional Learning Principals foster a collaborative culture of job-embedded professional learning.	
ELEMENT C: Feedback for Continuous Improvement Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning	
ELEMENT D: Accountability for Student Achievement Principals hold all staff accountable for setting and achieving measurable student outcomes.	
Standard IV: Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.	
ELEMENT A: Professional Conduct Principals demonstrate high standards for professional conduct.	

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Bambrick-Santoyo, P. (2012). *Leverage leadership*. San Francisco, CA: Jossey-Bass. ISBN: 9781118138601

Norton, S. M. (2014). *The principal as human resources leader: A guide to exemplary practices for personnel administration*. New York, NY: Routledge. ISBN: 9781138024403

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapters 1 & 3 (pp. 73-88) in *The Principal as Human Resources Leader*
- Colorado Department of Education. (n.d.). *Colorado state model educator evaluation system: 2016-17 User's guide*, Section 1, 2-59. Retrieved from <https://www.cde.state.co.us/educatoreffectiveness/usersguide>

Discussion (25 points) *Your submission should address Standard 3, Element c.*

Critical Thinking: Teacher Evaluation System (75 points) *Your submission should address Standard 2, Element a, b, c and Standard 3, Element d and Standard 4, Element a and c.*

Work with your principal mentor to understand the evaluation system used by your district. Identify one teacher who will volunteer to be the subject of an evaluation process from beginning to end. Familiarize yourself with the Colorado State Model System. You will be using the rubric attached in the assignment, so bookmark it for future use.

Complete a reflection paper of one to two pages describing the evaluation cycle and the elements used by your district. Reflect on how this system supports teachers in improving their effectiveness in the classroom.

Submit your reflection paper assignment this week. Your paper should be thoughtful and thorough, well-written, and formatted according to the *CSU-Global Guide to Writing and APA*.

Internship Reminder: Don't forget to take some time to sit down with your mentor, review the standard in this syllabus and the Disposition document (from EDL500), and work to identify you 1 standards-based and 1 disposition-focused goal.

Module 2

Readings

- Colorado Department of Education. (n.d.). *Colorado state model educator evaluation system: 2016-17 User's guide*, Section 2, 59-97. Retrieved from <https://www.cde.state.co.us/educatoreffectiveness/usersguide>
- Colorado Department of Education. (n.d.). *State model evaluation system for teachers*. Retrieved from <http://www.cde.state.co.us/educatoreffectiveness/smes-teacher>
 - **Skim/scan** the webpage and links, and use it as needed as a resource to develop teacher evaluation practices.

Discussion (25 points) *Your submission should address Standard 3, Element c.*

Critical Thinking: Teacher Evaluation (75 points) *Your submission should address Standard 3, Element a, c and d.*

Continue the evaluation process with your teacher volunteer (identified in Module 1) using the Colorado

State Model System.

In collaboration with your principal mentor, prepare all required documentation for the volunteer's evaluation using the Colorado Professional Practices Rubric (professional practices side only).

If you are working in a Colorado school district, use the rubric in the RANDA system (linked in the assignment) to complete the evaluation process with your teacher volunteer. If you are not working in a Colorado school district (or do not have access to the RANDA system), you will need to complete an evaluation using this rubric in Excel (linked in the assignment). The online system has built-in mathematical formulas that drive the final ratings, and these ratings change depending on how much weight each standard is given. In the Colorado system, districts and schools have the ability to change the weight for each standard, depending on the focus or philosophy of the district. This is done by either weighing each standard equally, or adjusting the weights so that some standards are weighted more heavily than others. For the purpose of your evaluation, measure all standards equally. The rating level will be assigned and combined using a mathematical score. See the User Guide for more information on the formula.

In addition to observing the volunteer and completing the rubric, you must also provide comments and marking boxes, or write a list of the required and allowable sources of evidence for each standard. This process is not intended to require a teacher to develop a portfolio.

Submit your volunteer teacher evaluation assignment this week, using the appropriate rubric provided in the links above. Your evaluation should be thoughtful and thorough, well-written, and formatted according to the *CSU-Global Guide to Writing and APA*.

Module 3

Readings

- Chapter 3 (pp. 64-72) in *The Principal as Human Resources Leader*
- Colorado Department of Education. (n.d.). *Colorado state model educator evaluation system: 2016-17 User's guide*, Section 2, 59-97. Retrieved from <https://www.cde.state.co.us/educatoreffectiveness/usersguide>
- Colorado Department of Education. (2015, August). *Resource guide for deepening the understanding of teachers' professional practices*. Retrieved from <http://www.cde.state.co.us/educatoreffectiveness/resourceguideteacherpp>
- This is an incredible resource for designing research-based professional development. **Skim/scan** the document and identify strategies aligned to teacher effectiveness elements that support the needs of the teachers that you are designing professional learning. You do not need to read the entire document.
- Darling-Hammond, L., Chung Wei, R., Andree, A., Richardson, N., & Ophanos, S. (2009, February). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. *National Staff Development Council*. Retrieved from <http://www.learningforward.org/docs/pdf/nsdcstudy2009.pdf?sfvrsn=0>
- Learning Forward. (n.d.) Standards for professional learning: Resources. Retrieved from <https://learningforward.org/standards/>

Discussion (25 points) *Your submission should address Standard 3, Element b.*

Critical Thinking: Professional Learning Needs and Supports (75 points) *Your submission should address Standard 3, Element b and c.*

Work with your principal mentor this week to analyze the Unified Improvement Plan (UIP) targets, student achievement results, and teacher evaluations, in order to identify ongoing professional learning needs in your school or district and develop a professional learning needs and support plan.

Your professional learning needs and support plan must be written in action plan format, **not** in paragraph format. This should be **similar** to the plan in Exhibit 21: Example of How to Complete the Professional

Growth Plan in the Colorado Educator User's Guide (linked in the assignment).

Your plan must include the following items:

1. standard(s) and element(s) to which professional learning needs align;
2. action steps;
3. evidence that each action step is of high quality, tailored to meet teachers' personalized needs, focused on student learning, research-based, AND job-embedded; and
4. data AND evidence to be collected from teachers who will demonstrate their progress.

NOTE: You will be adding to this professional learning needs and support plan in Modules 4 and 5; therefore, you may want to preview those Critical Thinking Assignments in order to create an action plan format that also includes the required elements from Modules 4 and 5.

Submit your professional learning needs and support plan assignment this week. Your plan should be thoughtful and thorough, well-written, and formatted according to the *CSU-Global Guide to Writing and APA*.

Module 4

Readings

- Hudson, P. (2012). How can schools support beginning teachers? A call for timely induction and mentoring for effective teaching. *Australian Journal of Teacher Education*, 37(7), 71-84. Retrieved from <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1703&context=ajte>
- Jensen, B. (2013). A new way to help new teachers. *Phi Delta Kappan*, 94(7), 76-77.
- What Works Clearinghouse. (2013). *WWC review of the report "Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study."* What Works Clearinghouse single study review. Retrieved from <http://files.eric.ed.gov/fulltext/ED544196.pdf>

Discussion (25 points) *Your submission should address Standard 2, Element a and d.*

Critical Thinking: Professional Learning Communities and Teacher Accountability (75 points) *Your submission should address Standard 3, Element b, c and d.*

Starting with the professional learning needs and support plan that you developed in Module 3, add coaching, mentoring, and collaboration opportunities for educators in the form of professional learning communities.

These additions to the plan must include:

1. alignment of mentoring and coaching with action steps;
2. those responsible for mentoring and coaching;
3. professional learning communities (e.g., 5th grade team, or high school biology teachers);
4. professional learning community processes and expectations, including ongoing support for each other (e.g., Google drive or Learning Management System site set up to share effective resources and ideas), and holding each other accountable for student learning; and
5. principal's role in supporting and engaging with professional learning communities across the school.

Make it evident to your instructor which information was added to the plan this week by, for example, using color coding, new headers, or varying fonts.

Submit your updated professional learning needs and support plan assignment this week. Your updated plan should be thoughtful and thorough, well-written, and formatted according to the *CSU-Global Guide to Writing and APA*.

Module 5

Readings

- Chapter 4 in *The Principal as Human Resources Leader*
- Chapter 7 in *Leverage Leadership*
- The Wallace Foundation. (2013). *The school principal as leader: Guiding schools to better teaching and learning*. Retrieved from <http://www.wallacefoundation.org/knowledge-center/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf>

Discussion (25 points) *Your submission should address Standard 2, Element d.*

Critical Thinking: Leveraging Leadership (75 points) *Your submission should address Standard 1, Element b and d and Standard 2, Element d.*

Starting with the professional learning needs and support plan that you updated in Module 4, integrate teacher leadership and/or teacher leadership teams. These additions to the plan must include:

1. how and why teacher leaders were chosen;
2. which action steps they will lead;
3. description of the leadership training/supports you will provide; and
4. how you will balance the teachers' leadership roles with their teaching loads.

Make it evident to your instructor which information was added to the plan this week by, for example, using color coding, varying fonts, or new headers.

Submit your updated professional learning needs and support plan assignment this week. Your updated plan should be thoughtful and thorough, well-written, and formatted according to the *CSU-Global Guide to Writing and APA*.

Module 6

Readings

- Chapter 5 in *The Principal as Human Resources Leader*

Discussion (25 points) *Your submission should address Standard 1, Element d and Standard 2, Element b.*

Critical Thinking: Recruiting, Interviewing, and Induction Plan (75 points) *Your submission should address Standard 2, Element a, and d.*

Following district and school policies, develop a recruiting, interviewing, and induction plan for a new teacher/hire in your school. The plan must include the following items:

1. a job description that could be posted on an online recruiting site;
2. an interview guide, including questions and criteria for acceptable answers and scoring; and
3. a calendar of events for the induction of a new teacher at your school.

Submit your recruiting, interviewing, and induction plan assignment (as a single MS Word document) this week. Your plan should be thoughtful and thorough, well-written, and formatted according to the *CSU-Global Guide to Writing and APA*.

Module 7

Readings

- Chapter 2 in *The Principal as Human Resources Leader*
- Review Chapter 1 in *The Principal as Human Resources Leader*
- Jackson, C. K. (2012, January). *Recruiting, retaining, and creating quality teachers*. Retrieved from http://works.bepress.com/cgi/viewcontent.cgi?article=1021&context=c_kirabo_jackson

Discussion (25 points) *Your submission should address Standard 1, Element b, c and d.*

Module 8

Readings

- Chapter 6 in *The Principal as Human Resources Leader*
- Review Chapter 1 in *The Principal as Human Resources Leader*

Discussion (25 points) *Your submission should address Standard 4, Element a.*

Portfolio Project: Human Resources Leadership Professional Plan (350 points)

In this course, you have explored the role of principals relative to their responsibilities for administering Human Resources (HR) functions at the school level. For your Portfolio Project, then, create a human resources leadership competency-based professional plan for yourself. The plan must include each of the following HR functions, all of which you learned about in this course and for which you developed materials in the Critical Thinking Assignments:

HR Environment (See Modules 5 and 6)

- School Climate Process
- Safety and Protection Process
- Work-Life Process

HR Utilization (See Modules 7 and 8)

- Planning Process
- Recruitment Process
- Selection Process
- Orientation Process
- Assignment Process
- Compensation and Welfare Process
- Stability Process: Talent Management and Personnel Retention

HR Development (See Modules 1 through 4)

- Performance Evaluation Process
- Growth and Development Process

The plan must include the following elements:

- **task** – Specific responsibilities, obligations, or requirements associated with each of the functions and sub-skills (e.g., to develop a recruitment pool);
- **competency** – Refers to the ability to accomplish a task at a satisfactory level (e.g., ability to determine the best sources of qualified candidates); and
- **indicators of competency** – Products or behaviors that illustrate one's capacity to perform competently (e.g., use available technology, the school faculty, and other school resources to gather recommendations for potential candidates).

Ensure your plan is something that you can actually use and refer to in the future. While there is no specific page length for this project, it should be substantial, likely including more than 10 pages. If you include any sources, ensure they are properly cited per the CSU-Global APA standards. Submit your human resources leadership competency-based professional plan by the end of Week 8. Your final plan should be thoughtful and thorough, well-written, and formatted according to the *CSU-Global Guide to Writing and APA*.

Internship Reminder: Take some time to talk with your mentor about your goals from Week 1 and the Principal Quality Rubric, focusing on Standard 1. Work with your mentor to complete the assessment for EDL500. Be sure to check in with your Internship Coordinator to provide an update and discuss any questions you or your mentor have. Type or upload a reflection on your progress toward the 2 goals you identified during Week 1.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project
0% Live Classroom

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant?

How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.