

Wilmington University

College of Education

Leading and Managing Human Resources

Course Number: EDL 7709

Course Title: Leading and Managing Human Resources

Faculty Contact:

Course Description: Candidates will examine and practice the leadership and management skills required for a high-quality human resources program that supports all employees. Other topics include recruitment, professional growth, retention of teachers and an efficient management system. The alignment of resources with the mission of the organization is discussed and will be simulated. This course is taken in conjunction with EDL 7201 Managing Finance.

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5			70

College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one's daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Program Theory and Foundation

Link to Taskstream to the Program Theory will be housed at the top of your program on Taskstream.

Program Competencies: [EDL Doctorate in Educational Leadership](#)

Specialized Professional Association Standards: [NELP-Building-Standards.pdf](#) and [NELP-DISTRICT-Standards.pdf](#)

Teacher Leader Exploratory Consortium Standards (Research based and aligned to InTASC standards): [Teacher Leader Exploratory Consortium Standards](#)

Technology Standards: [International Society for Technology Administrator Standards](#)

Wilmington University Graduate Graduation Competencies: [Graduate Graduation Competencies](#)

Delaware Performance Appraisal System II: [DPAS II for Administrators](#)

American Association of School Administrators - Code of Ethics:

[American Association of School Administrators](#)

National Association of Secondary School Administrations – Ethics for School Leaders:

[National Association of Secondary School Administrators](#)

Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site

Assignments and Grading

1. Class Discussion and Discussion Board, Simulation and Collaboration
2. Conducts research
3. Conference with potential leaders
4. Leadership program
5. Capacity training
6. Structured External Assignment

Students who have registered

2. Candidate describes the organizations political, social and economic contexts.
3. Based on the social, political, economic, and educational contexts, the candidate develops a plan for advocacy.
4. Candidate surveys teaching colleagues to determine skills/needs and format of professional development. (TL D3)
5. Candidate prepares and presents professional development based on findings. (TL D3)

Learning Outcome 2 – Advocacy (B=Building 7.1 and D=District 6.3)

Learning Activities/Performance Tasks:

1. Candidate designs a protocol for meeting with stakeholders.
2. Candidates construct a school/district personnel capacity inventory because of walkthroughs and improvement needs.
3. Candidate makes an evaluate plan of school/district personnel capacity based on collected data.
4. Candidate uses research and data to write a recruitment plan that reflects the diversity of the student body and community.
5. Candidate uses conference protocol with colleagues or staff.
6. Candidate develops a plan and makes a presentation that uses oral, written and digital communication to advocate for classroom, school or district. (TL D3)

Learning Outcome 3 – Research (B=Building 7.1 and D=District 6.3)

Learning Activities/Performance Tasks:

1. Candidate researches the needs of staff and stakeholders regarding staffing, instruction, and student learning. (TL D5)
2. Candidate researches, identifies and produces a listing of best practice for recruiting, hiring, supporting, supervising, developing, and retaining school and district staff.
3. Candidates participates in small group simulation to design a job description, by conducting an analysis of job tasks, skills, and efficacy with rated rubric interval solutions/responses.
4. During a simulation, the candidate acts with a professional demeanor before, during, and after interview process.

Learning Outcome 4-Professional Learning and Improvement

Learning Activities/Performance Tasks:

1. Candidate leads a simulation in which colleagues address a curriculum issue (TL D3)
2. Candidate presents a PowerPoint that identifies instructional strategies that address culturally responsive instruction (TL D3).
3. Candidate makes a presentation regarding information on negative and positive impact of national policies on classroom practices and expectations (TL D5).
4. Candidate identifies a need in the school or district and creates an advocacy plan for meeting the need (TL D5).

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
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	Novice	Emerging	Proficient (TARGET)	Advanced Performance
	Candidate knows educational policy.	<p>communities and policy makers.</p> <p>Candidate knows strategies for cultivating relationships with members of the business, civic, and policy community.</p> <p>Candidate knows public relations and educational advocacy.</p>	<p>civic communities and policy makers.</p> <p>Candidate understands strategies for cultivating relationships with members of the business, civic, and policy community.</p> <p>Candidate understands public relations and educational advocacy.</p>	<p>and civic communities and policy makers.</p> <p>Candidate understands and synthesizes strategies for cultivating relationships with members of the business, civic, and policy community.</p> <p>Candidate understands and synthesizes public relations and educational advocacy.</p>
<p>NELP 5.3 Educational Leadership Skills</p> <p>Candidates demonstrate skills required to conduct a needs assessment of the district, school, students, and community; develop a plan for accessing resources that addresses district needs; cultivate collaborative relationships with district constituencies; develop oral, written, and digital communications targeted on the larger organizational, community, and political contexts; and advocate for district and community needs.</p>	<p>Candidate develops a needs assessment of the district, school and students.</p> <p>Candidate uses a plan for accessing district resources.</p> <p>Candidate builds relationships with identified district constituents.</p> <p>Candidate develops targeted communication for oral, written, and digital distributions to the larger organizational community.</p> <p>Candidate advocates for district needs.</p>	<p>Candidate conducts a needs assessment of the district, school, students, and community.</p> <p>Candidate develops a plan for accessing resources that address district needs.</p> <p>Candidate cultivates collaborative relationships with district constituencies.</p> <p>Candidate develops targeted communication for oral, written, and digital distributions to the larger organizational community and political contexts.</p> <p>Candidate advocates for district and community needs.</p>	<p>Candidate conducts a needs assessment of the district, school, students, and community in cooperation with the district leadership team.</p> <p>Candidate develops a plan for accessing resources that address district needs in collaboration with the district leadership team.</p> <p>Candidate cultivates collaborative relationships with district constituencies with the district leadership team.</p> <p>Candidate develops targeted communication for oral, written, and digital distributions to the larger organizational community and political contexts with the district leadership team.</p> <p>Candidate advocates for district and community needs with the district leadership team.</p>	<p>Candidate conducts a needs assessment of the district, school, students, and community in cooperation with the district and school leadership teams, the board, and stakeholders.</p> <p>Candidate develops a plan for accessing resources that address district needs in collaboration with the district and school leadership teams, the board, and stakeholders.</p> <p>Candidate cultivates collaborative relationships with district constituencies with the district and school leadership teams, the board, and stakeholders.</p>

Teacher rubric

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
Domain 3: Professional Learning for Continuous Improvement	Candidate uses personal experience to respond to the			

References

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