Welcome to EDUC 516: Personnel Management and Evaluation. This course fulfills selected requirements for the Master of Arts degree in Education with a specialization in Educational Leadership and Administration as well as requirements for the California Preliminary Administrative Services Credential.

The goal of the course is to help you become acquainted with concepts and practices associated with successful supervision and evaluation of certificated and classified school employees. In general, conceptual knowledge and skills including legal, research, and professional considerations will be acquired from the literature, while practical knowledge and skills will be acquired from activities, case studies, and class discussions. Prerequisite: Admission to the Educational Leadership and Administration Program.

Required Texts

The course texts are available through most online booksellers (e.g., Amazon.com, BarnesandNoble.com, Powells.com, Cheapesttextbooks.com). BE SURE TO PURCHASE THE CORRECT EDITIONS.


Supplemental Readings

Articles, papers, and other readings in PDF format will be assigned throughout the quarter. These materials will be available in the Course Materials section of the EDUC 516 PolyLearn.

Winter Quarter Class Meeting Schedule

Unless otherwise stated, EDUC 516 will meet on SATURDAYS with Dr. Gentilucci at the SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION. Please note that classes will begin promptly at 9:00 a.m.

Course Guidelines and Expectations

Participation

Attendance and participation in weekend sessions are MANDATORY, and students may be dropped from the program for non-approved absences.

Student Assessment Process

Course grades will be based on the following:
• Class preparation and participation
• Quizzes
• Final Comprehensive Examination

**ELAP Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Description</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent—superior performance; demonstrates exceptional understanding and comprehensive mastery of subject matter.</td>
<td>97 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
<td>93 - 96</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
<td>89 - 92</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Very Good—significantly above average performance; demonstrates full understanding and complete mastery of subject matter.</td>
<td>85 - 88</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Minimum grade required for credit-no credit (CR/NC) courses.</td>
<td>80 - 84</td>
</tr>
<tr>
<td>CR</td>
<td></td>
<td></td>
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<tr>
<td>U</td>
<td>0</td>
<td>Unsatisfactory or no credit (NC)—results in a failing course grade.</td>
<td>&lt; 80</td>
</tr>
<tr>
<td>NC</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I</td>
<td>0</td>
<td>The &quot;Incomplete&quot; (&quot;I&quot;) grade signifies that a portion of required coursework has not been completed and evaluated in the prescribed time period due to fully justified reasons. There is still a possibility of the student earning credit once missing coursework has been submitted.</td>
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**Academic Honesty**

Academic honesty is fundamental to the activities and principles of California Polytechnic State University San Luis Obispo. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences.

**Statement on Diversity**

The faculty and students of the Educational Leadership and Administration Program (ELAP) are committed to creating and maintaining a learning community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, we seek to develop and nurture diversity, believing that it strengthens the program, stimulates creativity, promotes the exchange of ideas, and enriches campus life.
Instructor Biography

James L. Gentilucci, Ph.D. - Dr. Gentilucci is a Professor Emeritus of Educational Leadership. He served for 23 years as a teacher, principal, chief business officer, and assistant superintendent of schools before becoming a university professor. His writing and research interests include student perceptions of schooling and learning; instructional leadership of school principals; and national and international K-12 school reform and improvement. He is currently President and Director of Research at the Veritas Research and Evaluation Group.

Dr. Gentilucci received his bachelor's degree in Geography from California State University Northridge and master’s and Ph.D. degrees in Educational Leadership and Organizational Theory from the University of California Santa Barbara. He also holds three additional master's degrees in the areas of Information Management (M.S.), Business Administration (M.B.A.), and Computer-Based Education (M.A.). Dr. Gentilucci holds California Multiple and Single Subject Teaching Credentials as well as the California Professional Administrative Services Credential.

THE SCHOOL OF EDUCATION

<table>
<thead>
<tr>
<th>VISION</th>
<th>MISSION</th>
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<tr>
<td>The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.</td>
<td>The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society, and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach, and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.</td>
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LEARNING OUTCOMES

1. Be qualified, competent, and caring professional educators: Demonstrate subject mastery, pedagogical and professional knowledge, and dispositions toward an ethical practice that shape change as well as promote educational equity and equal access to learning for all students.
2. Integrate principles and practices of professional fields to support student learning: Demonstrate the ability to translate theory into practice and utilize knowledge-building technologies to foster learning, mentoring, and leadership.
3. Engage in cross-disciplinary and collaborative practices: Understand the relationships of one discipline to another within their particular profession, and demonstrate the ability to establish collaborations and partnerships to enhance professional practices and support student success.
4. Demonstrate authentic assessments designed for student success, individual growth, and program improvement: Develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards; and are used to modify programs and practices.
5. Effect sustainable communities in a multicultural environment: Assume leadership roles in schools, communities and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice; promote comprehensive schooling to support education equity and access to college and career preparation.
6. Engage in professional practices: Demonstrate reflective practice, uphold professional standards, and enact dispositions for both personal growth and advancement of the education field; initiate the practice of lifelong learning by engaging in professional associations and establishing personal, professional growth plans.
DISPOSITIONS

Professionalism

1.1 Responsibility and Accountability — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their stress appropriately, and takes responsibility for own actions.

1.2 Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and ongoing. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice

2.1 Cross-Cultural Competence — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2.2 Collaboration — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change

3.1 Inquiry and Innovation — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.2 Social Justice — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.
SESSION ONE

Introduction to Supervision and Evaluation

OBJECTIVES:

After completing this session, you will be able to:

- Articulate personal beliefs about supervision;
- Examine and articulate personal leadership style;
- Explain how leadership style and beliefs influence supervision and evaluation;
- Compare and contrast motivation theories and relate them to supervision and evaluation;
- Explain the difference between formative and summative supervision and evaluation and define the characteristics of each;
- Explain how the Blase and Kirby strategies can be used to improve employee performance.

REQUIRED READINGS:

Blase & Kirby (Chapters 1-10)
Zepeda (Chapters 1, 2, and 8)

ASSIGNMENTS:

No written assignment this session.
Prepare for quiz on January 20

SESSION TWO

Formative Supervision

OBJECTIVES:

After completing this session, you will be able to:

- Compare and contrast differentiated and developmental supervision;
- Explain why differentiated supervision is an important tool for leaders;
- Explain how the Blanchard model can be used to select appropriate supervision strategies;
- Explain how standards relate to supervision of instruction;
- Become familiar with the California Standards for the Teaching Profession.
- Describe the appropriate use of SBWA and informal observation;
• Describe how informal observations should be documented, and describe the legal difference between a personnel file and a supervisor’s personal file.

REQUIRED READINGS:

Zepeda (Chapters 3 and 9)
California Standards for the Teaching Profession

ASSIGNMENTS:

No written assignment this session.
Complete Quiz #1 by midnight on January 20

SESSION THREE

[Clinical Supervision, Data Analysis, and Summative Evaluation]

OBJECTIVES:

After completing this session, you will be able to:

Define Clinical Supervision and describe its evolution from 1973 to the present;
• List and describe the “phases of activity” of the clinical supervision model;
  Explain how beginning-of-the-year goals affect the supervision and evaluation process;
  Explain why it is necessary to document goals, objectives, and observation agreements;
  Describe the steps of the lesson plan review process;
  Articulate the elements of an effective pre-observation conference;
  Describe how to prepare for a formal classroom observation;
  Conduct a mock classroom observation and record data;
  Analyze observation data and prepare materials for a post-conference;
  Conduct a post-conference;
  Use observation data for the evaluation process.

REQUIRED READINGS:

Zepeda (Chapters 4, 5, and 6)

ASSIGNMENTS:

No written assignment this session.
Complete Quiz #2 by midnight on February 3

SESSION FOUR

[Confronting Marginal Performance]

OBJECTIVES:

After completing this session, you will be able to:

Identify markers of marginal performance;
Understand the difficulties of working with marginal employees;
• Explain how marginal employees “shift the monkey” in the workplace;
• Explain how the Mager and Pipe rubric can assist supervisors with performance assessment;
• Describe how to develop remediation plans;
• List and describe the steps in the progressive discipline process;
• Describe the legal implications of teacher discipline;
• Explain why extensive documentation is necessary for discipline or dismissal.
List at least five offenses for which a permanent certificated employee (teacher) can be dismissed.

REQUIRED READINGS:
• Whitaker (Chapters 1 – Epilogue)
• Mager & Pipe “Performance Assessment Rubric” (pdf)
• Education Trust West “Teacher Layoff and Dismissals in California State Law” (pdf)

ASSIGNMENTS:
No written assignment this session.
Complete Quiz #3 by midnight on February 17
Study for Final Examination on March 4 (N.B.: The final examination is comprehensive.)

Commented [VM5]: Comprehensive examination of all CAPEs: 2B, 2C, 2D, 3D
<table>
<thead>
<tr>
<th>Date Due</th>
<th>Activities and Assignments for EDUC 516</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>January 20</td>
<td>Quiz # 1</td>
<td>20</td>
</tr>
<tr>
<td>February 3</td>
<td>Quiz # 2</td>
<td>20</td>
</tr>
<tr>
<td>February 17</td>
<td>Quiz # 3</td>
<td>20</td>
</tr>
<tr>
<td>March 4</td>
<td>Final Comprehensive Examination</td>
<td>40</td>
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<tr>
<td></td>
<td><strong>TOTAL POSSIBLE</strong></td>
<td><strong>100 points</strong></td>
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