

Chaminade University of Honolulu

Education Division

Course Syllabus: ED 744 – Communications and Personnel Issues

TERM / YEAR / TIME / LOCATION

Spring / 2016 / Online / eCollege

2015 Wm 1/11/16 - 3/26/2016

COURSE NUMBER and TITLE

ED 744 – Communications and Personnel Issues

INSTRUCTOR NAME AND CONTACT INFORMATION:

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Office Hours: As arranged via email, eCollege Chat, or Skype

COURSE DESCRIPTION

This course has been designed with labor and employment law issues for Hawaii public charter school leaders in mind, and focuses on integrating communications and coaching into the educational workplace environment. Topics include: talent management strategies, including recruitment, retention and evaluation; effective compliance with labor and employment laws, including discrimination and equal employment opportunities laws; and communications and coaching techniques and strategies for an educational workplace environment.

Course Topics:

- Students will gain an understanding of state and federal labor and employment laws applicable to Hawaii public charter schools.
- Students will investigate the uses of communications strategies to optimize employee performance.
- Students will understand how the principles of people equity apply in an educational workplace setting.
- Students will demonstrate how to improve employee performance through strategic communications.

Student Learning Outcomes: Through the course discussions, readings, assignments and case studies, participants will be able to:

- Examine the applicability of state and federal labor and employment laws applicable to Hawaii public charter schools.
- Be able to plan and implement talent management and communications strategies that promote improved employee performance.
- Use communications skills and strategies to increase each student's ability to effectively manage charter school teachers and other personnel.

- Demonstrate competence communicating effectively in various personnel contexts.
- Use e-mail and threaded discussion groups for purposes of communication and collaboration with colleagues.

COURSE LOGISTICS

Organization: ED 744 is organized as 10 modules, each with its own subject matter and assignments. Each module also includes both online discussions and shared resources with other participants enrolled in the course.

This course is both online and accelerated, covering an entire semester’s work in just 10 short weeks. This type of learning requires significant initiative and responsibility on the part of the student. Regular participation in the weekly threaded discussions is equivalent to attendance, and timely submission of assignments is essential to successful completion of the course.

All of the weekly assignments are related to completion of the final 5 – 10 page written assignment pertaining to the identification and analysis of alignment, capability and engagement issues in a charter school setting that must be submitted at the conclusion of the course.

Online Environment: eCollege is the current on-line learning environment of Chaminade University and it is the responsibility of each student to become familiar with and an effective user of this virtual learning environment for accessing course information and assignments, as well as for interacting online with other participants.

Participants should plan to spend at least three to four hours per week reading assigned materials, participating in discussions and completing assignments. Students are expected not only to complete each assignment, but also to reflect on the posts of other participants to the threaded discussions, actively engaging in discussion and debate about the topics being discussed.

Grading: The work for this course carries 100 possible points distributed as follows:

Threaded Discussions	15	A =	90 - 100
Weekly Assignments	50	B =	80 - 89
Final Paper/Project	20	C =	70 - 79
Final Exam	15	F =	0 - 69

Online Discussions & Assignments: Almost every week of the course there will be a discussion topic posted and all course participants are expected to actively participate in the threaded discussions during the week the topic is posted. Participation in these online discussions is equivalent to attendance, and participants must “show up online” two or three times during the discussion week and join in the conversation during the discussion period (Sunday thru Sunday); otherwise no credit will be given for contributions to the discussion.

Students are expected to complete the 10 project assignments and submit them in a timely manner; however, there is no penalty for turning these project assignments in late as long as they are posted by the 10th week of the course. All assignments must be posted to the appropriate folders in eCollege Doc Sharing so that each carries a time-date stamp.

In addition to the 10 project assignments, there is a final 5 – 10 page written assignment due at the end of the course summarizing the student’s identification and analysis of a specific alignment, capabilities or engagement issue relevant to a Hawaii public charter school.

There will also be a 10-question final exam related to the course materials. It will be “open book” and shall examine the student’s comprehension of course readings and the student’s ability to analyze and relate it to the real-world Hawaii public charter school employment environment.

If you need help, please send me an email and put your last name, ED 744, and "Help" in the subject line. You are welcome to call me at the contact number listed above, although my preferred method of communication is email.

Reminders of Important University-Wide Policies: The following policies are summarized from the Student Handbook. Please review these and other policies in the Handbook.

- Attendance: Attendance is measured by your participation in the weekly online threaded discussions. Notify me before the due date if illness or other circumstances prevent you from participating in discussions or completing assignments on time. Please do not fall behind. Failure to participate regularly in the course without officially withdrawing will result in a failing grade.
- Academic Honesty: Students are responsible for promoting academic honesty at Chaminade University by not participating in or facilitating others’ participation in any act of dishonesty, and by reporting incidences of academic dishonesty.

Netiquette for Online Activities:

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive “I agree” responses.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.

Documentation: Any material not original to the student should be cited in a recognized documentation format appropriate to the particular academic discipline.

INSTRUCTIONAL STRATEGIES

Instructional strategies for this course include case studies, presentations, discussion, research and online communication. The facilitator will engage course participants in on-line threaded discussions, through email, comments on assignments, and postings to eCollege.

1. **REQUIRED TEXT**: Markle, Garold L.; *Catalytic Coaching: The End of the Performance Review*. Quorum Books (2000)
2. **ALSO READ**: Hawaii Revised Statutes Chapter 302D
http://www.capitol.hawaii.gov/session2013/bills/GM1262_.PDF
2. **REQUIRED SOFTWARE**: Students will need access to word processing and presentation materials. The preferred software suite is Microsoft Office (Word, Excel, and PowerPoint); however, participants are welcome to use the equivalent Apple applications (Pages, Numbers, Keynote) or one of the free open source equivalent application suites such as Open Office - <http://www.openoffice.org/> - as long as the work is saved in MS Office format before posting to eCollege so that everyone can view it. The choice of software both enables and limits access to other online resources for teachers and students that are provided – usually for free – by major software companies such as Apple and Microsoft.
3. **INTERNET ACCESS & APPLICATIONS**: Students will also need access to significant amounts of time on-line, ideally utilizing high-speed, broadband connections to the Internet. Students are expected to have an email account and a valid account for eCollege. All of these are available from the University.

Rubric for Discussion & Written Assignments: The following is the rubric that will be used to evaluate written assignments and presentations:

- The writer/presenter demonstrates an understanding of the assignment by using a style, form and language that is appropriate for its intended audience.
- The writer/presenter has chosen a topic in accord with the assignment and limited it sufficiently to explore in depth in the space and time allotted.
- The writer/presenter focuses the presentation by means of a clear statement of purpose (thesis statement, hypothesis or posed question) and logically organized sub-topic sections.
- The writer/presenter substantiates abstractions, judgments and assertions with specific illustrations, facts and evidence appropriate to the assignment and/or discipline.
- The writer/presenter has added to on-going discussions of the topic with his or her own critical analysis, rather than simply repeating what others have said through quotation-stacking, paraphrasing or summaries.
- The writer/presenter draws upon research whenever necessary to support critical analysis or assertions made and properly acknowledges the work of others by utilizing a standard documentation format acceptable for the course.

- The writer’s/presenter’s work conforms to the minimal essentials of Standard American English grammar, word choice, spelling and punctuation.

COURSE SCHEDULE

Each “week” of the course begins on a Monday and ends on the following Sunday. Unless otherwise noted, participation in the threaded discussions should be completed by midnight on the Sunday of each week. Assignments should be submitted in a timely manner to the appropriate folders in the Doc Sharing section of eCollege; but they may be turned in at any time during the term of the course with no late penalty.

Week	Major Topics	Activities	Assignments
<p>1 1/4/16</p>	<p>Talent Management and Communications – An Introduction</p> <p>Course overview; requirements and resources; eCollege</p> <p>Understanding people equity principles.</p>	<p>(Threaded) Discussion of your school’s goals, mission, meaning and/or values.</p>	<p>Read <i>ACE Advantage</i> by Dr. Bill Schiemann: http://www.the-ace-advantage.com/files/chaper1-ace-advantage.pdf</p> <p>And</p> <p><i>People Equity Handout</i> also by Dr. Bill Schiemann <i>here</i>: http://www.metrus.com/pdf/People%20Equity%20A%20New%20Paradigm.pdf</p> <p>Post a short summary (est. 300 - 500 words) identifying evidence of teacher/employee alignment with school’s goals, mission, meaning and/or values. This will be used as the basis for one third of your final paper.</p> <p>Supplemental reading:</p> <p><i>Communications Skills for Educational Administrators, p. 1 - 9</i></p> <p>http://www.eric.ed.gov/PDF/S/ED432830.pdf</p>
<p>2</p>	<p>Impact of State and Federal Employment</p>	<p>(Threaded) Discussion of communications,</p>	<p><i>Read State Auditor’s Reports</i></p>

	Laws on Effective Management and Communications in Hawaii Public Charter Schools	training and other workplace strategies to promote compliance with state and federal employment laws.	http://files.hawaii.gov/auditor/Reports/2014/14-06.pdf http://www.state.hi.us/auditor/Reports/2011/11-03.pdf Post list of 3 alleged “employment” or “labor” law violations identified in state auditor’s reports and comment on solutions or possible solutions.
3	Managing and Communicating in a Collective-Bargained Environment Recognizing collectively-bargained rights and protected activity	(Threaded) Discussion of potential impact of “performance based” contracts on collectively-bargained employment agreements.	Read Contract Renewal proposal http://www.chartercommission.hawaii.gov/#!/renewal-and-criteria-feedback/c8jl Post brief (1 – 2 paragraphs) summary of initial reaction to renewal contract criteria. Reading regarding labor laws [TBA]
4	Catalytic Coaching Review problem with the prevailing paradigm and change strategies	(Threaded) Discussion of how a lack of <i>flexibility</i> in employment law contracts and educational policy impacts and has the potential to impact employee performance	Read <i>Catalytic Coaching</i> , Chapters 1 - 2) (p. 11 - 91) and “Optimizing Talent,” <i>Handout provided by instructor</i> Post short statement of three communications or training initiatives relevant to your school.
5	Process Overview Identifying and exploring how to motivate employees for positive outcomes	Develop topic/outline for a short paper (5 – 10 pages) discussing/analyzing specific alignment, capabilities or engagement issues relevant to your school.	Read Ch 3 of Text (p. 111 – 183) Turn in topic and outline <i>The topic and outline will be used as the basis for one third of your final paper. Please incorporate the week 1 summary of evidence of “alignment”</i>

<p>6</p>	<p>Recruiting and Hiring Integrating strategic ways to acquire talent</p>	<p>(Threaded) Discussion of best practices in hiring public charter school teachers.</p>	<p>Read Handout re Talent Management</p> <p>Write (1 – 2 paragraphs) of current and/or prospective recruiting techniques.</p> <p><i>Supplemental reading:</i></p> <p>Achievement First: The Design and Implementation of a Highly Effective Teacher Recruitment System (pg 1 – 18) http://tntp.org/assets/tools/AF%20NSVF+TeacherRecruitingCaseStudy%20TSLT_0311.pdf Issues Brief: How Do Charter Schools Get the Teachers They Want? (Pg 1 – 12) http://www.publiccharters.org/data/files/Publication_docs/NAPCS_TeacherBrief_March2011_20110330T164201.pdf</p>
<p>7</p>	<p>Evaluation and Performance Accountability Developing performance-based standards</p>	<p>(Threaded) Discussion of existing collectively-bargained agreements and impact of performance-based contracting</p>	<p>Read <i>Achievement First: Aspen Case Study</i> http://tntp.org/assets/tools/AI_Achievement_First_performance_mangmt.pdf</p> <p>Post brief (1 – 2 paragraphs) follow-up summary reaction to performance based contract impact on collectively bargained employment agreements.</p>
<p>8</p>	<p>Retaining Top Talent What are the drivers of retention and turn over?</p>	<p>(Threaded) Discussion of alignment, capabilities and engagement factors that impact retention and</p>	<p>Schedule your final exam</p> <p>Read remainder of Catalytic Coaching</p> <p>Turn in 2 – 4 paragraph “executive summary” of</p>

		turnover	final paper
9	Communications Strategies for Effective Charter School Leaders Analyzing communications and coaching strategies for effective leaders in charter school setting	(Threaded) Discussion of the future of schooling and learning in the digital age	Read [TBA] Work on your 4 - 6 page paper. <i>The grade on the final paper will constitute the final one-third of the final paper score – see earlier weeks which will comprise the other 2/3rds.</i>
10	Final Reflections and Written Assignment	Work on final assignments; study for final exam to be taken final week (date tbd).	Take Final Exam Complete your 4 - 6 page Paper.