

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
School of Education
Educational Leadership and Cultural Foundations

ELC 684: Teacher Rights, Recruitment, Retention, and Evaluation
Course Syllabus: Fall 2017
Web-Lecture Course
3 Credits

1. For Whom Planned:

Required course for Masters of School Administration and Post Masters Certificate students.
Elective course for EdS, EdD, and PhD students in ELC as well as students from other graduate departments.

2. Instructor Information:

Julie A. Pack, Ed.D.

Guest Lecturer

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3. Course Purpose:

The purpose of this course is to introduce systems and processes that must be in place to recruit, induct, support, evaluate, develop, and retain a high quality staff. In addition, students will examine the legal and ethical reasoning systems that influence the practice of school administrators with regard to teachers' legal rights.

4. Teachers Academy Conceptual Framework Mission Statement:

The mission of professional education at The University of North Carolina at Greensboro is to ensure "Access to Opportunities through Teaching, Learning and Caring." This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates' acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates' continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our Unit and programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision-making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change.

5. Course Objectives:

Through the experiences in this course, students will be able to:

1. Understand how federal, state, district, and school regulations, policies, and procedures are utilized in personnel decision making and discuss the roles legal and ethical reasoning play in their development;
2. Describe the basic principles of education law and constitutional, ethical, and educational values that support them with specific emphasis on teachers' rights.

3. Understand significant legal cases on issues of equal educational opportunity and teacher rights.
4. Understand the process for creating and monitoring processes for hiring, inducting, and mentoring new teachers and other school staff.
5. Analyze data, such as the NC Teacher Working Conditions Survey, to respond to staff needs for professional learning communities and professional development.
6. Articulate, describe, and apply ethical, legal, and effective approaches to teacher recruitment, retention, and evaluation.

6. Teaching Strategies:

In this course, students will use web- and text-based resources to engage legal and policy issues that are important to school administrators and policymakers. The course uses web-based and library research, web-based learning activities, and synchronous and asynchronous electronic formats to collect information, analyze text and information, and develop ideas and content that will be useful to school administrators and policymakers in their leadership practice. The class will meet face-to-face approximately seven times.

- a. This course is delivered in a face-to face and e-learning format. To participate in an e-learning course, students must have routine access to the Internet, use a web-browser to access information for class assignments and research, use email to communicate with the instructor and class members, and participate actively in online and classroom discussions and activities. Class members are encouraged to collaborate electronically and in person to accomplish course tasks.
- b. This course consists of small group collaborative experiences, flexible web-based activities, research, discussion, and readings. Students will be using the Blackboard instructional environment, completing assignments and submitting them using email and email attachments, and using a web browser to conduct research and to engage in web-based learning activities. Students will spend a significant amount of time working independently or with small groups using email and chat rooms. Because of the web-based enhancements that have been made, students should plan to spend a considerable length of time using the Internet to participate in class activities. Class sessions will occur to give students the opportunity to integrate the content from readings, apply content to practice, and raise questions about leadership, law, and policy.
- c. All assignments for this course must be submitted by through folders shared with students in Box or through Canvas. No assignments will be accepted or returned through email.

7. Textbook

- Darling-Hammond, L. (2014). Getting teacher evaluation right: What really matters for effectiveness and improvement. New York: Teachers College Press. (ISBN: 9780807754467).
- Additional articles as assigned – see Course Calendar

8. Course Evaluation/Assignments: