

THE AASPA NATIONAL CREDENTIAL PROJECT

AASPA is beginning its journey toward enlarging its influence in using authentic AASPA Operational Standards to identify high competency in School District Human Resource oversight. This effort by the AASPA Board will be an organizational learning experience as it launches a pilot program during the 2010 calendar year.

GENERAL

Applicants will be required to submit a portfolio to AASPA. For the first year, only those with at least eight years of consecutive HR Administrator duties will be invited to submit evidence that their practice meets the high standards of the AASPA organization. They will be the pilot group, the first to gain AASPA National Certification.

After year one, an amended process will evolve using AASPA Board Certified Administrators as candidates for roles as members of a National Board of Examiners. That body will receive and score the next group of candidate portfolios for Board Certification. The first group through will, if approved, earn a ten year certificate. The second group through will have two options- a ten year certificate or a "provisional" certificate, based on evidence submitted.

APPLICATIONS FOR PILOT YEAR

As evidence, applicants will design, arrange, and submit case studies from their current HR Administration assignments; or in some cases from recent HR Administrator assignments. These submissions will be e-mailed to AASPA and forwarded to the pilot year examiner. Such evidence will be scored using an AASPA appropriate rubric.

To participate in the Pilot program (2010-11) a onetime application fee of \$ 500.00 must accompany the application packet. Checks should be made out to AASPA. The fee is non-refundable. It covers a one year span to complete all six functional categories of the process.

SCORING

Applicant submissions will be scored using a multi-stage scoring rubric which has a four stage design.

4. Clear and Convincing Evidence*
3. Clear Evidence**
2. Some Evidence***
1. No Evidence***

* Meets AASPA's National Certification Standard of Excellence

** Meets AASPA's National Certification Standards

*** Does not meet National AASPA Certification Standards (Returned-Must modify)

*** Does not meet National AASPA Certification Standards (Rejected) (Must re-apply)

Scoring considerations

Is the submission clearly written, logical and reflective?

Does the submission present a clear snapshot of how the candidate's text aligns with each AASPA core proposition?

Does the submission meet the AASPA standard for submission?

Does the applicant express why the submission is an important one in his/her assigned HR functions?

STANDARDS, CORE PROPOSITIONS AND EXAMPLES OF EVIDENCE:

Important things to consider when preparing evidence under each standard and under each core proposition:

The more comprehensive the information is that is submitted to the AASPA Board of Examiners as evidence, the higher likelihood that it will provide ample sources of evidence to show how the candidate has met each standard.

If a standard requires a sign off by a supervisor, that signature should be included with the submission along with a brief description of the supervisor's role.

Portfolios will not be returned to the applicant, but will be held by AASPA.

No candidate should share any evidentiary submission to any other person beyond his/her supervisor who must verify portfolio information through a required notarized sign-off.

The applicant must verify that all submitted information is factual and truthful.

The applicant's efforts should be to provide evidence that he/she has met the core propositions in each of the six standard areas to attain the National Credential.

Six HR Functions in the AASPA National Credential

- HR Administration
- HR Management
- HR Development
- Organizational Development
- Labor or Employee Relations
- Professional Standards

HR Function # 1

HR Administration- This function deals with the creation, maintenance and strategic use of information gathering, planning, and utilizing information to maintain order and a diverse workforce balance.

First Core Proposition: *The HR Administrator knows the HR needs of his/her school district and how to plan to meet them.*

Samples of Evidence: The applicant must verify his/her part in each of the plans submitted as portfolio evidence.

The candidate must provide at least three actual district case studies including original writings w/minutes of planning meetings and their effects, corroborated by superiors or colleagues to provide verification of the applicant's part in developing and overseeing the plan to completion.

Example 1- Submits an annual district position control plan with metrics showing base line student enrollment projections, coupled with actual hiring and assignment follow-up data to meet HR demands in a given year for the district. Plan should include diversity targets.

Example 2- Submits Reduction-in-Force (RIF) plans, schematics and related retirement projections with summaries for replacement plans; recalls made within the various disciplines/licenses.

Example 3- Submits district plans to recruit hard-to-fill positions with corresponding results of the hiring and assignment effects of each strategy for a given planning/execution period.

Other HR planning components for which the candidate can claim originality and/or oversight.

Second Core Proposition: *The HR administrator has an academic and/or experiential background that is appropriate to planning, supervision and oversight of HR operations in his/her school district*

Evidence: (All three must be submitted)

1. Required- Current resume, copies of transcripts and course descriptions of Human Resource related academic work. Summary of HR related workshops/courses taken or given; awards-recognition for HR work.

2. Required- Written and signed affirmation by superiors or colleagues for three HR competencies in this core proposition.

3. Required- Recent (Five years) signed evaluation reports citing success in all or any the three components (Planning/Supervision/Oversight)

Third core proposition: *HR administrator is adept at designing, monitoring and supervising HR management information systems in his/her school district.*

Evidence: (Submit 1 and 2; or 1 and 3)

1. Required- Submits a self report outlining the district's HR accounting system and its variations and connections to other sub-systems, including diversity metrics, payroll/retirement/professional development/salary changes/leaves/benefits/ etc.) and the role of the author/candidate in designing, monitoring and supervising these connected information systems.

2. Required- Discussion about problem areas in the HR accounting system with detailed explanations about the candidate's role in solving those problems (*Needs a sign off*)

3. Required- A detailed discussion as to why the school district's internal HR accounting system is reliable and successful, and the candidate's role in making the system work (*Note: Needs a sign off*)

HR Function # 2.

HR Management- This function deals with school district manpower planning; assignments, transfers, and related decision making functions.

References: Pages 11-62 "The Hiring Process" of AASPA publication "Teacher of the Future" (October 2002)

First Core Proposition: HR administrators design, implement and supervise talent searches through recruitment and outreach to potential pools of candidates.

Evidence:

1. Required- Submission of your school district's actual teacher and administrator recruitment plan (for the most recent full school year), with a description of your role; and with accompanying statistics showing success or problem areas. An abstract and a metric summary should accompany the submission. (*Needs a sign-off*)

2. Required- In detail, describe how your district's recruitment plan incorporates AASPA's step by step *critical knowledge statements* into its strategies and tactics. (See "The Hiring Process)- Pages 11-62- in "Teacher of the Future".

Second Core Proposition: HR administrators are adept at identifying candidates, organizing screening and interviewing systems to attract high levels of competence to their school district.

Evidence:

1. Required- Submission of at least three individual vacancy processes which you supervised, to include detailed operational concepts of hiring- e.g. recruitment/screening criteria and process/interviewing protocols and questions/training of screening/interviewing participants/ scoring matrices and minutes of discussions which led to hiring each of the teachers or administrators. (**Note: Use no names- use code numbers**).

2. Required- Submit a detailed description of at least three teacher hiring processes for your district. Use "The Teacher of the Future" section on pages 33-62 as a foundation outline for each process submitted in your portfolio.

You may submit flow-charts/Gantt Charts/Budget/CAIRO documents and other support information with these documents to clarify various logistical functions and deadline issues.

Third Core Proposition: HR administrators are skilled at hiring; assigning; and overseeing transfer policies and supervising performance management scenarios consistent with policies, contracts and HR best practices (See AASPA Standards 2004).

Evidence:

1. Required- Submit a summary of one year's transfer processes for your school district, including relevant guidelines. Copies of governing policies, employment or collective bargaining agreement language that must be followed must be submitted along with the portfolio.

2. Required- Using the Induction section of "The Teacher of the Future" publication, (pages 63-102), explain in detail how these *critical knowledge statements* are incorporated into your hiring/assigning/and overseeing responsibilities for the district's in-processing HR functions.

HR Function # 3.

HR Development- This function deals with job enrichment, targeted training, professional development and purposeful efforts to improve productivity.

First Core Proposition: HR administrators know how to improve employee productivity through training and development strategies.

Evidence: Submission should include the range of professional development activities supported by the district and for which salary credit is given. Summaries of those activities that promote improved productivity, however measured, must be included.

1. Required: Using the AASPA booklet "The Teacher of the Future" outline of five models of staff development (pg 110) organize your district's professional development plan for both licensed and classified employees. Use the most current full school year, and include policy and collective bargaining or DOE guidelines that are germane to your submission.

Second Core Proposition: HR administrators know how to plan, track and measure the effects of district investments in professional development.

Evidence: Submission should provide evidence that tracks the use and effects of the categories included as follows:

Did the workshop/activity meet its expectations?

Did the workshop/activity have measurable outcomes?

Did the effects workshop/activity influence practice?

Did the supervisor of the workshop/activity participant comment on how the participant's attendance at a specific development activity improved his/her work?

1. Required: Evidence and a written summary of the above four elements should accompany the submission.

Third Core Proposition: HR administrators know how to connect training and development activities to performance issues, promotional opportunities and to skill building strategies within their district's workforce.

Evidence: Submission should include detailed rationale supporting a number of approaches to professional development in the district. These should include: orientation; mentoring; vertical and horizontal committees; university course work; workshops, briefings, cross functional strategies and in depth training strategies; paraprofessional and classified training strategies which result in a more informed or better skilled workforce. A summary should accompany the text. At least five examples of programs must be included in the submission.

1. Required: Using the material developed in proposition # 1 and # 2, extend the explanation to a summary of strengths, weaknesses, and opportunities of your district's process and how these various training and development opportunities promote the strategic plans, values and operational capacity of the district through developing its human capital. Include budget documents/ cross training elements/ training in depth elements and other strategies that help the district improve its talent pool. Any documents made reference to in the report should include copies of the governing language.

HR Function # 4

Labor/Employee Relations- This function deals with the negotiating; managing and problem solving around employee or labor issues.

First Core Proposition: HR administrators are the leaders in their district's labor/employee relations efforts. (Note: some states have no collective bargaining contract laws. All portfolio submissions under this function should make it clear what the state law provides for employment security (e.g. Right to work/no collective bargaining/tenure/etc.) Accompanying documents may be submitted with each entry or references to DOE web pages etc. may be submitted.

Evidence: The submission must provide evidence that the HR administrator holds all collective bargaining agreements and/or other employment agreements in his/her office. It must provide evidence that he/she interprets the language of these agreements through minutes of meetings; copies of e-mails and through written records of mediation activities around employment or grievance processing.

Evidence must include minutes from meetings/discussions and may be provided through an original case study of the administrator's work in the field of this core proposition. A progressive summary of documents with the portfolio should be provided, describing the labor/employment culture, tasks to be accomplished, what action was taken by the administrator and results of the action . Wage and salary analysis made by the HR administrator may be submitted.

Second Core Proposition: The HR administrator is familiar with and works within various laws, agreements and policies of the school district, and is ethical in his/her duties.

Evidence: The applicant should submit a signed copy of AASPA's Code of Ethics. It should be co signed by the superintendent to confirm that the administrator's conduct is in alignment with the AASPA Code of Ethics.

Third Core Proposition: The HR administrator is active in dispute settlement, conflict resolution; and efforts to provide attention to the welfare of employees, using appropriate law, regulations and policies in the public sector.

Evidence: A submission outlining the district's previous year's history of grievances; settlements; law suits; arbitrations; mediations, law suits etc. with a summary of the candidate administrator's part in each. Superintendent must affirm the document by signing off.

HR function # 5.

Organizational Development

First Core Proposition: HR administrators know and understand various theories of organization to promote a healthy work environment.

Evidence: Submissions will include samplings of actual case studies written by the applicant, citing relevant research in Organizational Development and Management Theory (e.g. (but not limited to) Peter Drucker; Chris Argyris; C. Argyris and D.Schoen; David McClelland; Douglas McGregor; Roland Barth; Daniel Levenson; Harry Levinson; Peter Block; W. Edwards Demming; Susan Moore Johnson; Richard Elmore, Deal and Bolman; Sarah Lawrence Lightfoot; et. al) and how any of these theories has guided the applicant's organizational actions, strategies and/or protocols in his/her home school district. An analytic paper based on real organizational issues in the district and how the application of theory to practice resolved those issues. A paper written by the candidate for a university course or workshop within the past five years of applying is acceptable.

1. Example - The school district consolidated two schools, or redistricted resulting in substantial reshuffling of staffs. How did theory influence practice during this period of turbulent transfers and reassignments?

2. Example - Several schools did not meet AYP in successive years and were re-organized, causing lay-offs, reassignments, retirements and terminations. How did theory influence practice during that event?

3. Example - A persistent skein of transfer requests away from one school causes the Superintendent to be concerned. What did the HR intervention do to investigate; gather data; develop a model of the organizational issues, and how was that condition addressed/solved?

Second Core Proposition: HR administrators are able to transmit these theories and lead discussion groups with practitioners around organizational issues.

Evidence: Submissions will include workshop discussion guides; content and minutes of focus groups; evaluations of workshops conducted by the applicant in his/her district, or as a group or discussion leader with other staff around organizational issues including, but not limited to the cited authors under the first proposition. Evidence of the impact of such workshops on attendees, on strategic planning, on district or school Human Resource pools, however sparse, should be included in a summary.

Third Core Proposition: HR administrators value experimentation with various organizational strategies in their school districts.

Evidence: Submissions must include case studies (at least two).

1. Example- Submissions should illustrate an interest in bringing new designs into the district or school organizational structure (e.g. shared decision-making; Continuous Improvement; Baldrige Award or Sterling Process; alternative administrative models; collaborative management; communities of practice; smaller learning communities etc.)

HR Function # 6.

Professional Standards

First Core Proposition: HR Administrators are familiar with the various licensing, employability and criminal codes and standards which govern employee behavior in the school district.

Evidence: Submission must include at least three actual case studies reflecting alleged violations of various codes of conduct; criminal acts or policy violations. Referral data to various agencies must be included. Submission should be written as separate case studies containing the following:

What was the situation?

What was the action taken by the candidate?

What was the result of action taken?

Note: investigative reports may be included as backup material, with names or identifying information blocked.

Second Core Proposition: HR administrators are familiar with and train others in insuring that approved standards of workplace behavior are widely distributed and understood.

Evidence: Submission must include listings of workshops, as well as site locations and methods of communications dealing with spreading accurate and timely information about various behavioral standards allowable and prohibited in the workplace.

1. Example - Items may include, but are not limited to Sexual Harassment; Sexual Orientation Harassment; Bullying; Intimidation; Racial issues etc.) Some evidence of employee understanding of these various issues must be submitted. (E.g. rosters; signed acknowledgments; results of arbitrations or law suits, etc.)

Third Core Proposition: HR Administrators develop, monitor, supervise and participate in Progressive Disciplinary practices in their district including performance assessment procedures and processes, to promote fairness and equity.

Evidence: Submission must show several levels of iteration:

1. Example- How low or marginal performance appraisal ratings are attended to in the district, with evidence.

2. Example - Concerns/complaints/grievances/criminal charges about or against employees.

Notes: Identify how these are processed in the district, along with detailed information about the role of the applicant in each.

Inherent in these submissions should be detailed discussions about the nuances of each case and the standards that each set of facts calls into question. (Include copies of relevant standards/policies/contracts or laws)

The ultimate findings and decisions about action (or inaction) should be clearly written with discussion about any conflicts in interpretation of evidence. Outcomes should be clearly stated

Final requirement:

Note: The AASPA Code of Conduct should be signed by the applicant and countersigned by the Superintendent of schools. (See # 4b. above, to indicate that the applicant (for the AASPA National Credential) meets all provisions of that code.

The applicant will submit a hard copy or an electronic copy of his/her completed portfolio to AASPA headquarters. Portfolios will be reviewed by a single examiner (Pilot year only), scored separately and scores will be averaged. A minimum score of 3 (of a possible 4) will be required for each. Scores below 3 will be returned to the candidate for rewriting or for a new submission.

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National Credential Project Checklist

This checklist may be used as a guide for gathering the necessary items both required and suggested to use for the national certification process.

HR Function #1 – HR Administration Standard First Core Proposition

- Case Study One
- Case Study Two
- Case Study Three

Second Core Proposition

- Resume
- Transcripts and Course Descriptions
- HR Workshops
- HR Awards
- Affirmation from Superintendent

Third Core Proposition

- Accounting System Outline
- Improvement Areas for HR Accounting System
- Success Areas for HR Accounting System

HR Function #2 – HR Management

First Core Proposition

- Teacher and Administrator Recruitment Plan
- Statement relating AASPA's Critical Knowledge to plan

Second Core Proposition

- 3 Individual Vacancy Processes
- 3 Detailed Descriptions of 3 Different Hiring Processes

Third Core Proposition

- Summary of One Year's Transfer Processes including:
 - Relevant Guidelines
 - Governing Policies

HR Function #3- HR Development

First Core Proposition

- Outline of 5 models of staff development

Second Core Proposition

- Summary that racks the use and effects of [these questions](#)

Third Core Proposition

- Rationale supporting [these principles](#)

HR Function #4- Labor/Employee Relations

First Core Proposition

- Evidence of collective bargaining agreements

Second Core Proposition

- Signed Code of Ethics

Third Core Proposition

- Examples of dispute statement and conflict resolution effects to provide attention to welfare of employees

- District's past grievances, settlements and lawsuits from past year*

HR Function #5- Organizational Development
First Core Proposition

- Case studies citing relevant resolution in organizational development and management theory*

Second Core Proposition

- Provide evidence of workshop discussion guides and content and minutes of focus groups*

Third Core Proposition

- Case Study One*
- Case Study Two*

HR Function #6-Professional Standards
First Core Proposition

- Case Study One*
- Case Study Two*
- Case Study Three*

Second Core Proposition

- Listing of all workshops, locations and methods of communication*

Third Core Proposition

- Several levels of iteration*

Final Requirement