2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

Texas Education Agency

NOGA ID

Application stamp-in date and time

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Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

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Texas Education Agency
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Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name: Phillip Chavez | CDN or Vendor ID: 015-905 | ESC #: 20 | Campus #: | DUNS #: 010541092

Address: 5358 W. Commerce Street | City: San Antonio | ZIP: 78237 | Phone: 2104447700

Primary Contact: Angela Dominguez | Email: angela.dominguez@eisd.net

Secondary Contact: Theresa Salinas | Email: theresa.salinas@eisd.net

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title: Phillip Chavez/CAO | Signature: for Dr. Emma Cantu | Date: 3/6/18

Grant Writer Name: La Juana Chambers | Signature: La Juana Chambers | Date: 3-6-18

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-013

Shared Services Arrangements

[X] Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

[ ] The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

[ ] SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Consistency in campus leadership is a need. 1/17 campuses have had the same principal for more than 5 years. 11/17 have a leader with less than 1 year in role.	Improving our pipeline preparation efforts and generating a commitment from highly qualified candidates to remain in the district will improve the retention of campus leaders at campuses and ensure stability in leadership.
Hiring and preparation of internal candidates needs improvement. While 50% of vacancies were filled internally, external candidates were more prepared.	A more rigorous selection and residency program for prospective principals coupled with coursework from UTSA will better prepare internal candidates to be successful instructional leaders in our schools.
Preparation of candidates for the principalship has not consistently been aligned to the needs of our students in an urban low-income setting.	The coursework offered from UTSA is culturally sensitive and focused on preparing urban school leaders.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

EISD and UTSA team will work to identify 10 prospective leaders based on a rigorous selection process identified cohesively with UTSA and Edgewood ISD. Candidates will have to meet the UTSA admissions protocols and submit an intensive portfolio of their work and go through a group interview process. Our goal is that 100% of the candidates will complete relevant coursework and become certified administrators by or before August 31, 2019. Additionally, 100% of candidates will be assigned a mentor that has proven success with student outcomes as a campus principal by or before the end of the first quarter. Lastly, 100% of candidates will be able to successfully complete a rigorous residency that prepares them to be instructional leaders by or before June 30, 2019.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

By the end of the first quarter, the following benchmarks will be achieved:
- 100% of candidates will meet all of the screening protocols to participate in the program,
- 100% of all participating residents, mentor principals, and an EPP representative managing the resident's on-site coaching will be present at the TEA Principal Preparation Summer Institute on or around June 6-8, 2018,
- 100% of candidates will be assigned a mentor that has proven success with student outcomes as a campus principal,
- 100% of candidates will have met a minimum of two times with their assigned principal mentor,
- 100% of candidates will complete a minimum of 6 hours of coursework with UTSA, and
- 100% of candidates will be assigned to campuses for their internship/residency work.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

By the end of the second quarter, the following benchmarks will be achieved:
- 100% of candidates will have met with their assigned principal mentor a minimum of four times,
- 100% of candidates will complete a minimum of 6 hours of coursework with UTSA, and
- 100% of candidates will have completed at least 12 hours at their assigned campuses for their internship/residency work.

Third-Quarter Benchmark:

By the end of the third quarter, the following benchmarks will be achieved:
- 100% of candidates will have met with their mentor a minimum of six times,
- 100% of candidates will complete a minimum of 6 hours of coursework with UTSA, and
- 100% of candidates will have completed at least 18 hours at their assigned campuses for their internship/residency work.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

As we measure our progress on SMART Goals quarterly, we will review each individual candidates progress within the program. Utilizing the student learning outcomes, instructional coaching, and intern observations, and feedback from principal mentors we will be able to determine how each prospective candidate is developing. In the event that a candidate is struggling to meet the measures identified we will provide additional supports through the district and the university.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Principal residents will attend courses identified in the course sequence with UTSA and engage in relevant activities to meet their residence requirements such aligned to allow them to experience site-based opportunities including curricular, organizational, ethical and problem-solving situations.

Additionally they will engage in the following:

• To gain an increased understanding of critical, technical and interpersonal skills necessary for

effective school administration

• To observe and analyze the major issues faced by school principals

• To Develop effective mentorship opportunities wit principals and assistant principals

• Analyze and apply TExES Principal

• Work in collaboration with others in group activities and learning communities

• Develop communication skills to present ideas to professional and community audiences

Additionally, residents and mentors will participate in district training and development to align to EISD protocols for the principalship. In addition to working on projects at their assigned campus residents will shadow principals from all levels in the district and work with district curriculum coordinators to enhance their instructional leadership skills.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

Candidates will be screened using the following EISD Screening Protocol that engages them in preparing a digital portfolio consisting of the following:
1. Read and Reflect on the EISD Principal Job Description
a. Highlight the top three areas you excel in from the list of knowledge and skills and put a check mark next to any major responsibilities listed that you have direct experience in.
b. Circle any area that you would like more training and support in.
c. Comment on any aspect of the job description by annotating you thinking.
2. Create a video introducing yourself.
a. Share highlights from your resume and provide specific examples of the experiences you bring aligned to the position.
b. Close your video by telling us why you want to be a principal in EISD.
3. Provide evidence of your success and learning.
a. A model lesson plan- Why do you believe this is a model lesson plan? What do you believe is most challenging about developing rigorous lessons?
b. A fifteen-twenty minutes, unedited video of you leading, teaching, or coaching adults or students. What reflections do you have about the video? What is an area of strength? What would you refine?
c. A strategy or activity that you recommend- What indicators did you use to determine this strategy/activity was effective?
They will also engage in a group interview process...

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

Edgewood ISD will collaborate with the University of Texas at San Antonio (UTSA) to provide the Principal Preparation Program. The coursework will be held at Edgewood ISD's administrative offices for the convenience of participants and will include the following required courses: human relations in educational administration (EDL 5303), school and community relations in education (EDL 5203), supervision: AEL-TTESS (EDL 6023), finance (EDL 5103), internship in educational administration (EDL 6943), reflective leadership (LDR 7153), educational reform (EDU 7213), and the politics of educational change (EDL 7343). The scope and sequence of the program includes the following: Summer 2018 includes EDL 5303, EDL 5203; Fall 2018 includes EDL 6023; EDL 5103; Spring 2019 includes EDL 6943 and LDR 7153. Summer 2019 includes EDU 7213 and EDI 7343. Please note that coursework for EDL 6943 and EDU 7213 will be completed in August 2019, after the grant program ends.

Required reading and textbooks will include:
· Brown, W. S. (1985). 13 Fatal errors managers make and how you can avoid them. New York, Berkley Books.
· Maxwell, J.C. (2004). Winning with people. Nashville, TN: Thomas Nelson Publishers.
· Freire, P. (1993). Pedagogy of the Oppressed. (30th Anniversary edition). New York: NY. Continuum International Publishing Group. (ISBN 9780826412768)
· Delgado Bernal, D. & Alemán, E. (2017). Transforming educational pathways for Chicana/o students: A critical race feminist praxis. New York: Teachers College Press. (ISBN 978-080775791
Ranciére, J. (1991). The ignorant schoolmaster: Five Lessons in Intellectual Emancipation. Stanford University Press. ISBN: 9780804719698· Darling-Hammond, L. (2010). The flat world of education. Teachers College Press, New York, NY. (ISBN 978-0-877-4962-3)

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

UTSA engages in a continual process of assessment and improvement. Student Learning Outcomes (SLOs) and assessments are mapped to the state standards for educational preparation programs. UTSA evaluates the SLOs at both the program level and course level for each semester.

UTSA's instructional coaching focuses on goal setting and planning with the intern where the coach is actively engaged in listening and guiding the intern towards self-direction and reflection. Instructional protocols include: 1) intern self-assessment that includes an overview of the TEA Principal Standards; and 2) instructional coaching sessions to discuss upcoming campus visits.

Tools used during observation to identify the highest leverage action steps for the principal resident include:
· Data Driven and Relevant Instruction,
· Student Culture,
· Observations and Feedback,
· Leading Adult Learning Professional Opportunities and
· Adult Culture
· Strategic Planning for Equity
As evidenced by the attached metrics, rubrics, coaching and feedback protocols, UTSA's candidate evaluation process engages students in a continual process of assessment and improvement. Student learning outcomes and assessment are aligned to the state standards and are aimed at both the program level and course level. Metrics for each course are identified and include research and position papers, data analysis, reflective journal, and community and site-based projects. A rubric that measures professional competency related to educational leadership will be used to evaluate the professional portfolio required of all candidates. The coaching protocols are designed to engage candidates in a continuous and sustained reflective self-inquiry process facilitated by the IHE instructor through observation and feedback. Coaching is focused on identifying high leverage action steps and preparing candidates to become transformational leaders who can work effectively in diverse, ambiguous, and challenging contexts.

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

☒ The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA) 10 CDN or Vendor ID 015-905

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

	Description of Activity or Cost	Amount Budgeted
1.	Payroll Costs (6100) to cover substitute costs for resident teachers, stipends, salaries	78,000
2.	Professional and Contracted Services (6200) for professional development and curriculum costs	48,100
3.	Supplies and Materials (6300) for curriculum textbooks and other materials for resident teachers	2,600
4.	Other Operating Costs (6400) for IHE/EPP travel and conference/workshop fees	1,300
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Total grant award requested 130,000

SB USLC Cohort I

Proposed Course Sequence (Course Plan)

Semester	Course Number	Course Title	Instructor
Summer 18	EDL 5303	**Human Relations in Educational Administration** Analysis and identification of group processes and individual behaviors that tend to enhance democratic interaction in the achievement of educational goals. Consideration of supportive roles requisite to the supervision of professionals in the educative process.	TBD
	EDL 5203	**School and Community Relations in Education** Introduction to the strategies and design models for informing local business taxpayers and clientele about educational activities. Study of models for participation and analysis of interaction models.	TBD
Fall 18	EDL 6023	**Supervision: AEL-TTESS** A study of impact strategies in instructional supervision and the development of communication and interpersonal skills needed for working with teachers.	TBD
	EDL 5103	**Finance** Introduction and survey of current designs in educational finance of public school districts, review of general concepts, and practices of the appropriate local, state, and federal government agencies.	TBD
Spring 19	EDL 6943	**Internship in Educational Administration** Individually supervised field experience with unit-level or institutional-level educational administrators with related applied research activity. Must be taken for both principalship and superintendency certification.	TBD
	LDR 7153	**Reflective Leadership: The Personal Dimension*** An in-depth study of the character and nature of leadership, including an examination of social ethics, educational policy issues, and the link of theory and practice. Students are required to clarify, critique, and develop personal perspectives on the public responsibility of leaders.	TBD
Summer 19	EDU 7213	**Educational Reform*** Examination of the historical and philosophical roots of school reform during the last 100 years. The course will focus on different perspectives on analysis and evaluation of school reform efforts for culturally diverse populations.	TBD
	EDL 7343	**The Politics of Educational Change EDL 7343*** Examination of the political structure and processes through which many of the major issues in education are treated, analysis of the power structure and its influence on educational policymaking, exploration of the evolving roles of state and federal agencies, the courts, private organizations, and interest groups in shaping the policymaking process in education.	TBD
		*** Superintendent's Certification/Doctoral Credit**	

EDL 5303 OF2 32472
Human Relations in Educational Administration
Syllabus – USLC South Bexar Cohort

Instructor: Dr. Patty Escobedo
Edgewood Fine Arts Academy
Telephone: (210)364-5548 (cell)
E-mail: pescobedo@swisd.net or
patricia.escobedo@utsa.edu

EDL 5303, Spring, 2018
Wednesday 5:00PM – 9:30PM
Office hours: by appointment

Course Description:

EDL 5303 examines conceptual foundations of educational administration with the goal of applying theory and research to assist in solving the problems of organizational leadership. The purpose of this course is to advance student understanding of organizations by exploring a variety of theoretical frameworks and applying these perspectives to aspects of educational institutions. The focus of EDL 5303 is on the organization as a social system with particular emphasis placed on managing organizational situations from a human relations and social /organizational justice perspective.

Course Objectives:

The course has two objectives. First, to provide students with a systematic and critical understanding of human relations and how sound human resources management filtered through both social and organizational justice affects the learning environment. Second, to show how these ideas can serve as practical tools for the analysis and management of organizational systems. The topics covered in the course have been chosen to allow the student to analyze the organizational context in which he or she finds him or herself, both to aid understanding and to provide an improved basis for action.

Required Texts:

Brown, W. S. (1985). 13 Fatal errors managers make and how you can avoid them. New York, Berkley Books.

Maxwell, J.C. (2004). Winning with people. Nashville, TN: Thomas Nelson Publishers.

Recommended/Reference:

Maxwell, J. C. (2008). Leadership Gold: Lessons I've learned from a lifetime of leading . Nashville, TN: Thomas Nelson.

Bolman, L. G., & Deal, T. E. (2013). Reframing organizations: Artistry, choice, and leadership (5th ed.). San Francisco, CA: Jossey-Bass.

Cialdini, R.B. (2009). Influence: Science and practice (5 ed.). Boston, MA: Allyn and Bacon.

Course Overview
(Note: * Denotes In-Class Sessions)
(Note: # Denotes Online Presentation & Discussion)

January 10 *	Course Overview, Review of Syllabus, Historical Perspectives of Human Relations. The Human Resources Frame: Organizations as Organisms Bolman and Deal: Chapters 6, 7, & 8 Winning with People Principle Signup Sheet for Online Presentations
January 17 #	Online Presentations and Discussion #1 of 7 Maxwell: Winning Part I - The Readiness Question (5 Principles)
January 24*	The Human Resources Frame: Organizations as Organisms Bolman and Deal: Chapters 6, 7, & 8 (Continued) Brown: Error #1
January 31 #	Online Presentations and Discussion #2 of 7 Maxwell: Winning Part II - The Connection Question (6 Principles)
February 7*	Brown: Error #2 Laws of Teamwork / Influence
February 14 #	Online Presentations and Discussion #3 of 7 Maxwell: Winning Part III - The Trust Question (5 Principles)
February 21*	Brown: Error #3 Laws of Teamwork / Influence
February 28 #	Online Presentations and Discussion #4 of 7 Maxwell: Winning Part IV - The Investment Question (5 Principles)
March 7*	Brown: Error #4 *S.W.O.T. Analysis exercise due.* Laws of Teamwork / Influence
March 14	Spring Break – No Class meeting
March 14 #	Online Presentations and Discussion #5 of 7 Maxwell: Winning Part V - The Synergy Question (4 Principles)
March 28 *	Brown: Error #5 Laws of Teamwork / Influence
April 4 #	Online Presentations and Discussion #6 of 7 Cialdini's Influence

April 11 *	Brown: Errors #6 & #7 Laws of Teamwork / Influence
April 18 #	Online Presentations and Discussion #7 of 7 Cialdini's Influence
April 25 *	Brown: Error #8 Managing Your Life Instead of Your Time Things that do not require talent
May 2*	Leadership Laws for Lifetime Growth - Compounding Success v Significance 1000 Marbles ALL OUTSTANDING ASSIGNMENTS DUE TO RECEIVE FULL CREDIT. *S.W.O.T. Analysis Strategic Response due – Final Class Session*

Course Requirements:

Grading:

A. Blackboard Online Presentation (30% of grade)
B. Human Relations S.W.O.T. Analysis (30% of grade)
C. S.W.O.T. Analysis Strategic Response (40% of grade)

1. *Online Presentation.* Identify and select a Maxwell or Cialdini principle identified in one of the sections of *Winning With People* or the Cialdini materials (see attached) and prepare an online synopsis highlighting the salient concepts identified in each vignette. Basically, you will lead an online discussion by summarizing your chosen principle in a few (short) paragraphs. Your presentation should include any personal observations from your vocational experiences relevant to the principle, a guiding question (or two) for online discussion, and an attached summary of the principle highlights for each member of the class **(30%).**

<u>Online Presentation Format</u>

In anticipation of conducting your online presentation, the following insights are presented.

1. Consider using a format that is conducive to online discussion such as a PowerPoint outline of your assignment, including composing slides that extrapolate the main points contained in the Maxwell or Cialdini lesson. An alternative format could be several online paragraphs designed to guide your readers through the lesson. (This constitutes an informative summary of the vignette)

2. Following the presentation of the lesson, please unite the insights gleaned from the principle with any personal or vocational experiences you feel comfortable sharing. This part of the activity is designed to encourage your readers to further discuss the principle.

3. Finally, at the end of your presentation, present one or two questions focused on your presentation that will stimulate online discussion and topic-related discourse that ties to the subject.

4. Presenters are to post their presentation on Blackboard using the Discussion link provided for each selected online presentation and discussion. **Presentations are to be posted no later than 8:00 AM of your chosen date. Deductions of 10 points per day will occur for late topic postings.**

5. Classmate responses are due no later than 11:59 PM on the date assigned for the online presentation and discussion. Classmates are to respond to each principle posted (4-6) for the selected online discussion day with a healthy succinct response to the presenter on their presentation, topic, questions posed, and add to the online dialogue from other classmates. **Deductions of 10 points per day will occur for late responders.**

* Note! I am not interested in the length of your PowerPoint or discussion. I am interested in a concise and succinct summary of Maxwell or Cialdini's work that translates your chosen principle into useable information for your colleagues and stimulates online discourse. (You'll find school leadership requires both brief and clear messages. That's our goal as well!)

2. *S.W.O.T. Analysis*. Each student will conduct a S.W.O.T. analysis of an organization identifying the human relations *strengths, weaknesses, opportunities* and *threats* associated with their institution. This report, **in outline or bulleted form**, should be focused and succinct, and identify obvious strengths and shortcomings evident in the organization's human relations program. The professor will debrief the students on the specific format and structure of the assignment. The final student submission should be limited to 2-4 pages doubled-spaced typed **(30%).**

3. *S.W.O.T. Analysis Strategic Response*. Employing the results of the S.W.O.T. analysis, the student will identify two target areas (weaknesses or threats) in need of remediation in his or her chosen organization. Note! The chosen target areas need not be negative, but may be parts of the organization the student feels can be enhanced. In essence, **each** identified target area of the S.W.O.T. Analysis Strategic Response should include the following components:

   a. Identify the target area (For example: faculty/client relationships or teacher/principal relations).

   b. State specific implementations to remedy the deficiency or buttress the existing target area (A plan of action).

c. Identify the time frame for the implementation and completion of the suggestions (Time span of the intervention).

d. Finally, identify how each suggestion is to be evaluated and measured (How you will determine whether or not the implementation has been successful).

The S.W.O.T. Analysis Strategic Response should consist of no more than 4-6 double-spaced, typed pages **(40%).**

Evaluative Criteria: Papers will be graded on the quality of the discussion, the conciseness, rigor, soundness of the analysis, and the extent to which they are informative and well written. APA style (double-spaced, correctly numbered, Times or Times Roman 12-point font, etc.) is required for your final submission. All papers will be kept confidential. Only the professor will read them.

Additional Course Information / Requirements:

The course overview represents a schematic of potential topics to be discussed during class sessions and is intended to provide students with a basic framework of pertinent issues to be addressed during the course. These topics and their position in the accompanying schedule should be viewed as a general framework for our deliberations and should not be considered restricted to any specific class session. Although it is assumed the class will proceed in sequence with the course overview, the possibility of discussion overlap and schedule modification are reserved by the professor so as to promote a better and more comprehensive understanding of the materials. In the event of any significant changes to the course schedule, the professor will make every attempt to provide the students with advance notice of these changes. In addition, pertinent in-class case studies may be presented as a part of the learning experience.

Class attendance is expected and failure to attend class on a regular basis will adversely affect the final grade. Specifically, class participation is expected, encouraged, and essential, and will be based on attendance, which will be taken during each scheduled class meeting. **In order to be counted officially present for a specified class session, the student must be in attendance a minimum of one hour and forty-five minutes of the scheduled class block.** A student attending less than the specified time of the class session will be counted absent. However, it is understood that professional and personal responsibilities surface and thus the professor will employ her discretion in such instances. **Please note that absences will result in a deduction of ten (10) points from your final semester point total grade for each unexcused recorded class session absence. Birthdays and family outings are not deemed excused absences.**

As specified in the UTSA Student Attendance policy <http:// www.utsa.edu/hop/chapter5/5-9.htm>, students may be dropped from the course with a grade of "F" for excessive absences. In the event that you are unable to attend class, please make every attempt to notify the instructor **prior** to the time of the scheduled class. Email or phone contact is preferred. **If you are absent on due dates of assignments, you are still required to meet the email submission deadline for the deliverable.**

Unless **extremely** unusual circumstances occur, late assignments will not be accepted. If an exception is granted, late work will receive a 10% point reduction. **Work received more than 1 week after the due date will not be accepted.** Unless previous arrangements have been made with the professor, or unusual circumstances occur, the submission of late assignments is strongly discouraged. It is my desire to return your papers to you within a reasonable amount of time after you have submitted them. Overdue assignments complicate the prompt return of student submissions and affects final grades (10% per each overdue class assignment per session). **Please do not submit your written work via email or fax. All written assignments are to be submitted via Blackboard. If technical difficulties occur with Blackboard please email your assignments to my UTSA email address at patricia.escobedo@utsa.edu**

Due to compatibility / legibility problems, submissions of your papers should be in **MS-Word or Word-compatible format.** Please do **NOT** submit PDF copies of your papers.

* **All cell phones are to be inactivated during class**. Messages may be checked at break or before and after class.

* The use of audio or video recording devices in class is **prohibited** unless authorized by the office of student disability services. Should the need arise, it is the sole responsibility of the student to seek assistance from Student Disability Services or any other campus services and to promptly notify the professor of such action. Please note that you are NOT required to advise me of the disability, only of the accommodations as outlined by the Office of Student Disability Services.

Laptops/Tablets are permitted for use **only to take notes, to read electronic versions of the required textbooks, or to access student resources such as Blackboard.** Any student using a laptop/tablet to conduct personal or professional business (e.g., reading/sending email, surfing the web) during the times class is in session will be asked to leave, charged with an absence, and will lose the privilege of using these devices for the remainder of the semester.

* A Student failing to attend class and subsequently planning to withdraw from the session is advised that it is his or her sole responsibility to successfully drop the class. In brief, unsuccessful and untimely student action taken to withdraw from the class will result in a final grade of "F" for the semester.

* As per guidelines distributed by the Office of the Provost, the following UTSA web link is made available to all students concerning university protocols and administrative services, which may impact participants of EDL 5303 during the semester. It is the responsibility of the student to access, read, and comply with pertinent sections contained therein. http://utsa.edu/syllabus

Participation, Professionalism, and Attendance (PPA)

- The complex nature of this class requires that we cover a lot of material. ACTIVE engagement via your participation in class and online will shorten your learning curve, and aid in your retention and comprehension of the course curriculum. Therefore, your attendance and active participation are required each week to ensure you and your colleagues derive the most benefit from this learning opportunity (see attendance policy above for further details). I am also

interested in hearing about your personal experiences as they relate to the course material, as I enjoy learning from my students as well. I consider this classroom to be a safe space, and all relevant topics and experiences are welcome here.

Class participation should be active and relevant to the topic of discussion, and includes:

a. Attending and being prepared for class by reading the assigned material each week.
b. Asking insightful questions and sharing relevant personal/professional experiences.
c. Remaining focused on the topic.
d. Being respectful of others' ideas.
e. Actively listening to comments and building on others' ideas.
f. Challenging ideas in a constructive and professional manner.
g. Providing leadership during group work.

Graduate Student Writing Expectations:

Overall, Masters-level papers should have the following characteristics:

1. The paper demonstrates the ability to locate, read, comprehend, and synthesize pertinent existing research. Students should be able to support, extend, and develop ideas so that differences and similarities of scholarly argument, evidence, and discoveries are addressed in an effort to create and extend an analytic position.
2. Research and writing demonstrate evidence of original thought that is revealed by the discovery and presentation of authentic, fresh insights that challenge or extend pertinent currently published research.

3. Research and writing demonstrate an analytical ability such that ideas are not presented merely in a simplistic summary, but provide an original investigation and analysis.

Regardless of your written communication skill level, I strongly urge you to take advantage of the resources available to you at The Writing Center at UTSA. Access to the Writing Center is provided as part of your student fees paid each semester. You may find more information here: http://www.utsa.edu/twc/

University of Texas, San Antonio
School and Community Relations EDL 5203
Spring 2018 - Wednesday 5:00 – 9:30
Location: EISD Fine Arts Academy
Instructors: Encarnación Garza, Jr., & Vangie Aguilera
Office Hours: by Appointment
Emails: encarnacion.garza@utsa.edu and vangie.aguilera@utsa.edu

Course Goals:

- To provide future educational leaders with relevant knowledge and skills for effective school administration as school principals.
- To gain an increased understanding of critical, technical and interpersonal skills necessary for effective school administration.
- To provide future educational leaders with knowledge of contemporary conditions and positive models for effective educational administrative designs.
- To gain an increased understanding of how school leaders can create schools that equally benefit all children, no matter their class, race, gender, ethnicity, nationality, religion, sexual orientation, etc.

Course Objectives:

- To provide students with a systematic and critical understanding of prevailing theories of management decision-making and how human resources affects both the school and community environments.
- To illustrate how these ideas serve as practical tools for the analysis and management of school/community relations

General Description and Orientation of the Class:

The purpose of this class is to link aspiring school leaders with field-based examples of successful school/community partnerships. Class will be meet from 5:00 to 9:30 p.m. every Wednesday beginning January 10, 2018 and ending May 9, 2018. There will be readings due prior to every class meeting and there will be discussions of the readings during class. Class discussions will focus on developing and leading schools where all students perform at high levels of achievement. Finally, when possible, guest speakers--administrators and teachers in schools who have been successful in creating schools where all children succeed--will be invited to interact with the class. The main purpose of this course is to prepare aspiring school leaders to assume formal and informal leadership roles in schools. This course is designed to examine problems and issues of the principalship and strategies and practices for managing and leading a school organization.

Earning Grades

1. Attendance: Your attendance to every class meeting is critical.
1 absence = Minus one letter grade off final grade • 2 absences = Minus two letter grades off final grade • 3 absences = Fail (missing the last day of the semester will count for two absences)

2. Student led discussion readings: (10%) - Groups will be assigned to lead discussions of readings **(see Appendix A for assignments).** Discussion leaders will be expected to plan and conduct activities to effectively engage all students in critical understanding of the assigned readings. All students will read the assigned chapters/articles and be prepared to participate in the discussion based on readings. These discussions should come from a critical perspective. (Do not just repeat the information--- students must synthesize and question the findings and information in the readings. An anonymous peer evaluation will be conducted for each presentation.

3. Reflections and responses to readings, and follow-up class participation (35%): Each week, students will read assigned articles/chapters and will post a *reflection* of the week's readings on a Blackboard discussion thread. In addition, each student will *respond* to one other student's reflection **(See *APPENDIX* B for response assignments).** Students are expected to share their reflection in class. **Failure to post on time will result in non-credit.**

4. Responses to prompt and peers (10%): On each week that we meet on-line, students will be assigned to read a short article and then required to respond to a prompt on a Blackboard discussion thread. In addition to responding to the prompt, each student will respond to one other student's entry.

5. Micro-Ethnography of Host Family (15%): Students (in groups) will identify a family that is willing to host the meeting of parents in their home and community. After selection, each student will conduct a "Micro" ethnography of the family (with their consent, **identify family by January 24th**). A research question for this study and interview protocol will be developed in class. **(See Appendix B for guidelines) Post Micro-ethnography on Blackboard February 18, 2018.**

6. Parental Involvement Community Project and Presentation (15%): Plan and conduct (in dyads) one parent meeting in the community in the home of the family selected for the micro-ethnograpy. Groups will be formed the first day of class. **(See Appendix C for guidelines). Due April 29, 2018.**

7. Autoethnography - 2nd Section (15%): Students will continue to develop their autoethnography to include the professional ethnographic moments. **Post on Blackboard April 8, 2018.**

Assignments must be submitted on due date. Failure to submit the assignment on time will affect your grade by 25% for each day late.

Required Texts:

- Freire, P. (1993). *Pedagogy of the Oppressed.* (30th Anniversary edition). New York: NY. Continuum International Publishing Group. (ISBN 9780826412768)
- Delgado Bernal, D. & Alemán, E. (2017). Transforming educational pathways for Chicana/o students: A critical race feminist praxis. New York: Teachers College Press. (ISBN 978-0807757918

Blackboard
All students enrolled in the course will have access to relevant course information through Blackboard. This is intended to serve as a tool for students to access course-related materials and to upload assignments. It is the student's responsibility to access this system for required documents and assignments. The instructor reserves the right to add or delete the content as necessary.

Email and Blackboard – I will use Blackboard as my format for posting messages to the class and keeping the calendar current. Check it often, especially a day or so before class so that you will be aware of anything that I have added relevant to an upcoming class.

Disability Services
Any student with special needs whose presence in the classroom requires the modification of the course presentation or requirements must register with Disability Services located in MS 2.03.18. Eligibility information may be accessed on-line at http://www.utsa.edu/disability/students.htm or by phone at (210) 458-4157.

The University of Texas at San Antonio Academic Honor Code
www.utsa.edu/about/creed
www.utsa.edu/about/creed/honorcode.html

Course Outline

(1). Wednesday, January 10th

Reflection
Discussion of syllabus and Expectations
Discussion leader assignments
Dr. Garza - Grassroots Community Relations Project Presentation

(2). Wednesday, January 17th – Online

Reading and responses to Express-News Editorial Board (2016)

- Response to prompt by January 17th, 11:59pm.
- Response to a peer by January 19th, 11:59pm.

Online reflections and responses to Freire – Foreword, Introduction, Preface

- **Post initial reflection Saturday, January 20 by 4pm and responses Sunday, January 21 by 11:59pm**

(3). Wednesday, January 24th (in class)

Review and reflection:
Student led activity: Freire – Foreword, Introduction, Preface **(Group #1)**
Express-News Editorial Board (2016) **(Group #2)**

Discussion: Micro-Ethnography Research Question and Interview Protocol

Online reflections and responses to Freire –Chapter 1 & 2

- **Post initial reflection Saturday, January 27 by 11:59pm and responses Sunday,** January **28 by 11:59pm**

Assignment: Identify family for micro-ethnography

(4). Wednesday, January 31st – Online

View video "Precious Knowledge" and be prepared to participate in discussion in class.
https://utsa.kanopystreaming.com/video/precious-knowledge

(5). Wednesday, February 7th (in class)

Review and reflection:
Student led activity: Freire –Chapter 1 & 2 **(Group #3)**
Discussion of Video: Large group discussion

Online reflections and responses to Freire –Chapter 3

- **Post initial reflection Saturday, February 10 by 11:59pm and responses Sunday, February 11th by 11:59pm**

(6). Wednesday, February 14th – Online

Reading and responses to Gonzalez, Moll, Tenery, Rivera, Rendon, Gonzales & Amanti (1995)

- Response to prompt by February 14th, 11:59pm.
- Response to a peer by February 16th, 11:59pm.

Assignment due February 18th: Micro-ethnography

(7). Wednesday, February 21st (in class)

Review and reflection:
Student led activity: Freire –Chapter 3 **(Group #5)**
Gonzalez, Moll, Tenery, Rivera, Rendon, Gonzales & Amanti (1995) **(Group #4)**

Online reflections and responses to Freire –Chapter 4

- **Post initial reflection Saturday, February 24 by 11:59pm and responses Sanday, February 25 by 11:59pm**

(8). Wednesday, February 28th – Online

Reading and responses to Valencia & Black (2002)

- Response to prompt by February 28th, 11:59pm.
- Response to a peer by March 2nd, 11:59pm.

(9). Wednesday, March 7th (in class)

Review and reflection:
Discussion: Autoetnography
Student led activity: Freire –Chapter 4 **(Group #7)**
Valencia & Black (2002) **(Group #6)**

(10). Wednesday, March 14th – Spring Break

Online reflections and responses to Delgado-Gaitan & Alemán Introduction and Chapters 1-2

- **Post initial reflection Saturday, March 17 by 11:59pm and responses Sunday, March 18 by 11:59pm**

(11). Wednesday, March 21st – Online

Reading and responses to Yosso (2005)

- Response to prompt by March 21st, 11:59pm.
- Response to a peer by March 23rd, 11:59pm.

(11). Wednesday, March 28th (in class)

Review and reflection:
Student led activity: Delgado Bernal & Alemán – Introduction and Chapters 1-2 **(Group #9)**
Yosso (2005) **(Group #8)**

Online reflections and responses to Delgado-Gaitan & Alemán **Chapters 3 & 4**

- **Post initial reflection Saturday, March 31 by 11:59pm and responses Saturday, April 1 by 11:59pm**

(12). Wednesday, April 4th – Online

Reading and responses to Schattschneider (1988)

- Response to prompt by April 4th, 11:59pm.
- Response to a peer by April 6th, 11:59pm.

Assignment due April 8th: Autoethnography

(13). Wednesday, April 11th (in class)

Review and reflection:
Student led activity: Delgado Bernal & Aleman Chapter 3 & 4 **(Group #11)**
Schattschneider (1988) **(Group #10)**

Online reflections and responses to Delgado-Bernal & Alemán Chapters 5-6 & Epilogue

- **Post initial reflection Saturday, April 14 by 11:59pm and responses Saturday, April 15 by 11:59pm**

(14). Wednesday, April 18th – Online Independent work – Micro-ethnography and Community Project

Reading and responses to Alemán (2015)

- Response to prompt by April 18th, 11:59pm.
- Response to a peer by April 20th, 11:59pm.

(15). Wednesday, April 25th (in class)

Review and reflection:
Student led activity: Delgado Bernal & Alemán – Chapters 5-6 & Epilogue **(Group #13)**
Alemán (2015) **(Group #12)**

Assignment due April 29th: Parental Involvement Project

(16). Wednesday, May 2nd (in class)

Parental Engagement Project Presentations

(17). Wednesday, May 9th (in class)

Hold just in case we need to meet

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Instructor: Vangie Aguilera Ed.D.
Juan Manuel Niño, Ph.D.
Educational Leadership and Policy Studies
Buena Vista 4.320
Vangie.Aguilera@utsa.edu
Juan.nino@utsa.edu

Syllabus: EDL 6013 Supervision: Teaching-Learning Process (AEL/T-TESS)
Term: Summer 2018 (06/04/18 – 07/6/18)
Room: USLC and USLC-SB
Dates & Times: M-F, 5:00 – 9:30 pm
Office hours: By appointment

ELPS MISSION STATEMENT

The Department of Educational Leadership and Policy Studies prepares educators to become transformational leaders who can work effectively in diverse, ambiguous, and challenging contexts. The goals of transformational leadership include equity, excellence, social justice, democracy, risk-taking, and responsiveness to community needs. Faculty in the Department of Educational Leadership and Policy Studies are strongly committed to developing collaborative and responsive relationships with area schools and communities.

COURSE DESCRIPTION

The course involves analysis and application of models of the teaching and learning process to instructional supervision. It includes the study and application of content, interaction, and climate analysis techniques. The course content will move from a discussion of the research on supervision and policy implications to the state's implementation of these various elements of teacher effectiveness and evaluation. Undergirding the entire course is a larger discussion of learning from feedback, in integral part of supervision in general.

GENERAL DESCRIPTION AND ORIENTATION OF CLASS

This course is designed to equip students with the knowledge, understanding, and skills necessary for quality implementation of the state's Texas Teacher Evaluation and Support System (T-TESS). Students who have already completed Advancing Educational Leadership (AEL) certification may become certified T-TESS appraisers. ***Ultimately, students will be able to conduct teacher conferences (using the skills below) in which the teacher walks away with clarity about what is really working in the classroom (and a commitment to replicating) and a drive to act upon those areas that need improvement (and clarity about what to do to improve).***

INSTRUCTIONAL OBJECTIVES

As a result of activities, course readings, and experiences, students will be invited to:

- Students will know and understand descriptors of high quality instruction and apply that knowledge and understanding through the accurate assessment of teaching practices.
- Student will develop the skill of providing meaningful feedback to teachers for their professional growth and the improvement of instruction for students. (AEL)
- Students will develop the skills necessary to engage teachers in productive conversations about their practice.
- Students will know and understand the statutory requirements of Texas Teacher Evaluation and Support System (T-TESS).
- Students will deepen their own practice of receiving feedback for learning.

AEL Framework:
The development of the AEL curriculum brought together education stakeholders from across Texas, representing universities, education service centers, educator preparation programs, and district leadership, to provide input for key concepts within the content and training design. The groups issued strong recommendations that AEL be organized in a manner that facilitated participants' recognition of the connections and relationships between and among the seven strands, thus the emergence of the five conceptual themes:

1. Creating Positive School Culture
2. Establishing and Sustaining Vision, Mission, and Goals
3. Developing Self and Others
4. Improving Instruction
5. Managing Data and Processes

T-TTESS Skills:

- Analyze actual classroom lessons to identify domains in action
- Label parts of the actual classroom lessons into the correct domain
- Cite specific evidence (using specific details) back to the teacher for each domain
- Reinforce the instructional vision through citing specific evidence to the teacher
- Conference with a teacher about a classroom observation using non-directive questioning (as opposed to a directive style)
- Assess strongest areas in a classroom observation
- Assess high leverage area to refine
- Construct clear, efficient prep steps for a teacher to use during refinement stage

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COURSE READINGS

AEL Handbook
T-TESS Appraiser Handbook
Other readings assigned and posted on Blackboard

COURSE REQUIREMENTS/EVALUATION CRITERIA

Participation and Engagement.....	50 points maximum
Final Reflection Paper	50 points
Maximum Total Points	***100***

Grading Scale: 90-100 = A, 80-89 = B, 70-79 = C, 69 and below is failing

Grading	
A	▪ Student attends and is engaged in at least 90% of class sessions in their entirety. ▪ As a part of participation and engagement: o Engages in critical reflection in individual and group settings o Provides thoughtful and constructive feedback to peers ▪ (S)he completes and submits all assignments on time. o Written work is well organized, clear, concise, and illustrates critical thinking and analysis; o Uses APA style appropriately; is grammatically sound; and a pleasure to read
B	▪ Student attends and is engaged in at least 80% of class sessions in their entirety. ▪ As a part of participation and engagement: o Occasionally engages in critical reflection in individual and group settings o Provides mostly thoughtful and constructive feedback to peers ▪ S(he) completes and submits all assignments on time. o Written work is somewhat organized, mostly clear and concise, and occasionally illustrates critical thinking and analysis; APA style is loosely adhered to at best; has some grammatical errors.
C, D, F	▪ Student attends and is engaged in less than 80% of class sessions in their entirety. ▪ As part of participation and engagement: o Engages in surface level reflections in individual and/or group settings o Infrequently provides thoughtful and constructive feedback to peers; and/or engages in behavior that distracts and/or does not contribute to building a collaborative learning community ▪ S(he) does not complete at least two assignments on time. o Written work: lacks organization, is not clear and concise, and/or only examines issues at the surface level; APA style is lacking and/or loosely adhered to; has repetitive grammatical errors.

Incompletes: Incompletes will not be given for this course.

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COURSE EXPECTATIONS

Engagement and participation are requisite components of the course, and involve both in and out of class activities. The best stance for meaningful conversation and participation is one of listening and speaking – listening to the texts, to the life experiences of students and adults in schools, to the issues of society and ways they are theorized and researched. Out of that, ponder, reflect, ask questions of one another and the texts, search for new possibilities, and voice the contributions of your thinking and experiences. In this manner, participation ought to evidence **thoughtful reflection on assigned readings** and **advance the learning of the whole group** in relation to the topic/s under study. Conversations may become contested or uncertain at times, and so commitment to scholarly and respectful discourse is important. Students are expected to come to class having completed assigned readings and activities, and be prepared with discussion issues and questions related to the readings. In addition to the major assignments, out of class activities will be assigned and should be completed on time. Please bring readings to class in electronic or hard copy format, as we will refer to them during our discussion and activities. Attendance is expected for all classes. Each absence (full or partial) does lower a final grade and **two (2) or more absences across the semester may warrant a failing grade for the course.** Note, 1 absence = no penalty, ***BUT time must be made up as per TEA*** • 2 absences = Minus one letter grade off final grade • 3 absences = Minus two letter grades off final grade • 4 absences = Fail (missing the last day of the semester will count for two absences)

It is the student's responsibility to contact a classmate to catch up on missed class content and/or to obtain class handouts from another student or download from Blackboard.

Group work- Some of the assignments of this course will require you to work with an assigned group of students in this course who have similar and/or research interest in- mind. It is expected that you will meet with your group outside of class. A convenient time that groups should consider is to meet a few hours before class to discuss that day's class, the readings, and upcoming assignments, or during research days. Because this course is so compact, access to a small group of peers in the course regularly would be highly advantageous for each student. In addition, you are highly encouraged to use the online Blackboard communications resources, such as email, discussion board, and text- chat.

Course evaluations during the Summer 2018 semester will be conducted during TBA. You will receive an email with a link to the course evaluation for the course during this time. ****Completion of this instrument is a component of the participation for this course** as I use the results of the course evaluations to improve the way that I structure the course and my teaching delivery. In addition to how evaluations assist me as a faculty member, the University uses course evaluations as a factor in evaluating my teaching effectiveness.

Policies

Classroom: Attend each class meeting and arrive on time. Turn all cell phones and pagers to silent mode. Do not answer cell phones or send/respond to text messages during class. If you need to keep your cell phone out please let me know before class.

***Communication*:** Email is the best way to reach me and I will do my best to return your email within 48 hours of receiving it (excluding weekends). You must communicate with the instructor

on a weekly basis. You will be required to engage in several individual conferences with the instructor. These conferences may take place during specified/alternate office hours.

Technology-- Blackboard and Email: All assignments are to be uploaded onto the Blackboard before the start of class on the due date unless specified otherwise. Additional readings will also be uploaded onto Blackboard; hard copies will not be provided in class. Access your UTSA email on a regular basis, as course announcements/resources will be emailed to this account. Also, while there is internet availability throughout the campus, during class, please limit your use of the internet to class work only

Assignment Format: All assignments are to be submitted electronically and hardcopy and in a **Word File** with APA format (including citations, cover sheet with statement of authorship, abstract, headers, and page numbers). Special attention will be paid to citations and reference pages. Papers ought to be double-spaced in 12 pt font (Times New Roman, preferred) with 1" margins. All sentences should be divided by a double space. **Electronic documents/files should be labeled with the student's name, for example:** Niño- Final.doc

The UTSA Writing Center: The UTSA writing center is a wonderful resource provided free of charge to all UTSA students. Students are able to submit samples of writing projects to the center for independent tutoring, review and/or critique. The writing center is available online and at their office hours and by appointment. If you are struggling in any way with writing for any course at UTSA, or would like an independent opinion of your writing to help you improve, please do not hesitate to use this resource.
http://utsa.edu/twc/

Late/Missed Assignments: All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor for compelling reasons. Late work will not be accepted in this course.

Illness/Emergencies/Unforeseeable Absences: If an illness/emergency or unforeseeable circumstance arises and you cannot attend class, please email or call me ASAP. Given that this course is only four weeks long, you may be asked to consider dropping this course if you miss 2 or more classes.

Accommodations: The University of Texas at San Antonio seeks to provide reasonable accommodations for all qualified individuals with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required in order to afford equal educational opportunity. It is the student's responsibility to register with Disability Support Services (210.458.4157), located at MS 3.01.16, and to contact the faculty member in a timely manner to arrange for appropriate accommodations.

UTSA's Academic Honesty Policy. Learning and teaching take place best in an atmosphere of intellectual freedom, openness, and honesty. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of

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the university and diminish the value of an education. All work included in students' assignments must be given credit to original source. An assignment that is questionable will be investigated and subject to disciplinary actions recommended under The University of Texas at San Antonio Honor Code. Academic dishonesty is a violation of the Student Code of Conduct and is addressed in Appendix B, Sec. 203. Students who are unfamiliar with the University's Honor Code policy should review: http://www.utsa.edu/infoguide/appendices/b.html#sd

The University of Texas at San Antonio is a community of scholars where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

As a Roadrunner,
I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!

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Statement of Authorship

The following statement must be completed and turned in with each paper submitted for grading. This statement must be signed by the student and should appear on the cover page.

I certify that I am the author of this paper titled _____ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.

_____ _____

Student's Signature Date

COURSE ASSIGNMENT DESCRIPTIONS

Final Reflection on Instructional Supervision and Evaluation **50 points**

Each student will complete a **6-8 double-spaced pages** for your final essay uploaded to Blackboard by **June 24th**. You must cite between 3-5 sources as references. These can include the journal articles that we will use in class. Positionality as an aspiring school leader should be highlighted, any aspects of relevant issues and implications for supervision and professional development. \

Format:

1) **Introduction**

2) **Discussion** of two themes from the AEL Conceptual Framework found on page 3 of your Participant Guide and how these relate to teacher supervision. I suggest "Improving Instruction", "Developing Self & Others" or "Creating a Positive School Culture".

3) **Leadership Strategies** would be your next heading and you will describe two strategies that you would engage in teachers in to support the supervision of instruction. I suggest "Coaching to Improve Instruction" from page 57 & "Effective Conferencing" from page 72.

4) **Evaluation Implications** (from T-TESS Rubric)

5) **Conclusion**

6) **Reference page** where you list the references that you cited in the essay. Be sure that they are in alphabetical order by last name of the authors.

Participation and Engagement** **50 points**

Each student is expected to actively contribute to each class discussion by making connections to the assigned text/supplementary readings (i.e., theories and concepts) and to their own work experiences. They will be prepared, forthcoming in sharing of their own ideas and thoughts, inviting and considerate of the thoughts and ideas shared by others. Students are encouraged to **listen openly to different views and respectfully engage when disturbed or disagree.** The instructor will note each student's participation in class discussions. Students are expected to actively participate in out-of-class activities and/or work sessions when appropriate. **Keep in mind if you are absent, you cannot participate and your participation grade will be affected.**

Notes: The instructor reserves the right to make modifications throughout the semester to the course syllabus, calendar, and readings as needed.

EDL 6013 – Summer 2018
Course Overview and Calendar
Tentative

Class Meetings	Activity	Assignments Due
June 4	• Review Course Syllabus • Introduction to AEL • AEL Guide pgs. 3-7 • Elements of Supervision • Instructional Frameworks and Effective Teaching Practices • AEL Guide pgs. 8-13	
June 5	• The Principal Story • Creating a Positive School Culture • AEL Guide pgs. 14-21 • Core Values • Vision and Mission • AEL Guide pgs. 22-37	
June 6	• Finding your Leadership Style • Fostering Conflict Resolution • AEL Guide pgs. 38-38 • Instructional Leadership • Coaching Teachers • AEL Guide pgs. 49-60	• Bring teacher interview to class
June 7	• Coaching, Mentoring, and Supervising Teachers • AEL Guide pgs. 61-68 • Coaching Consultants • Effective Conferencing • AEL Guide pgs. 67-74	
June 8	• Managing Data and Processes: Sources of Data • AEL Guide pgs. 75-79 • Data article • Managing Data and Processes: Sources of Data • World Café • AEL Guide pgs. 75-89	• Bring principal interview to class
June 9	• NO CLASS	• Upload Final Reflection to Blackboard

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Class Meetings	Activity	Assignments Due
June 11	• Welcome • TEA Introductory Video • TEA Video Table Talk • Appraiser Expectations and Handbook Walk • Texas Teacher Standards • T-TESS Overview/Rubric Overview p.8 • T-TESS Triangle p.9 • The Rubric • Effective Elements Summary • Evaluation Cycle p. 46 • Scripting Hints and Tips • Preparing for the Observation • View Pre-Conference • Planning Domain – Rubric Review	• T-TESS Rater Evidence Sheets
June 12	• Planning Domain • Pre-Conferences Across Domains • View Lesson: 4th Grade ELA • Linking the Domains • Evaluation Cycle and the Post-Conference • Four Key Elements of Post-Conference • Post-Conference Video Reflection Evaluation Cycle • Objectives Review – Closing Reminders •	• T-TESS Rater Evidence Sheets
June 13	• View Lesson: 4th Grade Math • 4th Grade Math Lesson - Debrief • T-TESS Language • Post-Conference – 4th Grade Math • Review the 7th Grade PE Lesson Plan • View Lesson: 7th Grade PE Observation of Classroom Instruction • Categorizing Evidence-Assigning Ratings **Domain2** • Categorizing Evidence-Assigning Ratings **Domain3**	• T-TESS Rater Evidence Sheets

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June 14	• Calibrations • Post-Conference Plan Review • 7th Grade Post-Conference (Develop Post-Conference Plan) • Post-Conference Coaching Debrief • Review Objectives • View Lesson: 5th/6th Grade Math Observation of Classroom Instruction • Calibrations	• T-TESS Rater Evidence Sheets
June 15	• Post-Conference Video – 5th/6th Grade Math • Post-Conference Debrief • Domain 4 - Rubric Review • Domain 4 – Capturing Evidence • Goal Setting and Professional Development • Professional Development: Linking the • Dimensions • T-TESS Appraisal Timeline • Appraiser Online Training/Certification • Calibrations and Raters • Closure	• Pre Certification Raters Sheet

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EDL 5103 Introduction to School Finance – Summer 2014
The University of Texas at San Antonio
Monday - Friday, 12:00 – 1:55 pm
FS 1.522

Instructor: Anthony J. Mitchell, CPA, Ed.D.
Office Hours: By Appointment (generally before or after class)
Phone: (210) 878-6171
Email: tony.mitchell.utsa@gmail.com

DISCLAIMER:
This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based on the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner in class. Students are responsible for being aware of changes.

COURSE DESCRIPTION:
Introduction and survey of current designs in educational finance of public school districts, review of general concepts, and practices of the appropriate local, state, and federal government agencies.

COURSE OBJECTIVES:
The following objectives from the SBCE Standards for the Principal Certificate are the learning objectives for this course:

DOMAIN III—ADMINISTRATIVE LEADERSHIP, Competency 008

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use. The principal knows how to:

1. Apply procedures for effective budget planning and management.
2. Work collaboratively with stakeholders to develop campus budgets.
3. Acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
4. Apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
5. Use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
6. Develop and implement plans for using technology and information systems to enhance school management.

In addition students are expected to:

7. Demonstrate awareness of the history of school finance in Texas.
8. Demonstrate an understanding of the interaction between the public and private sector as it impacts school finance.
9. Demonstrate an understanding of the social, legal, and economic context of financing education in the United States with an emphasis on Texas.
10. Demonstrate an understanding of the revenue sources available to public schools.
11. Understand the process and options for financing school facilities in the current political and economic environment.
12. Understand property and risk-management insurance within the public school environment.

REQUIRED TEXTBOOK:
None

RECOMMENDED TEXTBOOK:
American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed). Washington, DC: Author. (ISBN: 978-1-433805615).

RESOURCES:
Texas Education Agency Documents, selected readings, school finance court cases, Texas Association of School Boards and Texas Center for Educational Research reports, online journals, state department of education websites and various university websites.

COURSE POLICIES:

1. Students are expected to attend all class meetings, study assigned readings before class, participate in class activities, and complete assignments and homework problems before class the day they are due. Students will be allowed 1 absence. More than one absence will result in a **5 point deduction** from student's final grade. In addition, arriving more than 15 minutes late to class will result in a deduction in a students' participation grade for that class period.

2. Students are responsible for turning in all assignments **before** class on the evening they are due. If you need to miss class for any reason, your assignment is still due that evening via Blackboard or in person **before** class begins. You are also responsible for getting notes and group work from another student. Late assignments will not be accepted for any reason.

3. Quizzes may only be made up in the event of an excused absence. Excused absences are only given in the event of a documented (doctor's note) serious illness or documented religious holiday. In this case, the student will have an opportunity to take a make-up quiz. If a student misses an quiz without a documented excused absence, he/she will not be allowed to take a make-up quiz. In the case of a documented religious holiday, advance notice of the absence must be given.

4. In the case that a student misses a large number of assignments due to an emergency situation, it is the instructor's decision whether to grant the student an incomplete for the course. Students not making satisfactory progress at the time of the emergency will not be

offered an incomplete. Failure of a student given an incomplete to satisfactorily complete his/her coursework by the agreed upon deadline date will result in failure of the course.

5. Students are expected to be above reproach in scholastic activities. Students who violate UTSA rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. *"Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts"* (UT Regent's Rules of Regulation). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. Please refer to the UTSA Student Code of Conduct on scholastic dishonesty and disciplinary action available at: http://www.utsa.edu/OSJA/index.cfm

6. All members of the class are expected to behave with courtesy and respect toward others. Should behavioral disruptions interfere with the business of the classroom and the ability of class members to learn, they may be reported to the Office of Student Judicial Affairs in accordance with Section 202 of the UTSA Student Code of Conduct available at http://www.utsa.edu/OSJA/index.cfm.

7. UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services (Office: MS 2.03.18; Phone: 210-458-4157; Web: http://www.utsa.edu/disability/. Students with disabilities must be registered with the Office of Disability Services located in MS 2.03.18, (210) 458-4157 (Voice), (210) 458-4981 (TTY), or UTSA Downtown, BV 1.302, (210) 458-2945, in order to receive support services. If you have registered with the Office of Disability Services and have received accommodations, please contact me to discuss your needs.

ROADRUNNER CREED:

The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered. As a Roadrunner, I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!
http://www.utsa.edu/about/creed/

DISHONESTY POLICY:

Students are expected to be above reproach in scholastic activities. Students who violate university rules on scholastic dishonesty are subject to disciplinary proceedings, including the possibility of failure in the course and dismissal from the University (Please see "Scholastic

Dishonesty" from UTSA Handbook of Operating Procedures). According to the UT System Regent's Rules and Regulations, "Scholastic Dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Since scholastic dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.

INCOMPLETE GRADE POLICY:

The grade "IN" is given by an instructor to indicate that some part of the work of a student in a course has, for good reason, not been completed, while the rest of the student's work in the course was satisfactorily completed. The Incomplete allows a student to complete the course without repeating it. A grade of Incomplete may not be assigned when a definite grade can be given for the work done. The student must have been in attendance at least three-fourths of the term to receive a grade of "IN."

Whenever a grade of Incomplete is assigned, the instructor is required to submit requirements for removal of the Incomplete. During the regular grading period this is done electronically. After the grade submission deadline, Requirements for Removal of Incomplete form must be submitted to the Dean's office. The Dean's office will then submit the form to the Office of the Registrar.

Incomplete work must be made up no later than the end of the final examination period one year from the semester the Incomplete was received and before the student's graduation. If the work is not completed within this time, the "IN" remains on the student's record, and credit may be earned only when the student reenrolls in the course and completes the entire course satisfactorily. The time limit does not apply to graduate-level thesis, internship, or dissertation courses, except that an "IN" cannot be removed after a degree is awarded. The time limit does apply to all other graduate courses, including special problems and independent study courses.

IN NO CIRCUMSTANCES WILL GRADES BE CHANGED AFTER ONE CALENDAR YEAR.

GRADING SCALE: 1,000 point scale

1. A 1,000 - 900 points
2. B 899 – 800 points
3. C 799 – 700 points
4. F 699 – 0 points

COURSE ASSIGNMENTS:

1.	Class Participation	10% (100 points)
2.	Reading Quizzes	40% (400 points)
3.	Presentation	20% (200 points)
4.	Research Paper	30% (300 points
		100% (1,000 points)

CLASS PARTICIPATION: 10 %
During in-class meetings, students will be expected to actively participate in discussions and activities. A participation grade will be assigned at the end of the semester based on the following criteria:

1. Excellent Participation: Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration, and not absent for more than one class period.
   [Grade = 90 to 100 points]

2. Satisfactory Participation: Reactive participation with supportive, follow-up contributions that are relevant and of value and was absent between 2 and 3 class periods.
   [Grade = 80 to 89]

3. Minimally Acceptable Participation: Passive participation including being present, alert, attentive, but not actively involved, and/or was absent more than 3 periods.
   [Grade = 70 to 79]

4. Unsatisfactory Participation: Uninvolved including being absent, late, present but not attentive, or making irrelevant contributions that inhibit the discussion, and/or absent for more than 3 class periods. [Grade = 0 to 69 points]

READING QUIZZES: 40%
During the course of the semester, students will be asked to participate in quizzes based on material assigned during the class. The quizzes will be utilized to assess understanding of the topics to be discussed.

RESEARCH PAPER: 30%
As an individual or as team of two, prepare a research paper that focuses on the financial situation of your school district. The paper should answer the following questions: what are the current financial issues your district is facing and what are the plans to address these issues. Your research should include interviewing at least one of your district's school business officials. Grade will be based on format, completion, accuracy, and analysis. Proposals should include the following components in APA format:

1. APA Title Page
2. Introduction
3. Issues Section
4. Plans Section
5. Conclusion
6. APA Reference Page(s)

RESEARCH PAPER PRESENTATION: 20%
Students will present their research proposal to the class. Presentations are due on the date assigned.

COURSE SCHEDULE: Professor reserves the right to make changes to the schedule

Date	Topic Covered	Readings & Assignments
Jun 09	Review Syllabus and Introduction	Read: Overview of the School Finance System
Jun 10	Overview of School Finance	Read: A guide to Texas School Finance
Jun 11	Overview of School Finance II	Read: A guide to Texas School Finance
Jun 12	Overview of School Finance III	Read: A guide to Texas School Finance
Jun 13	Class Does Not Meet	**Online Quiz: Overview of School Finance**
Jun 16	School Finance Litigation	Read: Posted Articles
Jun 17	School Finance Litigation II	Read: Posted Articles
Jun 18	Budgeting	Read: FASRAG (section 2)
Jun 19	Budgeting II	Read: FASRAG (section 2)
Jun 20	Class Does Not Meet	**Online Quiz: Litigation and Budgeting**
Jun 23	TEA Coding System	Read: FASRAG (section 1)
Jun 24	State Compensatory Funds	Read: FASRAG (section 9)
Jun 25	Site Based Decision Making	Read: Posted Articles
Jun 25	Student Activity Funds	Read: Posted Articles
Jun 26	Class Does Not Meet	Work on Paper and Presentation
Jun 27	Class Does Not Meet	**Online Quiz: Coding, Comp Funds, SBDM**
Jun 30	Class Does Not Meet	Work on Paper and Presentation
Jul 1	Accounting and Auditing	Read: FASRAG (section 4)
Jul 2	Fraud, Waste, and Abuse	Read: Posted Articles
Jul 3	Presentations	**Presentation Due**
Jul 4	NO CLASS	FOURTH OF JULY
Jul 7	Class Does Not Meet	**Online Quiz: Fraud, Waste and Abuse**
Jul 8	Final Exam (turn in paper)	**Paper Due**

University of Texas, San Antonio
Educational Leadership and Policy Studies
EDL 6943 Internship in Educational Administration
Encarnación Garza, Jr. and Juan Niño, Instructors
Fall 2016 – Tuesdays 5:00 – 9:30
Navarro SAISD
Office Hours: by Appointment
Email: encarnacion.garza@utsa.edu & juan.nino@utsa.edu

Course Goals:

- To experience site-based opportunities including curricular, organizational, ethical and problem-solving situations.
- To gain an increased understanding of critical, technical and interpersonal skills necessary for effective school administration
- To observe and analyze the major issues faced by school principals
- To Develop effective mentorship opportunities wit principals and assistant principals
- Analyze and apply TExES Principal
- Work in collaboration with others in group activities and learning communities
- Develop communication skills to present ideas to professional and community audiences

Required Texts:

General Orientation of the Class:

Class will be meet from 5:00pm to 9:30pm Tuesdays beginning August 30, 2016. Class discussions will focus on developing and leading schools where all students perform at high levels of achievement. Finally, when possible, guest speakers--administrators and teachers in schools who have been successful in creating schools where all children succeed--will be invited to interact with the class.

The main purpose of this course is to prepare aspiring school leaders to assume formal and informal leadership roles in schools. This course is designed to examine problems and issues of the principalship and strategies and practices for managing and leading a school organization.

Earning grades:

Attendance: Your attendance to every class meeting is critical.
1 absence = Minus 5 points off final grade • 2 absences = Minus one letter grade off final grade • 3 absences = Fail (missing the last day of the semester will count to two absences)

Punctuality: Students are expected to be on time for class. Failure to comply with this expectation will be reflected in your attendance and participation grade.

Autoethnography (15%): Personal Ethnographic Moments and Professional Ethnographic Moments **(Due September 1st).** and Transformational Ethnographic Moments **(Due October 1st). For analysis purposes for the UCEA conference, these should be submitted separately.**

UCEA papers and Video Documentary (15%): Students, in groups, **(See Appendix A and B)** will analyze assigned section of the autoethnography and will write a scholarly paper **(Due October 23rd)** and will, as a whole class, produce a video documentary **(Due October 18th)** to be presented at the Study visit and the UCEA convention. **(See Appendix C for suggested Autoethnography paper outline)**

Papers due October 23rd
Autoethnography Compiled Paper: Personal Ethnographic Moments
Autoethnography Compiled Paper: Professional Ethnographic Moments
Autoethnography Compiled Paper: Transformational Ethnographic Moments (Capstone Project)

#1 Social Justice in Theory & Practice: Exploring the Transformation
Growth through Textual Analysis of Social Justice Students into Social Justice Leaders
#2 Transformative Leadership: The Social Justice Leader's Journey
#3 How Social Justice Advocates Use Shared Experiences as a Catalyst for Change

Functions of the Principal Presentation & Discussion (15%): Students (in assigned groups **(See Appendix D) will** be assigned to conduct a review of the assigned function of the principal **(See Appendix E).** Each group of students will present their findings to the rest of the class and will engage the students in an interactive discussion **(See calendar for due date). All students will discuss the respective function with their principals and must document it on their journals and be ready to share when the function is due for review on the calendar.**

Functions of the Principal

I. Campus Improvement Plan (Review/reflection Sept. 20)
II. The campus budget (Review/reflection Sept. 27)
III. Staffing (Review/reflection Oct. 4)
IV. Professional Development (Review/reflection Nov. 29)
V. Facilities Maintenance and Operations (Review/reflection Nov. 29)
VI. Food services (Review/reflection Dec. 6)
VII. Special Programs (Review/reflection Dec. 6)

Principal Interview (15%): Students will interview the principal using the interview protocol in **Appendix F. The interview must be in person, face to face – (Due Sept. 13th).**

Journal/Fieldnotes (15%): Internship w/Principal - To help understand the roles and responsibilities associated with the principalship, students will be expected to spend a minimum of 60 clock hours interacting with a principal/sponsor throughout the semester. This interaction should be a combination of shadowing/observation, interviewing/discussion, co-leading, assigned projects, etc. The journal entry must include a reflection about the activity or observation and documented evidence of dates and times of internship activities. Activities should be conducted and organized by function. **(Due December 6th)**

Professional Portfolio (15%): Students will develop a professional portfolio to include:

1) Job posting of ideal position **(Due October 7th)**
2) Letter of Intent **(Due October 7th)**
3) Philosophy Statement **(Due October 14th)**
4) Resume **(Due October 28th)**
5) 1 accomplishments **(Due November 4th)**
6) 1 letter of recommendations **(Due December 9th)**

After peer review, students will revised and post final drafts on Blackboard. (Due December 6th)

UCEA Study Visit (10%): Students are expected to attend and participate in the study visit October 25 – 26.

Assignments must be submitted on due date. Failure to submit the assignment on time will affect your grade by 20% for each day late. All assignments must be done on word processor/computer using 12-point size fonts and double-spaced.

Email and Blackboard – I will use Blackboard as my format for posting messages to the class and keeping the calendar current. Check it often, especially a day or so before class so that you will be aware of anything that I have added relevant to an upcoming class.

Courtesy to Classmates and Instructor:

1) Respect discussion/sharing time among students. It is important to have everyone actively participate in class discussions.
2) Respect the privacy of your classmates. Information related to schools in the area might be shared and must remain **confidential. Sharing information is for the purpose of professional growth only**, and is not meant to serve as a forum for intentional criticism.
3) Class is a focused time for you to meet your professional goals. Please make arrangements for childcare outside of the classroom setting.
4) Cellular phones and other electronic devices must be set to "mute".
5) You may bring a laptop to class, but you must use it for course-related purposes only. Surfing the Internet or checking e-mail during class is strictly prohibited.
6) Inform the instructor prior to being absent to a class meeting, and/or if you will be tardy or leaving class early.

Accommodations for students with disabilities:
At the beginning of the semester, students with disabilities who need special accommodations should notify the instructor by presenting a letter prepared by the Services for Students with Disabilities (SSD) Office

Academic Integrity:
A student should maintain a high standard of individual integrity in her or his scholastic work. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure of the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

The University of Texas at San Antonio Academic Honor Code
www.utsa.edu/about/creed
www.utsa.edu/about/creed/honorcode.html

Course Outline

(1). Tuesday, August 30th
Reflection
Expectations
Discussion of syllabus
Setting up meetings with internship principals or sponsors
Work groups

Assignment Due: Autoethnography - Personal Ethnographic Moments and Professional Ethnographic Moments **(Due September 1st).**

(3). Tuesday September 13th
Reflection
Work session: Review and discuss Outline for UCEA papers Interviewing and Video Documentary

Assignment Due: Principal Interview (Due Sept. 13th).

(4). Tuesday, September 20th
Review/Reflection
Discussion of Function #1 - Campus Improvement Plan
Work session – UCEA Papers and Video Documentary

(5). Tuesday, September 27th
Review/Reflection
Discussion of Function #2 - The campus budget
Work session – UCEA Papers and Video Documentary

Assignment Due: Autoethnography - Transformational Ethnographic Moments **(Due October 1st).**

(6). Tuesday, October 4th
Review/Reflection
Discussion of Function #3 - Staffing
Work session: UCEA Papers and Video Documentary

(7). Tuesday, October 11th
Reflection
Peer review: **Letter of intent**
Work session: UCEA Papers and Video Documentary

(8). Tuesday October 18th
Review/Reflection
Peer review: Philosophy statement
Work session – UCEA Papers and Video Documentary

Assignments due: **UCEA Video Documentary** (Due October 18th)
UCEA papers (Due October 23rd).

(9). Tuesday, October 25th – Study Visit week
Reflection
Work session – UCEA Papers and Video Documentary

(10). Tuesday, November 1st
Review/Reflection
Peer review: **Resume**
Work session – UCEA Papers and Video Documentary

(11). Tuesday, November 8th
Reflection
Discussion of internship journal
Worksession: UCEA Papers and Video Documentary

Assignment Due: First draft of UCEA papers

(12). Tuesday, November 15th – UCEA Week
Reflection
Discussion of internship journal
Work session – UCEA Papers and Video Documentary

(X) Tuesday, November 22nd - Thankgiving

(13) Tuesday, November 29th
Reflection
Peer review: **Accomplishment**
Discussion of Function #4 - Professional Development
Discussion of Function #5 - Facilities maintenance and operations

Assignment due: Principal Interview Due December 4th

(14). Tuesday, December 6th
Reflection
Discussion: Letter of recommendation
Discussion: Principal Interview
Discussion of Function #6 - Food services
Discussion of Function #7 - Special Programs

Assignments Due: Complete portfolio on Blackboard
Journal/Fieldnotes

(15). Tuesday, December 13th
Reflection
Celebration !!!

Appendix A
Groups for Autoethnography Papers

Personal	Professional	Transformation	Methods & Lit Review	Video
Group Leader Suzanne	**Group Leader** Jeremiah	**Group Leader** Sarah C	Jacob	Andrew
Brian	Jennifer	Connie	Marisa	Kiki
Shaunte	Sarah M	Brianna		Angela
Brianna	Stephanie	Winslow		
Margarita		Brenda		
Jacob (lit. review)	Marisa (lit. review)	Andrew (video)		
	Kiki (video)	Angela (video)		
	Angela			Natalie

Appendix B
Study Visit and UCEA Presentation Assignments

Paper #1	Paper #2	Paper #3	Video
Group Leader Jacob	**Group Leader** Jeremiah	**Group Leader** Sarah C	Andrew
Suzanne	Jennifer	Connie	Kiki
Brian	Sarah M	Brianna	Angela
Shaunte	Stephanie	Winslow	
Brianna	Marisa	Brenda	
Margarita			
	Kiki (video)	Andrew (video)	
	Angela (video)		

Appendix C
UCEA Paper Outline

I. Introduction
   a. Background Information
   b. Statement of the Problem
   c. Purpose of the Study
   d. Research Question
   e. Significance of the Study

II. Review of the Literature

III. Methodology

   a. Research Design
   b. Qualitative/Quantitative Methodology
   c. Research site
   d. Participant Selection
   e. Data Collection Procedures

      i. Data sources
      ii. Interviews
      iii. Review of Documents
      iv. Observations

IV. Report of the Data

V. Data Analysis

VI. Implications and Conclusion

References

Appendix D
Functions Discussion Leader Groups

Group #1	Group #2	Group #3	Group #4	Group #5
Campus Improvement Plan	The campus budget	Staffing	Professional Development	Facilities Maintenance and Operations
Group #6	Group #7			
Food services	Special Programs			

APPENDIX E
Functions of the Principal

I. Campus Improvement Plan
- Is this mandated? What is the policy?
- Who is responsible for the creating the plan and how?
- What is the purpose for campus plan?
- Provide a sample campus plan and discuss the components
- How are plans similar or different for your respective campuses?

II. The campus budget
- Is this mandated? What is the policy?
- How is the funding amount determined for each campus?
- What are the funding sources?
- Who is responsible for the creating the budget?
- What is the campus budget process?
- How do teachers and staff access the funds?
- Who are the key people from central office the principal needs to know for support and expertise

III. Staffing
- How are teachers and support staff recruited?
- What is the hiring process and who is involved?
- Does the principal have final authority in the hiring process? If not who does?
- Is there a new teacher induction plan? How are new teachers supported?
- What is the teacher turnover rate?
- Who are the key people from central office the principal needs to know for support and expertise?

IV. Professional Development
- Is this mandated?
- How much?
- Who decides on they type of professional development? How?
- Who provides the training?
- What should the principal do to make meaningful for teachers?
- Is there a bu dget to support the training?
- Who are the key people from central office the principal needs to know for support and expertise?

V. Facilities - Maintenance and Operations
- How does the principal maintain facilities and grounds
- How is number of custodial staff determined? Are they supervised and evaluated by the principal?
- How are expenses for utilities reflected on the campus budget?
- How are teachers assigned classrooms/work space?
- Who are the key people from central office the principal needs to know for support and expertise?

VI. Food services
- What is the role of the principal in food/cafeteria services?
- Maintenance and upkeep of cafeteria and lunchroom?
- Does the principal supervise and evaluate food service?
- Who are the key people from central office the principal needs to know for support and expertise?

VII. Special Programs

- What are all the special programs in the district?
- Which are federal? State?
- What is their purpose? Function?
- How are funds allocated to the campuses?
- What is the role of the principal in the implementation of these programs
- Who are the key people from central office the principal needs to know for support and expertise?

Appendix F
Principal Interview
EDL 6943

Students will conduct an interview using the set of questions listed below. You may decide to ask additional questions based on what you observed. The purpose of the interview is for the administrator to paint a picture of the school, discuss his/her role, and explore the relationship between the real and intended roles. The interview is not meant for you to judge or evaluate, but to understand the reasons for his/her actions and to recognize how this individual views the job. **The interview should occur in person.**

Ask these questions during your interview (add other questions as you see fit):

1. What are your biggest challenges as a principal?
2. What was your path to the principalship?
3. Do you believe you received proper training and preparation from the university and the school district to become a principal? Why and how?
4. How was this a typical day for you?
5. How would you describe the culture and climate of your school?
6. What are some of the other roles and responsibilities you perform that I did not observe?
7. What is the relationship between your "real" role (what you actually do) and your "intended" role (what you would like to be doing)?
8. What would you spend more or less time doing if you had the chance?
9. What is your role in the community and with parents?

Students will document the responses in writing and will write a brief reflective analysis. **(Due Sept. 13th)**
Post on Blackboard

UTSA THE UNIVERSITY OF TEXAS AT SAN ANTONIO

SYLLABUS
University of Texas, San Antonio
Educational Leadership and Policy Studies
LDR 7153 - Reflective Leadership: The Personal Dimension
Summer 2017 - Saturday 9:30 – 5:00
Uvalde - SWTJC
Encarnación Garza, Jr., Instructor
Office Hours: by Appointment
Email: encarnacion.garza@utsa.edu

Course Description

This course provides an in-depth study of the character and nature of reflective leadership, including an examination of social ethics, educational policy issues, and the link of theory and practice. Students are required to clarify, critique, and develop personal perspectives on the public responsibility of leaders. Therefore, this course is designed to assist educational leaders to become more knowledgeable about and proficient in becoming effective reflective practitioners. Students examine reflective leadership across these themes: (1) value of reflection, (2) concepts and theories of reflection, (3) approaches to reflection, (4) reflection for leadership development.

This doctoral-level seminar will use a collegial, inquiry-based seminar format, allowing learners and the instructor to learn from one another. An intentional outcome for this course is to promote proactive reflective leadership in school systems to better serve all students effectively and equitably.

Course Goals:

- To gain an increased understanding of critical, technical and interpersonal skills necessary for effective school administration.
- To provide future educational leaders with knowledge of contemporary conditions and positive models for effective educational administrative designs.
- To gain an increased understanding of how school leaders can create schools that equally benefit all children, no matter their class, race, gender, ethnicity, nationality, religion, sexual orientation, etc.

Course Objectives

Based on individual readings, in-class activities, class discussions, guest presentations, and reflective exercises, students will:

- Acquire an understanding of the need for and value of reflective leadership.
- Understand various concepts and theories of reflection.
- Describe and use various strategies for reflection.
- Comprehend the ways reflection can enhance personal leadership development.
- Appreciate how reflection can be used for team development and school improvement.
- Identify ways that teachers can become more reflective about their practice.
- Recognize how to promote reflection for students' growth and learning.

Earning Grades

Attendance: Your attendance to every class meeting is critical. 1 absence = Minus one letter grade off final grade • 2 absences = Minus three letter grades off final grade • 3 absences = Fail (missing the last day of the semester will count for two absences)

Punctuality: Students are expected to be on time for class. Failure to comply with this expectation will be reflected in your attendance and participation grade.

Facilitate reflection exercise (10%): Students will facilitate a journal reflection exercise **(See Appendix A for assignments).**

Student led discussions of book chapters (20%): Groups will be assigned to lead discussions of readings **(see Appendix B for assignments).** Discussion leaders will be expected to plan and conduct activities to effectively engage all students in critical understanding of the assigned readings **(see Appendix C for guidelines).**

Online reactions to book chapters, responses to each other, and follow-up class participation (25% - 5% each): Students, will read assigned articles posted on Blackboard and each student will post a reaction and respond to one other student's reaction **(See Appendix D for response assignments).**

Reflective journal (25%): Student will maintain a daily reflective journal (electronically) that relates directly to their personal observations of any substantial change in their lives personally and professionally. Students will document daily journal entries followed by a reflection of each entry. Students will engage in a journal reflective exercise during each class meeting **(Begin May 27 - End June 24 - journal Posted on Blackboard, June 25).**

Proposal/Prospectus: (30%) - (Due July 24, 2017, 11:59pm - post on Blackboard)

Assignments must be submitted on the due date. **Failure to complete an assignment on time will result in a 20% deduction of the point value of the assignment**. All assignments must be double spaced and completed on a word processor or computer.

Required Texts: Rancière, J. (1991). *The ignorant schoolmaster: Five Lessons in Intellectual Emancipation.* Stanford University Press. ISBN: 9780804719698

Blackboard

All students enrolled in the course will have access to relevant course information through Blackboard. This is intended to serve as a tool for students to access course-related materials and to upload assignments. It is the student's responsibility to access this system for required documents and assignments. The instructor reserves the right to add or delete the content as necessary.

Email and Blackboard – **I will use Blackboard as my format for posting messages to the class and keeping the calendar current. Check it often, especially a day or so before class so that you will be aware of anything that I have added relevant to an upcoming class.**

Electronic Devices

All electronic devices should be turned off (cell phones should be on vibrate) during class to minimize disruptions.

University Policy on Student Classroom Conduct

All students are expected to exercise self-discipline and respect the rights of others at all times. Behavioral disruptions that interfere with the business of the classroom or with an individual's ability to learn may be referred to the Office of Student Judicial Affairs in accordance with Section 202 of the Student Code of Conduct. Students are expected to assist in maintaining a classroom environment that is conductive to learning. To assure all students have the opportunity to gain from time spent in class, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

Policy on Cheating

Students are expected to be above reproach in scholastic activities. Violations of University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University (See section IV of the UTSA Faculty Handbook, pages IV-31ivi). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For more information, see: http://www.utsa.edu/infoguide/appendices/b.html

Disability Services

Any student with special needs whose presence in the classroom requires the modification of the course presentation or requirements must register with Disability Services located in MS 2.03.18. Eligibility information may be accessed on-line at http://www.utsa.edu/disability/students.htm or by phone at (210) 458-4157.

Roadrunner Creed and Honor Code

Roadrunner Creed (http://utsa.edu/about/creed/)

Honor Code (http://faculty.business.utsa.edu/rsandova/UTSA/Honor%20Code.htm)

POLICY ON CHEATING

Students are expected to be above reproach in scholastic activities. Violations of University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University (See section IV of the UTSA Faculty Handbook, pages IV-31ivi). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For more information, see: http://www.utsa.edu/infoguide/appendices/b.html

COURSE THEMES AND TOPICS

1. **Value of reflection**
   Espoused benefits of reflection for various people within organizations
   Obstacles to reflection

2. **Concepts and theories of reflection**
   Historical perspectives on reflection
   Types of reflection
   Timing of reflection
   Stages of reflection
   Elements of reflection
   Experiential learning theory

3. **Approaches to reflection**
   Recount personal experiences: journals, educational platforms, self-assessment inventories, critical incident protocols
   Review others' experiences: shadowing, reflective interviewing, case studies
   Practice skills: problem-solving
   Integrate theory and practice: learning styles, reflective writing

4. **Reflection for leadership development**
   Problem solving expertise of school administrators
   Administrative preparation and reflection

Course Outline

(1) Saturday, May 27th

Expectations: Students and Instructor
Discussion of syllabus
Reflective Exercise

(2) Wednesday, June 1st

Online reactions and responses to Ranciére Intro & Ch. 1

- **Post initial reaction Wednesday, May 31 by 5pm and responses Thursday, June 1 by 11:59pm**

(3) Saturday, June 3rd

Journal reflective exercise – Student facilitated
Readings and discussion:

- **Ranciére Intro & Ch. 1**

(4) Wednesday, June 7th

Online reactions and responses to Ranciére Ch. 2, Ch. 3

- **Post initial reaction Wednesday, June 7th by 5pm and responses Thursday, June 8th by 11:59pm**

(5) Saturday, June 10th

Journal reflective exercise – Student facilitated
Readings and discussion:

- **Ranciére Intro & Ch. 2**
- **Ranciére Intro & Ch. 3**

(7) Thursday, June 17th – Independent Study

Online reactions and responses to Ranciére Ch. 4

- **Post initial reaction Thursday, June 15th by 5pm and responses Friday, June 16th by 11:59pm**

(6) Wednesday, June 21st

Online reactions and responses to Ranciére Ch. 5

- **Post initial reaction Wednesday, June 21st by 5pm and responses Thursday, June 22nd by 11:59pm**

(9) Saturday, June 24th

Journal reflective exercise – Student facilitated
Readings and discussion:

- **Ranciére Intro & Ch. 4**
- **Ranciére Intro & Ch. 5**

UTSA THE UNIVERSITY OF TEXAS AT SAN ANTONIO

University of Texas, San Antonio
EDU 7213: Educational Reform
Summer 2014 - MW 5:30 – 10:15
MB 1.101
Encarnación Garza, Jr., Instructor
Office Hours: by Appointment
Email: encarnacion.garza@utsa.edu

SPECIFIC COURSE OBJECTIVES:
More specifically, the objectives for this course are for students to:

1. Become familiar with historical patterns of P-20 educational reform in the United States,
2. Participate in classroom discussions concerning the dynamics of P-20 educational reform,
3. Participate in class discussions on various perspectives on P-20 educational reform movements during the 20th and 21st centuries,
4. React critically and in writing to three major issues in P-20 educational reform, and
5. React critically and in writing to a major recent, current, or proposed education reform initiative.

Class will be meet from 5:30pm to 10:15pm on Tuesdays and Thursdays beginning June 3, 2014 and ending July 3, 2014. There will be readings due prior to every class meeting and there will be discussions of the readings during class. Class discussions will focus on developing and leading schools where all students perform at high levels of achievement. Finally, when possible, guest speakers--administrators and teachers in schools who have been successful in creating schools where all children succeed--will be invited to interact with the class.

COURSE DESCRIPTION: Examination of the historical and philosophical roots of school reform during the last 100 years. The course will focus on different perspectives on analysis and evaluation of school reform efforts for culturally diverse populations.

Earning Grades

Attendance: Your attendance to every class meeting is critical.
1 absence = Minus one letter grade off final grade • 2 absences = Minus three letter grades off final grade • 3 absences = Fail (missing the last day of the semester will count for two absences)

Punctuality: Students are expected to be on time for class. Failure to comply with this expectation will be reflected in your attendance grade. (1 pt. per tardy)

Class participation: Student participation in the discussions must reflect your understanding of the assigned readings. Interactive participation is essential for learning and should be relevant to the topic of discussion. Being absent affects this part of student's grade using the same grading schedule for attendance.

Student led discussion readings: (40% - 20 % each) - Groups will be assigned to lead discussions of readings **(see Appendix A for assignments).** Discussion leaders will be expected to effectively engage all students in critical understanding of the assigned readings **(Socratic method strongly recommended).** All students will read the assigned chapters/articles and be prepared to participate in the discussion based on readings. These discussions should come from a critical perspective. (Do not just repeat the information--- students must synthesize and question the findings and information in the readings.

Position paper[1] (55% each): Working individually or with one partner, please prepare a position paper, at least 15 pages in length and not more than 20 pages in length (12 point font, double-spaced, excluding title and reference pages) on a relatively recent, current, or proposed educational reform topic of your choice in either P-12 education, higher education, or combining P-20 education. The paper should be referenced in APA style (6th edition). In this paper, you should examine the reform topic of your choice (for example, the Common Core standards in P-12 education, or the efficiency movement in higher education) and generally situate this topic within the historical frameworks that we'll examine in this class. Students present and discuss their respective papers in class **(June 26, 2014).**

Please see the following for the specifics of the position paper:

1. The **topic matter** may range from a new reform that you suggest based on current issues from your perceptions of the purposes of education to an argument for or against one of the recent or current reforms in education—either suggesting changes to that reform or a completely different approach to the problem that was being addressed by that reform. For example, you can address the type of reform that you think is needed; evaluate a current or recent reform movement according to criteria that you lay out based upon your perceptions of the purpose of education; or do something novel. The topic matter may or may not consist of material covered in class, and you can extend class or text concepts to new subject matter. You are not limited to contemporary subject matter in supporting your position. Please let me know via email by **Tuesday, June 10, 2014,** what your topic matter is and whether you will be writing as a singleton or with a writing partner. This notification will include a title page and your thesis statement. I will post an example on Blackboard Learn for your use.

2. Please take a position in favor of or against a reform, or propose a new reform, and support it. Please take care to make this *not* a standard library research paper, which tends to inform only, but rather make it a position paper. Please also take a position at the outset of the paper, and support your argument with research/evidence throughout the balance of the paper.

3. The part of the position paper that presents your position is the most crucial. Please have a *clear* and *concise* thesis statement/position in the first paragraph. Please underline this statement so that it is readily identifiable. While the topic matter is quite open, please have a clear position/thesis statement for whatever position on a given subject matter you decide to support. In the context of this assignment, a thesis statement concisely expresses what your position is on a given reform issue and its supporting themes. In some cases you might need to use 2 sentences. Some clear examples of thesis statements for a position paper are:

   "Reforms advocating academic excellence should use equity as their definition because, in the last two decades educational reform movements using the rhetoric of 'academic excellence' have resulted in a loss of diversity of knowledge while failing to address the lack of educational equity among different groups."

   "Educational reform movements need to return to the valuing of democratic egalitarian principles because during the last two decades, reforms have been predicated upon fulfilling the desires and needs of international corporations rather than the needs and desires of the majority of the population which is found in the working and underclass."

   "The accountability movement which has resulted in test makers becoming the driving force for both curriculum and instruction in US public schools needs to be reformed to put the local community back in charge of their local schools, to provide a motivational context for educators and students, and to bring about deeper levels of learning that will be remembered and used."

---

[1] Credit for the position paper idea goes to and is sometimes quoted from Dr. David Thompson, Professor @ UTSA Department of Educational Leadership and Policy Studies.

"The efficiency movement in Texas higher education, which in part evaluates faculty members according to the revenue they produce for the university, is ultimately a misguided approach that will devalue the accomplishments of faculty and not significantly impact the four or six-year graduate rates of undergraduate students."

These are clear thesis statements that tell me what the subject matter is as well as the position you are about to support with respect to that subject matter.

4. It is important that you consistently support your position. Any material that is a simple description of something should *quickly* be made relevant to the support of your position. Simple description of facts that are not directly related to the furtherance of your position is to be avoided. Irrelevant information is an all-too-common problem.

5. Please make certain that you make the connection between the information presented and your position. The connection should be explicit and clear and should not leave me to make presumptions. I kindly ask that you make the connections.

6. Please use the APA Manual (6th edition) as your referencing system. In addition, please construct a reference page, which in essence is a list of works cited. The position paper should have a **minimum of ten references,** but it can certainly have many more. In general, references should be scholarly, and not popular, in nature. Please check with me if you have any questions about the suitability of your references.

7. Finally, the quality of writing should be reflective of your high stature as doctoral students. While we all make mistakes, the first sign of a substandard paper is substandard writing. If you believe you need assistance, please visit with me and I will either review your work and/or refer you to the UTSA Writing Center.

8. A rubric for assessing the paper will be posted on Blackboard— to be reviewed in class Thursday, June 12, 2014.

9. The position paper will comprise 55% of the final grade and will be due not later than **11:59 PM Thursday, June 26, 2014.**

Online reactions to Videos, responses to each other, and follow-up class participation (10%): Students, will view assigned videos (links on Blackboard) each week and each student will post a reaction and respond to two other student's reactions. **(See Appendix B for response assignments)**

Course Reflection Paper: (5%) - Students must submit a 1 to 2-page reflection of their overall experience of the course. **(Due July 1, 2014, 11:59pm - post on Blackboard)**

Assignments must be submitted on due date. Failure to submit the assignment on time will affect your grade by 25% for each day late.

Required Texts:

Darling-Hammond, L. (2010). The flat world of education. Teachers College Press, New York, NY. **(ISBN 978-0-877-4962-3)**

Cohen, A.M., & Kisker, C.B.(2010).The shaping of American higher education. San Francisco: Jossey-Bass. **(ISBN 13: 978-0-470-48006-9)**

Blackboard
All students enrolled in the course will have access to relevant course information through Blackboard. This is intended to serve as a tool for students to access course-related materials and to upload assignments. It is the student's responsibility to access this system for required documents and assignments. The instructor reserves the right to add or delete the content as necessary.

Disability Services
Any student with special needs whose presence in the classroom requires the modification of the course presentation or requirements must register with Disability Services located in MS 2.03.18. Eligibility information may be accessed on-line at http://www.utsa.edu/disability/students.htm or by phone at (210) 458-4157.

The University of Texas at San Antonio Academic Honor Code
www.utsa.edu/about/creed
www.utsa.edu/about/creed/honorcode.html

Course Outline

(1) Tuesday, June 3rd

Introductions and Expectations
Discussion of syllabus
Topic: Setting the Context for Educational Reform – Educational Inequality
Readings and discussion:

- **Darling-Hammond** **Ch. 1 ---- 26**
- **Cohen & Kisker:** **Intro**

(2) Thursday, June 5th

Topic: Historical Context of Educational Reform – Opportunity Gap
Readings and discussion:

- **Darling-Hammond** **Ch. 2 --- 38**
- **Cohen & Kisker:** **Ch. 1**

(3) Tuesday, June 10th

Topic: Historical and societal contexts - Opportunity Gap/Funding
Readings and discussion:

- **Darling-Hammond** **Ch. 3 --- 26** **Ch. 4 --- 31**
- **Cohen & Kisker:** **Ch. 2**

(4) Thursday, June 12th

Topic: Organizing the Spaces of Education – Investing Strategically
Review of position paper rubric
Readings and discussion:

- **Darling-Hammond** **Ch. 5 --- 31**
- **Darling-Hammond** **Ch. 6 --- 30**
- **Cohen & Kisker:** **Ch. 3**

(5) Friday, June 13th – Video BB discussions

(6) Tuesday, June 17th

Video Discussion
Topic: Reform & Mass Education – Global examples
Readings and discussion:

- **Darling-Hammond** **Ch. 7 --- 39**
- **Cohen & Kisker:** **Ch. 4**

(7) Thursday, June 19th

Topic: Cultural Pluralism, Multiculturalism, & Education – Developing competent teachers
Readings and discussion:

- **Darling-Hammond** **Ch. 8 --- 43**
- **Cohen & Kisker:** **Ch. 5**

(8) Friday, June 21st – Video BB discussions

(9) Tuesday, June 24th

Video Discussion
Topic: Organizing for success - Genuine school reform
Readings and discussion:

- **Darling-Hammond** **Ch. 9 & conclusion--- 50**
- **Cohen & Kisker:** **Ch. 6**

(10) Thursday, June 26th

Presentation and discussion of position papers

Appendix A
Discussion Leaders

(1) Tuesday **June 3**	**(4) Thursday** **June 12**	**(7) Tuesday** **June 24**
Darling-Hammond	**Darling-Hammond**	**Darling-Hammond**
Ch. 1	**Ch. 5** 31	**Ch. 9 & Conclusion** 50
26	Justin & Hugo	Destiny, Chasity & Cynthia, G.
	Ch. 6 - 30	
	Sara & Ana	
Cohen & Kisker	**Cohen & Kisker**	**Cohen & Kisker**
Introduction	**Ch. 3** 81	**Ch. 6** 141
	Michael & Cynthia, M.	Michael, Cynthia, Steven & Mary
(2) Thursday **June 5**	**(5) Tuesday** **June 17**	**(8) Thursday** **June 26**
Darling-Hammond	**Darling-Hammond**	Discussion of position papers
Ch. 2 - 38	**Ch. 7** 43	
Destiny, Chasity & Cynthia, G.	Rebecca & Maria	
Cohen & Kisker	**Cohen & Kisker**	
Ch. 1 44	**Ch. 4** 119	
Garry & Manuel	Steven, Mary & Garry	
(3) Tuesday **June 10**	**(6) Thursday** **June 19**	
Darling-Hammond	**Darling-Hammond**	
Ch. 3 - 33	**Ch. 8** - 43	
Sara & Ana	Justin & Hugo	
Ch. 4 - 31		
Rebecca & Maria		
Cohen & Kisker	**Cohen & Kisker**	
Ch. 2	**Ch. 5**	
47	127	
Ginnifer & Elizabeth	Manuel, Ginnifer & Elizabeth	

Appendix B
Video Response Assignments

Video #1 **Noguera, Ansari & Szachowicz**			
1Barrera, Destiny	**Respond to ---**	2Camero, Chasity	3Castellanos, Garry
2Camero, Chasity	**Respond to ---**	3Castellanos, Garry	4Flores, Manuel
3Castellanos, Garry	**Respond to ---**	4Flores, Manuel	5Garcia, Cynthia
4Flores, Manuel	**Respond to ---**	5Garcia, Cynthia	6Gee, Ginnifer
5Garcia, Cynthia	**Respond to ---**	6Gee, Ginnifer	7Harrington, Sara
6Gee, Ginnifer	**Respond to ---**	7Harrington, Sara	8Hartnett, Ana
7Harrington, Sara	**Respond to ---**	8Hartnett, Ana	9Herrera, Rebecca
8Hartnett, Ana	**Respond to ---**	9Herrera, Rebecca	10Libby, Elizabeth
9Herrera, Rebecca	**Respond to ---**	10Libby, Elizabeth	11Logan, Michael
10Libby, Elizabeth	**Respond to ---**	11Logan, Michael	12McCowen, Cynthia
11Logan, Michael	**Respond to ---**	12McCowen, Cynthia	13Meza, Maria
12McCowen, Cynthia	**Respond to ---**	13Meza, Maria	14Oxley, Justin
13Meza, Maria	**Respond to ---**	14Oxley, Justin	15Rosbottom, Steven
14Oxley, Justin	**Respond to ---**	15Rosbottom, Steven	16Saucedo, Hugo
15Rosbottom, Steven	**Respond to ---**	**16Saucedo, Hugo**	17Whitehead, Mary
16Saucedo, Hugo	**Respond to ---**	17Whitehead, Mary	1Barrera, Destiny
17Whitehead, Mary	**Respond to ---**	1Barrera, Destiny	2Camero, Chasity
Video #2 **Duncan Andrade**			
1Barrera, Destiny	**Respond to ---**	4Flores, Manuel	5Garcia, Cynthia
2Camero, Chasity	**Respond to ---**	5Garcia, Cynthia	6Gee, Ginnifer
3Castellanos, Garry	**Respond to ---**	6Gee, Ginnifer	7Harrington, Sara
4Flores, Manuel	**Respond to ---**	7Harrington, Sara	8Hartnett, Ana
5Garcia, Cynthia	**Respond to ---**	8Hartnett, Ana	9Herrera, Rebecca
6Gee, Ginnifer	**Respond to ---**	9Herrera, Rebecca	10Libby, Elizabeth
7Harrington, Sara	**Respond to ---**	10Libby, Elizabeth	11Logan, Michael
8Hartnett, Ana	**Respond to ---**	11Logan, Michael	12McCowen, Cynthia
9Herrera, Rebecca	**Respond to ---**	12McCowen, Cynthia	13Meza, Maria
10Libby, Elizabeth	**Respond to ---**	13Meza, Maria	14Oxley, Justin
11Logan, Michael	**Respond to ---**	14Oxley, Justin	15Rosbottom, Steven
12McCowen, Cynthia	**Respond to ---**	15Rosbottom, Steven	16Saucedo, Hugo
13Meza, Maria	**Respond to ---**	16Saucedo, Hugo	17Whitehead, Mary
14Oxley, Justin	**Respond to ---**	17Whitehead, Mary	1Barrera, Destiny
15Rosbottom, Steven	**Respond to ---**	1Barrera, Destiny	2Camero, Chasity
16Saucedo, Hugo	**Respond to ---**	2Camero, Chasity	3Castellanos, Garry
17Whitehead, Mary	**Respond to ---**	3Castellanos, Garry	4Flores, Manuel

University of Texas, San Antonio
College of Education and Human Development
The Politics of Educational Change EDL 7343
Encarnación Garza, Jr., Instructor
Spring 2010 - Saturday 9:00 – 3:45
Location: Southwest Texas Junior College
Encarnación Garza, Jr., Instructor
Office Hours: by Appointment

Course Description:

The purpose of this course is to advance student understanding of change in organizations by exploring a variety of theoretical frameworks and applying these perspectives to aspects of educational organizations. An exploration of the change process will be pursued from a variety of perspectives including: the psychological prerequisites and demands of change, the role of trust in cultivating organizational change, personal and intrinsic change, personality and change, organizational climate and culture as they relate to change, and leadership dynamics associated with change.

Course Objectives: The course will allow students to:

1. Provide students with a systematic and critical understanding of the processes associated with organizational change and how factors such as trust, organizational climate, and the individual function in forwarding positive tenants of the change process.
2. Show how these concepts can serve as practical tools for the analysis and management of organizational reform. The topics covered in the course have been chosen to allow the student to analyze the organizational context in which he or she finds him or herself, both to aid understanding and to provide an improved basis for action.

Earning Grades

Attendance: Your attendance to every class meeting is critical.

1 absence = Minus one letter grade off final grade • 2 absences = Minus three letter grades off final grade • 3 absences = Fail (missing the last day of the semester will count for two absences)

Punctuality: Students are expected to be on time for class. Failure to comply with this expectation will be reflected in your attendance and participation grade.

Student led discussions of readings: (10%) - Students will be prepared to lead discussions of required readings each class meeting. Students are expected to engage in class discussions to demonstrate knowledge and understanding of the assigned readings. This will serve as evidence that student has read the material.

Online Discussion (15%): Students, will be actively engaged in online discussions on Gladwell readings each week. **(Read and post first comment on Blackboard by Sunday 11:59 pm and respond to two others by Wednesday 11:59 pm)**

One page proposal: (15%) Each student will develop a one-page research proposal to conduct a single-case study using a qualitative research design. Upon approval of the proposal by the professor the student may begin data collection and analysis (See Appendix A for sample proposal). **(Due February 3, 2010 – post on Blackboard)**

Research Project: (30%) – After approval of the research proposal, students will conduct a single-case study using qualitative research methods. They will select an adult participant who is known as a deep change agent in leading an educational institution. This paper must comply with APA format. (See Appendix B for outline of study) **(Due April 21, 2010 - post on Blackboard)**

Reflective journal: (20%) Maintain a weekly reflective journal that relates directly to your personal observations of any substantial change in your life or your organization. The journal will be penned from your personal thoughts and may be produced in any form. Journal entries may be typed, handwritten, sketched, in poetry or prose form, or composed in any other manner that is coherent. Moreover, your journal entries should be filtered and buttressed via our class discussions. Your journal will be a confidential offering that is only viewed by the professor. **(Begin 1/22…end 4/24 – Initial journal submissions due March 6, 2010)**

Presentation of Case Study: (10%) Students will "defend" their study by conducting a 10-minute presentation to the rest of the class. Five minutes will be allowed for questions. **(Due May 1, 2010)**

Required Texts:

Freire? The Politics of Education: Culture, Power and Liberation:

Additional Course Information:

The course overview represents a schematic of potential topics to be entertained during class sessions and is intended to provide students with a basic framework of pertinent issues to be addressed during the course. These topics and their position in the accompanying schedule should be viewed as a general framework for our discussions and should not be considered firmly restricted to any specific class session. Although it may be assumed that the course will proceed in sequence with the following course overview, the possibility of discussion overlap and schedule modification will be reserved by the professor so as to promote a better and more comprehensive understanding of organizational change theories. In the event of any **significant** changes to the course overview, the instructor will make every attempt to provide the students with advance notice of these changes. In addition, pertinent in-class case studies may also be presented as an integral part of the learning process when applicable to a specific topic of discussion.

Note: All assignments must be done electronically in standard size fonts (12 pt.) and double-spaced

Assignments must be turned in on due date- No assignments will be accepted late.

Academic Integrity:
A student should maintain a high standard of individual integrity in her or his scholastic work. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure of the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. If you want to see the official University policies and procedures on scholastic dishonesty see the Student Judicial Services website.

* **All cell phones are to be inactivated during class**. Messages may be checked at break or before and after class.

Course Outline

(1) Saturday, August 26

Review and reflection:
Introduction to Educational Change: Setting the stage
Quinn: Chapters 1 & 2.
Kotter: Introduction & The 8 Steps?
Kotter: Step 1

Blackboard assignment: Gladwell – Introduction and One - **(Post first comment on Blackboard by Sunday 11:59 pm and respond to two others by Wednesday 11:59 pm)**

(2) Saturday, September 2 Online Discussion

Review and reflection:
Personal Change: Fear, the heroic journey, vitality and the logic of task pursuit
Quinn: Chapters 3 - 6
Kotter: Step 2
In-Class Discussion: Gladwell - Introduction and One

Blackboard assignment: Gladwell –Two - **(Post first comment on Blackboard by Sunday 11:59 pm and respond to two others by Wednesday 11:59 pm)**

(3) Saturday, September 9

Review and reflection:
Deep personal change: Perspective, integrity, and visioning
Quinn: Chapters 7 - 9
Kotter: Step 3 & 4
In-Class Discussion: Gladwell - Gladwell –Two
Blackboard assignment: Gladwell –Three & Four - **(Post first comment on Blackboard by Sunday 11:59 pm and respond to two others by Wednesday 11:59 pm)**

(4) Saturday, September 16 Online Discussion

Review and reflection:
Organizational change: Denial, identification, success, competence and intrinsic initiative
Quinn: Chapters 10 - 14
Kotter: Step 5
In-Class Discussion: Gladwell - Three & Four

Blackboard assignment: Gladwell – Five - **(Post first comment on Blackboard by Sunday 11:59 pm and respond to two others by Wednesday 11:59 pm)**

Assignment Due: Initial journal submissions

(5) Saturday, September 23

Review and reflection:
Personal and organizational change: Leadership, followership, resistance and risk
Quinn: Chapters 15 - 17
Kotter: Step 6
In-Class Discussion: Gladwell - Five
Blackboard assignment: Gladwell – Six & Seven - **(Post first comment on Blackboard by Sunday 11:59 pm and respond to two others by Wednesday 11:59 pm)**

(6) Saturday September 30 **Online Discussion**

Review and reflection:
Personal and organizational change: Transformation cycle, excellence, and confrontations
Quinn: Chapters 18 - 20
Kotter: Step 7
In-Class Discussion: Gladwell – Six & Seven

Blackboard assignment: Gladwell – Eight, Nine & Epilogue - **(Post first comment on Blackboard by Sunday 11:59 pm and respond to two others by Wednesday 11:59 pm)**

(7) Saturday October

Review and reflection:
Personal and organizational change: Vision, power and change
In-Class Discussion: Gladwell – Eight, Nine & Epilogue
Quinn: Chapters 21 - 23
Kotter: Step 8 & Conclusion

Discussion of Research Projects

Assignment due: final journal submission

(8) Saturday, October 14 **Online Discussion**

Project Presentations
Post/submit all assignments
Course reflection

(9) Saturday, October 21

(10) Saturday, October 28

(11) Saturday, November 4 **Online Discussion Oaxaca**

(12) Saturday, November 11

(13) Saturday, November 18 **Online Discussion UCEA**

(14) Saturday, November 25 /29 **Online Discussion Thankgiving**

(15) Saturday, December 2/ 6

(16) Saturday, December 9

Appendix A

Sample Proposal

Statement of the Problem: The attrition rates in high schools are alarming, especially among at-risk populations. As the nation's schools become more racially, culturally and linguistically diverse, the achievement gap between students of color and middle and upper class White students has continued to widen. Teachers and administrators have opinions as to why students fail, often "blaming the victim," which suggests that poor minority students cannot achieve academically because of their alleged cultural, linguistic, cognitive, and social class deficits. Some social scientists have attempted to explain the school failure and underachievement of culturally diverse students by examining social, psychological, community, and family factors as well as educational factors and have provided multiple theories to explain why students do not achieve academically (Frasier & Passow, 1994; Trueba, 1998). Much of the research on at-risk students has focused primarily on identifying and describing this population; however, this concentration on family and social background factors has not produced "any obvious implications for practice among educators" (Wehlage 2001).

The emphasis on minority school failure has been pervasive in the educational research literature. However, not every student who is labeled as at risk for failure drops out of high school. Some students in high risk environments are able to experience relatively positive outcomes in spite of the adversity in their lives. While many studies of the educational attainment of Hispanic youth at risk of dropping out of school focus on the characteristics of drop-outs or the extent of the drop-out problem, this study will show how a group of at risk youth overcame their academic difficulties to graduate from high school.

Area of Research: Many of the students who drop out of school possess strong social competence traits; why, then are they not academically resilient? In their ethnographic study of successful Hispanic students from low socioeconomic backgrounds, Cordeiro and Carspecken (1993) found that an important aspect of the success of those students was their ability to define success in terms of the dominant culture. Resistance theory (Giroux, 1983) warns that the outcomes and behavioral characteristics used in assessing successful performance in schools may only represent those characteristics and behaviors that serve to perpetuate the current social order (Fine, 1991; Martin-Baro, 1994). In their study of high school dropouts, Fine and Rosenberg (1983) noted that many of the students who drop out of school are academically and intellectually above average students who resist the dominant ideology of school and work; for them, dropping out of school is an act of defiance, not the result of laziness or inadequacy. More emphasis must be given to students who have overcome the obstacles and barriers to success. This study is designed to explore the sociocultural attributes of academically resilient Hispanic students. The participants in this study can be described as resilient, showing both socio-emotional competence and educational engagement (Welsh et al, 2001).

Research Questions:

1. What are the personal traits of and environmental factors that contributed to the academic resiliency of at risk Hispanic students?
2. How did they develop these traits and how did they effectively negotiate the interaction of these factors to help them overcome the low expectations of a deficit thinking school system?

Methodology: The naturalistic inquiry paradigm (Guba & Lincoln) will guide the research design for this study. Ethnographic research methods will also be used. In this study, ethnographic case studies will be similar to Titon's (1980) live stories. The life stories will emerge from ongoing conversations with the participants and are understood as shaped by personal and social histories (Rosenwald & Ochberg, 1992). By asking the participants to narrate their experiences as students in difficult and challenging circumstances, I hope to gain insight into the processes by which they confronted those challenges (Cameron, 1998; Massey, 1998). The principal sources of data will be the experiences and stories of Hispanic students who successfully graduated from high school despite being labeled as at risk of dropping out. The researcher will rely on in-depth, open-ended interviews, direct observation and written documents to collect the data (Patton).

Significance of the study: This study will examine how sociocultural, personal, and environmental factors interact to influence academic performance of the successful at risk Hispanic student. It will provide educators and policy makers with important information about the resources that promote academic resilience and success, rather than the at risk descriptors of a deficit thinking school system that are associated with dropping out and failure.

Appendix B
Case Study Outline

No more than 10 pages total. References are not part of these 10 pages.

I. Introduction (1 page)

   a. Background Information
   b. Statement of the Problem
   c. Purpose of the Study
   d. Research Question
   e. Significance of the Study

II. Review of the Literature (1-2 page)

III. Methodology (1 page)

   a. Research Design
   b. Qualitative/Quantitative Methodology
   c. Research site
   d. Participant Selection
   e. Data Collection Procedures

      i. Data sources
      ii. Interviews
      iii. Review of Documents
      iv. Observations

IV. Report of the Data (2-3 pages)

V. Data Analysis (2-3 pages)

VI. Implications and Conclusion (1/2 - 1 page)

VII. References

Appendix A --- Interview protocol

1	2	3
Spring **Ch. 1 – 1-32** **Ch. 2 – 33-65** **Ch. 3 – 66-88** **88**	**Spring** **Ch. 4 – 89-115** **Ch. 5 – 116-142** **Ch. 6 – 142-173 Ch. 7 – 174-210** **84**	**Spring** **Ch. 8 – 211-243** **Ch. 9 – 244-263** **89**
Becky	Mari	Denise
Dora	O Jay	Ruben
4	5	6
Spring **Ch. 10– 164-295** **Ch. 11 – 296-314** **50** Leonor Roxanne	**Saltman** **Ch. Intro & 1 – 12** **Ch. 2 – 13-23** **Ch. 3 – 24-38** **Ch. 4 – 39-45** **Ch. 5 – 46-55** **55**	**Saltman** **Ch. 6 – 56-63** **Ch. 7 – 64 - 73** **Ch. 8– 74 - 83** **Ch. 9 – 84 - 91** **Ch. 10 – 92 - 104** **48**
7 **Freire** **Ch. Intro & 1- 20+ 6** **Ch. 2 – 7 - 20** **Ch. 3 – 21 - 28** **Ch. 4 – 29- 36** **Ch. 5 – 37 - 42** **Ch. 6 – 43 – 66** **Ch. 7 – 67 - 98** **86**	8 **Freire** **Ch. 8– 99 - 110** **Ch. 9 – 111 - 120** **Ch. 10 – 121 – 144** **Ch. 11 – 145 - 150** **Ch. 12 – 151 – 166** **Ch. 13 – 167 – 200** **77**	9 **Ch. 11 – 145 - 150** **Ch. 12 – 151 – 166** **Ch. 13 – 167 – 200** **55**
Denise	Ruben	Amanda
Roxanne	Leonor	Becky
	Chapter 3	**Chapter 5**
	Mari	Bryan
	O Jay	Dora

Coach Perspective

- "...Coaching is a process, a set of strategies, and a way of thinking that supports the ongoing development of individuals and organizations, as they become increasingly self-directed and reflective. It is a composite of skills and strategies, maps and tools and mental models and beliefs."
  (Costa and Garmston).

- Effective coaches usually are good listeners, ask good questions, build emotional connections, find common ground, build trust, and redirect destructive interactions." (Dr. Jim Knight)

Each intern completes a self-assessment which includes an overview of the TEA Principal Standards.

Examples of High-Leverage Standards/Practices - Principal

- Implements procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making
- Uses formative and summative evaluation procedures to enhance the knowledge and skills of campus staff
- Facilitates the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students

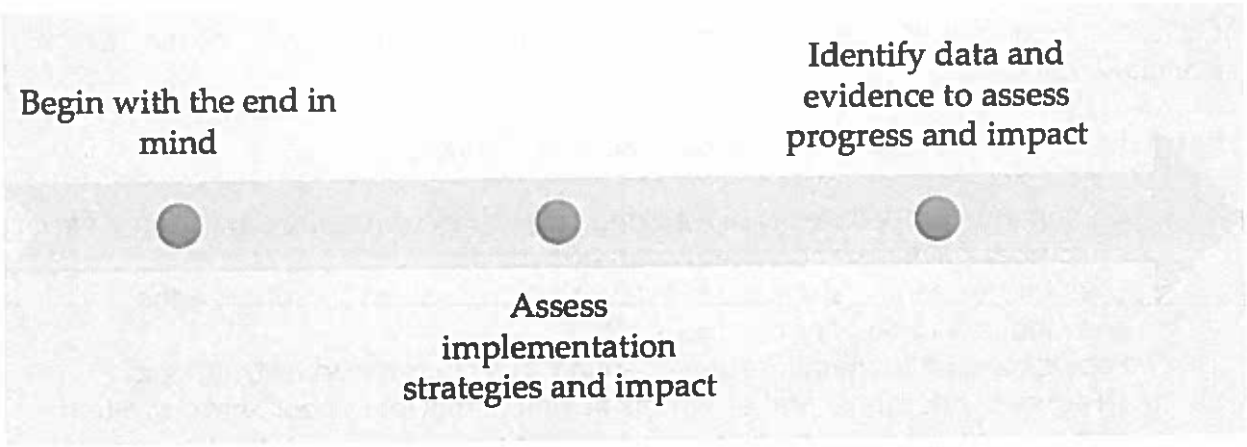
Self-Assessment

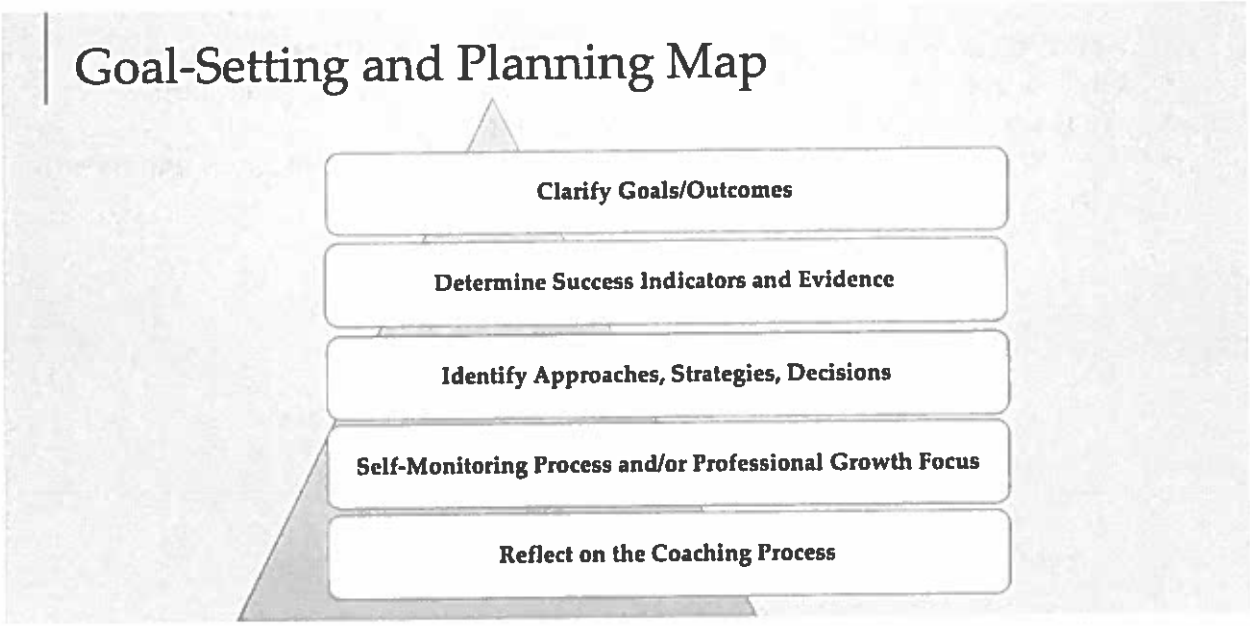
- How are the principal standards used to guide your self-assessment?
- What processes do you use to collect data and self-assess practices?
- What does your self-assessment or reflection reveal?
- How do you gather feedback from others to self-assess practices and determine subsequent actions?

Instructional Coaching Sessions

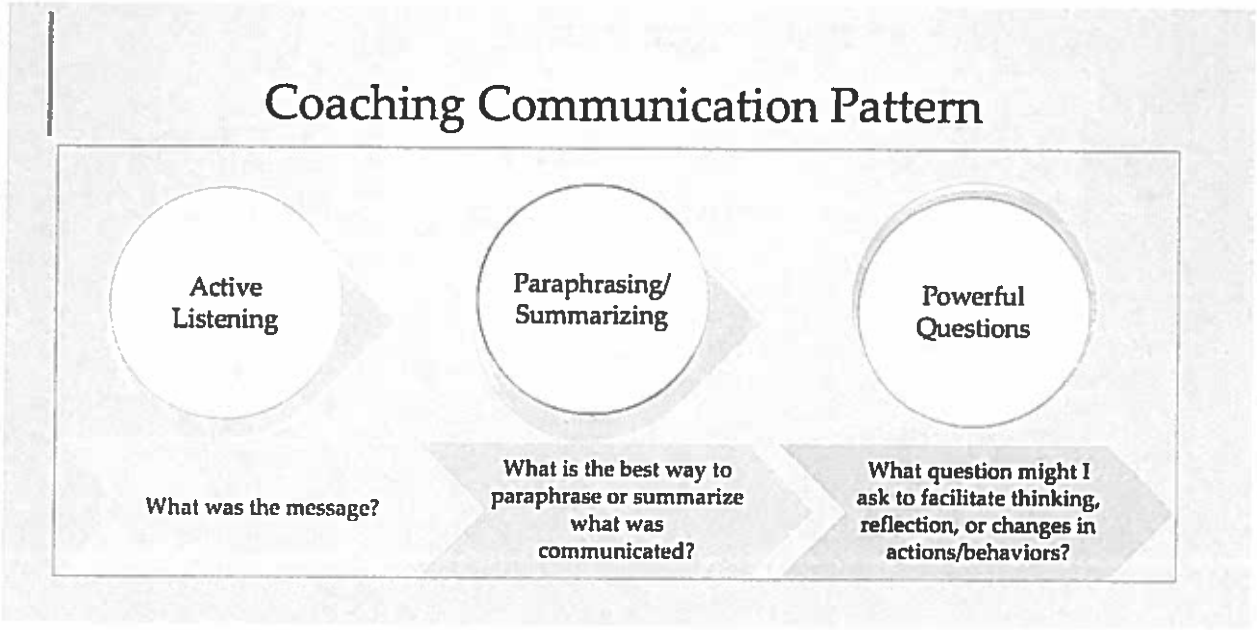
- The purpose of the coaching conference is to discuss upcoming campus visits with a focus on:
  - the EPP intern's self-assessment,
  - specific high-impact competencies identified in the position standards,
  - the progression of performance toward these standards,
  - goal-setting and professional development

Goal Setting and Planning





Instructional coaching follows a pattern where the coach is actively engaged in listening and guiding the intern toward self-direction and reflection.

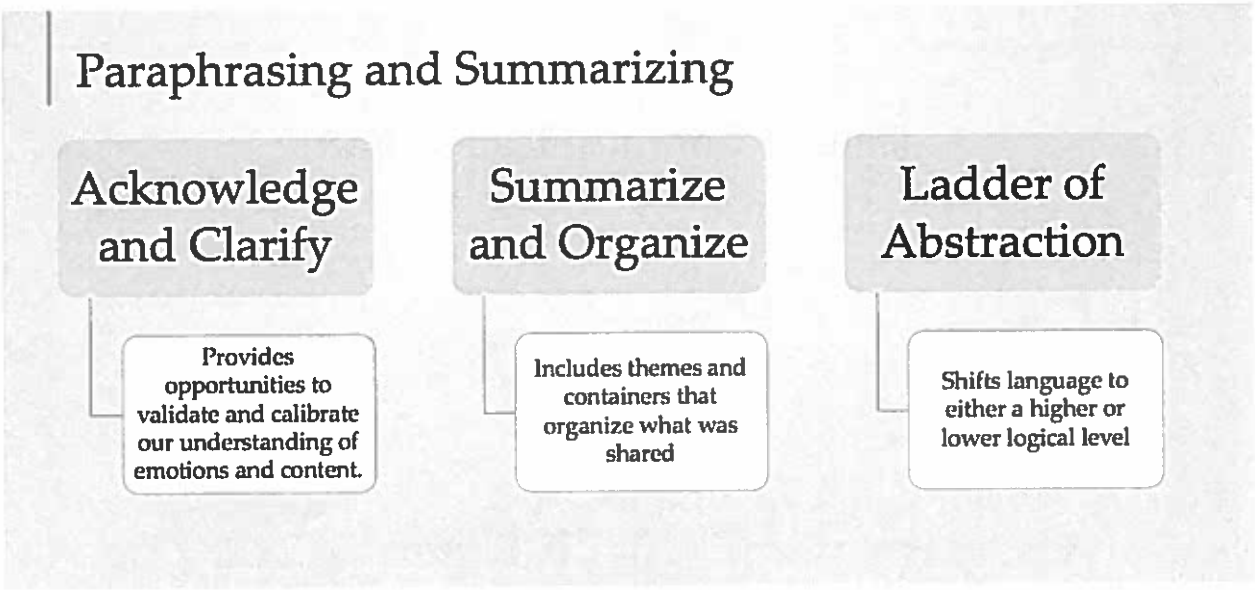


Reflecting

- Link to the goals in goal-setting or planning
- Analyze and compare expected versus actual results
- Reflect on implementation and impact using data and evidence
- Determine purposeful refinement of practices and future actions
- Plan and design actions for next steps

Reflecting Map

- Summarize Impressions and recall supporting data
- Analyze causal factors and cause/effect relationships
- Construct new learnings
- Commit to new application
- Reflect on the coaching process



Reframing and Shifting

• Polarized thinking - good/bad; happy/unhappy; right/wrong; perfect/complete failure • Passive to active • Negative to positive feelings • Micro to macro views - macro to micro views • Past/current to future • Future to past/current • Others to oneself - oneself to others • Liability to an asset	• Victimization to empowerment • Oneself to others - or "it's all about me" to "what about we" • Feeling stuck to having options • Uncertain to understanding • Unaware to aware • Not knowing to examining data • Blaming to taking ownership

Elements of Powerful Questions

- Are open-ended
- Area non-judgmental
- Use positive presuppositions
- Use plural nouns
- Include tentative language
- Guide discovery and dialogue
- Invite complex thinking and reflection
- Probing, elicit ideas
- Uncover meaning
- Evoke more questions
- Explore creativity, ideas, and new possibilities
- Generate energy and forward movement in taking action
- Foster self-directed learning
- Anticipate, Clarify, Elaborate

Powerful Question Types

- Hypothetical/for instance/predictions
- Implementation/taking action/planning
- Summarizing/concluding
- Integration
- Shift perspective
- Focus attention
- Lead to insight
- Lead to possibilities and solutions

Instructional Coaching
Actions and Outcomes

- Brainstorms and assists the intern in defining knowledge, skills, and responsibilities that demonstrate, practice, and deepen learning in this new role
- Assists the intern in focusing on and systematically exploring specific concerns and opportunities that are central to the standards and competencies
- Promotes active experimentation and self-discovery, where the intern applies what has been discussed and learned.
- Challenges the intern's assumptions and perspectives to provoke new ideas and find new possibilities for action
- Advocates or highlights points of view that are aligned with candidate's goals and, without attachment, engages the intern to consider them
- Coaches actions that will move the intern toward his/her stated goals
- Demonstrates follow-through by asking the intern about those actions that he/she committed to during the previous conversations
- Promotes the intern's self-discipline and holds him/her accountable for actions, for the results of an intended action, or for a specific plan with related time frames
- Develops the intern's ability to make decisions, address key concerns, and develop himself/herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences)
- Celebrates the intern's successes and capabilities for future growth

Adapted From
International Coach Federation
Core Competencies
And TEA T-TESS Field Supervisor Guide
For Use by IHE - EPP

RUBRICS FOR SB USLC Cohort I

EDL 5303: Human Relations in Educational Administration

S.W.O.T. Analysis
Please indicate your rating for each component of the paper and include comments to explain your rating as necessary.

Ratings: 1 = Excellent 2 = Satisfactory 3 = Unsatisfactory

	1	2	3	Comments
Identify the target area as it relates to school needs.				
State specific implementations to remedy the deficiency or buttress the existing target area (A plan of action).				
Identify the time frame for the implementation and completion of the recommendation. (Time span of the intervention).				
Evaluation and measurement of each recommendation.				
Quality of the discussion, the conciseness, rigor, soundness of the analysis,				

EDL 5203 School and Community Relations in Education

Parental Involvement Community Project
Please indicate your rating for each component of the paper and include comments to explain your rating as necessary.

Ratings: 1 = Excellent 2 = Satisfactory 3 = Unsatisfactory

	1	2	3	Comments
Incorporate knowledge gained from coursework and scholarly readings in developing case story				
State specific community implementations for school connections				
Identify potential school community partnership				
Explain the types of support and resources necessary to effectively implement partnership.				
Quality of the research design, writing, discussion, analysis of data and APA format				

EDL 6023: Supervision: AEL-TTESS

TTESS Pre Certification Rubric

Domain 2: Instruction		
Dimension	**Evidence**	**Rating**
2.1 Achieving Expectations		
2.2 Content Knowledge and Expertise		
2.3 Communication		
2.4 Differentiation		
2.5 Monitor and Adjust		

EDL 5103: Finance

Finance Research Paper
Please indicate your rating for each component of the paper and include comments to explain your rating as necessary.

Ratings: 1 = Excellent 2 = Satisfactory 3 = Unsatisfactory

	1	2	3	Comments
Incorporate knowledge gained from coursework and scholarly readings in developing case story				
Cite specific district financial issues impacting school budgets				
Identify potential school budget plans for equitable programs				
Explain the types of support and resources necessary to effectively implement budgetary guidelines.				
Quality of the research design, writing, discussion, analysis of data and APA format				

EDL 6943: Internship in Educational Administration

Autoethnography (Ethnographic Moments)
Please indicate your rating for each component of the paper and include comments to explain your rating as necessary.

Ratings: 1 = Excellent 2 = Satisfactory 3 = Unsatisfactory

	1	2	3	Comments
Incorporate knowledge gained from coursework and scholarly readings in developing ethnographic moments				
Analyzes and evaluates a body of research literature, theoretical and research findings				
Designs a coherent research methodology appropriate to the research focus.				
Integration of ethnographic moments findings with School Leadership Literature and State Competencies.				
Quality of the research design, writing, discussion, analysis of data and APA format				

LDR 7153: Reflective Leadership: The Personal Dimension*

Reflective Journal
Please indicate your rating for each component of the paper and include comments to explain your rating as necessary.

Ratings: 1 = Excellent 2 = Satisfactory 3 = Unsatisfactory

	1	2	3	Comments
Incorporates values of reflection to better understand the diversity of organizations.				
Analyzes and evaluates concepts and theories of reflection and relates to experiential learning theory.				
Designs a coherent method appropriate to recount personal experiences and others' experiences.				
Reflection for leadership development and administrative preparation. *Aligned to State Competencies				
Quality of the writing, discussion, reflection and APA format				

EDU 7213: Educational Reform*

Position Paper
Please indicate your rating for each component of the paper and include comments to explain your rating as necessary.

Ratings: 1 = Excellent 2 = Satisfactory 3 = Unsatisfactory

	1	2	3	Comments
Incorporate knowledge gained from coursework and scholarly readings in developing topic matter.				
Position in favor of or against a reform, or propose a new reform, and support it.				
Analyzes and evaluates a body of research literature, theoretical and research findings to support your positionality.				
Integration of positionality of school reform effort with School Leadership Literature. *Aligned with State Competencies				
Quality of the research design, writing, discussion, analysis of data and APA format				

EDL 7343: The Politics of Educational Change EDL 7343*

Research Project -Change Agent
Please indicate your rating for each component of the paper and include comments to explain your rating as necessary.

Ratings: 1 = Excellent 2 = Satisfactory 3 = Unsatisfactory

	1	2	3	Comments
Incorporate knowledge gained from coursework and scholarly readings in developing ethnographic moments				
Analyzes and evaluates a body of research literature, theoretical and research findings				
Designs a coherent research methodology appropriate to the research focus.				
Integration of personal traits and environmental factors with Literature to school leadership. *Aligned with State Competencies				
Quality of the research design, writing, discussion, analysis of data and APA format				