Texas Education Agency

2018-2019 Principal Preparation Grant Program

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

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
1701 N. Congress Avenue
Austin, TX 78701-1494

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 Midland ISD CDN or Vendor ID 165901 ESC # 18 Campus # DUNS # 081085391

Address 615 W. Missouri Ave City Midland ZIP 79705 Phone 4326385322

Primary Contact Elise Kail Email elise.kail@midlandisd.net

Secondary Contact Woodrow Bailey Email woodrow.bailey@midlandisd.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 Orlando Riddick/Supt Signature [signature] Date 3/8/18

Grant Writer Name Elise Kail Signature Elise Kail Date 3/8/18

☒ Grant writer is an employee of the applicant organization.

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

701-18-105-037

CDN or Vendor ID 165901

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
Develop high quality talent to fill approximately five principal or assistant principal positions annually	Encourage high-capacity Midland teachers to enter school leadership via MISD funded stipends for additional leader responsibilities and grant funded stipends to gain certification via partnership with University of Texas Permian Basin (UTPB). Candidates will remain classroom teachers during residency
Build durable leadership development pipeline in Midland	Leverage principal prep grant funding to run "pilot" residency program. Using objective evaluation criteria, build case to expand program/partnership with UTPB using local LEA funding, philanthropy, and (if available) downstream grant opportunities from TEA

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.

Identify five classroom teachers demonstrating instructional success and strong leadership potential to complete principal certification and hired as principals or assistant principals in MISD for the subsequent for the 2019-20 academic year

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 August 31st 2018:
Process Goals:
1. Project team founded and meets bi-weekly to measure progress and administer program
2. Residency programs developed at up to five Midland school sites

Outcome/Implementation Goal:
1. 5/5 eligible teachers identified for certification program

Measurable Progress (Cont.)

Second-Quarter Benchmark:

By November 31st 2018
Process Goals:
1. Project team continues to measure progress and meet bi-weekly

Outcome/Implementation Goal:
1. 5/5 eligible teachers enrolled in and attending certification program at UTPB
2. Residency programs underway at participating schools

Third-Quarter Benchmark:

By February 28th 2019
Process goals:
1. Project team continues to meet bi-weekly to measure progress and administer program
Outcome/Implementation Goal
1. 5/5 eligible teachers on track to complete certification program at UTPB
2. 5/5 eligible teachers report satisfaction with residency including opportunity to engage in authentic leadership experiences and focus on instructional leadership.
3. Principal mentors report teacher candidates scoring at least 3 out of 4 on MISD-developed residency evaluation rubric

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.

Progress tracking: MISD will form a small project management team at the LEA to administer this grant and ensure we are hitting all implementation milestones. This group will engage in bi-weekly project reviews to ensure we are on track. The team will include the Chief Academic Officer, the Director of Professional Development and the Director of Human Resources. The team will articulate periodic high-level implementation and outcome goals for the entirety of the grant, consistent with and adding to the benchmarks enumerated above. Our aim is to evaluate progress regularly to respond quickly to the evolving needs of this innovative opportunity.
Program Effectiveness Tracking: In addition to our partner IHE's evaluation process, MISD will develop a candidate evaluation rubric. The rubric will assign a value of 1-4 (4 being "exceptional") across seven domains: student culture, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development. Candidates will review the rubric three times. At the beginning of the program, to norm with their mentor-principal on expectations, mid-year as a progress check, and end of year as a final review. Each time, candidates will self-evaluate, and mentor principals will also complete an evaluation. Teachers and mentor candidates will meet to compare results and discuss opportunities for growth.
Application of the Rubric: The rubric will be used to 1) evaluate progress of candidates, 2) evaluate quality of residency program at each school-site 3) evaluate alignment of UTPB certification program to grant/LEA goals 4) norm on expectations and provide guidelines for school-site residencies. Candidate progress will be measured using the process described above. The overall quality of each residency program will also be measured according to the rubric. Midland is pursuing a high-quality, autonomous school strategy and thus we will afford significant autonomy to school sites to design a specific residency program. Schools will be asked to design a program that focuses on the seven domains and school sites that do not support high ratings for candidates across all seven domains will forfeit the opportunity to run a residency program in subsequent years. Lastly, we will use the rubric to evaluate the alignment of UTPB's program to the grant and Midland's goals. Candidates will be asked to rate UTPB's course content on the seven domains (using the same 1-4 scale). We will use this data to provide feedback to UTPB to refine the courses.

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.

Strategic Approach: Through TEA's System of Great Schools initiative, Midland is developing a strategy that supports high-quality, autonomous schools. We are calling this strategy "Midland on the Move." One core tenet of Midland on the Move is that significant talent and professional development decisions are best made at the school site. For this reason, we will support the development of diverse clinical learning experiences at different school sites. Principals (with their leadership team) will be invited to identify up to two eligible teachers from their schools and submit a residency plan. Schools with a combination of the most eligible candidates including the extent to which candidates reflect the diversity of MISD's student population, and highest quality plans will be selected to administer the residency program.

Residency Plan Evaluation: MISD will employ a "tight-loose" approach to the principal residency. We will be "tight" on program guidelines, requiring schools to articulate a plan that clearly provides substantial leadership opportunities and development across seven domains: student culture, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development. Plans must also address how the candidate will be supported through his/her current teaching role while afforded the opportunity for leadership experience. The district will be "loose" on the specific content and delivery of training and leadership opportunities at the actual school site. We believe that each school is unique, that each principal knows his/her staff best, and that the highest-quality, most impactful program will be developed within a school's specific context.

Benefits of "Tight-Loose" Approach: We believe the "tight-loose" approach affords several advantages. 1) Program quality. We believe the program will be better when it is owned by principal mentors and developed with their specific school-contexts in mind. 2) Strategic alignment. This approach aligns with Midland's overall approach of high-quality autonomous schools. 3) Best practice sharing – overall program improvement. Principals, and schools, excel at different things. One school may have an excellent culture while another excels at observation and feedback. By encouraging diverse approaches (loose) with specific quality guidelines (tight) we can surface best practices at individual schools and spread those best practices to other programs. To that end, after residents have completed their programs, we will engage in a year end review to identify bright spots and encourage residency providers to adopt best practices for year 2 residency administration. This has the dual-benefit of improving the residency programs specifically and also encouraging the general spread of best practices across schools.

Timeline: Upon notification of grant award, MISD will immediately announce the opportunity to principals and ask them to begin considering candidates. In mid-April, MISD will release the principal preparation residency application and guidelines. Principals must submit applications by mid-May and awards will be made by the end of May. Upon award, teachers will apply to UTPB's certification program. Residencies will start concurrent with the certification program classes in late summer 2018.

Incentive to Participate: Principals will be interested in developing a residency program for the following reasons. 1) A "first right to hire" their candidate for open AP positions. If the principal has an open AP position, they will be given the opportunity to hire their candidate(s) to fill the position after their candidate(s) have completed the certification program. 2) A "second right to hire" graduates from other schools with residencies for open AP positions. If a candidate leaves his/her home school (e.g. to serve as a principal in another school), the principal at the home school may select first against all non-residency school graduates from other residency schools. 3) A residency program is a significant hiring advantage. MISD is committed to continuing the residency program beyond this year, regardless of additional funding from TEA. Running an established residency program, with stipends for additional responsibilities and to support certification gives a principal a significant bargaining chip to hire high-potential candidates. 4) District prestige. Winning and running a successful residency program will increase a principal's profile in the district and bring prestige to the school, offering another hiring advantage.

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.

Recruitment and Selection of Residency Candidates: MISD will require principals to identify up to two eligible candidates in their residency plans according to specific, objective selection criteria. The principal must submit the names and qualifications of identified candidates with the overall residency plan and MISD will consider candidates qualifications in the overall evaluation of the school's residency plan.
Selection Criteria and Process: Principals must identify candidates who demonstrate strong capacity in the following areas: 1) instructional success as demonstrated by objective measures including teacher evaluation results and evidence of impact on student outcomes including assessment results (formative and summative where available) 2) candidate's commitment to leadership demonstrated by current formal or informal leadership roles in the school (e.g. instructional coach, grade-team lead, etc.) 3) candidate's commitment to school culture and student development demonstrated by participation in extra-curricular activities 4) and a brief qualitative summary from the principal of the teacher candidate's qualification, commitment, and capacity to lead including growth mindset, interpersonal leadership, and response to observations and feedback. Candidates will also be required to complete a short application, which will be included in the residency plan package for MISD review. This application will include a section from the candidate outlining the candidate's commitment to continue working in Midland (providing an open position is available). Lastly, MISD will consider the extent to which the teacher candidate reflects the diversity of the district.
MISD is reviewing the feasibility of requiring candidates to sign an MOU to commit to serving in Midland for at least four years following completion of the residency program. The MOU will require departing candidates to return a portion of the certification program stipend equal to the number of years they remain in Midland following completion minus four times 25%. (4-4 x 25% = 0 return) (4-2 x 25% = 50% return).

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.

Midland ISD will be collaborating with the University of Texas of the Permian Basin (UTPB). The Principal Certification program at UTPB is Nationally Recognized by ELCC and accredited by NCATE/CAEP. It is located less than 20 minutes away, which makes it easy for our interns to access courses and support. The scope of the Principal Certification program encompasses: Instructional Leadership Development, Theories of Educational Leadership, School Law, Administration of Special Programs, Principalship, and Practicum. As part of the certification process students may also take either School Finance, School Public Relations, School Human Resources Management, or T-TESS. Topics such as campus culture and climate, data-driven instruction, instructional coaching, team effectiveness, leadership theory and styles, change management, and development of human resources are embedded within these courses. Required reading and textbooks used in the courses are: The fundamental 5: The formula for quality instruction, Educational administration: Concepts and practices, The educator's guide to Texas school law, Texas documentation handbook, The administration and supervision of special programs in education, The principal: Creative leadership for excellence in schools, and Texas Public School Organization & Administration. In addition, Interns may also be exposed to the following textbooks in electives: School public relations for student success, School customer service, Human resource leadership for effective schools, and The principals guide to school budgeting.

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.

Each and every course within the Principal Certification Program at the University of Texas of the Permian Basin (UTPB) is replete with rubrics, clearly outlining the learning and expectations of the principal candidates. Assignments are action-oriented or project-based in nature and focus on helping candidates unpack the mechanics of executing day-to-day responsibilities. Candidates are required to actually perform in an administrative capacity, i.e., implement and evaluate data-driven campus change, identify leadership styles and capacity, evaluate and coach personnel, assess and evaluate ethical decision making, reflect on the cultural perspectives of others and school's community context, evaluate various school programs, analyze campus and district performance data, and determine effective leadership approached given specific circumstances.

Evaluation and coaching process mechanics include strategic conversations around theory and practice, detailed and descriptive feedback related to the degree to which written submissions meet grading standards outlined in the rubric(s), and debrief around problems of practice.
More specifically, during Practicum visits, the site supervisor is invited to join the coaching conversation and their insight is leveraged as part of candidate debrief about their leadership experiences and observations. At the conclusion of the Practicum course, candidate site-supervisors complete a Mentor Evaluation of the candidate and receive a summary evaluation from the university-assigned Field Supervisor.
By way of example, the reviewer will see rubrics included in the grant submission illustrative of tools used by UTPB faculty to review student submissions and as a vehicle to support feedback around instructional coaching.

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) 5 CDN or Vendor ID 165901

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.	Tuition support for residents (8000 per resident)	40,000
2.	Stipends for residents (2000 per resident)	10,000
3.	Stipends for principal mentors (1000 per mentor)	5,000
4.	Substitute teaching costs to support resident's leadership opportunities (2000 per resident)	10,000
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Total grant award requested 65,000

University of Texas of the Permian Basin
Principal Certification Program Scope and Sequence
SCOPE AND SEQUENCE

MANDATORY Course Content
EDLD 6370 Instructional Leadership Development (3)
Systemic design and analysis of strategies for instructional leadership and supervision of teacher performance with an emphasis on clinical approaches.

Highlight for grant focus: Student Culture Routines, Data Driven Instruction, Observation and Feedback, Professional Development, Team Effectiveness, Personal Leadership

EDLD 6367 Theories of Educational Leadership (3)
An analysis of school leadership theories, standards, and applications for practice in campus or district improvement processes.

Highlight for grant focus: Student Culture Routines, Change Management, Personal Leadership

EDLD 6361 School Law (3)
Effects of Federal and Texas law on processes of public school education and its relationship to school administrators.
(Code of Ethics & Federal Programs)

EDLD 6363 Administration of Special Programs (3)
The purpose of this course is to introduce students to the theory and practice of special programs provided in the schools, i.e., special education, reading, career education, vocational-technical education, bilingual education, library and instructional technology, plus IDEA, Section 504, Federal title program funding, school to work, etc.

Highlight for grant focus: student culture routines

EDLD 6368 Principalship (3)
Administrative processes and functions of the elementary and secondary school principal in the context of school district organization and administration.

Highlight for grant focus: Student Culture Routines , Data Driven Instruction, Professional Development, Personal Leadership

EDLD 6392 Practicum (3)
The Internship, or Practicum, is an opportunity for Principal certification candidates to have authentic field experiences in the principalship or related administrative leadership positions. This is a time when they work closely with administrators or other supervisors at their school or other educational setting.

ELECTIVE Course Content
EDLD 6365 School Public Relations (3)

An analysis of school public relations from a perspective of communication and collaboration with all community constituents and responding to diverse interests and needs to promote student success.

Highlight for grant focus: Team Effectiveness, Student Cultural Routines

EDLD 6369 School Human Resources Management (3)
Personnel management theory and research. Emphasizes skills in recruitment, selection, assignment, staff development, supervision and evaluation.

Highlight for grant focus: Professional Development, Observation and Feedback, Change Management, Personal Leadership

EDLD 6360 School Finance (3)
Application of principles of public education fiscal policy including: budgeting, state or federal program allocations, grant writing, resources, staffing, etc.

Summary

The University of Texas Permian Basin maintains a strong focus on instructional coaching in its program. We have provided a representative sample of rubrics from our Instructional Leadership Course and our T-TESS course to provide examples of how UTPB approaches instructional coaching.

Table of Contents

Instructional Leadership: Module 2 Assignment 2

Instructional Leadership: Assignment 3 Rubric 6

Instructional Leadership: Module 5 Assignment 11

T-TESS Course: Module 3 Assignment 16

Instructional Leadership: Module 2 Assignment

Students will practice making instructional recommendations for a teacher struggling to engage student thinking beyond the lower levels of Blooms Taxonomy. Watching the ILD video of Kellye's lesson, students will identify a least two different elements of Kellye's lesson and recommend ways Kellye could elevate the rigor of his instruction. See the Video and Transcript in the Module 2 section of the Canvas course shell. See the rubric for a full explanation of the grading standards.

Aspect of the assignment measured ✔	**Zero Credit if the below describes your effort unless otherwise noted** ✔	**Proportionate value if the below describes your effort unless otherwise noted** ✔	**Full credit if the below describes your effort** ✔
Scripting **15%**	There is no scripting tool submitted. Alternatively, multiple required and/or major elements are missing from the scripting tool submitted as part of this assignment.	Partial credit may be awarded for a number of reasons including but not limited to: 1) Use of an unapproved scripting format or tool 2) Evaluative or judgment based vocabulary in the scripting 3) Failure to script for Time/Teacher Behaviors/Learner Behaviors Alternatively: There may be some other element limiting the practical value of the scripting as a tool to support reflection on the observation.	For full credit in this aspect of the rubric, students must script their observations and submit their scripting form. Unless there is an alternative and documented agreement, students must use the template provided in the Module section of canvas. If students have a preferred method of scripting other than the recommended form, they may request permission to use that form. Requests should be made via email. Full credit depends on scripting in all three columns – Time/Teacher Behaviors/Learner Behaviors. Furthermore, full credit requires that scripted descriptions of teacher and

			learning behaviors be objective and only about observed behaviors. There should be no evaluative language in the scripting.
Evaluate Degree to Which the Lesson Attributes are present (see file in the Module 2 section of the Canvas Course Shell) **25%**	This element is addressed for less than 4 attributes. Alternatively, this is addressed with a level of ambiguity that makes it difficult to understand the writer's conclusions or their evidence-based logic for arriving at that conclusion.	At least four of the seven attributes are clearly discussed in the submission. Partial credit may also be awarded if the student fails to provide evidence to support their assertions about the attributes. Additionally, it's possible to earn partial credit for this element for other reasons related to a lack of thorough analysis.	Seven attributes of effective lessons were described in the Module 2 lecture. For full credit in this dimension of the rubric, the writer will briefly discuss the degree to which they believe each attribute is present in Kellye's lesson. This can be done in narrative form, with a table, or other formats. Included in this narrative should be evidence from the lesson that supports your perception about each attribute. If the writer believes a given attribute is altogether missing from Kellye's lesson, they should say so and briefly reflect on why they believe it is missing by discussing characteristics of that attribute which they did not see in the lesson.
Areas of Strength (2) **15%**	This element is altogether unaddressed. Alternatively, this is addressed with a level of ambiguity that makes it difficult to understand the writer's conclusions or	The writer identifies at least one area of relative strength or identifies two areas but provides no evidence to support their conclusions.	Every teacher has strengths. Using the Lesson Attributes, the writer will identify at least two relative areas of strength for Kellye based on what you viewed in the lesson. Full

	their evidence-based logic for arriving at that conclusion.	Alternatively, there is some ambiguity in the writer's reflection pertaining to Kellye's areas of strength.	credit narratives will provide evidence to support your perception that this is a relative area of strength.
Areas for Improvement (2) **15%**	This element is altogether unaddressed. Alternatively, this is addressed with a level of ambiguity that makes it difficult to understand the writer's conclusions or their evidence-based logic for arriving at that conclusion.	The writer identifies at least one area for improvement or identifies two areas but provides no evidence to support their conclusions. Alternatively, there is some ambiguity in the writer's reflection pertaining to Kellye's areas for improvement.	Every teacher has areas for improvement. Using the Lesson Attributes, the writer will identify at least two relative areas for improvement for Kellye based on what you viewed in the lesson. Full credit narratives will provide evidence to support your perception that this is a relative area for improvement.
Descriptive recommendations for improvement using Bloom's Revised Taxonomy **25%**	This element is altogether unaddressed. Alternatively, this is addressed with a level of ambiguity that makes it difficult to understand the writer's conclusions or their evidence-based logic for arriving at that conclusion.	The full credit description is met for one of the two areas. Alternatively, there is a level of ambiguity in the writer's reflection that makes it difficult to evaluate their ability to make such recommendations.	Using Bloom's Revised Taxonomy, the writer makes recommendations for how Kellye could raise the rigor of his instruction from the lower levels of Remembering, Understanding, and Applying to the higher levels of Analyzing, Evaluating, and Creating. Different methods that may be considered are formative questioning during the lesson, formal assessments, discussion prompts, or cooperative grouping. These examples are by no means exhaustive. This is done for both identified areas for improvement.

Technical Aspects* **5%**	More than 7 clear errors in technical aspects of writing **No Credit**	3 to 7 clear errors in spelling, grammar, or other technical aspects of writing **Worth 3/5 pts**	Spelling, grammar, and other technical aspects were nearly without error

*Technical Aspects can be broadly defined at the instructor's discretion.

Instructional Leadership: Assignment 3 Rubric

For the third assignment, students will view a minimum of two Calibration videos. These videos are accessible via the "Calibration Videos" tab in the teachfortexas.org T-TESS portal. This resource is accessible via the teachfortexas.org website and should be accessed after successful completion of the training requirements for T-TESS. These videos should be viewed prior to taking your Certification Test (accessible through the Appraisers tab in the teachfortexas.org portal) and will help you calibrate to the rating standards for instruction. Failure to complete this activity will not necessary compromise your ability to successfully pass the Certification exam; however, successful completion of this activity should support your ability to be successful on the Certification Test. That said, this is an expected assignment and failure to complete this assignment will negatively impact your course grade.

In order to successfully complete this assignment, students will do the following:

1) Watch at least two of the Calibration Videos
2) Script their observations using the recommended form or an alternative approved via email with the professor
3) Scripted notes are based in facts and observations and do not include evaluative language or subjective judgement
4) Categorize evidence using the Categorizing Evidence Template
5) Score the appraisal for the Instruction and Learning Environment domains only with the use of the T-TESS Rubric
6) Provide a brief narrative related to how well your scoring aligned to the state-provided scoring with an explanation of any discrepancies

Note: Most submissions will be made in the form of a narrative paper with a supplemental scripting sheet. Students who desire to complete the assignment in an alternative format should consult with the course professor.

Aspect of the assignment measured	Zero Credit if the below describes your effort unless otherwise noted	Proportionate value if the below describes your effort unless otherwise noted	Full credit if the below describes your effort
✔	✔	✔	✔

Calibration Videos Named **5 pts**	The writer fails to clearly identify either of the videos selected	The writer identifies only views one of the two required videos or fails to clearly identify the calibration videos selected	The writer clearly identifies each of the two calibration videos by title from those available in the Calibration Video tab
Calibration Video 1 – Scripting Notes **15 pts**	Scripting is not submitted. Alternatively, scripting is incoherent, based almost entirely in subjective judgement and/or evaluative, and provides little to support objective scoring against the evaluation rubric	Scripted notes are provided, however, they are not on an approved form. Alternatively, scripted notes contain evaluative language or subjective judgement	Scripted notes are provided using the recommended scripting template or an alternative agreed to via email with the professor. Scripted notes are free of evaluative language or subjective judgement and focus only on demonstrable facts and observations.
Calibration Video 2 – Scripting Notes **15 pts**	Scripting is not submitted. Alternatively, scripting is incoherent, based almost entirely in subjective judgement and/or evaluative, and provides little to support objective scoring against the evaluation rubric	Scripted notes are provided, however, they are not on an approved form. Alternatively, scripted notes contain evaluative language or subjective judgement	Scripted notes are provided using the recommended scripting template or an alternative agreed to via email with the professor. Scripted notes are free of evaluative language or subjective judgement and focus only on demonstrable facts and observations.
Categorizing Evidence – Video 1 **25 pts**	Using the Categorizing Evidence Template, the writer will Categorize scripted notes from their observation of the teacher in the video. Selected Domains for each piece of evidence only vaguely fit that Domain. Less than 50% of evidence is	Using the Categorizing Evidence Template, the writer will Categorize scripted notes from their observation of the teacher in the video. Selected Domains for each piece of evidence should approximately fit that Domain. Less than 75% of evidence is	Using the Categorizing Evidence Template, the writer will Categorize scripted notes from their observation of the teacher in the video. Selected Domains for each piece of evidence should reasonably fit that Domain. Evidence included should be

	+ or ☆ quality and includes more than 50% evidence that is Δ quality.	+ or ☆ quality and includes more than 25% evidence that is Δ quality.	+ or ☆ quality. Evidence included should always be objective and free of opinion-based language.
Categorizing Evidence – Video 2 **25 pts**	Using the Categorizing Evidence Template, the writer will Categorize scripted notes from their observation of the teacher in the video. Selected Domains for each piece of evidence only vaguely fit that Domain. Less than 50% of evidence is + or ☆ quality and includes more than 50% evidence that is Δ quality.	Using the Categorizing Evidence Template, the writer will Categorize scripted notes from their observation of the teacher in the video. Selected Domains for each piece of evidence should approximately fit that Domain. Less than 75% of evidence is + or ☆ quality and includes more than 25% evidence that is Δ quality.	Using the Categorizing Evidence Template, the writer will Categorize scripted notes from their observation of the teacher in the video. Selected Domains for each piece of evidence should reasonably fit that Domain. Evidence included should be + or ☆ quality. Evidence included should always be objective and free of opinion-based language.
Calibration Video 1 **10 pts**	The writer clearly provides a score for less than four of the eight relevant dimensions.	The writer clearly provides a score for at least four of the eight relevant dimensions.	The writer clearly provides a score for each of the five dimensions of the Instruction domain and for each of the three dimensions of the Learning Environment domain. Scores should be reported for each domain as either Distinguished, Accomplished, Proficient, Developing, or Improvement Needed. ***Remember the "with-in one" rule for the live certification test.****

Calibration Video 2 **10 pts**	The writer clearly provides a score for less than four of the eight relevant dimensions.	The writer clearly provides a score for at least four of the eight relevant dimensions.	The writer clearly provides a score for each of the five dimensions of the Instruction domain and for each of the three dimensions of the Learning Environment domain. Scores should be reported for each domain as either Distinguished, Accomplished, Proficient, Developing, or Improvement Needed. ***Remember the "with-in one" rule for the live certification test.****
Personal Calibration for Video 1 **20 pts**	The writer fails to provide the required narrative for at least four of the dimensions. Alternatively, the narrative lacks any meaningful reflection.	The writer provides a narrative that meets the full credit requirement for at least four of the eight dimensions but not for all. Credit will be proportionate. Alternatively, the writer's narrative has a level of ambiguity that makes it difficult to assess their connections between their scores and those provided by the state.	The writer provides a brief narrative related to any discrepancies between their rating and the state's rating. The narrative should reflect on the differences and what evidence they failed to recognize in arriving at their personal ratings. This should be done for any areas of discrepancy. In the unlikely event that the writer has absolutely no discrepancies between their rating and the state's ratings, the writer should state the fact there are no differences and reflect on any personal debate and reflection that informed their ratings conclusions.

Personal Calibration for Video 2 **20 pts**	The writer fails to provide the required narrative for at least four of the dimensions. Alternatively, the narrative lacks any meaningful reflection.	The writer provides a narrative that meets the full credit requirement for at least four of the eight dimensions but not for all. Credit will be proportionate. Alternatively, the writer's narrative has a level of ambiguity that makes it difficult to assess their connections between their scores and those provided by the state.	The writer provides a brief narrative related to any discrepancies between their rating and the state's rating. The narrative should reflect on the differences and what evidence they failed to recognize in arriving at their personal ratings. This should be done for any areas of discrepancy. In the unlikely event that the writer has absolutely no discrepancies between their rating and the state's ratings, the writer should state the fact there are no differences and reflect on any personal debate and reflection that informed their ratings conclusions.
Technical Aspects** **5%**	More than 7 clear errors in technical aspects of writing **No Credit**	3 to 7 clear errors in spelling, grammar, or other technical aspects of writing **Worth 3/5 pts**	Spelling, grammar, and other technical aspects were nearly without error

* For this last assignment, I am not requiring that you provide a narrative about the evidence used in your ratings beyond what you document in your scripted notes. However, remember that your ratings must be evidence based. Some students may elect to document evidence as part of this assignment. It is allowed even though it's not required. Electing to do this could support the refinement of that skill for use on the exam and in your "real-world" appraisals.

**Technical Aspects can be broadly defined at the instructor's discretion.

Instructional Leadership: Module 5 Assignment

Consider 3 distinct instructional challenges and how the integration of specific technology resources may support a teacher's ability to be more efficient or more effective.

For additional credit, present this submission with some additional type of technology. The use of a Powerpoint alone will not garner additional credit.

Aspect of the assignment measured ✔	**Zero Credit if the below describes your effort unless otherwise noted** ✔	**Proportionate value if the below describes your effort unless otherwise noted** ✔	**Full credit if the below describes your effort** ✔
Instructional Challenge #1 **7%**	Either this is altogether missing or the effort is ambiguous to a degree that it is difficult to evaluate whether or not the writer identified an instructional challenge.	There is a clear effort to discuss a specific instructional challenge; however, the explanation is unclear or the challenge is too broad (for instance – an entire discipline is too broad; rather, what concept within a discipline are you teaching?).	The writer discusses a specific instructional challenge they've experienced or that can otherwise be reasonably expected on a campus in any district.
Curriculum, Instruction, Assessment, Alignment #1 **9%**	Either this is altogether missing or the effort is ambiguous to a degree that it is difficult to evaluate whether or not the writer can identify an aspect of the lesson cycle technology could best support.	The writer makes an effort to discuss practical application of technology but does so with a level of ambiguity. The reader must infer the writer's area for the application of technology.	How can technology support improved learning in the classroom? Is this instructional delivery, a curricular resource, assessment, alignment of the three? For full credit here, the writer will clearly discuss what aspect of the lesson cycle technology could best support.

Specific Technology #1 **4%**	Either this is altogether missing or the effort is ambiguous to a degree that it is difficult to evaluate whether or not the writer can identify a technological resource that can support teaching and learning.	The writer lists a general technology that could enhance the lesson cycle. For example, the writer references a general category of resource rather than a specific technology.	The writer lists a specific technology that could enhance some aspect of the lesson cycle. For example, the writer references a specific remedial program like Study Island rather than simply suggesting the use of a remedial on-line program.
How will that technology improve your effectiveness or efficiency? #1 **12%**	Either this is altogether missing or the effort is ambiguous to a degree that it is difficult to evaluate whether or not the writer can discuss how the technology would advance teaching and learning in the classroom.	The writer makes a clear effort to explore how the technology chosen would advance a student's internalization of the curriculum in a way that wouldn't be possible or perhaps wouldn't be as easy without the use of that technology; however, there is some ambiguity and inference is required on the part of the reader.	The writer clearly explores how the technology chosen would advance a student's internalization of the curriculum in a way that wouldn't be possible or perhaps wouldn't be as easy without the use of that technology.
Instructional Challenge #2 **7%**	Either this is altogether missing or the effort is ambiguous to a degree that it is difficult to evaluate whether or not the writer identified an instructional challenge.	There is a clear effort to discuss a specific instructional challenge; however, the explanation is unclear or the challenge is too broad (for instance – an entire discipline is too broad; rather, what concept within a discipline are you teaching?).	The writer discusses a specific instructional challenge they've experienced or that can otherwise be reasonably expected on a campus in any district.

Curriculum, Instruction, Assessment, Alignment #2 **9%**	Either this is altogether missing or the effort is ambiguous to a degree that it is difficult to evaluate whether or not the writer can identify an aspect of the lesson cycle technology could best support.	The writer makes an effort to discuss practical application of technology but does so with a level of ambiguity. The reader must infer the writer's area for the application of technology.	How can technology support improved learning in the classroom? Is this instructional delivery, a curricular resource, assessment, alignment of the three? For full credit here, the writer will clearly discuss what aspect of the lesson cycle technology could best support.
Specific Technology #2 **4%**	Either this is altogether missing or the effort is ambiguous to a degree that it is difficult to evaluate whether or not the writer can identify a technological resource that can support teaching and learning.	The writer lists a general technology that could enhance the lesson cycle. For example, the writer references a general category of resource rather than a specific technology.	The writer lists a specific technology that could enhance some aspect of the lesson cycle. For example, the writer references a specific remedial program like Study Island rather than simply suggesting the use of a remedial on-line program.
How will that technology improve your effectiveness or efficiency? #2 **12%**	Either this is altogether missing or the effort is ambiguous to a degree that it is difficult to evaluate whether or not the writer can discuss how the technology would advance teaching and learning in the classroom.	The writer makes a clear effort to explore how the technology chosen would advance a student's internalization of the curriculum in a way that wouldn't be possible or perhaps wouldn't be as easy without the use of that technology; however, there is some ambiguity and inference is required on the part of the reader.	The writer clearly explores how the technology chosen would advance a student's internalization of the curriculum in a way that wouldn't be possible or perhaps wouldn't be as easy without the use of that technology.

Instructional Challenge #3 **7%**	Either this is altogether missing or the effort is ambiguous to a degree that it is difficult to evaluate whether or not the writer identified an instructional challenge.	There is a clear effort to discuss a specific instructional challenge; however, the explanation is unclear or the challenge is too broad (for instance – an entire discipline is too broad; rather, what concept within a discipline are you teaching?).	The writer discusses a specific instructional challenge they've experienced or that can otherwise be reasonably expected on a campus in any district.
Curriculum, Instruction, Assessment, Alignment #3 **9%**	Either this is altogether missing or the effort is ambiguous to a degree that it is difficult to evaluate whether or not the writer can identify an aspect of the lesson cycle technology could best support.	The writer makes an effort to discuss practical application of technology but does so with a level of ambiguity. The reader must infer the writer's area for the application of technology.	How can technology support improved learning in the classroom? Is this instructional delivery, a curricular resource, assessment, alignment of the three? For full credit here, the writer will clearly discuss what aspect of the lesson cycle technology could best support.
Specific Technology #3 **4%**	Either this is altogether missing or the effort is ambiguous to a degree that it is difficult to evaluate whether or not the writer can identify a technological resource that can support teaching and learning.	The writer lists a general technology that could enhance the lesson cycle. For example, the writer references a general category of resource rather than a specific technology.	The writer lists a specific technology that could enhance some aspect of the lesson cycle. For example, the writer references a specific remedial program like Study Island rather than simply suggesting the use of a remedial on-line program.
How will that technology improve your effectiveness or efficiency? #3 **12%**	Either this is altogether missing or the effort is ambiguous to a degree that it is difficult to evaluate whether or not the writer can discuss how the technology would advance	The writer makes a clear effort to explore how the technology chosen would advance a student's internalization of the curriculum in a way that wouldn't be possible or	The writer clearly explores how the technology chosen would advance a student's internalization of the curriculum in a way that wouldn't be possible or

	teaching and learning in the classroom.	perhaps wouldn't be as easy without the use of that technology; however, there is some ambiguity and inference is required on the part of the reader.	perhaps wouldn't be as easy without the use of that technology.
Extra Credit Opportunity **Up to 20 pts**	Because this module is about integration of instructional technology, students can earn extra credit if they submit this through or with the use of a creative technology medium. Power Point, by itself, will not earn the extra credit. For more information, feel free to contact the professor to discuss options. Think of this as an optional activity but it is worth a lot! I hope to entice your participation!		
Technical Aspects* **4%**	More than 7 clear errors in technical aspects of writing **No Credit**	3 to 7 clear errors in spelling, grammar, or other technical aspects of writing **Worth 3/5 pts**	Spelling, grammar, and other technical aspects were nearly without error

*Technical Aspects can be broadly defined at the instructor's discretion.

T-TESS Course: Module 3 Assignment

Students will practice coaching an effective teacher. Using evidence from the video, students will script their observations, note Cheryl's strengths, and suggestions for growth based on their observations. In order to practice the process of identifying strengths and areas for growth, students will identify at least two (2) of each. Comments will be evidence based and recommendations will be measurable.

Aspect of the assignment measured	Zero Credit if the below describes your effort unless otherwise noted	Proportionate value if the below describes your effort unless otherwise noted	Full credit if the below describes your effort
Scripting **15%**	There is no scripting tool submitted. Alternatively, multiple required and/or major elements are missing from the scripting tool submitted as part of this assignment.	Partial credit may be awarded for a number of reasons including but not limited to: 1) Use of an unapproved scripting format or tool 2) Evaluative or judgment based vocabulary in the scripting 3) Failure to script for Time/Teacher Behaviors/Learner Behaviors Alternatively: There may be some other element limiting the practical value of the scripting as a tool to support reflection on the observation.	For full credit in this aspect of the rubric, students must script their observations and submit their scripting form. Unless there is an alternative and documented agreement, students must use the template provided in the Module section of canvas. If students have a preferred method of scripting other than the recommended form, they may request permission to use that form. Requests should be made via email. Full credit depends on scripting in all three columns – Time/Teacher Behaviors/Learner Behaviors. Furthermore, full credit requires that scripted descriptions of teacher and learning behaviors be objective and only about observed

			behaviors. There should be no evaluative language in the scripting.
Evaluate Degree to Which the Lesson Attributes are present (see file in the Module 2 section of the Canvas Course Shell) **20%**	This element is addressed for less than 4 attributes. Alternatively, this is addressed with a level of ambiguity that makes it difficult to understand the writer's conclusions or their evidence-based logic for arriving at that conclusion.	At least four of the seven attributes are clearly discussed in the submission. Partial credit may also be awarded if the student fails to provide evidence to support their assertions about the attributes. Additionally, it's possible to earn partial credit for this element for other reasons related to a lack of thorough analysis.	Seven attributes of effective lessons were described in the Module 2 lecture. For full credit in this dimension of the rubric, the writer will briefly discuss the degree to which they believe each attribute is present in Cheryl's lesson. This can be done in narrative form, with a table, or other formats. Included in this narrative should be evidence from the lesson that supports your perception about each attribute. If the writer believes a given attribute is altogether missing from Cheryl's lesson, they should say so and briefly reflect on why they believe it is missing by discussing characteristics of that attribute which they did not see in the lesson.

Areas of Strength (2) **15%**	This element is altogether unaddressed. Alternatively, this is addressed with a level of ambiguity that makes it difficult to understand the writer's conclusions or their evidence-based logic for arriving at that conclusion.	The writer identifies at least one area of relative strength or identifies two areas but provides no evidence to support their conclusions. Alternatively, there is some ambiguity in the writer's reflection pertaining to Cheryl's areas of strength.	Every teacher has strengths. Using the Lesson Attributes, the writer will identify at least two relative areas of strength for Cheryl based on what you viewed in the lesson. Full credit narratives will provide evidence to support your perception that this is a relative area of strength.
Areas for Growth (2) **15%**	This element is altogether unaddressed. Alternatively, this is addressed with a level of ambiguity that makes it difficult to understand the writer's conclusions or their evidence-based logic for arriving at that conclusion.	The writer identifies at least one area for growth or identifies two areas but provides no evidence to support their conclusions. Alternatively, there is some ambiguity in the writer's reflection pertaining to Cheryl's areas for growth.	Every teacher has opportunities for growth and not all areas for growth are directly related to instructional rigor. Areas for growth include but are not limited to general instructional effectiveness, differentiation, data-management, leadership development, and assessment design. Again, there are many others. For full credit in this dimension of the rubric, the writer identifies two specific areas for growth for Cheryl. Full credit narratives will provide evidence to support your perception that this is a possible area for growth.
Recommendations for Professional Development and Growth **20%**	This element is altogether unaddressed. Alternatively, this is addressed with a level of ambiguity that makes it difficult to understand the writer's conclusions or	The full credit description is met for one of the two areas. Alternatively, there is a level of ambiguity in the writer's reflection that makes it difficult to evaluate their	The writer makes clear and specific recommendations for Cheryl's professional development or growth. These recommendations should be focused on further developing or building her capacity for

	their evidence-based logic for arriving at that conclusion.	ability to make such recommendations.	effectiveness as an educator on the campus. This can include but is not limited to PD with a focus on a specific facet of Curriculum, Assessment, or Instruction, it may be leadership training, or it might be team building. Again, these are just examples. This is done for two (2) different areas of focus. Your recommendations should be supported with evidence from the video.
Supervisory Styles **10%**	This element is altogether unaddressed. Alternatively, this is addressed with a level of ambiguity that makes it difficult to understand the writer's conclusions or their evidence-based logic for arriving at that conclusion.	The writer identifies a supervisory style best suited to allow Cheryl to grow and thrive but doesn't substantiate their perspective(s) with evidence from the video. Alternatively, there is a level of ambiguity in the writer's reflection that makes it difficult to understand connections between the evidence and the recommended supervision style.	Given Cheryl's apparent strengths in the classroom, the writer briefly discusses which supervisory style they believe would best help Cheryl thrive and grow. Why do you believe that is the most appropriate style? Give evidence. No more than a paragraph or two should be necessary for this element of the rubric.

Technical Aspects* **5%**	More than 7 clear errors in technical aspects of writing **No Credit**	3 to 7 clear errors in spelling, grammar, or other technical aspects of writing **Worth 3/5 pts**	Spelling, grammar, and other technical aspects were nearly without error

*Technical Aspects can be broadly defined at the instructor's discretion.

The University of Texas of the Permian Basin
EDLD 6361
School Law
Spring B 2018

Dr. Jennifer Seybert
Adjunct Professor of Educational Leadership
University of Texas of the Permian Basin
School of Education
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This course is a Web Course and is conducted within Canvas at http://utpb.instructure.com

Course Information:
Time: Online Course
Location: Online Course

Course Description:
This course is designed to acquaint students with the effects of Federal and Texas law on processes of public school education and its relationship to school administrators.

Participants:
This course is designed for graduate students who are working toward a Master's degree in Education.

Prerequisites:
No course prerequisites exist, however, admission to Graduate Studies or having been granted an exception by the Office of Graduate Studies is required.

Course Objectives:
Upon successful completion of the course, the student will be able to:

1. demonstrate the knowledge, skills, and dispositions necessary and sufficient for promoting the success of all students by acting with integrity, fairness, and appropriate professional ethics,
    a. demonstrating a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions,
    b. demonstrating the ability to combine impartiality, sensitivity to

c. student diversity, and ethical considerations in their interactions with others, and
d. demonstrating the ability to make and explain decisions based upon
e. ethical and legal principles; and

2. demonstrate the knowledge, skills, and dispositions necessary and sufficient for promoting the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts,
   a. acting as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context,
   b. demonstrating the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school
   c. demonstrating the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning,
   d. demonstrating an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities,
   e. demonstrating the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools,
   f. demonstrating the ability to analyze and describe the cultural diversity in a school community,
   g. demonstrating the ability to describe community norms and values and how they relate to the role of the school in promoting social justice,
   h. demonstrating the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities,
   i. demonstrating the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of
   j. an ongoing dialogue with representatives of diverse community groups,
   k. demonstrating the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws,
   l. applying their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families, and
   m. advocating for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics

Textbooks:
Required:

Walsh, J., Kemerer, F., & Maniotis, L. (2011). *The educator's guide to Texas school law*. (8th ed.). Austin, Texas: University of Texas Press.
ISBN-13: **978-095252755**

Kemerer, F, Crain, J. (2011). *Texas documentation handbook*. (6th ed.). Park Place Publications.
ISBN: **978-0985252755**
Texas Education Code: http://tlo2.tlc.state.tx.us/statutes/ed.toc.htm

Recommended (Not Required):
American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Conceptual Framework of the University of Texas of the Permian Basin School of Education

Vision
The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission
The mission of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Teacher Candidates and Other School-Based Professionals:
The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

Candidate Proficiencies:
To achieve the learning outcomes, candidates must demonstrate that they "are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning" (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit. Those in **BOLD** are emphasized in this course.

Knowledge (K): Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. **theoretical perspectives of the profession**
2. the content, processes, and practices appropriate for their students

3. child and adolescent development
4. diversity
5. **technology**
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. **legal and ethical issues related to education**

Skills (S): Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. **develop an appropriate learning environment**
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. **reflect on their professional performance in order to improve their professional effectiveness**
11. **employ ethical and legal standards in education**

Dispositions (D): Our candidates will demonstrate a/an:

1. **respect for themselves and a positive regard for others**
2. **passionate nature about learning**
3. belief in the value of a learner-centered instruction
4. **dedication to providing a safe and supportive learning environment**
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. **commitment to clear and accurate communication**
7. **professional and ethical attitude**
8. **desire to keep current on educational research and practice.**

Diversity Proficiencies (DP): Our candidates will:

1. **Instill the awareness of diversity for implementing inclusive instruction**
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. **Model critical global thinking through coursework**
4. Conceptualize diversity experiences from a variety of perspectives:
   a) to strive for social justice, equality, and equity for all learners
   b) to continue the process of self-growth, narrowing the student achievement gap in our nation
   c) to empower all learners as citizens in a global society

EDLD 6368

783, Summer 2017

Syllabus

THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

Basic Information

Syllabus is subject to change at the instructor's discretion. Moreover, students must read all posts made to the announcements page of the on-line course shell.

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Email: badgett_k@utpb.edu
Office Hours: Tues – 10 to 12, Wed – 9 to 11, Thurs 9 to 11, by appointment in the evening

Course Dates: March 5th through April 27th
Course Credits: 3 semester hours

Location: This course is a full Web course and is conducted in Canvas.

Academic assistants may be used within this course. The academic assistant is responsible to the instructor and will be assigned specific tasks.

Course Description

This course is designed to acquaint students Administrative processes and functions of the elementary and secondary school principal in the context of school district organization and administration. This course is required for graduate students who are working toward a master degree in Education.

No course prerequisites exist, however, admission to Graduate Studies or having been granted an exception by the Office of Graduate Studies is required.

This course will examine the exemplary leadership standards for Texas Principals as expressed in the State Board for Educator Certification competencies.

Today's Principal must demonstrate learner-centered leadership as he or she encourages and nurtures maximum student performance and helps improve staff productivity and parent participation in educational success for all. To better acquaint you with the 9 Principal Competencies, please visit the following web site: http://www.texes.ets.org/prepMaterials/.

The Principal Test Framework describes the 9 competencies and supporting standards for each competency. The course is designed to help prepare Principal Candidates to successfully pass the TExES Principal Exam, and model learner-centered leadership in everyday practice as exemplary educators.

Vision

The vision of the College of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission

The mission of the Vollege of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Principal Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

Candidate Proficiencies:

To achieve the learning outcomes, candidates must demonstrate that they "are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning" (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit

Knowledge (K): Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

Skills (S): Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment

8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

Dispositions (D): Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

Diversity Proficiencies (DP):

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
   a) to strive for social justice, equality, and equity for all learners
   b) to continue the process of self-growth, narrowing the student achievement gap in our nation
   c) to empower all learners as citizens in a global society

Prerequisites: None

Materials – Required Textbooks

Ubben, G., et.al. (2016). *The principal: Creative leadership for excellence in schools* (8th ed.). Boston, MA: Pearson Education.

ISBN 13: 978-0-13-348899-9

Vornberg, J.A. & Hickey, W.D. (2016). *Texas Public School Organization & Administration* (15th ed.). Dubuque, IA: Kendall Hunt Publishing.

ISBN-13: 978-1465292643
ISBN-10: 1465292640

Module Discussion and Assignment Schedule:

Assigned Readings, Discussion Topics, and Module Assignments Posted in Module Folders of On-line Course Shell.

Student Information Sheet due by noon, Wednesday, March 7th.

Module 1 – The Role of the Principal

Chapter 2 of the Ubben text
Chapter 8 of the Vornberg text
Chapter 9 of the Vornberg text

Dates: March 5th through March 11th

Module 1 Discussion Participation Due March 9th 5 PM (This deadline is a Friday evening. All other discussion deadlines will be noon on Wednesday of a given week.)

Effective educational leaders provide a vision for improving student success. What are some strategies that you would use for directing others in implementing that vision?

Post your answer to the **Module 1 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

Module 1 Assignment Due March 11th by noon

Read and review the 7 ELCC Standards located in the Attachment below the rubric link.

Select two of the standard areas and develop some possible campus activities that would address those standards.

For a full description of grading standards, see the rubric.

The due date for this assignment is listed on the course Calendar.

Module 2 – Leadership Theories and Site Based Decision Making

Chapter 1 of the Ubben text
Chapters 4 of the Vornberg text

The students will learn the legal and theoretical foundations of collaborative decision making and problem solving.

Chapter 3 of the Ubben text

Dates: March 12th through March 18th

Module 2 Discussion Participation Due March 14th by noon

Effective educational leaders engage subordinates in a collaborative, team approach in planning campus objectives. One team of teachers come forward and explain that one member of their team has boycotted this process. How would you handle this?

Post your answer to the **Module 2 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

Module 2 Assignment March 18th by noon

Utilizing the electronic resources (i.e. websites, downloaded journal articles, etc.) research transformational, transactional & laissez-faire leadership styles. Describe and reflect on the major tenets of each leadership style.

For a full description of grading standards, see the rubric.

Module 3 – School Improvement and Change

Chapter 4 of the Ubben text
Chapter 6 in the Vornberg text

Dates: March 19th through March 25th

Module 3 Discussion Participation Due March 21st by noon

Effective educational leaders must balance what is best for their students, their campus, and their faculty/staff. The superintendent informs you that your campus must cut expenditures by 10%. Describe the process and

strategies you would use to meet this expectation. As you do, discuss how your vision and mission statement and how your Campus Improvement Plan should inform the processes and strategies you will use.

Post your answer to the **Module 3 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

Module 3 Assignment March 25th by noon

Obtain a copy of your Campus/School Improvement Plan. Describe and evaluate major initiatives and the rationale in implementing them. Examples of other campus plans have been added for your reference.

The due date for this assignment is listed on the course Calendar.

For a full description of grading standards, see the rubric.

Module 4 – Creating a Safe and Positive Learning Environment

Chapter 5 of the Ubben text
Chapter 5 of the Vornberg text

Supplemental material attached in PDF form: Zero Tolerance in Practice

Dates: March 26th through April 1st

Module 4 Discussion Participation Due March 28th by noon

Effective educational leaders support their faculty/staff. You find out that some of your teachers have been openly disagreeing with some decisions concerning student discipline that your assistant principal has recently made. What would you do?

Post your answer to the **Module 4 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

Module 4 Assignment Due April 1st by noon

Evaluate Case Study 27: Zero Tolerance located in the Ubben text on page 375. Describe the approach(es) that you would take to resolve this issue.

The due date for this assignment is listed on the course Calendar/Schedule.

For a full description of grading standards, see the rubric.

Module 5 – Curriculum and Instruction and Student Achievement and Accountability

Chapter 6 of the Ubben text
Chapter 10 of the Vornberg text

The student (the principal candidate) will learn and practice Federal and State student achievement accountability measures in school.

Chapter 7 of the Ubben text
Chapter 11 of the Vornberg text

Dates: April 2nd through April 8th

Module 5 Discussion Participation Due April 4th by noon

- Effective educational leaders promote student achievement in all educational areas. The district is contemplating a new policy to increase the amount of time students spend in fine arts classes. You realize that you will have to cut back on core academic time, in order to comply with the policy. What would you do?

Post your answer to the **Module 5 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

Module 5 Assignment Due April 8th by noon

Evaluate Case Study 4: Trouble Brewing at Scott Larry Middle School located on page 362 the Ubben text. Describe the approach(es) that you would take to resolve this issue.

The due date for this assignment is listed on the course Calendar.

For a full description of grading standards, see the rubric.

Module 6 – Special Education

Chapter 8 of the Ubben text
Chapter 19 of the Vornberg text

Dates: April 9th through April 15th

Module 6 Assignment Due April 11th by noon

While we cannot guarantee equality of results, one of the key ideas behind special education is equality of opportunity. This is the difference between Equality and Equity. Equality being focused on outputs (learning and the ability to communicate learning) and Equity being focused on inputs (instruction and learning opportunities which build capacity). We typically agree, in principle, that each student deserves a meaningfully differentiated education. This means we strive to meet individualized student needs.

Students are identified for special education services by having a diagnosed categorical disability. Some of those labels are LD (learning disabled), AI (Auditory Impairment), AU (Autism Spectrum), VI (Visual Impairment), ED (Emotional Disturbance), OHI (Other Health Impairment). This is not an exhaustive list, only some examples.

In addition to meeting the needs of students served by special education, other special-populations considerations include Bilingual/ESL and G/T.

Furthermore, all students, regardless of special designation, deserve an education which is meaningfully differentiated to meet their educational needs.

This assignment has three tasks:

1. Identify 2 different types of student-groups served by special education (by label) and describe reasonable classroom accommodations which generally support learning for that student-group. Make sure there is a differentiation between the different labels.
2. Discuss reasonable classroom or schooling accommodations which generally support learning for either a student identified as Limited English proficient (those served through Bilingual/ESL) **or** for a student identified as Gifted and Talented (G/T). By
3. Respond to the following statement: "Every student, regardless of the presence of a "label", deserves instruction and an education which are meaningfully differentiated to meet their needs."

For more detailed grading standards see the assignment rubric.

Module 6 Discussion Participation Due April 15th by noon

Effective educational leaders stay current on laws and issues concerning special needs students. It has been brought to your attention that some of your teachers have not been implementing modifications for special education students in

their classroom, as they feel the students are being successful without the modifications. What would you do?

Post and reply to the **Module 6 Discussion** forum by going to the **Discussion Board** button on the course menu.

Module 7 – Learner Centered Schools

Chapter 11 of the Ubben text
Appendix A of the Vornberg text

Dates: April 16th through April 23rd

Module 7 Discussion Participation Due April 18th by noon

Effective educational leaders must assign teachers based on student needs, rather than teacher needs. Teachers new to the profession often complain that they are assigned the most academically needy students; while veteran teachers argue they have paid their dues and should be assigned the least academically needy students. How would you resolve this?

Post and reply to the **Module 7 Discussion** forum by going to the **Discussion Board** button on the course menu.

Module 7 Assignment Due April 23rd by noon (one day later than other module assignments)

Candidates will write a paper outlining the process of developing and implementing a campus improvement plan.

Section I requires the candidates to demonstrate knowledge of the process of developing a campus planning committee. Section I is worth 30 points.

Section II requires the candidate to conduct a needs assessment of their campus using TAPR data from the TEA website in order to identify areas for improvement. Section II is worth 30 points.

Section III requires the candidates to review curriculum and programs in place on the campus to make decisions regarding the alignment of the programs with the areas of need, identify the persons responsible for program success, and locating areas for professional development. Section III is worth 40 points.

Section IV requires the candidates to develop an action plan in order to address the identified areas of weakness and set standards with regard to future achievement. Section IV is worth 40 points.

Section V requires the candidates to develop a PowerPoint presentation outlining the relevant information for potential stakeholders. Section V is worth 10 points.

Mini-Internship Submission – Due by any time on April 24th.

University of Texas of the Permian Basin
EDLD 6392 SPRING B 2018

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Chair of the Department of
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Course Objectives

The Practicum is an opportunity for Principal Certification Candidates to have authentic field experiences in the principalship or related administrative leadership positions. This is a time when they work closely with administrators or other supervisors at their school or other educational setting. Interns must be able to display the knowledge, skills, and dispositions as framed in the Texas State Board for Educator (SBEC) Certification Principal Domains and Competencies Principal Preparation Manuel at:

http://cms.texes-ets.org/index.php/download_file/1086/

The test framework can be found there as well.

Interns will utilize and document these standards-based competencies in Practicum experiences and activities.

Measureable Learning Outcomes

During this course:

Candidates will engage with their site supervisor in obtaining 75 hours of practical experience in educational administration and align those experiences to the state and national standards.

Candidates will develop a mission statement in order to effectively determine what drives and motivates them as well as establishing what non-negotiables are practical as they assume leadership positions.

Candidates will take a mock certification exam and determine areas of strength and weakness in addition to developing a plan for improvement.

Candidates will complete a major course project called the Professional Improvement Project or PIP. This project is to be thought of as a Capstone experience that builds the capacity for organizational leadership in the school and is an opportunity to identify and meet a real need on your campus. The project must be something for which the candidate is the primary "driver." The project must have a significant point of implementation. It can be the start of a multi-semester initiative; however, there should be some meaningful event or occasion upon

which the candidate can reflect for the purpose of growth and the purpose of considering next steps. It cannot be something that is altogether set to happen during a future semester. Projects should also be something that has the support of the candidates' campus administrator/mentor.

This course is a Web Course and is conducted within Canvas at http://utpb.instructure.com. Make every attempt to check your e-mail the announcements section at least weekly.

Materials

Required Materials: **None**

Recommended Materials: Wilmore, E. L. (2013) *Passing the principal TExES exam: Keys to certification and school leadership* (2nd. Ed.). Thousand Oaks, CA: Corwin Press.

Important Academic Dates UTPB Academic Calendar

http://www.utpb.edu/services/academic-affairs/office-of-the-registrar/academic-calendar

Conceptual Framework

University of Texas of the Permian Basin

School of Education

Vision

The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission

The mission of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Teacher Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders

- Engage in professional growth

Candidate Proficiencies:

To achieve the learning outcomes, candidates must demonstrate that they "are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning" (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit

Knowledge (K): Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

Skills (S): Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

Dispositions (D): Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

Diversity Proficiencies (DP):

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.

3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
    a) to strive for social justice, equality, and equity for all learners
    b) to continue the process of self-growth, narrowing the student achievement gap in our nation
    c) to empower all learners as citizens in a global society

Practicum Learning Outcomes/Competencies/Standards

All nine SBEC Principal Competencies as well as the Educational Leadership Constituent Council's (ELCC) standards are addressed in this course.

SBEC Competencies:

Competency 001 The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (K.1, K.8; S.7, S.9; D.5, D.6)

Competency 002 The principal knows how to communicate with all members of the school community, respond to diverse interest and needs, and mobilize resources to promote student success. (K.4, K.5, K.6; S.4, S.9; D.5, D.6)

Competency 003 The principal knows how to act with integrity, fairness, and in an ethical and legal manner. (K.9; S.11; D.1, D.7)

Competency 004 The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance. (K.2;K.6;K.7; S.1;S.2;S.4;S.6;D.2;D.3;D.4)

Competency 005 The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. (K.2;K.7;K.8;S.4;S.9;S.10;D.5;D.6;D.7;D.8)

Competency 006 The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management. (K.1;K.2;kK.7;K.8;K.9;S.10;S.11;D.7;D.8)

Competency 007 The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment. (K.1;K.5;K.6;S.2;S.7;S.8;D.6;D.7;D.8)

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. (K.1;K4;K.5;K.8; S.2;S.5;S.11;D.6;D.7;D.8)

Competency 009 The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment. (K.5;K.6;K.7;S.5;S.7;S.8;D.4;D.5;D.6;D8)

ELCC Standards:

Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. (K.1, K.8; S.7, S.9; D.5, D.6)

Standard 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. (K.2;K.7;K.8;S.2;S.7;S.10;D.1;D.5;D.7)

Standard 3: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (K.1;K4;K.5;K.8; S.2;S.5;S.11;D.6;D.7;D.8)

Standard 4: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (K.4, K.5, K.6; S.4, S.9; D.5, D.6)

Standard 5: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. (K.9; S.11; D.1, D.7)

Standard 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (K.8, K.9; S.9, S.11; D.6, D.7)

Standard 7: Candidates who complete the program are educational leaders who are provided significant opportunities to synthesize and applied the knowledge and practice and develop the skills identified in Standards 1 – 6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. (K.1, K.8, K.9; S.2, S.9, S.11; D.3, D.5, D.6, D.7, D.8) It is not necessary to document for Standard 7.

- **Forms A and B as well as on-site supervisor's SBEC cert report** (retrievable at https://secure.sbec.state.tx.us/SBECONLINE/virtcert.asp) Note: While the university will assign an external, university-based supervisor, it is the candidate's responsibility to select and secure an on-site supervisor for their Practicum experience. This on-site supervisor will serve as your mentor for this course. The terms mentor and "on-site" supervisor are used interchangeably and are synonymous for this course. - Total 15 pts

- **Service Record:** Candidates will contact the Human Resource Department where they work and obtain a copy of their official service record. Copies will be sent to the professor of record. - Total 13 points

• **Maintain a log of a minimum of 75 school administrative hours in activities** demonstrating how the activities reflect SBEC Principal Competencies and ELCC standards. The alignment portion of this assignment is of critical importance.

Please make sure you can align all your activities and hours with the ELCC standards and the TExES competencies. Total - 15 pts

• **Personal Mission Statement:** Interns will develop a personal mission statement reflecting their personal values and ethics using the Personal Mission Statement Builder tool on the Franklin Covey website.
http://www.franklincovey.com/msb/

These are to be edited and e-mailed to the practicum professor by the due date listed on the last page of this syllabus. - Total 5 pts

- **Interview Questions:** Students will create an interview question in Discussion Board and answer the questions of at least two other students. Total - 15 points

• **TExES Exam Practice:** Students will take the practice test located in the back of the TExES preparation manual and self-report their score to the practicum professor. Students will be asked to submit a thorough diagnosis of their strengths and weaknesses and how they plan to address the weaknesses identified.

Principal Domains and Competencies Principal Preparation Manuel at:
http://cms.texes-ets.org/index.php/download_file/1086/
Moreover, students are expected to disaggregate and report their performance on the test by competencies (for each of the 9). If the test has 8 questions for a given competency, the student will report how many they got right out of the total possible and then write the percentage for each competency. This is in addition to reporting an overall score by percentage for each of the Domains (1, 2, and 3) and the overall score for the practice test. All scores should be reported in percentages and the student should report the number of questions correct compared to the number possible. - Total 10 pts

Students are eligible to take an additional practice exam on the UTPB campus in the PASS office if they so desire. Students must contact the practicum professor if you choose to participate in this opportunity. These testing materials are secure and cannot be distributed outside of the PASS Office. This is a great opportunity to get some extra practice if you are a local candidate.

• **Dispositions Analysis:** Students will complete a self-report regarding their professional dispositions. This assessment is used throughout the College of Education to ensure we are producing candidates who have the dispositions to positively affect the lives and learning of students in schools. The student will complete one, the supervising administrator will complete one, and the professor will complete one. These will be filed in the student files in Certification Office. - Total 10 pts

• **Cover Letter and Resume:** Students will develop or update a professional quality resume that highlights experience qualifying the intern for a school leadership role. **See the Calendar for Submission Date – 5 pts**
Students will develop an introductory cover letter that will serve as a template for letters of interest when applying for school leadership positions. **See the Calendar for Submission Date – 5 pts**

• Arrange **meetings** with the University supervisor and the site supervisor in person, via Skype, or by phone. Students and the university supervisor will need to get together via one of the aforementioned mediums three times during the semester. - Total 50 pts

• Create, or enhance, a **professional resource file**, listing resources and tools that may aid aspiring Principal candidates to succeed as learner-centered educational leaders. This will be included as a section of the Professional Portfolio. There are examples that can be found on the web from time to time. Likewise, additional resources may be located in the SBEC Principal Preparation Handbook located at:

http://cms.texes-ets.org/index.php/download_file/1086/
Total 5 pts

• **Practicum Professional Improvement Project* (PIP):** The Practicum Professional Improvement Project (PIP) should focus on plans to improve the school or other educational setting. The project should reflect personal and professional interest and enthusiasm, and mutually agreed to by the site supervisor and the University supervisor. The PIP may be a multi-semester project, and the Practicum may reflect the planning and initial implementation action. - Total 30 pts

The project must include a written summary reflecting the following:

1. Identify the project and describe its relation to principal or educational leadership standards (e.g., how the project correlates with SBEC Principal Competencies/Standards and Educational leadership Constituent Council (ELCC) standards).

2. Describe how the project will improve the school/educational setting, as well as explaining how it adds to the candidate's professional growth and development.

3. Provide a list of helpful resources emerging from your project. This list may be included in the resource file assignment described above.

Failure to successfully complete the PIP and submit a PIP report for assessment by the professor will result in a course grade of "F."

*For a more complete description of expectations, see the rubric.

• **Practicum reflection** – the intern will compose a brief reflection concerning their experience in Practicum. This reflection will serve as a self-analysis. It should include a self-appraisal of two perceived areas of strength and two perceived areas of weakness. For the strengths, the candidate should discuss how those strengths would contribute to their ability to lead effectively in the K-12 environment. In addition, the candidate should discuss a specific plan of action to address the two perceived weaknesses so that the weaknesses do not hinder their ability to lead successfully in the K-12 environment. The strengths and weaknesses should be based on characteristics identified during or relevant to the Practicum. - Total 10 pts

- **Mentor's Evaluation** – This is not the Disposition Report your mentor will complete, but an additional evaluation of your preparedness to serve in a school leadership capacity. Instrument for the evaluation is available in the Practicum Handbook. Total 12 pts.

EDLD 6363.783– Administration of Special Programs
University of Texas of the Permian Basin
Fall A 2017

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Friday 8:30 – 10:30

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Course Objectives

The purpose of this course is to introduce students to the theory and practice of special programs provided in the schools. These programs usually have special or categorical funds. Such programs have common characteristics regarding the receipt, application, and accountability of funds as well as the specifying of eligibility criteria and services for students. Schools today are more sophisticated and offer an increasing array of programs. No one person is likely to possess a complete understanding of every program delivered in the typical school. This course is designed to provide school personnel - particularly school administrators and teacher leaders - with the knowledge needed to successfully manage the various special instructional and support programs in schools. Organization and time management is critical to the success of any administrator. As you begin this course, read the entire syllabus and all of the modules. Review all materials and begin to plan the semester.

Measurable Learning Outcomes

By the end of this course, you will be able to:

- Assure teams are making appropriate decisions at manifest determination meetings
- Discuss the positive and negative aspects of standardized testing programs for students
- Identify how the values and beliefs of school/district leadership affect programming decisions for English Language Learners
- Identify strategies a principal can use when dealing with parents whose child does not qualify for the gifted program
- Evaluate an early childhood program
- Evaluate a school counselor
- Understand the issues involving an Alternative Educational Placement setting or an Adjudicated Youth Program setting

- Understand and present the history and background, current laws, court decisions, guidelines, and regulations of governmental agencies, procedures for acquiring support, management functions, and evaluation of a selected special program within a public school
- Display an understanding of IDEA and 504 including the difference between the two programs and the continuum of services provided

AVID Course Designation

This course EDLD 6363 Administration of special Programs has been identified as a course by The UTPB School of Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a candidate in Principalship, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional educator either through coursework or a clinical/field experience as outlined by the course instructor.

Required Textbooks

Pankake, A, Schrotz, G. & Littleton, M. (2012). *The administration and supervision of special programs in education.* Kendall Hunt Publishing Company, ISBN 978-1-4652-0241-3.

This course is a Web Course and is conducted within Canvas at http://utpb.instructure.com. Make every attempt to check your e-mail the announcements section at least weekly.

Important Academic Dates UTPB Academic Calendar

http://www.utpb.edu/services/academic-affairs/office-of-the-registrar/academic-calendar

Competencies and Enabling Objectives:

DOMAIN I - Leadership of the Educational Community

Competency 1

1.4 The history of special programs in public education

Competency 2

2.4 The cultural aspects of special programs

Competency 3

N/A

Competency 4

4.6 The special programs and their impact on community relations

Competency 5

5.1 The local school administrative problems, such as time demands on administration and staff.

5.6 The process to correctly complete state and federal proposals commonly found in public schools

5.8 The special programs budgets and their relationship to the regular budget process and procedures

Competency 6

6.1 The relationship between regular curricular offerings, special programs, and site-based management

6.6 The state and federal requirements for the operation of special programs

Competency 7

7.2 The factors involved in identifying, evaluating and placing special needs students

7.3 The special program currently offered in public school including those within his/her own district

7.7 The management functions of planning, organizing, staffing, implementing, and evaluation as basic tools in administering special programs

Educational Leadership Constituents Council (ELCC) Standards

Standard 1:

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

Standard 2:

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3:

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Standard 4:

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5:

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6:

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7:

Internship.

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided.

Conceptual Framework
University of Texas of the Permian Basin
School of Education

Vision

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- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

Candidate Proficiencies:

To achieve the learning outcomes, candidates must demonstrate that they "are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning" (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit

Knowledge (K): Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

Skills (S): Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

Dispositions (D): Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

Diversity Proficiencies (DP):

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
   a) to strive for social justice, equality, and equity for all learners
   b) to continue the process of self-growth, narrowing the student achievement gap in our nation
   c) to empower all learners as citizens in a global society

Assignments

Module Discussions (7) 20 points each

Students should log into "Discussion Board" to review the module discussion questions and post responses. Students will post their response, as well as replying to the posts of at least 2 other students. Discussion posts must be made by the due date to receive full credit.

Article Critiques (3) 30 points each

Students will locate and critique articles germane to special populations and special programs in the public schools. Articles must be obtained from peer-reviewed, referred journals and/or resources. The articles should detail the results of qualitative and/or quantitative research, i.e. the articles should contain details about the pertinent literature, participants, methodology, and results. After you have completed reviewing the article, you should then log into "Assignment Tool" and complete the required assignment.

Module Assignments (3) 100 points each

Three assignments will be given in this course. The assignments will follow specific chapters and be an application of the module information. Students will evaluate an Early Childhood program, conduct a counselor evaluation, and interview an Alternative Education teacher. After you have completed the required readings, discussion topics, and viewed the presentation, you should then complete the required assignments for the three modules in which assignments are given.

Special Programs and Special Populations Presentation (1) 200 points

Each candidate will prepare a comprehensive overview of the special program/population. A request for topics may be made to the professor at any time during the first two weeks of class. Each presentation should highlight the following aspects as they apply to that particular program: History and background of the special program; current laws, court decisions, guidelines, and regulations of governmental agencies for the special program; procedures for acquiring support from local, state, and federal sources for the special program; management functions of planning, organizing, staffing, implementing, and evaluating the special program; strategies for making changes within the special program while insuring that such strategies are appropriate for the community and in context with state laws and local policies; degree of importance of positive relationships among those responsible for administering the special program and all stakeholder groups; cultural factors that should be considered in the management of the special program; and impact of the program on "general" education. Presentations are to be designed in Powerpoint format. They should have no more than 20 slides.

Final Exam (1) 100 points

Candidates will complete a final exam 10 essay questions. The 10 essay questions will highlight the main topics in the course, i.e., IDEA, 504, Title 1, bilingual education, ESL, etc.

There is a grade sheet listing all assignments for the course which you can access through the electronic Student Gradebook. Be sure to keep a copy of each of your exams, presentations, discussions and article critiques.

A	=	772 - 830
B	=	697 – 771
C	=	623 - 696

1. **Submit *Student Information Sheet*:**

   Every student in this course is expected to complete the **Student Information Sheet** at the beginning of the semester. The **Student Information Sheet** is located in Module 1.

2. **Course Content Structure:**

   The course is divided into 7 Modules.

   Modules cover:
   a. 1 to 2 textbook chapters and lectures
   b. Online discussion topics
   c. Three article critiques throughout the course
   d. One presentation, and
   e. One final exam at the completion of the course.

   You should read the textbook section first, and then review the online lecture. The lectures will be summaries, elaborations of the textbook material, and/or links to related information on the Web. After you have completed reviewing the lecture, you should then log into "Discussion Board" and post answers to the discussion question (specific to the module) posted by the instructor. You must also read other students' posts and respond to two other students' responses. Discussion posts must be made by the date on the schedule to receive full credit. You should also complete any assignments for that Module.

Module 1 – August 23 - 29

- Introductions
- Syllabus Review
- Characteristics of Special Programs
- Locating Research Articles
- Discussion Board
  - Please introduce and tell everyone a little about yourself and what led you to pursue a school administration certificate.
  - Don't forget to submit your Student Information Sheet as well.
- Chapters 1-2

  Special Education and Section 504 of the Rehabilitation Act of 1973
- History and Background
- Current Applications
- Referral and Identification Process
- ARD Meetings
- Timelines
- LRE
- Continuum of Services
- Discussion Board

As an administrator, what steps can you take to assure that teams are making the appropriate decisions at a manifest determination meeting?

Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.

Article Critique #1
Students will locate and critique articles germane to special populations and special programs in the public schools. Articles must be obtained from peer-reviewed, referred journals and/or resources. Articles should detail the results of qualitative and/or quantitative research, i.e. the articles should contain details about the pertinent literature, participants, methodology, and results. After you have completed reviewing the article, you should then submit the review to Canvas.

Module 2 – August 30 – September 5
Chapter 3 and 5
Title 1 and No Child Left Behind and Academic Preparation, Enhancement, and Intervention Programs

Discussion Board
What are the positive and negative aspects of standardized testing programs for students? Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.

Article Critique #2
Students will locate and critique articles germane to special populations and special programs in the public schools. Articles must be obtained from peer-reviewed, referred journals and/or resources. Articles should detail the results of qualitative and/or quantitative research, i.e. the articles should contain details about the pertinent literature, participants, methodology, and results. After you have completed reviewing the article, you should then submit the review to Canvas.

Module 3 – September 6 - 12
Chapters 4 and 7
Ensuring Success for Migrant Students and Achieving Equity through Enrichment: Bilingual Education

Discussion Board
How do the values and beliefs of school/district leadership affect programming decisions for English Language Learners? What is your philosophy and how will it impact your campus/district?
Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.

Article Critique #3
Students will locate and critique articles germane to special populations and special programs in the public schools. Articles must be obtained from peer-reviewed, referred journals and/or resources. Articles should detail the results of qualitative and/or quantitative research, i.e. the articles should contain details about the pertinent literature, participants, methodology, and results. After you have completed reviewing the article, you should then submit the review to Canvas.

Module 4 – September 13– 19
Chapter 6 and 9
Career Readiness Education
Gifted and Talented Education

Discussion Board
What strategies can a principal use when dealing with parents whose child does not qualify for the gifted program? Should exceptions be made?
Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.

Work on Final Presentation – you may even wish to submit your presentation this week. Feel free to submit it early.

Module 5 – September 20 - 26
Chapter 8
Early Childhood/early Childhood Special Education

Discussion Board
List three questions that you would ask of applicants for an early childhood teaching position in your school to assure that the applicant understands Developmentally Appropriate Practice (DAP).
Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.

Assignment #1

Using the Administrator's Essentials Checklist for EC/ECSE, evaluate an early childhood program. Include one paragraph on the overall design of the program. Paragraph two will discuss aspects of the program that need immediate attention and whose responsibility it is to assure DAP practices are in place. Address areas where more knowledge and skills may be at an awareness level, and where more training and resources may be needed. What would the next steps be for you if you were the administrator in order to make these programs strong?

Module 6 – September 27 – October 3
Chapter 10 – pages 169-190
Counseling Programs

Discussion Board
In your opinion, in what legal and ethical aspects of counselor functioning should an administrator seek professional development? What do you NEED to know?
Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.

Assignment #2

Using this COUNSELOR JOB DESCRIPTION AND EVALUATION FORM or the TEXAS EVALUATION MODEL FOR PROFESSIONAL SCHOOL COUNSELORS (TEMPSC-II)
http://tea.texas.gov/counselor_evaluation_form.pdf

Download and complete a mock evaluation of a school counselor.

Be sure to use the form provided and submit your evaluation to Canvas.

Module 7 – October 4 - 10
Chapters 11 and 12
Alternative Education Programs and Teacher Leaders

Discussion Board

Which of the general characteristics of alternative programs do you feel is most important? Why?

Remember to read and respond to at least two postings from classmates.

Assignment #3
Reply to the following in a 2 to 3 page paper:

You are to conduct an interview with a teacher who works in an Alternative Educational Placement setting or an Adjudicated Youth Program setting. You are to ask this professional what they wish principals, counselors, teachers, and parents knew about their program. You to compile the information from your interview and submit it in a two-three page paper.

Special Programs and Special Populations Presentation – SUNDAY OCTOBER 15TH by Midnight (11:59 pm on Sunday night):
Each candidate will prepare a comprehensive overview of the special program/population. Please send an e-mail to the professor within the first two weeks of class indicating your specific area of interest with regard to the presentation. Suggestions are provided below to assist you in making this decision.

Each presentation should highlight the following aspects as they apply to that particular program: History and background of the special program; current laws, court decisions, guidelines, and regulations of governmental agencies for the special program; procedures for acquiring support from local, state, and federal sources for the special program; management functions of planning, organizing, staffing, implementing, and evaluating the special program; strategies for making changes within the special program while insuring that such strategies are appropriate for the community and in context with state laws and local policies; degree of importance of positive relationships among those responsible for administering the special program and all stakeholder groups; cultural factors that should be considered in the management of the special program; and impact of the program on "general" education.

Topic suggestion for final presentation:

- Dyslexia
- Alternative Schooling: Private Education
- Parochial Schools
- Homeschooling, and charter Schools
- Title VI-B – Rural Education Assistance
- Title V-A and V-D – Innovative School Programs
- International Baccalaureate Program and Distinguished Achievement Program
- State Compensatory Education including AMI and ARI
- Title IV-B – 21st Century Schools (After School Programs)
- Title X – McKinney-Veto Homeless Act
- Title I-F – Comprehensive School Reform
- Title I-B (Reading First)
- Title II-B (Mathematics and Science Partnerships)
- Title 11-D (Technology)
- Title II – Teacher and Principal Preparation
- Title IV – Safe and Drug-Free Schools

Final Exam – Due TUESDAY OCTOBER 17TH by Midnight (11:59 pm on Sunday night).

- Candidates will complete a final exam of 10 essay questions. The 10 essay questions will highlight the main topics in the course, i.e., IDEA, 504, Title 1, bilingual education, ESL, etc.

School Public Relations, EDLD 6365

793.2178, Fall B, 2017

Syllabus

Syllabus is subject to change at the instructor's discretion. Announcements may be posted frequently. It is always the student's responsibility to monitor the course announcements for updates and important information.

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Office: MB 3110
Phone: 432.552.2140
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Office Hours: Tues – 10 to 12, Wed – 9 to 11, Thurs 9 to 11, by appointment in the evening
Course Dates: October 18th through December 12th

Course Credits: 3 semester hours

Location: This course is a full Web course and is conducted in Canvas.

Course Description

Measurable Learning Outcomes:

This course is designed to orient student to the complexities of establishing and sustaining meaningful and mutually beneficial partnerships between the school and various members and member groups of the community where that school is situated.

This course will examine the exemplary leadership standards for Texas Principals as expressed in the State Board for Educator Certification (SBEC) competencies and the Educational Leadership Constituents Council (ELCC). Today's Principal must demonstrate learner-centered leadership as he or she encourages and nurtures maximum student performance and helps improve staff productivity and parent participation in educational success for all. By the end of this course, Principal Candidates will clearly understand national and state standards regarding school public relations. Specifically,

ELCC Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

ELCC Standard 4: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

To acquaint you with the 9 Principal Competencies, visit the following web site where you will be able to download a certification exam preparation manual:

http://cms.texes-ets.org/index.php/download_file/1086/

By the end of this course, you should be able to:

1) Articulate a meaningful definition of school-public relations grounded in research and experience.
2) Understand the intersection of professional standards/competencies and school-community relations in a real-world setting.
3) Plan for meaningful efforts to engage stakeholders with consideration for best practices borne out in research.
4) Understand how normal campus and district operations are influenced by public relations related concerns.
5) Identify varied impressions and perspectives through personal interviews with different stakeholder groups.
6) Develop a draft of a strategic school-public relations plan.

Conceptual Framework of the University of Texas of the Permian Basin School of Education

Vision

The vision of the College of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission

The mission of the College of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Principal Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

Candidate Proficiencies:

To achieve the learning outcomes, candidates must demonstrate that they "are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning" (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit

Knowledge (K): Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

Skills (S): Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

Dispositions (D): Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

Diversity Proficiencies (DP):

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
    a) to strive for social justice, equality, and equity for all learners

b) to continue the process of self-growth, narrowing the student achievement gap in our nation
c) to empower all learners as citizens in a global society

Prerequisites: None

Materials – Required Textbooks

Required Textbooks:

Moore, E.H. (2009). *School Public Relations for Student Success.* Corwin Press, Thousand Oaks, CA.
ISBN-13: 978-1412965682

Debruyn, T., Rickabaugh, J.R., DeBruyn, R.L. (2005). *School Customer Service.* The Master Teacher, Manhattan, KS.

ISBN: 9781589922075

Course Activities:

Module Assignments (7)

The Professor will assign suggested and required readings for each module that will cover elaborations of course objectives, textbook material and links to related information on the Web. After you have completed the suggested and required readings, you should then log into "Assignment Tool" and complete the required assignments for each module. There is one assignment per module. The final project is also your assignment 7.

Module Discussions (7)

A reflective question will be posted by the Professor for each module, regarding the readings from the required textbooks. Students should log into "Discussions Tool" to review these questions and post answers to the discussion question. Students will post their response, as well as replying to the posts of two other students. Discussion posts must be made by the due date to receive full credit. There will be one discussion topic for each module. Due dates for discussion posts will typically be the Wednesday prior to the due date for the first assignment in each module. Discussion posts are paced in this manner to support your ability to reflect on the content prior to submission of assignments. See the course calendar in the "Course Calendar" link for exact due dates.

15-hour Mini-Internship Log and Reflection (100 points): Candidates are to shadow a campus administrator for 15 hours. This can be before school, after school or during school. It may be your current campus administrator or one not on your campus. It may be a principal or an assistant principal. Candidates will complete a log of the various experiences and then write a 2 page reflection on the experiences and how they altered or cemented to beliefs of what it means to be a campus administrator. In addition, candidates will be expected to submit a Practicum log signed by the candidate and their site-supervisor which demonstrates the experiences included in the accumulation of hours. This log will also include columns where you will tie your experiences to the ELCC standards and the SBEC competencies. The log document is included in the course syllabus. For the purpose of this activity, students should submit the name and position of the individual who will serve as your site supervisor within the first week of this course. **Some students may be required to submit a video representing at least 45 minutes of their Internship experience. Talk with your instructor if you have questions.**

Final Project

Your final project will be to produce a draft School/Public Relations plan based, in part on other learning experiences from the course. This project will be fully carried out in time to produce a final report. See rubric for grading standards. There is no "prescribed" length for the final project submission. However, make sure to meet all requirements articulated in the rubric.

Student Information Sheet

Students will fill out and submit the Student Information Sheet available in the Modules tab of the on-line course shell.

Module Discussion and Assignment Schedule:

Weekly Reflections

A reflective case study/question will be posted each week. Responses will be discussed in class via the discussion board. Each student is expected to post an original reflective response that addresses the case and/or question(s). Further, each student is expected to give a thoughtful reflection to the original posts from two of their colleagues.

Assignments are due on the date listed by the description. Preferred submission format is MS Word.*

Student Information Sheet is Due October 20th by noon

Site Supervisor Name and Position Due October 20th by noon – on the Student Information Sheet

Module 1: Understanding the Standards Context for Public Relations and the Principalship

October 18th through October 29th

Readings: Moore: Chapters 1 and 2

ELCC Standards:

1, 2, 3, 4, 5, and 6

Discussion Topic: Post by noon October 22nd by 5 PM

Module 1: How do professional standards support school public relations?

In addition to an original response to this prompt, reflect on and reply to two posts made by other students.

Assignment 1 : Post by noon October 29th by noon

Review the ELCC standards and SBEC Principal Competencies. Then, reflect upon how each one relates to the study of school public relations. Write an original purpose statement or definition for school/public relations. Finally, you will briefly discuss how professional standards can support the development of a strategic public relations plan.

Submit a 3-5 page paper, typed and double spaced (APA 6th edition), outlining your reflections.

Module 2: Understanding the Literature Context for Public Relations and the Principalship

October 30th through November 5th

Readings: Moore Chapters 3 and 5

ELCC Standards: 1, 2, 6

Discussion Topic: November 1st by noon

As a campus principal, how will you research community perceptions, perspectives and priorities? Second how will the information you gain support the development of a strategic school public relations plan?

In addition to an original response to this prompt, reflect on and reply to two posts made by other students.

Assignment 2: Post by noon November 5th

Identify Three Key Words in ELCC Standard 1. Simply read the standard (see link in Module 1 Lecture) and identify three words you believe are central to the standard.
Conduct a Literature Search for Articles Connected to Those Key Words. In other words, use these terms as search terms in the chosen database. Databases for your consideration include Education Full Text and Google Scholar. The lecture gives details for how to access the university's on-line database. The articles should be connected to the assigned standard and general School Public Relations efforts. You should have at least 3 articles. If you read the abstract and cannot think of how they relate to both the assigned standard and to the work of school/public relations, do not select that article.
Provide a Brief Paper (3 to 5 pages). Each summarized article should fill approximately one page (maybe a little more). APA formatting for references and academic writing will be important on this assignment.

Module 3: Customer Service in the School

November 6th through November 12th

Readings: DeBryun Entire Book

ELCC Standards: 1, 4, 5, 6

Discussion Topic: Post by noon November 8th

Module 3: Schools exist to serve the community. Suggest two ways you will focus on serving various stakeholder groups in your organization. Give a brief statement related to why you chose the two you did.

In addition to an original response to this prompt, reflect on and reply to two posts made by other students.

Assignment 3: Post by noon November 12th

Take your article summaries and identify 8 Questions you could pose to a stakeholder group. These are questions you will create and should be clearly tied to information learned in your review of the literature. External stakeholders to consider for these questions include Parents, Community For-Profit Businesses, Not-for-Profit organizations (this represents a wide range of options), and the media. Internal stakeholders to consider include campus administrators, central office personnel, teachers, and staff* (clerical, paraprofessional, cafeteria, maintenance, etc...). If you like, you may pose more than the eight required questions; however, at least one question should be posed for each stakeholder group listed above and must be based on something you found in your review of the literature.
In this assignment you will also submit three external stakeholder and three internal stakeholders you would be interested in interviewing. Points will be lost if you do not have a question for each of the eight stakeholder groups listed above. Deviations from the prescribed list must be approved via email before the due date for this assignment.

These groups should be listed in order of preference for interviews. Interview assignments will be made with consideration for your communicated preferences.

**** For the purpose of this course and assignment, staff and teachers are not the same group of employees. Staff will include non-certified professionals such as clerical, paraprofessional, cafeteria, maintenance, etc. If you believe another group fits into this category, please discuss with the professor.***

Module 4: Community Support Resources and PR Policy

November 13th through November 19th

Readings: Moore Chapter 4 and 15

ELCC Standards: 2, 3, 4, 5, 6

Discussion Topic: Post by noon November 15th

How can reflection on existing organizational processes and practices support the development of a strategic public relations plan?

In addition to an original response to this prompt, reflect on and reply to two posts made by other students.

Assignment 4: Post by noon November 19th

Interview Principal (Assistant or Lead Principals are fine for this assignment) to learn about current PR related policies/ procedures/routines and partnerships. Also, the student will identify potential future partners. In this assignment, the student will learn about no fewer than 4 current campus policies which are relevant to school/public relations. The student will also inquire about existing formal partnerships with community businesses. If none exist, the student should communicate that clearly in the submission. Finally, the student will identify at least 3 potential partnerships for the future. See the rubric for a full description of grading standards and all assignment requirements.

Module 5: Understanding Stakeholder Perspective – The External Stakeholder

November 20th through December 3rd

(This deadline is two weeks long to accommodate for extra time it may take to secure an interview with an external stakeholder.)

Readings: Moore Chapters 8, 10, and 12-14

ELCC Standards: 1, 2, 4

Discussion Topic: Post by noon November 22nd

Module 5: According to retired UTPB Professor Tom Parks, "People support what they help to create". How does this insight relate to engaging external stakeholders in schools (your organization)?

In addition to an original response to this prompt, reflect on and reply to two posts made by other students.

Assignment 5: Post by noon December 3rd

Conduct an interview with an assigned external stakeholder (one of the stakeholder groups for which you developed questions in your second assignment). The questions will be provided by the professor and will be based on questions developed and preferences submitted in the third assignment. Interviews must be recorded in some fashion and transcribed. Possible options for this include digital recordings (with a digital voice recorder) tape recordings, written recordings or interviews which are conducted via email if the subject is willing to respond to your assigned questions in that mode. Your submission for this assignment must be in the form of Question and the Answer. See the example. Also, the student will briefly reflect on how this activity can support the creation of a strategic school public relations plan.

See the rubric for a full description of grading standards and all assignment requirements.

Module 6: Understanding Stakeholder Perspective – The Internal Stakeholder

November 27th through December 3rd

Readings: Moore Chapters 6, 7, 9, and 11

ELCC Standards: 1, 2, 5

Discussion Topic: Post by noon November 29th

Module 6: Question: Why is it important to give faculty members, staff, and students a voice in the public relations process?

In addition to an original response to this prompt, reflect on and reply to two posts made by other students.

Assignment 6: Post by noon December 3rd

Conduct an interview with an assigned internal stakeholder (one of the stakeholder groups for which you developed questions in your second assignment). The questions will be provided by the professor and will be based on questions developed and preferences submitted in the third assignment. Interviews must be recorded in some fashion and transcribed. Possible options for this include digital recordings (with a digital voice recorder) tape recordings, written recordings or interviews which are conducted via email if the subject is willing to respond to your assigned questions in that mode. Your submission for this assignment must be in the form of Question and the Answer. See the example. Also, the student will briefly reflect on how this activity can support the creation of a strategic school public relations plan.

See the rubric for a full description of grading standards and all assignment requirements.

Module 7: Building a Strategic School Public Relations Plan

December 4th through December 11th (Assignment Submissions made by December 10th will received 5% extra credit.)

Readings: Moore Chapters 16-19

ELCC Standards: 1, 3, 4, 5, 6

Discussion Topic: Post by noon December 6th

Share your final definition of School Public Relations.

In addition to an original response to this prompt, reflect on and reply to two posts made by other students.

Assignment 7: Post by noon December 11th (5% extra credit if posted by anytime on December 10th.)

Develop a strategic Communications and Partnership Plan with Consideration for what you learned through your learning activities in the course. Note that this activity may or may not form the basis for an actual and operational plan on your campus. This plan will be created with consideration for the learning experiences in which you engaged during this course. While these experiences have given you information to create a draft plan, you may consider expanding stakeholder input and research efforts prior to full implementation of the plan you develop and submit for this final project. Furthermore, this assignment is designed to give the aspiring school leader an opportunity to practice the basic mechanics of developing a School/PR plan. As such, it is clinical in nature and not thoroughly comprehensive. One notable missing piece will be the absence of a fully developed emergency and crisis plan. This element is left out for reasons of time limits. However, *you will* provide a brief reflection on the role of emergency plans in comprehensive strategic PR plans.

Lastly, consider the resources listed in the Module 7 link. They include a list of important elements and processes for building a strategic communications plan and a number of examples of plans in use. The examples are also available in the Module 2 PowerPoint.

Grading Standards will be fully described in the rubric.

December 11th

Mini-Internship Log and Reflection are due (any time that day). See assignment description below in the "Course Assessment" section of the syllabus.

THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

EDLD 6367.793 - Theories of Educational Leadership
Fall 2017 – 2nd 8 Weeks

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Phone: 432.210.9767
Email: seybert_je@utpb.edu

This course is a Web Course and is conducted within Canvas at http://utpb.instructure.com

Course Objectives

The purpose of this course consists of an analysis of school leadership theories, standards, and applications for practice in campus or district improvement processes. Candidates will understand and be able to discuss how theories function in educational administration, be able to identify the most effective motivational approaches to use in their current school and/or district, be able to identify traits or skills that differentiate leaders from non-leaders or effective leaders from ineffective ones, and be able to identify methods organizations can use to overcome resistance to change.

Upon successful completion of the course, the student will:

1. Know how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (TExES Competency 1, ELCC 1.1, 1.5, 1.3, 1.2, 1.4)
2. Know how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student learning. (TExES Competency 2, ELCC 4.1, 4.2, 4.3, 6.3)
3. Know how to act with integrity, fairness, and in an ethical and legal manner. (TExES Competency 3, ELCC 5.2, 5.3)
4. Know how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance. (TExES Competency 4, ELCC 2.1, 2.2, 2.3, 2.4)
5. Know how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. (TExES Competency 5, ELCC 2.3, 2.4)

6. Know how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management. (TExES Competency 6, ELCC 2.4, 3.1,)
7. Know how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment. (TExES Competency 7, ELCC 3.1, 3.2)
8. 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. (TExES Competency 8, ELCC 3.3)
9. The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment. (TExES Competency 9, ELCC 3.1, 3.2, 3.3.

Required Textbook:

Lunenburg, F.C. & Ornstein, A.C. (2012). *Educational administration: Concepts and practices* (6th ed.). Wadsworth, Cengage Learning, Belmont, CA.
ISBN – 13:9781111301248
ISBN – 10:1111301247

Supplemental Textbook:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Conceptual Framework
University of Texas of the Permian Basin
School of Education

Vision

The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission

The mission of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Teacher Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

Candidate Proficiencies:

To achieve the learning outcomes, candidates must demonstrate that they "are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning" (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit

Knowledge (K): Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

Skills (S): Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)

10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

Dispositions (D): Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

Diversity Proficiencies (DP):

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
   a) to strive for social justice, equality, and equity for all learners
   b) to continue the process of self-growth, narrowing the student achievement gap in our nation
   c) to empower all learners as citizens in a global society

EDLD 6367 Theories of Educational Leadership
Fall 2017 – 2nd 8 Weeks

Assignments

Student Information Sheet (10 points): Students will complete and submit the *Student Information Sheet.*

Discussion Board (4 at 20 points each for a total of 80 points): Candidates will demonstrate an understanding of the discussion prompts/questions, by making connections to professional practice and making connections to material learned from the textbook or the lecture. The candidate will demonstrate a professional quality of writing, in addition to responding to at least two classmates in their group.

Module 1: Theories of Leadership -- Theories Literature Review and Position Paper (30 points): Candidates will develop an Educational Leadership Philosophy. This paper will include: leadership theory/style that you feel best identifies you, and your vision of the role of the campus principal. Justify your personal philosophy using a literature review consisting of at least 3 references other than the textbook to review the leadership style/theory you believe most

represents your personal style and beliefs (APA-6th ed. format required). All research journals must be peer-reviewed. Your paper should be 3-5 pages in length and include a title page, introduction, literature review, and conclusion.

Module 2: Motivation & Leadership -- Motivation Theories Application Paper (30 points): Candidates will author a paper in response to the following prompt: How can various approaches to motivation be most effectively used in your school and/or district? This paper will include motivation theories that you feel best meet the needs in your school or district, using a literature review consisting of at least 3 references other than the textbook. All research journals must be peer-reviewed. Your paper should be 3-5 pages in length and include a title page, introduction, literature review, and conclusion (APA-6th ed. format required).

Module 3: Decision-Making, Communication, & Organizational Change -- Ethics Assessment and Reflection (20 points): Candidates will complete a scenario-based assessment regarding decision-making and ethics. Students will self-check the assessment with the answer key. Please be sure to save your survey questions and answers to assist you in writing your reflection paper. Students will then write a 2-4 page reflection piece analyzing the results, identifying their decision-making frameworks and constructs using material from the textbook, reflecting on how their decision-making will impact their future as a principal.

Module 4: The Role of Government in Schools –Legal Case Brief: Candidates will complete a legal case brief that require analysis and synthesis of an important legal issue. Court cases reviewed, for this assignment, must be relevant to current education law, practices, rules, and procedures. A case brief is an overview of a judicial case that is applicable to the content covered in this course. Each brief will be 1-2 pages in length, and the format for the case study will be provided in the **Resources** section. Court cases should not be older than five years unless approved by the professor.
In the Resources section, you will find a Case Brief File that contains the format, sample case briefs, and websites that can assist in finding cases. A general Google search also works on occasion.

Module 5 - 15-hour Mini-Internship Log and Reflection (100 points): Candidates are to shadow a campus administrator for 15 hours. This can be before school, after school or during school. It may be your current campus administrator or one not on your campus. It may be a principal or an assistant principal. Candidates will complete a Competency-Based Mini-Internship Log of the various experiences and then write a 2 page reflection on the experiences and how they altered or cemented to beliefs of what it means to be a campus administrator. In addition, candidates will be expected to submit the log with signatures by the candidate and their site-supervisor which demonstrates the experiences included in the accumulation of hours. This log with also include columns where you will tie your experiences to the ELCC standards and the (SBEC) TExES competencies. The log document is included in the course syllabus. For the purpose of this activity, students should submit the name and position of the individual who will serve as site-supervisor during the first week of this course.

Evaluation Procedures and Class Policies

Assignments:	***Points Possible:***
Discussion Board Topics (4 at 20 points each)	80
Student Information Sheet	10
Literature Review Position Paper	30
Motivational Theories Paper	30
Ethics Survey and Reflection	20
Legal Brief	20
15 Hour Mini-Internship Log & Reflection	100
Total Points	**290**

This course is intense during the shortened 8-week term. NO WORK will be accepted more than 5 days late. All late work submitted within the five day window will have a 10% PER DAY deduction for being late.

EDLD 6360.783

Fall 2017 1st 8 Weeks

Syllabus

Basic Information

Jennifer Seybert, Ed.D.

Adjunct Professor of Educational Leadership
University of Texas of the Permian Basin
4901 E University
Odessa, TX 79762

Phone: 432.552.2583
Cell: 432.210-9767
Email: seybert_je@utpb.edu

Office Hours: by appointment only
Course Dates: August 23rd through October 17th

Course Credits: 3 semester hours

Location: This course is a full Web course and is conducted in Canvas.
Academic assistants may be used within this course. The academic assistant is responsible to the instructor and will be assigned specific tasks.

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Course Description

This course is designed to acquaint students with the principles of resource allocation and public education fiscal policy including: budgeting, state or federal program allocations, grant writing, resources, and staffing. This course is required for graduate students who are working toward a master's degree in Educational Leadership. No course prerequisites exist, however, admission to Graduate Studies or having been granted an exception by the Office of Graduate Studies is required.

This course will examine the exemplary leadership standards for Texas Principals as expressed in the State Board for Educator Certification competencies. Today's Principal must demonstrate learner-centered leadership as he or she encourages and nurtures maximum student performance and helps improve staff productivity and parent participation in educational success for all. To acquaint you with the 9 Principal Competencies, visit the following web site: http://www.texes.ets.org/prepMaterials/.

Conceptual Framework of the University of Texas of the Permian Basin School of Education

Vision

The vision of the College of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission

The mission of the College of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity □ Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Principal Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders □ Engage in professional growth

Candidate Proficiencies:

To achieve the learning outcomes, candidates must demonstrate that they "are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning" (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit

Knowledge (K): Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
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4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

Skills (S): Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress

7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

Dispositions (D): Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

Diversity Proficiencies (DP):

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
    a) to strive for social justice, equality, and equity for all learners
    b) to continue the process of self-growth, narrowing the student achievement gap in our nation
    c) to empower all learners as citizens in a global society

Materials

Required Materials:

- Sorenson, R., & Goldsmith, L. (2013). The Principals Guide to School Budgeting (2nd ed.). Boston, MA: Corwin Press. ISBN: 978-1452255477
- Vornberg, J, & Hickey, W. (2016). Texas Public School Organization & Administration (14th ed.). Dubuque, IA: Kendall Hunt Publishing. ISBN-10: 1465244859

Electronic Resources:

Texas Education Agency	http://www.tea.state.tx.us/
Texas Association of School Business Officials	http://www.tasbo.org/
Texas Association of School Administrators	http://www.tasanet.org/
Texas ISD	http://www.texasisd.com/
Texas Education Code (T.E.C.)	http://tlo2.tlc.state.tx.us/statutes/edtoc.html

Important Academic Dates

UTPB Academic Calendar:
http://www.utpb.edu/services/academic-affairs/office-of-the-registrar/academic-calendar

Course Overview

(Description of each of the following activities and expectations; how many activities TX Admin Code Section 4.227)

Discussions (6) 20 pts apiece – total – 120 pts

A reflective question will be posted by the Professor each week, based on Module topics. Students should access the Discussion thread for each respective Module to review these questions and post answers to the discussion question. Students will post their response, as well as replying to the posts of two other students. Discussion posts must be made by the due date to receive full credit.

Assignments (6) – 100 pts apiece – total – 600 pts

After completing assigned readings, students will review PowerPoint presentations prepared by the instructor. The PowerPoint lectures will be summaries, elaborations of the textbook material, and links to related information on the Web. After you have completed reviewing the lecture, you should then log into "Assignment Tool" and complete the required assignment.

Final project –180 pts

For the final presentation, students will complete The Budget Development Project found on pages 180-195 of the School Budgeting text. The completed scenario will be presented in a PowerPoint format and posted. Students will review the presentations of two other students and provide a critique of those presentations.

15-hour Mini-Internship Log and Reflection (100 points)

Candidates are to shadow a campus administrator for 15 hours. This can be before school, after school or during school. It may be your current campus administrator or one not on your campus. It may be a principal or an assistant principal. Candidates will complete a log of the various experiences and then write a 2 page reflection on the experiences and how they altered or cemented to beliefs of what it means to be a campus administrator. In addition, candidates will be expected to submit a Practicum log signed by the candidate and their site-supervisor which demonstrates the experiences included in the accumulation of hours. This log will also include columns where you will tie your experiences to the ELCC standards and the SBEC competencies. The log document is included in the course syllabus. For the purpose of this activity, students should submit the name and position of the individual who will serve as your site supervisor within the first week of this course.

Student Information Sheet – 15 pts

Students will fill out and submit the Student Information Sheet available in the Modules tab of the on-line course shell.

The course final grade is determined using a criterion-referenced format. The student can earn a maximum of **1,035** points.

Discussions (6)	120 Points
Assignments (6)	600 Points

Mini-Internship (1)	100 Points	
Student Info Sheet (1)	15 points	
Final Project	180 Points	
Grading Scale:	939 – 1015	A
	848 – 938	B
	756 – 847	C

No grades of "D" are given as per decision of the School of Education Graduate Faculty. A grade of "F" will be given, if necessary. Students in danger of earning less than 756 points for the course should arrange a conference with the professor prior to the end of the semester.

Extra Credit Opportunities: Students can earn up to 50 points of extra credit for participating in activities which broaden their perspective and deepen their capacity for understanding the roles and responsibilities of the school principal. The activities include, but are not limited to, professional education conferences/workshops and classroom observations. **Any extra credit opportunities will be proposed and developed by the student with instructor support. Final approval in writing must be granted by the instructor prior to the activity in order to guarantee credit. Mode of approval will be email.**

Before proposing extra credit, the student should be able to answer the following questions:

1) **How does this relate to the principal's financial management responsibilities?**
2) **How will completion of this extra credit assignment better prepare me to effectively lead and manage on a K-12 campus?**
3) **How will completion of this extra credit contribute to my ability to support teaching and learning on my campus?**
4) **How will completion of this extra credit assignment better prepare me to support the development of leadership skills in other aspiring leaders?**

Schedule

Module Assignments (6)

After completing assigned readings, students will review PowerPoint presentations prepared by the instructor. The PowerPoint presentations will be summaries, elaborations of the textbook material, and links to related information on the Web. After you have completed reviewing the lecture, you should then log into "Assignment Tool" and complete the required assignment.

15-hour Mini-Internship Log and Reflection (100 points) -

Candidates are to shadow a campus administrator for 15 hours. This can be before school, after school or during school. It may be your current campus administrator or one not on your campus. It may be a principal or an assistant principal. Candidates will complete a log of the various experiences and then write a 2 page reflection on the experiences and how they altered or cemented to beliefs of what it means to be a campus administrator. In addition, candidates

will be expected to submit a Practicum log signed by the candidate and their site-supervisor which demonstrates the experiences included in the accumulation of hours. This log will also include columns where you will tie your experiences to the ELCC standards and the SBEC competencies. The log document is included in the course syllabus. For the purpose of this activity, students should submit the name and position of the individual who will serve as your site supervisor within the first week of this course.

Module 1 (week one and two) – The Budgeting Process:

Week one: August 23 – August 28 – Introductory Period, Student Information Sheet, and Student Authentication Due

Module Objectives:

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

1) Articulate the purpose for this course
2) Understand the intention for the course text
3) Understand the role of the extra-textual resources and readings
4) Clearly discuss the meaning of Systems Thinking in the context of school leadership
5) Define personal visions and values
6) Discuss in meaningful ways how personal values influence and inform school leadership
7) Articulate the differences between vision and mission and support the shared development of a collective vision statement for a campus.
8) Understand how a shared vision informs campus planning
9) Articulate the importance of understanding campus vision/mission when pursuing a leadership position

Week two: August 29 – September 4

The Budgeting Process: Assignment 1 - Interview a campus or district level administrator and discuss activity accounting and issues that he/she may have encountered with fund raising events. Write a short 1 page account of your interview. Your major assignment here is to create an Activity Funding Flow Chart Project—Each student will develop flow chart/audit trail that will enable you to track revenue and expenses for student activity funds OR any other finance transactions completed in a school setting that might help you in your current or future position. Your project submission should include a permission form to conduct a fundraising project, procedures and form for collecting and depositing of revenue, form expediting expenditures, accounting procedure and any other relevant documentation that would assist an auditor or other qualified financial administrator to track all activity funds. THIS IS ONE OF THE MOST RELEVANT ASSIGNMENTS IN THE COURSE—NOT BUSY WORK— Make it something useful for your future as a school leader or something to be implemented in your own school!

ELCC Standards: 1, 2, 3, 4, 5, and 6

Discussion 1 - Post a synopsis and reflect on what the most single important aspect (to you) of your findings in Assignment 1.

Essential Reading: Chapter 1 - *Understanding the Budgeting Process* - Sorenson
Chapter 15 - *Financing Texas Public Schools* - Vornberg & Hickey

Module 2 (week 3): Budgeting Standards

Module Objectives:

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

1) Describe the budgeting process.

2) Understand the need for a budgeting process.

3) Describe campus improvement planning.

4) Explain and understand the use of forms for accounting.

5) Understand the need for having an auditable trail of accounting activities.

6) Understand the role of the campus administrator in the budgeting process.

Week three: September 5 – September 11

Case Study Middle School Budget: Assignment 2 - Read and complete the case study application - Belle Plain Middle School found on page 47 of the School Budgeting textbook. Be sure to go into detail in answering the 7 application questions found on page 49.

Prepare a PowerPoint presentation (15 – 20 slides) of your observations and answers to questions. In addition to text on your slides, you are expected to include graphics, references to germane websites and other media that will support your position.
ELCC Standards: 1, 2, 3, 4, 5, and 6

Discussion 2 - As the Principal of Belle Plain Middle School, what would you do in your first 100 days on the job?

Essential Reading:
Chapter 2 – *The Budget-Vision Relationship and the National Standards* - Sorenson
Chapter 4 – *Educational Leadership is No Accident* - Vornberg & Hickey
Chapter 9 – *Campus Leadership in Texas* - Vornberg & Hickey

Module 3 (week 4) – Accountability and Budgeting:

Module Objectives:

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

1) Find and understand the TAPR report.

2) Understand and explain the connection of budgeting and school/district accountability.

3) Complete a comprehensive needs assessment.

4) Understand the connection of the campus Principal in completing the comprehensive needs assessment and the budgeting.

Week four: September 12 – September 18:

Accountability and Budgeting: Assignment 3 - Locate and evaluate a copy of your campus TAPR report. Based upon this report, prepare a comprehensive needs assessment for your campus, including possible solutions to meet these needs. Report your findings in a 3 – 4 page paper. The paper must be double-spaced, 12 pt. font, and follow APA (6th edition) guidelines.
ELCC Standards: 1, 2, 3, 4, 5, and 6

Discussion 3 - What are some strengths, weaknesses, opportunities, and threats (SWOT) that campus principals face in dealing with accountability issues?

Essential Reading:
Chapter 3 – *Culture, Data, and Celebrating Success*- Sorenson
Chapter 4 - *A Model for Integrating Vision, Planning, and Budgeting* – Sorenson
Chapter 11 – *Systemic Approach to Educational Accountability* - Vornberg & Hickey

Module 4 (week 5) – Budgeting Laws and Guidelines:

Module Objectives:

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

1) Find and understand the TEA Budgeting Update 14.

2) Understand and explain the connection of budgeting school law.

3) Complete a staff presentation incorporating budgeting laws that are understandable for school staff.

4) Understand the connection of the campus Principal in understanding and awareness of budgeting laws.

Week five: September 19 – September 25:

Texas Budgeting Updates: Assignment 4 - Read the Budgeting Update 14 document by the Texas Education Agency. Provide an overview of this document at a district staff development with various budget planning representatives.

Prepare a PowerPoint presentation (15 – 20 slides) of your overview. In addition to text on your slides, you are expected to include graphics, references to germane websites and other media that will support your position.
ELCC Standards: 1, 2, 3, 4, 5, and 6

Discussion 4 - What does the term "educational leader" as applicable to the budgeting process mean?

Essential Reading:
Chapter 5 - *Effective and Efficient Budgeting Practices* – Sorenson
Chapter 1 – *The Organizational Structure of Government and its Role in Texas Public Education* - Vornberg & Hickey
Chapter 2 – *Governing and Supporting Education in Texas* - Vornberg & Hickey

Module 5 (week 6) – Budgeting and Requisitions:

Module Objectives:

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

1) Understand the budget development worksheet.

2) Define the columns in the budget development worksheet.

3) Understand the need for the budget development worksheet in the campus budget planning.

4) Complete the budget development worksheet based on data.

Week six: September 26 – October 2

Shifting Paradigms: Assignment 5 - Read and complete the case study application 1 – Shifting Paradigms with Changing Times found on page 159 of the School Budgeting textbook and case study application 2 – Requisition Season at Cover Elementary found on page 162 of the School Budgeting textbook.
ELCC Standards: 1, 2, 3, 4, 5, and 6

Discussion 5 - Should the budget drive campus planning or should campus planning drive the budget?

Essential Reading –
Chapter 6 – *Building the School Budget* – Sorenson
Chapter 16 – *School District Business and Financial Operations* - Vornberg & Hickey

Module 6 (week 7 and 8) – Budgeting in Action:

Module Objectives:

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

1) Have knowledge and be able to explain the budgeting process as to how it relates to campus planning.

2) Have a thorough understanding of school finance/budgeting regulations.

3) Have the tools needed to complete a budgeting workshop on a campus.

4) Connect the vision/mission of the campus, along with campus needs, to develop a campus budget with a team.

Week seven and eight: October 3 – October 16:

Assignment 6 – Choose one of the case studies found in the resources section to analyze and reflect. Prepare a 2-3 page reflection paper on the case studies keeping in mind the budgeting process, leadership needed for funding and all other aspects of the course.

Final Project: - For the final presentation students will complete a Campus Budgeting Scenario found on page 180 in the School Budgeting text, *The Budget Development Process*.

Prepare a PowerPoint presentation (15 – 20 slides) of your case studies. In addition to text on your slides, you are expected to include graphics, references to germane websites and other media that will support your position.
ELCC Standards: 1, 2, 3, 4, 5, and 6

Discussion 6 - Why is it important for a principal to promote and celebrate success on their campus?

Essential Reading:
Chapter 7 - *Celebrating Success, Opportunities, and Ethical Leadership* - Sorenson
Chapter 5 - *Ethics and School Administration* - Vornberg

Module Discussions (6)

A reflective question will be posted by the Professor for each module, regarding the readings from the required textbooks. Students should log into "Discussions Tool" to review these questions and post answers to the discussion question. Students will post their response, as well as replying to the posts of two other students. Discussion posts must be made by the due date to receive full credit.

Discussion 1 - Post a synopsis and reflect on what the most single important aspect (to you) of your findings in Assignment 1.

Discussion 2 - As the Principal of Belle Plain Middle School, what would you do in your first 100 days on the job?

Discussion 3 - What are some strengths, weaknesses, opportunities, and threats (SWOT) that campus principals face in dealing with accountability issues?

Discussion 4 - What does the term "educational leader" as applicable to the budgeting process mean?

Discussion 5 - Should the budget drive campus planning or should campus planning drive the budget?

Discussion 6 - Why is it important for a principal to promote and celebrate success on their campus?

Final Project/Presentation

For the final presentation, students will complete The Budget Development Project found on pages 180-195 of the School Budgeting text. The completed scenario will be presented in a PowerPoint format and posted. Students will review the presentations of two other students and provide a critique of those presentations.

School Human Resources, EDLD 6369

793, Fall B, 2017

Syllabus

Syllabus is subject to change at the instructor's discretion. Announcements may be posted frequently. It is always the student's responsibility to monitor the course announcements for updates and important information. **Dr. Luanne Stephens** Adjunct Professor University of Texas of the Permian Basin 4901 E. University Odessa, TX 79762 **Office:** N/A **Phone:** 325-226-4571 **Email:** stephens_l@utpb.edu **Office Hours: By Appointment** **Course Dates:** October 18th through December 12th **Course Credits:** 3 semester hours	

Location: This course is a full Web course and is conducted in Canvas.

Course Description

Measurable Learning Outcomes:

This course is designed to acquaint students Administrative processes and functions of the elementary and secondary school principal in the context of school district organization and administration. This course is required for graduate students who are working toward a master degree in Education.

No course prerequisites exist, however, admission to Graduate Studies or having been granted an exception by the Office of Graduate Studies is required.

This course will examine the exemplary leadership standards for Texas Principals as expressed in the State Board for Educator Certification competencies.

This course is designed to acquaint students with personnel management theory and research. It emphasizes skills in recruitment, selection, assignment, staff development, supervision and evaluation.

Today's Principal must demonstrate learner-centered leadership as he or she encourages and nurtures maximum student performance and helps improve staff productivity and parent participation in educational success for all. To acquaint you with the 9 Principal Competencies, visit the following web site where you will be able to download a certification exam

preparation manual:
http://cms.texes-ets.org/index.php/download_file/1086/

The Principal Test Framework describes the 9 competencies and supporting standards for each competency. The course is designed to help prepare Principal Candidates to successfully pass the TExES Principal Exam, and model learner-centered leadership in everyday practice as exemplary educators.

Course Objectives:

Upon successful completion of the course, the student will be able to:

(1) describe the nature of school human resources and its diverse approaches
(2) explain ethical, legal, and policy issues germane to school human resources
(3) learn collaborative skills leading to professional growth
(4) acquire skills necessary to develop a multimedia presentation
(5) use electronic and print databases to access current knowledge on research topics
(6) frame a research problem and develop solutions for solving that problem
(7) develop, articulate, and execute a plan for strategic and effective management of the Human Resources responsibilities that are part of the principalship

Conceptual Framework of the University of Texas of the Permian Basin School of Education

Vision

The vision of the College of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission

The mission of the College of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Principal Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

Candidate Proficiencies:

To achieve the learning outcomes, candidates must demonstrate that they "are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning" (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit

Knowledge (K): Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

Skills (S): Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

Dispositions (D): Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

Diversity Proficiencies (DP):

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
    a) to strive for social justice, equality, and equity for all learners

b) to continue the process of self-growth, narrowing the student achievement gap in our nation
c) to empower all learners as citizens in a global society

Prerequisites: None

Materials – Required Textbooks

Required Textbooks:

Seyfarth, J. (2008). *Human resource leadership for effective schools* (5th ed.). Boston, MA: Pearson Education.

ISBN: 9780205499298

Kemerer, F. R. & Crain, J. A. (2011). *Texas documentation handbook: Appraisal, nonrenewal, termination* (6th ed.). Austin, TX: Texas School Administrators' Legal Digest.

ISBN: 9780985252755

Course Activities:

Module Assignments (7) – 800 pts

The Professor will assign suggested and required readings for each module that will cover elaborations of course objectives, textbook material and links to related information on the Web. After you have completed the suggested and required readings, you should then log into "Assignment Tool" and complete the required assignments for each module. There is one assignment per module. The final project is also your assignment 7.

Case Study/Reflection Question Responses and Discussion Participation (7) – 140 pts

A reflective question will be posted by the Professor for each module, regarding the readings from the required textbooks. Students should log into "Discussions Tool" to review these questions and post answers to the discussion question. Students will post their response, as well as replying to the posts of two other students. Discussion posts must be made by the due date to receive full credit. There will be one discussion topic for each module. Due dates for discussion posts will typically be the Wednesday prior to the due date for the first assignment in each module. Discussion posts are paced in this manner to support your ability to reflect on the content prior to submission of assignments. See the course calendar in the "Course Calendar" link for exact due dates.

15-hour Mini-Internship Log and Reflection (100 points): Candidates are to shadow a campus administrator for 15 hours. This can be before school, after school or during school. It may be your current campus administrator or one not on your campus. It may be a principal or an assistant principal. Candidates will complete a log of the various experiences and then write a 2 page reflection on the experiences and how they altered or cemented to beliefs of what it means to be a campus administrator. In addition, candidates will be expected to submit a Practicum log signed by the candidate and their site-supervisor which demonstrates the experiences included in the accumulation of hours. This log will also include columns where you will tie your experiences to the ELCC standards and the SBEC competencies. The log document is included in the course syllabus. For the purpose of this activity, students should submit the name and position of the individual who will serve as your site supervisor within the first week of this course.

Student Information Sheet – 60 pts

Students will fill out and submit the Student Information Sheet available in the Modules tab of the on-line course shell.

Module Discussion and Assignment Schedule:

Weekly Reflections

A reflective case study/question will be posted each week, regarding the readings and topic of discussion for the class. Responses will be discussed in class via the discussion board. Each student is expected to post an original reflective response that addresses the case and/or question(s). Further, each student is expected to give a thoughtful reflection to the original posts from two of their colleagues. Cases are described or referenced below in the class calendar.

Assignments are due on the date listed by the description. Preferred submission format is MS Word.*

A mini-internship is required in this course. See the assignment description below.

Student Information Sheet is Due October 20th by noon

Site Supervisor Name and Position Due October 20th by noon – on the Student Information Sheet

Module 1 — **Human Resources Structure and Conceptual Setup**
Chapter 1

ELCC Standards: 1, 2, 3, 4, 5, and 6

October 18th through October 29th

Introductory Period: This is an introductory period of the course during which you will orient yourself to the course and its expectations. During this time you will also fulfill all requirements of Module One so that they can be submitted on time according to the assignment description.

October 20th (noon) — **Student Information Sheet is Due**

October 22nd by 5 PM — **Module 1 Discussion:**

Why is it important to have and articulate a clear vision and message for how HR responsibilities relate to a campus' ability to realize the organizational vision?

October 29th by noon — **Module 1 Assignment:**

In some ways, the assignment structure for the course is backwards. Where you would typically have a more labor intensive assignment at the end, this first assignment is likely going to be the most difficult and time consuming and, consequently, will be worth the most.

For the first assignment, I want you to conduct an interview with your principal. Must be a lead campus principal. This interview should be considered as a baseline activity that will create a practical context for all your course assignments. The purpose for this experience is for you to get a sense of the degree to which your principal's HR efforts at the campus level are strategically directed and executed for the purpose of improving teaching and learning.

Realistically, if this is done well, you should expect this interview to take an hour and a half to two hours. That time can be broken into smaller segments. While I will not require it, I encourage you to consider recording the interview if your principal will acquiesce. This will allow you to more fully reflect when writing your paper. Also, while I will not prescribe an artificial length, I anticipate this paper will be at least 8 to 10 pages if you are going to fully explore the principal's thoughts and develop a good context that will support your ability to see the

relevance of content throughout the course. Please see the rubric for a more complete explanation of grading standards for this assignment.

While the following is not an exhaustive list (you can have more), I expect these concepts will be addressed in your interview:
The school's vision (what the school is supposed to look like/be - the eventual reality if all stakeholders stay true to the mission)
The school's mission (the school's purpose statement - defining characteristics - core values)
The principal's leadership style – in their own words
How the principal goes about the hiring process – this should include some brief exploration of the nature of the district's support in the process
The principal's philosophy as it relates to the evaluation of teacher effectiveness and the role of growth plans and/or the GSPD (In other words: Generally: What is the purpose for a growth plan? Why would one be developed? – Or more specifically in Texas: How can the GSPD support growth in all teachers?)
How the principal plans and executes professional development for their teaching and administrative staffs (including the principal)
Board policy as a practical matter – to what degree does board policy impact day to day operation
Specific efforts related to campus culture ("Who we are") and climate ("What it feels like") – How does the principal address these
The principal's philosophy of conflict management

See Scoring Standards in the Rubric for this assignment.

Module 2 **Recruitment/Hiring/ Retention**

Chapters 2, 3 – 4 as an optional read

ELCC Standards: 1, 3, and 5

October 30th through November 5th

November 1st by noon **Module 2 Discussion:**

Case Number 1 in Chapter 2 Answer questions 1 and 3 (2 and 4 are strictly optional) (Pages 29-30) or Case Number 3 in Chapter 3 – Answer both questions (Pages 54-55).

November 5th by noon

Module 2 Assignment – Develop an organizational chart that represents all employees (not students and parents) on your campus and where they fall in the organizational hierarchy. Individual teachers need not be named, but your organizational chart should be comprehensive and should clearly identify roles and lines of supervision. In identifying roles, don't forget, this is not just instructional. You'll want to include all professional roles. I will not outline all roles, but in order to provide some examples: Don't forget about custodians, nurse, and counselors in addition to specialized teaching roles like ESL, SPED, etc. Also, avoid collapsing roles to "teachers." Rather, show each teaching role whether by grade level – elementary – or by content – secondary. Finally, don't forget to clearly demonstrate lines of authority in your chart. If you're not sure how to represent the organization in an Org Chart, Google Organizational Chart and review some examples. These elements will impact your assignment grade.

While I will not prescribe the software for development, I've seen this done effectively in Excel. In Excel, you can create highlighted borders to frame out roles. See rubric for grading standards. Furthermore, in a brief response, evaluate the effectiveness of the structure of your campus. This evaluation should focus on the flow of supervision and support on the campus and should not solely be focused on recommendations for new hires. Be prepared to qualify your statements (see rubric). Also, make suggestions for how your school could be functionally improved (by recommending changes to organizational structure) in a way that would bear out greater levels of student achievement. Some considerations include different hiring priorities, reorganization of the staff for greater management efficiency, and consideration of new, changed, or elimination of programs. Again, be prepared to qualify your recommendations.

See Scoring Standards in the Rubric for this assignment.

Module 3 **Evaluations and Remedial Efforts**

Chapters 8 and 14

ELCC Standards: 2, 3, and 5

November 6th through November 12th

November 8th by noon Module 3 Discussion:

Read and respond to Case No 2 question number 2 and the question here:
How has the principal's leadership deficit in this area undermined her ability to conduct a high-quality, effective evaluation of Joyce's teaching effectiveness? What behavioral changes would you recommend so that the principal can more effectively ensure Joyce's appraisal accurately reflects her effectiveness? (Page 162/163 of your text)

November 12th by noon

Module 3 Assignment: With the support of a campus administrator (does not necessarily have to be the principal) develop an approach to addressing growth needs in a struggling teacher. The teacher should be imaginary or, at minimum, enough of the specifics from a real-life example should be changed in order to protect the teacher's privacy. In the absence of a district or campus defined structure for this effort, a great resource that can support your development of your approach is the secondary course textbook: The Documentation Handbook. See the rubric for grading standards. The plan should have the following aspects:

1) Clear description of the deficit being addressed with directives that inform the teacher of the specific behaviors that must be addressed/corrected
2) Relevant T-TESS domain that is in deficit (or other appraisal instrument as appropriate)
3) Clear articulation of any interventions already attempted (i.e. informal conferences, directives, written documentation that has been delivered and signed, etc...)
4) At least 2 clearly defined and measurable objectives or goals the teacher will be required to meet (development activities, compliance, instructional behaviors, etc...)
5) Official offer of support with specific types of support articulated
6) A clear statement of consequences for failure
7) A clear statement of resolution upon completion
8) Clearly defined, articulated, and reasonable timelines for successful completion

9) Places for signatures, dates, and notification of who is going to be made aware of process and outcomes (cc line)

*** For those in Texas – It is ok (even preferable) to start with the GSPD template being used by your campus/district. However, if the GSPD template (or another standardized form) used by your district doesn't cover all these points, you will need to submit a supplemental narrative. This allows you to "show your work." If you have specific questions, email the professor.**

See Scoring Standards in the Rubric for this assignment.

Module 4: **Capacity Building and Training**
Chapters 6 and 7

ELCC Standards: 1, 2, 3

November 13th through November 19th

November 15th by noon

Module 4 Discussion:

Case No 2 on pp 139-141 questions 1 and 2

November 19th by noon

Module 4 Assignment:

Important Key:

The intent for this assignment is to have you identify an area of need based on campus testing data and develop a PD approach to equipping teachers to address that area while ensuring your PD is aligned to campus mission and vision. As you read the assignment description and rubric, do so with consideration for this frame.

Rubric Assignment 4: Develop a professional development program or series using the school's vision and mission statements and most recent data from the state exam (STAAR if available, TAKS data). Your principal should be able to provide the official vision and mission statements for your campus (if you do not already have that from the interview). While I will not prescribe a format, I would suggest you consider the use of a table to provide a quick and easily readable visual. That format could also help ensure you address all necessary components. Considerations that you should make and report include how the activity(ies) support the realization of the campus vision, how the PD furthers accomplishment of the mission, and how the PD addresses deficiencies revealed in the testing data. Other considerations to make and report include cost, appropriate time, key figures needed to make the PD happen, and participants ranked in order of importance for their participation. Finally, for each participant or participant group, a statement of relevance should be made that demonstrates your ability to communicate the practical value of the PD.

See Scoring Standards in the Rubric for this assignment.

Module 5 **Legal Issues/ Board Policies**

Chapters 11 – 12 as an option (some elements of 13 for grievances)

ELCC Standards: 3, 5, and 6

November 20th through November 26th

November 22nd by noon

Module 5 Discussion:

It's your first year as a principal at Robert Smith Middle School. After the first two months, you come to realize that Jerri, a third year teacher is struggling. In passing conversations, you learn that she has come into teaching as a second career through alternative certification. She reportedly left a career in real estate because she wanted to make a difference for kids. Unfortunately, your observations have confirmed reports from the math department head that Jerri has real difficulty connecting to students. Her lectures are dry, the classroom is stale, and she has no tolerance for individual expression from her students. Furthermore, she sends students to the office for discipline more often than any other math teacher at her grade level. Being this is her third year, you will have a definite contract decision to make come March or April.

1) What are your administrative options as they relate to employment for the next year? How will you go about making your decision?
2) What efforts might you give to supporting Jerri's growth as a teacher?

November 26th by noon

Module 5 Assignment:

Rubric Assignment 5: This assignment has two parts. The first part is simple: Find in your district's board policy either a PDF or an MS Word copy of each policy code discussed in the lecture. By policy code, I mean each specific combination of letters directly mentioned in the lecture. For instance, the policy code DCA is discussed in the lecture but the policy code DIA is not discussed in the lecture. Therefore, I would expect to see the policy documents for DCA in your submission but not the policy documents for DIA (yes that is a hint). While I discuss other policy concepts, you are only to submit policy documents for **codes** I specifically mention in the lecture.

Use the transcript for the lecture if you need it. Assemble them into a single document (preferred but not required) and submit it. This will give you the chance to navigate your district's on-line policy book.

The second part of the assignment is to discuss a hypothetical employee with a hypothetical disability. How would you accommodate so that person could begin or continue (if the disability occurred while the employee was already on staff) working on your campus? You should research the disability with at least one reference to a reputable website (typically .org, .gov, or .edu) or organization (personal communication or pamphlet) and be able to describe why the accommodations are appropriate. This assignment will help you prepare critically for the possible future scenario where you will need to provide accommodations to disabled employees.

See Scoring Standards in the Rubric for this assignment.

Module 6 **Salary and Benefits**

Risk Management – The broad function of a district HR department

Chapter 9

ELCC Standards: 5

November 27th through December 3rd

November 29th by noon

Module 6 Discussion:

Case 1 pages 182-183. Answer questions 2 and 3.

December 3rd by noon

Module 6 Assignment:

For this module, you have an opportunity to flex your detective skills in an effort to find key information. The purpose of this assignment is to accomplish two basic things:

1) You will learn valuable information related to the technical inner workings of your HR department and about some of the external factors that make HR administration challenging in a school district, and

2) You will practice the art of information exploration. This reinforces an important idea in effective leadership: As a leader it is important that you develop the right questions or questioning processes. Knowing answers is well and good...knowing how to ask questions, however, opens your world to great potential for learning and leading. All knowledge is available to the one who asks the right questions in the right circumstances.

Specifically, you should be able to find and in one combined document submit the following artifacts or information:

1) As a percentage of total expenditures, how much does your district commit to payroll costs (you'll likely need to contact your district's HR office to acquire this information or it is accessible via a link on the last page of your district's TAPR report in Texas)?
2) Provide salary schedules or descriptive information related to how your district determines pay for teachers, counselors, and administrators (if it is collected together in a common document you could provide the information for other employee classifications as well).
3) Are your district's medical benefits self-funded or not? If not, into what system is your premium paid? If it is, is it externally managed or not?
4) Including other local districts (no more than 3 other districts) and non-school district options, be able to list at least 5 local employment options available to employees. These could be a source of employment competition. (Extra credit – Provide entry level salary for each.)

See Scoring Standards in the Rubric for this assignment.

Module 7 Capacity Building as a Function of Human Resources Management

December 4th through December 10th

December 6th by noon

Module 7 Discussion:

Case 2 pages 265-266. Provide thoughtful and substantive answer to all parts of question 3.

December 10th by noon

Module 7 Assignment:

As a principal, you should look for ways to build capacity in your staff. How do you cultivate knowledge and skills so that your campus is better prepared to meet student needs? Further, how can you make a skills investment in your assistants and aspiring leaders? Consider the myriad of task oriented responsibilities of the principalship. Without even trying to think too hard here are some: Budget Management, Instructional Leadership, State Testing, Special Programs (Including Bil/ESL, SPED, G/T, CTE), Community Engagement, Professional Development, Emergency Management, Managing Awards, and Managing Meetings.

Whether using the above or other principal responsibilities, in this assignment you will choose three responsibilities that must be executed effectively on a successful campus. Research what goes into ensuring these responsibilities happen. Then, describe how you will involve at least three other aspiring leaders into the process of executing each separate responsibility. **See Scoring Standards in the Rubric for this assignment.**

December 11th any time

Mini-Internship Log and Reflection are due. See assignment description below in the "Course Assessment" section of the syllabus.

15-hour Mini-Internship Log and Reflection (100 points): Candidates are to shadow a campus administrator for 15 hours. This can be before school, after school or during school. It may be your current campus administrator or one not on your campus. It may be a principal or an assistant principal. Candidates will complete a log of the various experiences and then write a 2 page reflection on the experiences and how they altered or cemented to beliefs of what it means to be a campus administrator. In addition, candidates will be expected to submit a Practicum log signed by the candidate and their site-supervisor which demonstrates the experiences included in the accumulation of hours. This log will also include columns where you will tie your experiences to the ELCC standards and the SBEC competencies. The log document is included in the course syllabus. For the purpose of this activity, students should submit the name and position of the individual who will serve as your site supervisor within the first week of this course.

December 12th

End of Course – Absolutely no late assignments or extra credit opportunities will be accepted after noon on this day.

Course Assessment:

Grading Rubric

Student Information Sheet – 60 Points

Module 1 Assignment – 200 points

Modules 2 through 7 Assignments - (6 @ 100) - 600 Points

Reflective Question Responses and Discussion Participation – (7 @ 20) – 140 pts

Field Experience/Practicum Hours Log – 100 pts

15-hour Mini-Internship Log and Reflection (100 points): Candidates are to shadow a campus administrator for 15 hours. This can be before school, after school or during school. It may be your current campus administrator or one not on your campus. It may be a principal or an assistant principal. Candidates will complete a log of the various experiences and then write a 2 page reflection on the experiences and how they altered or cemented to beliefs of what it means to be a campus administrator. In addition, candidates will be expected to submit a Practicum log signed by the candidate and their site-supervisor which demonstrates the experiences included in the accumulation of hours. This log will also include columns where you will tie your experiences to the ELCC standards and the SBEC competencies. The log document is included in the course syllabus. For the purpose of this activity, students should submit the name and position of the individual who will serve as your site supervisor within the first week of this course.

The student's grade is determined using the following percentages:

A: 1018 – 1100
B: 919 – 1017
C: 820 – 918

No grades of "D" are given as per decision of the School of Education Graduate Faculty. A grade of "F" will be given, if necessary. Students in danger of earning less than 751 points for the course should arrange a conference with the professor prior to the end of the semester.

Extra Credit Opportunities: Students can earn up to 50 points of extra credit for participating in activities which broaden their perspective and deepen their capacity for understanding the roles and responsibilities of the school principal. The activities include, but are not limited to, professional education conferences/workshops and classroom observations. **Any extra credit opportunities will be proposed and developed by the student with instructor support. Final approval in writing must be granted by the instructor prior to the activity in order to guarantee credit. Mode of approval will be email.**

Before proposing extra credit, the student should be able to answer the following questions:

1) **How does this relate to HR management in the school setting?**
2) **How will completion of this extra credit assignment better prepare me to effectively manage HR related responsibilities?**
3) **How will completion of this extra credit contribute to my ability to support teaching and learning on my campus?**
4) **How will completion of this extra credit assignment better prepare me to support the development of leadership skills in other aspiring leaders?**

Instructional Leadership EDLD 6370

783, Fall A, 2017

Syllabus

Basic Information

Syllabus is subject to change at the instructor's discretion. Moreover, students must read all posts made to the announcements page of the on-line course shell.

Lu A. Stephens
Adjunct
University of Texas of the Permian Basin
4901 E. University
Odessa, TX 79762

Office: Online
Email: stephens_l@utpb.edu
Office Hours: By Appointment

Course Dates: August 23rd through October 17th
Course Credits: 3 semester hours

Location: This course is a full Web course and is conducted in Canvas.

Academic assistants may be used within this course. The academic assistant is responsible to the instructor and will be assigned specific tasks.

Course Description

Measurable Learning Outcomes:

This course is designed to acquaint students with dimensions and processes which are a vital part of Instructional Leadership. This course is required for graduate students who are working toward a master degree in Educational Leadership and/or pursuing Principal Certification.

By the end of this course, you will:

1) Be able to articulate a personal definition of Instructional Leadership with consideration for elements and dimensions which are generally accepted as core components of Instructional Leadership
2) Consider and articulate plans for application and decision making in various dimensions of Instructional Leadership
3) Advocate for leadership focused on improving teaching and learning by being better able to articulate a plan for teacher support
4) Identify and be able to recommend and use various instructional tools that will help improve teaching effectiveness
5) Describe characteristics of an effective campus and an effective classroom.
6) Evaluate the degree to which characteristics of an effective classroom are present and support capacity building in teachers
7) Coach teachers with a focus on professional development and growth.

8) Plan for teacher support in the area of differentiated instruction
9) Plan for the strategic use of data for decision making at the campus level
10) Plan for the strategic use of instructional technology as a pedagogical tool

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- Promoting collegiality and service in schools and communities;
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- Incorporate technology in planning and delivering instruction
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- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

Candidate Proficiencies:

To achieve the learning outcomes, candidates must demonstrate that they "are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning" (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit

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1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
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4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

Skills (S): Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

Dispositions (D): Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

Diversity Proficiencies (DP):

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
   a) to strive for social justice, equality, and equity for all learners
   b) to continue the process of self-growth, narrowing the student achievement gap in our nation
   c) to empower all learners as citizens in a global society

Prerequisites: None

Materials – Required Textbooks

Required Materials:

Cain, S., & Laird. M. (2011). *The fundamental 5: The formula for quality instruction.* Publisher not identified. ISBN 978-1456491031

Recommended Materials:

McCain, T. (2005). *Teaching for tomorrow: Teaching content and problem-solving skills.* Corwin Press. ISBN 978-1412913843

Course Activities:

Discussions (7) 20 pts apiece – total – 140 pts

A reflective question will be posted by the Professor each week, based on Module topics. Students should access the Discussion thread for each respective Module to review these questions and post answers to the discussion question. Students will post their response, as well as replying to the posts of two other students. Discussion posts must be made by the due date to receive full credit.

Top 3 Preferences for the PLC Paper Focus – 25 pts

Students will submit three possible areas for focus on your PLC paper. List them in order of priority. I will select one (probably your first choice) and communicate that to you. That will be your focus for your PLC paper. See the rubric in the Resources section of the course for a full explanation of grading standards.

Assignments (6) – 100 pts apiece – total – 600 pts

After completing assigned readings, students will review PowerPoint presentations prepared by the instructor. The PowerPoint lectures will be summaries, elaborations of the textbook material, and links to related information on the Web. After you have completed reviewing the lecture, you should then log into "Assignment Tool" and complete the required assignment.

Final project –200 pts

The goal of final module's assignment is to create a paper that deals with PLCs. In this paper, you will explore, reflect, and describe the processes by which you would hypothetically focus a PLC's efforts. The problem you address should be a real-world problem that one might anticipate on a campus in Anytown, USA. The problem does not necessarily need to be something that is happening or has happened on your campus. Specific areas of focus for your writing will include a general review of PLCs, describing the focus or desired results of your PLC's efforts, identifying the staff development components of your PLC, a discussion of the vision/mission fit of your PLC efforts, and a discussion of the role of school constituents among other things. For a full description of the grading standards for this assignment, see the rubric in the Module 7 Assignment section of the on-line course shell. The link is titled Assignment 7 Rubric. For more about PLCs, see the resources provided under the title PLC Articles at the bottom of the screen found via the Modules link the Canvas course shell.

A couple notes about the project – You should have submitted your topic for the PLC to the professor no later than Friday of the second week of the course. This was addressed in the Module 1 lecture. Also, your work is in theory. There is no expectation that this idea be put into practice by the end of the course. However, that does not limit you from developing something that could be put into practice.

15-hour Mini-Internship Log and Reflection (100 points) - Candidates are to shadow a campus administrator for 15 hours. This can be before school, after school or during school. It may be your current campus administrator or one not on your campus. It may be a principal or an assistant principal. Candidates will complete a log of the various experiences and then write a 2 page reflection on the experiences and how they altered or cemented to beliefs of what it means to be a campus administrator. In addition, candidates will be expected to submit a Practicum log signed by the candidate and their site-supervisor which demonstrates the experiences included in the accumulation of hours. This log will also include columns where you will tie your experiences to the ELCC standards and the SBEC competencies. The log document is included in the course syllabus. For the purpose of this activity, students should submit the name and position of the individual who will serve as your site supervisor within the first week of this course.

Candidate Disposition Sheet – 20 pts

This document is a self-appraisal tool with which students can reflect on their own dispositions. The form for this exercise is available in the Module 0 section of the Canvas course shell and should be submitted no later than the 6th Friday of the course.

Student Information Sheet – 15 pts

Students will fill out and submit the Student Information Sheet available in the Modules tab of the on-line course shell.

Module Discussion and Assignment Schedule:

Module 1 – Campus Leadership

Dates: August 23rd through September 3rd

Student Information Sheet due by August 25th at noon

Module Objectives:

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

1) Articulate the purpose for this course
2) Understand the intention for the course text
3) Understand the role of the extra-textual resources and readings
4) Clearly discuss the meaning of Systems Thinking in the context of school leadership
5) Define personal visions and values
6) Discuss in meaningful ways how personal values influence and inform school leadership
7) Articulate the differences between vision and mission and support the shared development of a collective vision statement for a campus.
8) Understand how a shared vision informs campus planning
9) Articulate the importance of understanding campus vision/mission when pursuing a leadership position

Reading and Resources:

AEL Videos Titled Personal Vision and Establishing the Vision

Module 1 Discussion Participation:

Due August 27th by 5 PM (This deadline is a Sunday evening. All other discussion deadlines will be noon on Wednesday of a given week.)

Two Questions:

How do a leader's personal values and vision influence their leadership of an organization?

With that being considered, why is it important to identify and put into words a personal vision and set of values?

Post your answer to the **Module 1 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

Three Topics Due: No later than noon September 1st

Module 1 Assignment: Due September 3rd by noon (This is an extended deadline due to the unusual start date for the fall term).

Discuss two decisions/situations and the unintended consequences that resulted from those decisions/situations. Then, discuss how things may have been done to prepare for those situations so that they did not occur or so that the consequences would not have been so dire. Finally, briefly discuss your thoughts on why it is important for school leaders to understand systems thinking.

For a full description of the assignment as associated grading standards, see the rubric.

The due date for this assignment is listed on the course Calendar at the bottom of the syllabus.

Module 2 – Instructional Leadership and Characteristics of An Effective Classroom and Lesson

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

1) Identify characteristics of effective schools
2) Identify characteristics of an effective lesson
3) Discuss the role and impact of relationships and classroom culture in ensuring our students are set up for success
4) Identify and plan for use of some of the tools available to classroom teachers that support their ability to meet student learning needs
5) Understand the importance of and discuss how to go about ensuring alignment between Curriculum, Instruction, Assessment, and Teacher Evaluation
6) Demonstrate an understanding of what it means to shift from a teacher-centered approach to one that is student-centered

Reading and Resources:

Cain and Laird – Chapters 1 and 3
Correlates of an Effective School 1st and 2nd Generation.pdf (Resource) **Note: This resource is a replacement for the Oklahoma University Center for Effective Schools resource referenced in the lecture.**

Attributes of an Effective Lesson Resource in the Canvas Module 2 section (Resource)
BKSLM in the Canvas Module 2 section (Resource)
Video of Kellye and Transcript in the Canvas Module 2 section (assignment)
Scripting Form for Assignment (Resource)

Dates: September 4th through September 10th at Noon

Module 2 Discussion Participation:

Due September 6th by noon

Share a strategy you have applied or could apply in your classroom that would support more student-centered instruction. If applicable, share a resource(s) such as those referenced on slide 8 that did or could support such a change.

Post your answer to the **Module 2 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

Module 2 Assignment:

September 10th by noon

Students will practice making instructional recommendations for a teacher struggling to engage student thinking beyond the lower levels of Blooms Taxonomy. Watching the ILD video of Kellye's lesson, students will identify a least two different elements of Kellye's lesson and recommend ways Kellye could elevate the rigor of his instruction.

In order to practice an important skill, part of this assignment will be to script what you observe prior to making determinations about the Kellye's strengths and weaknesses. I apologize for a little redundancy as I will repeat some of this in the next module, but this is relevant to this module's assignment and to the assignment for the next module.

During your observation of this lesion, you will script what you view. Most of the time, I would use a legal pad or MS Word document broken into three columns. Down the left side of the document, I write Time, in the second column Teacher Behaviors, and in the third column I record Learner Behaviors. This allows me to script my observations without judgement and facilitates an ability after the observation to review my recorded observations for the purpose of reaching non-judgmental conclusions that are measurable and fact based. There is a template available in the Module 2 section of the Canvas course shell for scripting. Incidentally, the same template will be available in the Module 3 section for use with that Module's assignment.

See the Video and Transcript in the Module 2 section of the Canvas course shell. See the rubric for a full explanation of the grading standards.

Module 3 – Instructional Leadership and Teacher Evaluation and Support

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

1) Identify characteristics of an administrator/teacher relationship which can facilitate an appraisal process focused on support and capacity building
2) Articulate important steps in the teacher evaluation process
3) Identify and discuss steps which support an ability to coach and build capacity in teachers
4) Discuss in practical terms the place of lesson planning in the teacher evaluation process
5) Understand the limited degree to which the evaluation process should play a role in teacher nonrenewal
6) Be aware of the most commonly used teacher evaluation tool in Texas
7) Articulate the practical difference between evaluation and support in the appraisal process
8) Identify key data available to support the evaluation process
9) Become aware of different supervisory styles and how could strategies from all styles support an ability to foster teachers growth

Reading and Resources:

Cain and Laird Chapters 2 and 4
PDAS Scoring Criteria Guide (Resource)
T-TESS Scoring Rubric (Resource)
Appraisal Timeline http://www4.esc13.net/uploads/pdas/docs/AppraisalPeriodTimeline.pdf (Resource)
Scripting Form for Assignment (Resource)

Dates: September 11th through September 17th by noon

Module 3 Discussion Participation:

Due September 13th by noon

Take the Supervisory Beliefs Inventory available in the Module 3 folder

Upon completion, report the following:

What style do you most strongly identify with based on the inventory. Is it what you expected? Why or why not?

Then, name a supervisory approach other than the one identified by the inventory and discuss how you would supervise and support a teacher who might be more responsive to that approach.

Post your answer to the **Module 3 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

Module 3 Assignment:

Due September 17th by noon

Students will practice coaching an effective teacher. Using evidence from the video, students will script their observations, note Cheryl's strengths, and suggestions for growth based on their observations. In order to practice the process of identifying strengths and areas for growth, students will identify at least two (2) of each. Comments will be evidence based and recommendations will be measurable.

The due date for this assignment is listed on the course Calendar.

For a full description of grading standards, see the rubric.

Module 4 – Instructional Leadership for Meeting Differentiated Student Needs

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

1) Discuss in meaningful ways how differentiation is important and why it may be fair to treat students differently
2) Articulate the difference between an accommodation and a modification and understand how they relate to Curriculum and Pedagogy or Instruction
3) Identify different dimensions of differentiation and apply and understanding of the differences to the process of equipping teachers
4) Locate and use resources available to administrators which can support teachers in their efforts to meet individualized student instructional needs?
5) Access resources available to support the administration of special programs including Special Education and Bilingual/ESL

Reading and Resources:

Cain and Laird Chapters 5 and 6
Slide 3 Video – http://www.youtube.com/watch?v=akvDT9KFZPw (Resource)
LPAC Repository http://programs.esc20.net/default.aspx?name=lpac.home (Resource)
Special Education Legal Framework https://framework.esc18.net/display/Webforms/LandingPage.aspx (Resource)
Assignment Link: http://iris.peabody.vanderbilt.edu/

Dates: September 18th through September 24th by noon

Module 4 Discussion Participation:

Due September 20th by noon

Briefly describe your special students need(s), share your Content, Process, and Product Accommodations for that student, explain why those accommodations were most appropriate for your special student (for more on this, see slide 4 of the Module 4 lecture).

Post your answer to the **Module 4 Discussion** to this forum by creating a new thread. Also, please reply to at least 2 of your peer's posts.

Module 4 Assignment:

Due September 24th by noon

While this module is a little brief, the assignment will take a little bit of time this week. Vanderbilt University provides a great open-access resource. I'm assigning this for several reasons. First, it reinforces everything we've discussed here. Second, and more importantly, it requires that you navigate a resource that you could use to support teachers on your campus. Remember, this module is about helping you support teachers.

Here's what you need to do:

1) Go to the web address on this slide. http://iris.peabody.vanderbilt.edu/
2) Select the link for Differentiated Instruction in the menu on the right side of the page after you scroll down a bit
3) Click on the expandable menu titled Modules
4) Select the hyperlink for Differentiated Instruction: Maximizing the Learning of All Students
5) Read the introduction and complete all Module Activities. I would think this should take up to a couple hours to complete provided that you listen to all the embedded mini-lectures and review all the information.
6) Upon completion of the Module, please prepare a paper submission that addresses the following things:

1. What is differentiated instruction?
2. Describe at least four significant ways in which differentiated instruction differs from traditional classroom instruction.
3. How can teachers get to know their students? Make sure to include the three characteristics of students that are important for differentiating instruction and give at least two examples of how teachers can learn about each.
4. Ms. Hasbro has taught high-school Spanish for ten years. She would like to start differentiating instruction and needs to make some changes.
   a. Explain why each of Ms. Hasbro's classroom practices listed below is not a differentiated practice.
   b. Describe what Ms. Hasbro can do differently with each of them in order to truly differentiate.
      - Delivers instruction primarily by lecturing
      - Does not permit students to retake tests they have failed
      - Records zeros for missing assignments
      - Groups students at the beginning of the year based on the previous year's achievement test scores
      - Gives bonus points for classroom participation
      - Gives a test every Friday

Think back to a class you took in high school. Describe both the class and how the teacher typically conducted it. Describe five elements that you would change to make it more differentiated. (Make sure to include at least one each for content, process, and product.)

The due date for this assignment is listed on the course Calendar/Schedule.

For a full description of grading standards, see the rubric.

Module 5 – Instructional Leadership with Technology

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

1) Develop a deeper understanding of what instructional technology is along with the ability to identify helpful technology-based instructional resources
2) Understand and plan for broad applications of and for instructional technology
3) Articulate some of the reasons behind occasional teacher rejection of integrated technology as an instructional medium
4) Define and discuss the purpose for integration of instructional technology
5) Identify and discuss some of the resources available to help administrators help teachers with the integration of instructional technology

Reading and Resources:

Greg Toppo You Tube Video https://www.youtube.com/watch?v=D17P3kqB3_0
Groff and Mousa "Framework" Article (in the Canvas course shell)
K-2 Data Map Document (Resource available in the Canvas course shell)
Additional document with information about Tech uses to support school leaders (Resource available in the Canvas shell)

Dates: September 25th through October 1st by noon

Module 5 Discussion Participation:

Due September 27th by noon

Select one of the following topics:

Share a situation where you've seen technology integrated in a way that enhanced the efficiency or effectiveness of a lesson.

Or

Share a situation where a technology initiative failed. If you share this, what might have made the initiative successful?

Or

If you've not seen technology integration attempted (should be rare) what specific application of technology would you like to see and how do you think such an initiative would enhance teaching and learning in your classroom/on your campus?

Module 5 Assignment:

Due October 1st by noon

Consider 3 distinct instructional challenges and how the integration of specific technology resources may support a teacher's ability to be more efficient or more effective.

For additional credit, present this submission with some additional type of technology. The use of a Powerpoint alone will not garner additional credit.

The due date for this assignment is listed on the course Calendar.
For a full description of grading standards, see the rubric.

Module 6 – Instructional Leadership with Data

By the end of this module, the accompanying assignment, and your reading, you should be able to:

1) Understand interconnectedness of various sources of data and other campus systems
2) Consider and plan with consideration for many and varied categories of data which should be considered when making decisions as a campus leader
3) Identify a variety of ways to train teachers in the use of data
4) Develop a plan for identifying the purpose of grades and understanding (as a community) what grades should communicate
5) Articulate how data might be used formatively and summatively
6) Discuss and plan for district and campus developed data collection and disaggregation tools

Reading and Resources:

AEL Categories of Data (Resource)

Dates: October 2nd through October 8th by noon

Module 6 Discussion Participation:

Due October 4th by noon

List at least three sources of underused data (only one can be directly related to academic achievement). Why did you select those three and what is their value?

Module 6 Assignment Due:

October 8th by noon

With the support of a campus mentor, find you school's report card. In Texas, this is called a TAPR. Identify at least two areas of relative strengths and two area of relative weaknesses revealed by the data. These areas may or may not be directly related to state assessment performance. The areas of strength cannot both be from the same grade level or content. Same for the weaknesses. Develop a plan that capitalizes on strengths and addresses the weaknesses.
A note: State education agencies typically produce report cards which highlight campus and district success against predetermined standards for performance. If you and your mentor/administrator cannot locate such a document, you

should contact the course professor for direction. Irrespective of what a "report card" may be called, there should be some type of formal document that shows data that is objective and can be useful for helping identify areas for celebration of success and for campus-wide remedial efforts.

For more detailed grading standards see the assignment rubric.

Module 7 – Instructional Leadership and Professional Development

By the end of this module, the accompanying assignment, and your assigned reading, you should be able to:

1) Articulate a general purpose statement for Professional Development
2) Be aware of specific research based PD strategies
3) Identify best practices which should be considered when preparing PD
4) Discuss the role of Growth Plans or Personalized Professional Development Plans in a broader PD strategy
5) Define a PLC with consideration for what is it not and be able to identify available resources to support the development of a PLC effort

Reading and Resources:

Cain and Laird Chapters 7-9
Entire section of the Canvas shell with PLC documents (Resources) – Making sure to read what is required for the Module 7 Assignment
Best Practices (Resource)

Dates: October 9th through October 15th by noon

Module 7 Discussion Participation:

Due October 11th by noon

Describe how you would go about the process of helping determine a program of Professional Development for:

An individual Teacher

A grade level

A campus

Post and reply to the **Module 7 Discussion** forum by going to the **Discussion Board** button on the course menu.

Module 7 Assignment:

Due October 15th by noon

The goal of final module's assignment is to create a paper that deals with PLCs. In this paper, you will explore, reflect, and describe the processes by which you would hypothetically focus a PLC's efforts. The problem you address should be a real-world problem that one might anticipate on a campus in Anytown, USA. The problem does not necessarily need to be something that is happening or has happened on your campus. Specific areas of focus for your writing will include a general review of PLCs, describing the focus or desired results of your PLC's efforts, identifying the staff development components of your PLC, a discussion of the vision/mission fit of your PLC efforts, and a discussion of the role of school constituents among other things. For a full description of the grading standards for this assignment, see the rubric in the Module 7 Assignment section of the on-line course shell. The link is titled

Assignment 7 Rubric. For more about PLCs, see the resources provided under the title PLC Articles at the bottom of the screen found via the Modules link the Canvas course shell.

A couple notes about the project – You should have submitted your topic for the PLC to the professor no later than Friday of the second week of the course. This was addressed in the Module 1 lecture. Also, your work is in theory. There is no expectation that this idea be put into practice by the end of the course. However, that does not limit you from developing something that could be put into practice.

Summary

This document is a summary of attachments from University of Texas Permian Basin to satisfy the requirement to include the IHE's candidate evaluation process and metrics.

UTPB assesses and evaluates candidates in every course. To provide a comprehensive view of the evaluation process, we have included a sample of end-of-program evaluations and the evaluation rubric for our Capstone class. The following documents are attached.

Table of Contents

Candidate Dispositions Report 2

Capstone Evaluation Rubric 6

Title: Field Supervisor Feedback Form 11

UTPB Principal Practicum Mentor Assessment 12

PROGRAM AND COLLEGE OF EDUCATION LEARNING OBJECTIVES 16

Candidate Dispositions Report
(Instructor Form)

Directions: Fill out this form for each candidate in your course as a way to document dispositions. ***Dispositions*** *are defined as "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development." (NCATE Glossary). You are to provide examples for each of the 8 elements. Check the box to indicate the disposition level that you have identified in your candidate (TARGET, ACCEPTABLE, UNACCEPTABLE) and the number of points and for each element.*

Name of Individual Completing Report: _____

Position: ☐ Faculty/Instructor ☐ University Supervisor ☐ Other _____

Candidate's Name: _____

Candidate's Program and/or Certification Area: _____

Course number and name: _____

85%-100% is ***consistently***
50%-85% is ***usually***
Less than 50% is ***rarely/does not***

1. The candidate demonstrates respect for him/herself and a positive regard for others.

Target: 2 pts. ☐	Acceptable: 1 pt. ☐	Unacceptable: 0 pts. ☐
The candidate ***consistently*** seeks opportunities for work with university instructors, peers, PK-12 students and school personnel, and/or families, and relates easily and positively.	The candidate ***usually*** seeks work with university instructors, peers, PK-12 students and school personnel, and/or families, and relates easily and positively.	The candidate ***rarely/does not*** seek work with university instructors, peers, PK-12 students and school personnel, and/or families, and relates easily and positively.

This knowledge about the candidate was gained through:

- ☐ instructor observation during class
- ☐ student teaching/practicum
- ☐ self-reflection by candidate
- ☐ no opportunity to observe
- ☐ coursework/field experience
- ☐ PK -12 personnel
- ☐ online course
- ☐ other:

Provide Example(s):

2. The candidate demonstrates a passionate nature about learning.

Target: 2 pts. ☐	Acceptable: 1 pt. ☐	Unacceptable: 0 pts. ☐
The candidate ***consistently*** participates in university coursework and in preparation for/participation in student teaching/practicum.	The candidate ***usually*** participates in university coursework and in preparation for/participation in student teaching/practicum.	The candidate ***rarely/does not*** participate in university coursework and in preparation for/participation in student teaching/practicum.

This knowledge about the candidate was gained through:

- ☐ instructor observation during class
- ☐ student teaching/practicum
- ☐ self-reflection by candidate
- ☐ no opportunity to observe
- ☐ coursework/field experience
- ☐ PK -12 personnel
- ☐ online course:
- ☐ other:

Provide Example(s):

3. **The candidate demonstrates a belief in the value of learner-centered and self-directed instruction.**

Target: 2 pts. ☐	Acceptable: 1 pt. ☐	Unacceptable: 0 pts. ☐
The candidate ***consistently*** uses knowledge of the learner's unique characteristics (e.g., student's developmental stage, learning style, gender) to structure and direct learning.	The candidate ***usually*** uses knowledge of the learner's unique characteristics (e.g., student's developmental stage, learning style, gender) to structure and direct learning.	The candidate ***rarely/does not*** use knowledge of the learner's unique characteristics (e.g., student's developmental stage, learning style, gender) to structure and direct learning.

This knowledge about the candidate was gained through:

- ☐ instructor observation during class
- ☐ student teaching/practicum
- ☐ self-reflection by candidate
- ☐ no opportunity to observe
- ☐ coursework/field experience
- ☐ PK -12 personnel
- ☐ online course:
- ☐ other:

Provide Example(s):

4. **The candidate demonstrates dedication to providing a safe and supportive learning environment, a place that is protected, predictable, and has a positive climate.**

Target: 2 pts. ☐	Acceptable: 1 pt. ☐	Unacceptable: 0 pts. ☐
The candidate ***consistently*** structures an environment in which learning can occur.	The candidate ***usually*** structures an environment in which learning can occur.	The candidate ***rarely/does not*** structure an environment in which learning can occur.

This knowledge about the candidate was gained through:

- ☐ instructor observation during class
- ☐ student teaching/practicum
- ☐ self-reflection by candidate
- ☐ no opportunity to observe
- ☐ coursework/field experience
- ☐ PK -12 personnel
- ☐ online course:
- ☐ other:

Provide Example(s):

5. **The candidate demonstrates an acknowledgement of and respect for the fact that people are shaped by their cultures.**

Target: 2 pts. ☐	Acceptable: 1 pt. ☐	Unacceptable: 0 pts. ☐
The candidate ***consistently*** uses knowledge about students' cultures to facilitate learning, social justice and fairness.	The candidate ***usually*** uses knowledge about students' cultures to facilitate learning, social justice and fairness.	The candidate ***rarely/does not*** use knowledge about students' cultures to facilitate learning, social justice and fairness.

This knowledge about the candidate was gained through:

- ☐ instructor observation during class
- ☐ student teaching/practicum
- ☐ self-reflection by candidate
- ☐ no opportunity to observe
- ☐ coursework/field experience
- ☐ PK -12 personnel
- ☐ online course:
- ☐ other:

Provide Example(s):

6. **The candidate demonstrates a commitment to clear and accurate communication.**

Target: 2 pts. ☐	Acceptable: 1 pt. ☐	Unacceptable: 0 pts. ☐
The candidate ***consistently*** communicates in a clear and accurate manner.	The candidate ***usually*** communicates in a clear and accurate manner.	The candidate ***rarely/does not*** communicate in a clear and accurate manner.

This knowledge about the candidate was gained through:

- ☐ instructor observation during class
- ☐ student teaching/practicum
- ☐ self-reflection by candidate
- ☐ no opportunity to observe
- ☐ coursework/field experience
- ☐ PK -12 personnel
- ☐ online course:
- ☐ other:

Provide Example(s):

7. **The candidate demonstrates a professional and ethical attitude.**

Target: 2 pts. ☐	Acceptable: 1 pt. ☐	Unacceptable: 0 pts. ☐
The candidate ***consistently*** • attends class and is punctual; • maintains a professional appearance; • can explain ethical and professional standards relevant to his/her certification area; • exhibits high ethical and professional standards (e.g., respecting confidentiality).	The candidate ***usually*** • attends class and is punctual; • maintains a professional appearance; • can explain ethical and professional standards relevant to his/her certification area; • exhibits high ethical and professional standards (e.g., respecting confidentiality).	The candidate ***rarely/does not*** • attend class and is not punctual; • maintain a professional appearance; • cannot explain ethical and professional standards relevant to his/her certification area; • exhibit high ethical and professional standards (e.g., respecting confidentiality).
This knowledge about the candidate was gained through: ☐ instructor observation during class ☐ student teaching/practicum ☐ self-reflection by candidate ☐ no opportunity to observe ☐ coursework/field experience ☐ PK -12 personnel ☐ online course: ☐ other:		

Provide Example(s):

8. **The candidate demonstrates a desire to keep current on educational research and practice as demonstrated through integrated course assignments.**

Target: 2 pts. ☐	Acceptable: 1 pt. ☐	Unacceptable: 0 pts. ☐
The candidate ***consistently*** seeks out information on issues related to his/her field.	The candidate ***usually*** seeks out information on issues related to his/her field.	The candidate ***rarely/does not*** seek out information on issues related to his/her field.
This knowledge about the candidate was gained through: ☐ instructor observation during class ☐ student teaching/practicum ☐ self-reflection by candidate ☐ no opportunity to observe ☐ coursework/field experience ☐ PK -12 personnel ☐ online course: ☐ other:		

Provide Example(s):

Signature of Individual Completing Form: _____ Date_____

Capstone Evaluation Rubric

The Practicum Professional Improvement Project (PIP): **The Practicum Professional Improvement Project (PIP) should focus on plans to improve the school or other educational setting. The project should reflect personal and professional interest and enthusiasm. Moreover, the project should be mutually agreed to by the site supervisor and the university supervisor. The PIP may be a multi-semester project, and the Practicum may reflect the planning and initial implementation action.****

Aspect of the assignment measured ✓	**Zero Credit if the below describes your effort unless otherwise noted** ✓	**1/2 value if the below describes your effort unless otherwise noted** ✓	**Full credit if the below describes your effort** ✓
The need for the project is clearly articulated 10%	There is no real effort given to clarify why the program was necessary. The need is only vague at best.	The writer can make a compelling argument for the need for this program without the use of an outside standard (administrator input, data from an AEIS report, information, etc…). It should still not be based on the writer's whim or fancy.	It is crystal clear why this was an important project. This area should clarify why *this* was the chosen project. Reasons can include administrator input, data from an AEIS report, information learned from research articles, an identified need for a group of students or parents, or others if previously approved by the instructor. This should not be ignored or simply based on a personal whim or fancy. **– The point here is that the writer should be able to qualitatively or quantitatively demonstrate the need for this project on the basis of something more constant than intuition or personal perspective.**

Clear description of the data that informed the need for the project 5%	There is no discernible effort to describe the data used	*There* is only a vague description of the research, administrator's input, etc… that informed the creation and execution of the project	In addition to citing the data, the writer clearly and without ambiguity describes the research, AEIS data, or other sources that informed the creation and execution of the project – **If desired, the writer can include charts, graphs, peer reviewed articles, or other forms of data used to qualify or quantify the need for the initiative.**
Supervisor Input/Role in creation 10 %	The description of the supervisors' input is so vague or incomplete that the reader cannot determine that supervisors had any meaningful role in project development whatsoever.	The writer clearly and without ambiguity meets the requirements for full credit by describing the role of at least one of the supervisors; Or The writer's description of the role/input of supervisors is vague or otherwise incomplete in some important way.	The writer clearly and without ambiguity describes the role and/or input of the supervisors (university and site) in the determination of the project's focus (the program or event that is designed and executed for this assignment).
Campus Fit and Personal Growth 5 %	This aspect is addressed in an ambiguous way or is altogether missing.	At least one of the two requirements for full credit are met.	The writer describes how this project will/did improve the school/educational setting on their campus. Also, how does this project add to your professional development and growth.
Clear description of how the project was put together 10%	There is either no discernible effort to describe the process by which the project was organized and executed or the effort is so vague as to make it impossible to understand the process so	The full credit column is met but in a limited, vague, or ambiguous way.	The writer clearly and without ambiguity describes how the project was put together. This includes people who were involved, rooms used, internal and external communication methods,

	that it could be replicated.		preparation processes, resources needed, how those were acquired, target audiences, desired goals of the project, and anything else that helps the reader understand what was necessary to effectively execute the project. **Understand: This is a process piece. You'll want your processes to be describable. This will contribute to your ability to evaluate, recreate, and redesign for future initiatives.**
Artifacts Provided 10 %	There is either no discernible effort to provide resources acquired/developed or the effort is so vague as to make it impossible to understand the author's intentions.	There are important elements missing from the artifacts that would have been created and used in the process of planning, coordinating, communicating, and/or executing the writer's initiative, project, or event. There may be lack of depth in the writer's discussion. There may be some combination of both deficiencies.	During the planning, coordination, communication, and execution of this project, the writer developed many useful resources. The writer should be able to provide copies of all planning and implementation documents, copies of data that supported the planning process, and anything related to the end result of the initiative. This will probably include items like sign in sheets, budget/cost information, role and direction clarifications for various players involved, copies of data (with identifying information removed or otherwise protected for the purpose of ensuring confidentiality, and the

			like), and/or anything else that facilitated your ability to carry this project out from concept to completion. This will also include anything related to results such as feedback (formal or informal) and information related to impact relative to the desired goal. The writer is also able to briefly discuss how those resources might be used to support teaching and learning on their campus in the future.
Project Reflection 15%	There is no real discernible effort to reflect on the experience or the reflection is so shallow/vague that it does nothing to support the growth of the writer as a reflective leader.	The writer's reflection is only beneficial for informing future efforts in a limited way, the reflection is shallow, and/or there is no real self-critique of effectiveness	The writer reflects on the experience. Several different aspects should be addressed. Among those are the degree of success or failure to accomplish stated goals, surprises, which aspects you felt most proud of, which aspects you would do differently in the future, and anything else that will better equip you to be more effective in the future.
Next Steps 10%	No effort is given to describe next steps		Fully reflecting on the experience, the writer is able respond to at least one of the following questions to discuss next steps. What could the campus do next? What is a natural follow-up? How might the campus take advantage of momentum gained from this activity?

Pass it on – Building Leadership Capacity in Others 10%	No effort given to consider how to develop the leadership capacity of others		Because effective leaders cultivate leadership capacity in others, the writer is able to briefly describe how they did or would help a potential leader develop a similar initiative to meet campus needs.
Alignment to Preparation Standards 10%	The full credit requirements are not met for at least half of the required connections.	The full credit requirement is met for at least half of the required connections.	The writer effectively communicates how project completion supported their preparation for school leadership. This is done by describing how the project addresses ELCC standards and the Domains (1, 2, and 3) within the SBEC Principal Competencies.
Technical Aspects* 5 %	More than 7 clear errors in technical aspects of writing **No Credit**	3 to 7 clear errors in spelling, grammar, or other technical aspects of writing **2/3rds credit**	Spelling, grammar, and other technical aspects were nearly without error

Title: Field Supervisor Feedback Form

Purpose: Submit to Practicum Intern's Site Supervisor (Mentor) in Compliance with TAC 228.35 (4) (g).

Field Supervisor Name: _____

Intern's Name: _____

Site Supervisor's Name: _____

Field Supervisor's General Assessment (Circle One):

Successful Practicum Experience Unsuccessful Practicum Experience

Additional Comments (Please note at least one area of strength and recommend at least one potential area for growth/extended experience):

_____
_____
_____
_____
_____
_____

Title: Field Supervisor Feedback Form

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Field Supervisor Name: _____

Intern's Name: _____

Site Supervisor's Name: _____

Field Supervisor's General Assessment (Circle One):

Successful Practicum Experience Unsuccessful Practicum Experience

Additional Comments (Please note at least one area of strength and recommend at least one potential area for growth/extended experience):

_____
_____
_____
_____
_____
_____

UTPB Principal Practicum Mentor Assessment

Student Instructions:
Attached is the "Internship Evaluation by Mentor" form to be used in evaluation your performance. Please provide your internship summary log to your mentor principal to help the principal complete the evaluation. This mentor evaluation form is documentation for state certification; therefore, make sure that your mentor returns the form within one week of your completion of your internship. If you have any questions or concerns about the evaluation process or any other matter, please let me know as soon as possible.

Instructions for mentoring principals:
The Six Standards for School Leaders were developed by the Interstate School Leaders Licensure Consortium (ISLLC). Each element of a standard has four levels of performance: Distinguished, Independent, Developing, and Novice. The levels range from describing interns who are considered exemplary in addressing the standard, to interns who are just beginning to master the basics of school leadership. Please use N/O (Not Observed=0 Points) if you are unable to comment on any of the standards. Below are general definitions of the four levels of performance for each standard:

NOVICE	DEVELOPING	INDEPENDENT	DISTINGUISHED
1 Point Awarded The intern is just beginning to understand the concepts underlying the standard. The intern does not demonstrate an understanding of what is needed to perform effectively in the designated area. *Comments required	2 Points Awarded The intern appears to understand the concepts underlying the standard and attempts to implement its elements. Implementation is inconsistent or otherwise not entirely successful. Performance is adequate and the intern seeks resources to build knowledge and enhance skills. Additional experience, education, and mentoring will enhance the intern's proficiency in this area. *Comments requested	4 Points Awarded The intern clearly understands the concepts underlying the standard and applies knowledge and skill in implementing it as well. The intern is reflective, learns from experience and manages his/her own professional development. Resources are utilized to build knowledge and skills. The intern regards self as effective in the standard and is regarded by others as performing well. *Comments requested	5 Points Awarded Interns at this level are considered to be exemplary in addressing the standard. They make a contribution to the field, both in and outside the school. The interns synthesize information, integrate concepts and resources, and have the courage to risk new possibilities. Their work is consistently exceptional in quality and they have earned the respect of staff, students, and parents. *Comments required

STANDARD #1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

PERFORMANCES: The intern facilitates processes and engages in activities that:

ELEMENTS	Distinguished	Independent	Developing	Novice
Identify and support a vision, mission, and supporting beliefs (ELCC 1.1, 1.4)				
Communicate the vision, mission and supporting beliefs to stakeholders (ELCC 1.2)				
Implement the vision, mission, and supporting beliefs in the school and community by developing a plan that aligns the building efforts/resources toward achieving the vision of the school (ELCC 1.3, 1.5)				
Monitor and revisit the vision, mission, and supporting beliefs (ELCC 1.4)				

STANDARD #2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

PERFORMANCES: The intern facilitates processes and engages in activities that:

ELEMENTS	Distinguished	Independent	Developing	Novice
Ensure leadership in instruction (ELCC 2.1, 2.2, 2.3)				
Develop an instructional program to support school improvement (ELCC 2.2, ELCC 2.3)				
Consider diversity and equity in developing learning experiences (ELCC 6.1)				
Use effective supervisory models when interacting with and evaluating staff (ELCC 2.4)				
Model lifelong learning and encourage staff development (ELCC 2.4)				
Use multiple sources of information when assessing staff and student performance (ELCC 2.4)				

STANDARD #3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the

organization, operations, and resources for a safe, efficient, and effective learning environment.

PERFORMANCES: The intern facilitates processes and engages in activities that:

ELEMENTS	Distinguished	Independent	Developing	Novice
Maintain an organizational structure designed to maximize opportunities for success (ELCC 3.1)				
Implement policies and procedures to achieve the vision and goals of the school (ELCC 3.2)				
Utilize resources responsibly, efficiently, and effectively (ELCC 3.3)				
Manage the building to maximize alignment with the goals of the school (ELCC 3.2)				
Assure that student management supports the learning environment in the school (ELCC 3.1)				

STANDARD #4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

PERFORMANCES: The intern facilitates processes and engages in activities that:

ELEMENTS	Distinguished	Independent	Developing	Novice
Work effectively with school families (ELCC 4.1)				
Model community collaboration for staff (ELCC 4.1)				
Show active involvement in outreach efforts to the larger community (ELCC 4.2)				
Develop and maintain a well-defined and effective public relations plan (ELCC 4.3)				

STANDARD #5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

PERFORMANCES: The intern facilitates processes and engages in activities that:				
ELEMENTS	**Distinguished**	**Independent**	**Developing**	**Novice**
Treat people fairly, equitably, and with dignity and respect (ELCC 5.1, 5.2)				
Demonstrate a personal and professional code of ethics (ELCC 5.3)				
Demonstrate values, beliefs, and attitudes that inspire others to higher levels of performance (ELCC 5.3)				
Support the development of a caring community (ELCC 2.1)				
STANDARD #6: A school administrator is an educational leader who promotes the success of all students by understanding, responding, to, and influencing the larger political, social, economic, legal, and cultural context. **PERFORMANCES: The intern facilitates processes and engages in activities that:**				
ELEMENTS	**Distinguished**	**Independent**	**Developing**	**Novice**
Work within the framework of policies, laws, and regulations enacted by local, state, and federal authorities (ELCC 6.1)				
Communicate with the school community concerning trends, issues and potential changes in the broader community (ELCC 6.2)				
Advocate for the school in the broader community (ELCC 6.3)				
Foster ongoing dialogue with diverse community groups (ELCC 6.2)				
Work effectively with the media (ELCC 6.3)				

Program and College of Education Learning Objectives

P = Presence – Conceptual Presence
R = Reinforcement – Intentional Discussion
A = Assessment – Assessment for Mastery/Application

COURSES / OBJECTIVES	EDLD 6360	EDLD 6361	EDLD 6363	EDLD 6365	EDLD 6367	EDLD 6368	EDLD 6369	EDLD 6370	EDLD 6392	EDLD 6371	EDLD 6372	EDUC 6302	EDUC 6304	EDUC 6305	**METHOD OF ASSESSMENT (In Order of Courses on X Axis)**
A. Educational Leadership candidates will be able to plan for the coordination of human, fiscal, and material resources through **effective** written and oral **communicatio n** with internal and external stakeholders.	R	N/A	P	A	P	R	A	A	A	A	A				School PR Plan Project; Growth Plan Assignment; PLC Paper; PIP
B. Educational Leadership candidates will be able to demonstrate **critical thinking** in their deliberations	P	A	R	P	P	A	A	A	A	A	A				Case Analysis; Campus Plan Project; Professional Development Assignment; Systems Paper;

related to the use of data and the systemic consequences of their decisions.															PIP
C. Educational Leadership candidates will articulate an appreciation for the **diverse** needs at the campus and individual level and employ principles of **equity** to address those needs.	P	N/A	A	A	P	A	R	P	P	P	P				Early Childhood Program Assessment; Final Exam for Special Programs; School PR Plan Project; Module 6 Assignment
D. Educational Leadership candidates will be able to **advocate** for a shared vision of student success	P	N/A	P	A	P	R	R	R	R	R	R				School PR Plan Project; PLC Paper
E. Educational Leadership candidates will be able to **reflectively** consider their experience, perspectives, perceptions, and motives and how those elements	N/A	P	P	P	A	A	P	A	A	A	A				Ethical Decision Making Assignment; Module 2 Style Assignment; Discussion Case Studies; AEL; Discussion for Module 1in

influence their decision making.															Instructional Leadership