2018-2019 Principal Preparation Grant Program
Application Due 5:00 p.m. CT, March 13, 2018

Texas Education Agency

NOGA ID

Application stamp-in date and time

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Texas Education Agency
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Grant Information

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

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

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

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

The following four attachments, listed in the program guidelines:

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

Applicant Information

Name Murchison ISD | CDN or Vendor ID 107908 | ESC # 7 | Campus # | DUNS # 100075936

Address 9661 East Bankhead | City Murchison | ZIP 75778 | Phone 903-469-3636

Primary Contact Kimberly Followwell | Email followwell@murisd.org

Secondary Contact Christy Wehrmann | Email wehrmann@murisd.org

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 Kimberly Followwell/Supt. | Signature Kimberly Followwell | Date 3-5-18

Grant Writer Name Christy Wehrmann | Signature Christy Wehrmann | Date 3-5-18

☒ Grant writer is an employee of the applicant organization.

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

701-18-105-056

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
There is a need for increasing the number of candidates for principal positions.	The recruitment plan will provide preference to individuals with a strong desire to provide exceptional instructional leadership focused on instructional improvement and student learning.
Instructional	Principal preparation will include a year-long clinical experience with an emphasis on instructional coaching and developing effective professional learning communities.
Use of data	Principal preparation will emphasize the use of data to assist in targeting instructional improvement.

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.

Increase the number of candidates who have skills in increasing student achievement as measured on the STAAR.

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:

1. Recruit and select Murchison ISD teacher leaders for admission into the grant program (April 30, 2018).
2. Recruited teacher leaders apply for admission and are accepted into The University of Texas at Tyler's (UT Tyler) Master's with principal certification program (May 1, 2018).
3. Admitted students meet face-to-face to discuss program expectations. This group will make-up a professional learning community of program students specific to the needs of Murchison ISD and East Texas (May 12, 2018).
4. Candidates start academic classes in the UT Tyler principal program (May 21, 2018).
5. Candidates students attend around June 6-8, 2018 in Austin, TX (June 6-8, 2018).
6. Participation in PLCs will meet during the summer (June-August, 2018).
7. Candidates will complete EDLR 5310 and EDLR 5313 during the summer (August, 2018).

Measurable Progress (Cont.)

Second-Quarter Benchmark:

1. Candidates register for EDLR 5311 (Developmental Supervision), EDLR 5349 (Leadership in the Restructured School), and EDLR 5270 (Practicum in the Principalship I). Candidates begin classes (August 27, 2018).
2. Provide site mentor training (September 1, 2018). Field supervisors (TEA certified) meet with site mentors on candidates campus. A plan is developed to ensure a rigorous clinical experience with a focus on instructional coaching.
3. Participation in PLCs during the fall (September-December, 2018).
4. Field supervisors monitor candidate activities to ensure high quality instructional coaching, use of data, and development of school culture.
5. There will be a transitional meeting of the candidate PLC to introduce candidates to the next quarter's goals and objectives for coursework and field expectations (December 15, 2018).

Third-Quarter Benchmark:

1. Candidates register for EDLR 5320 (School Law), EDLR 5333 (Administration of Special Programs), and EDLR 5271 (Practicum in the Principalship II). Note: Candidates will need to register for EDLR 5330 (The Principalship), EDLR 5337 (School Building Operations), and EDLR 5272 (Practicum in the Principalship III) for summer 2019 to finish the coursework for the Master's degree. Candidates begin classes January.
2. Field supervisors meet with site mentors on candidates campus to discuss any obstacles from the previous quarter and to outline a strategy for the continuation of a high-quality clinical experiences (Jan).
3. Participation in PLCs during the spring (January-May, 2019).
4. Field supervisors monitor candidate activities to ensure high quality instructional coaching, use of data, and development of school culture.

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.

The program is designed to provide candidates with relevant and practical experiences. To assure that the program is meeting the needs of the candidates, we will implement the following logic model. We will examine:

INPUTS <------> Activities <----------> Outputs <----------> Effects

Inputs include the recruitment process and design of the interventions.
Activities includes courses, seminars, and clinical experiences.
Outputs includes Success in Mastering content and skills.
Effects includes post program success when hired.

During the program we will use an iterative process to assure candidates are successful.
1. Surveys will be given to students, site mentors, and field supervisors each semester in which the candidate is involved in clinical experiences.
2. Student videos of pre/post/goal conferences (per T-TESS) will be evaluated to determine effectiveness.
3. Instructional evaluation of teachers as performed by the candidate will be compared to the site mentor to determine inter-rater reliability.
4. The field supervisor, site mentor, and university professor will meet to determine leadership/instructional coaching strengths/weaknesses are determined. Interventions will be developed to strengthen weak areas.

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.

Murchison ISD will provide the following assurances in regard to developing a a sustained and rigorous clinical learning experience in an authentic school setting, as well as providing authentic leadership responsibilities for candidates.

1. Partner with The University of Texas at Tyler for principal preparation. UT Tyler has 3 practicum experiences within their program that emphasizes instructional coaching, data usage, and general management requirements.
2. Provide training for on-site principal mentors to ensure oversight of the candidate.
3. Allow candidates to substitute for the principal on days in which the campus principal is off campus.
4. Have candidates lead PLCs.
5. Have candidates lead professional development in areas of instruction, curriculum, and discipline.
6. Candidates will be members of the campus improvement team.
7. Provide candidates the opportunity to disaggregate data and provide strategic initiatives to improve student achievement within the culture of the campus.

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.

1. Murchison ISD will bring attention to the Principal Preparation program for aspiring administrators to our entire staff of certified teachers and allow anyone to apply for the program.
2. Applicants will be required to submit a professional portfolio and complete a district created questionnaire.
3. The most recent evaluation was proficient or above in all areas with at least one or more areas accomplished or distinguished.
4. The Murchison ISD administrative team will make selections from the submitted criteria taking into consideration the applicant's history with the school as well as the needs of our district.

The applicants will need to apply to The University of Texas at Tyler and be admitted into their Educational Leadership program. Program admission requirements are:
1. Have a 3.25 GPA or higher in last 60 hours of coursework. The applicant may still be admitted with a GPA of under 3.25 if he/she has an acceptable GRE score.
2. Complete a written interview form that shows effectiveness in communication.
3. Have a recommendation completed by campus mentor regarding leadership potential.
4. In addition, the admission process requires the submission of transcripts from all institutions attended and a copy of service record.

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.

The institute of higher education that will be providing principal preparation is The University of Texas at Tyler. The scope of instruction is outlined in an attachment, showing the course sequence along with principal standards being addressed. The sequence of courses are as follows:
Block 1 (Summer 2018) - EDLR 5310 (Educational Leadership Theory and Practice) and EDLR 5313 (Critical Issues in Educational Leadership.
Block 2 (Fall 2018) - EDLR 5311 (Developmental Supervision), EDLR 5349 (Leadership in the Restructured School), and EDLR 5270 (Practicum in the Principalship I).
Block 3 (Spring 2019) - EDLR 5320 (School Law), EDLR 5333 (Administration of Special Programs), and EDLR 5271 (Practicum in the Principalship II).
Block 4 (Summer 2019) - EDLR 5330 (The Principalship), EDLR 5337 (School Building Operations), and EDLR 5272 (Practicum in the Principalship III).
In addition, students accepted will participate in candidate professional learning communities throughout the program in order to improve team effectiveness, personal leadership, and better understand local cultural expectations and needs. In addition, the practicums in the program will provide for rigorous clinical learning, with EDLR 5270 emphasizing instructional coaching, developmental superivision that uses observation and feedback through T-TESS and formative conferencing, and developing a better understanding of effective instructional and curricular practices. EDLR 5271 is a clinical learning experience that extends upon the instructional coaching to the utilization of campus-level research, targeted strategies that focus on data, and change management based on both campus research and data. EDLR 5272 will focus on planning and strategies, including professional development.

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.

The University of Texas at Tyler uses the following evaluation process for candidates:
1. Multiple accountability measures are used within each class. These evaluations are designed to determine understanding and mastery of princpal standards and competencies.
2. TExES formatted questions are provided in classes to further address the need to meet standards as determined by SBEC and TEA.
3. EDLR 5270 emphasizes instructional coaching. The following are the instructional coaching protocols:
Observation Expectations
Grading of Observations and Post-Conferences
As indicated on the syllabus, all assignments must be completed and submitted to receive credit for The Practicum I. Your field supervisor will award 10 points per component of the observation cycle, when the videos, observation form, and observation notes are submitted on time. Refer to the syllabus for the late work policy and the assignment schedule for due dates. Please note that the following assignments are not the only required assignments required.
You will receive 10 points for each of the following observation components.
Lesson videos (2)
Observation checklist (video 1 only)
Scripted observation notes (video 1 only)
Anecdotal observation notes (video 2 only)
Post-observation conference videos (2)
4. EDLR 5271 evaluates an action research within the campus and emphasizes the use of data to assist with making decision on a campus.
5. Block 4 includes an exam that is aligned with the TExES princpal competencies and provides for targeted interventions if this is needed for an individual student.
The candidate PLCs that will occur during the semesters lend itself to high leverage instruction in areas of instructional coaching, cultural development of the campus, and data use to influence decision-making. The use of district employees to assist in these PLCs ensure the embedding of research-based, high-leverage practices.

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) 1 CDN or Vendor ID 107908

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/fees for MEd/principal certification to UT Tyler	8,000
2.	Travel to Austin around June 6-8, 2018 (used state hotel, per diem, and travel x 3)	900
3.	AEL/TTESS Training	700
4.	Principal TExES	610
5.	Campus mentor stipend	1,000
6.	Field Supervisor (3 face-to-face visits per semester - 6 total)	600
7.	Textbooks	600
8.	Substitute teachers	400
9.	Miscellaneous	190
10.		
11.		
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24.		
25.		

Total grant award requested 13,000

Attachment 1: Scope and Sequence

Note: This shows the scope of instruction as related to the Texas principal standards, and it is in the sequence of instruction.

EDLR 5310

Objective	Texas Principal Standard
Understand historical management and leadership theories and how they have influenced current schools.	2(A)(ii), 3(B)(i)
Recognize the importance of appreciating faculty and staff, and participate in a simulation requiring positive recognition.	2(A)(i)(I), 5(A)(i)(V), 5(A)(ii)
Identify positive attributes of exemplary teachers.	1(A)(i)(1),
Reflect upon areas in which they personally must improve to take leadership positions.	2(A)(i)(VI), 3(A)(i)(III)
Understand current legal issues and ways to influence through leadership.	4(B)(iv), 4(B)(v)
Describe what it means to support teachers and provide strategies for doing so.	3(A)(i)(VII)
Recognize the importance of hiring great teachers and complete an interview procedure that determines traits needed for teaching success.	1(B)(ii), 2(A)(i)(III), 2(B)(i)
Understand the dynamics of change from the perspective of a campus leader.	3(A)(i)(V),
Reflect upon the role of standardized testing within our schools.	1(A)(ii), 3(A)(i)(III)
Understand ways in which to improve standardized test scores through using the role of the principal to influence teacher performance.	2(B)(iv), 2(B)(ii), 5(A)(i)(II)
Recognize and define the school characteristics that focus on student achievement.	3(A)(ii), 3(A)(i)(VIII), 4(A)(i)(IV)
Recognize the importance of expectations among both teachers and students.	1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)
Develop a resume and interview packet for a principal position.	3(B)(iii)
Recognize how the fundamental premises of the principal position transfer to the objective questions of the TExES.	3(A)(i)(III)
Identify messages that the school sends from appearance and signs.	3(B)(iii)

EDLR 5313

Objective	Texas Principal Standard
Shape campus culture by developing a shared vision.	4(A)(i)(I-II)(ii), 4(B)(i-v),
Communicate and collaborate with all	4(A)(i)(III-V)

members of the school community, responds to diverse interests and needs, and mobilizes resources to promote student success.	
Act with integrity, fairness, and in an ethical and legal manner.	3(A)(i, iii), 3(B)(i)
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. • facilitate the use of sound, research-based practice • facilitate the use of technology, telecommunications, and information systems • promote the use of creative thinking, critical thinking, and problem solving	1(A)(i-ii), 1(B)(i-ii), 3(A)(i-ii), 3(B)(i-iii)
Advocate, sustain instructional program conducive to student learning, staff evaluation and professional development.	2(A)(i)(I-VII), 2(A)(ii), 2(B)(i-iv), 5(A)(i)(I-II, IV,V)(ii)(B)(i)(iii)
Apply effective principles of both leadership and management. • implement procedures for gathering, analyzing, and using data • frame, analyze, and resolve problems using appropriate problem-solving • techniques and decision-making skills.	2(A)(ii) (I, II, IV-VII)(ii), 2(B)(ii-iii), 3(A)(i)(ii), 3(B)(i-ii)
Understand strategic operations and systems for goal attainment, including finance, budgeting and resource allocation.	5(A)(i)(I-II, IV,V)(ii)(B)(i)(iii)
Recognize the importance of action research for school improvement.	3(A)(i-ii), 3(B) (i-ii), 5(A)(i)(I-II)(ii), 5(B)(i)(iii)

EDLR 5311

The student will be able to:

- Identify the components of an effective professional development plan. (Texas Principal Standards 1 & 5)

- Differentiate between evaluation and supervision and how to use the supervision process to enhance the faculty's instructional practices (Texas Principal Standard 2)

- Design supervisory conferences to support teachers' in their professional growth while using observation data to reinforce and refine teachers' craft. (Texas Principal Standards 1 & 2)

- Identify best instructional practices through the study of multiple instructional models. (Texas Principal Standards 1 & 5)

- Understand their own instructional beliefs and advocate for the implementation of instructional models conducive to student learning. (Texas Principal Standards 1 & 2)

Analyze and utilize data to drive their decisions as instructional leaders. (Texas Principal Standards 1 & 2)

EDLR 5270

The student will be able to:

- apply instructional coaching strategies to support teachers' professional growth. (Texas principal Standards 1, 2 & 5)

understand the responsibilities of the school principal through experiences facilitated by a Texas certified principal. (All **Texas Principal Standards**)

EDLR 5349

Objective	Texas Principal Standard
learn the importance of having a shared	5(A)(i)(I)-(III); 5(B); 2(A)II; 4(B)(i)

vision to shape the campus culture	
learn to design and understand the importance of aligning curriculum, instruction and assessment, and how this alignment is critical for student achievement	1(A)(i) (I – V)
advocate, sustain instructional program conducive to student learning and professional development.	Standard 1 in its entirety;
implement staff evaluation and development system.	1(A)(i)(I-V); 1(B)(i-iii); 2(A)(ii); 2(B)(i-iv)
apply leadership and management principles	All of 3(A); All of 3(B)

EDLR 5320

Objective	**Texas Principal Standard**
Recognize the role of the principal in creating an atmosphere of safety that encourages the social, emotional, and physical well-being of students and staff.	**4(B)(iv)**
Recognize the importance of an orderly school environment and maintaining expectations for student behavior.	**4(B)(v)**
Understand current legal issues and ways to influence through leadership.	**4(B)(iv), 4(B)(v)**
Ensure that teachers develop through regular observations, actionable feedback, and school-wide systems.	**2(A)(i)(IV), 3(A)(i)(VII)**
Recognize the importance of hiring exceptional	**1(B)(ii), 2(A)(i)(III), 2(B)(i)**

teachers and the importance of an interview procedure in determining traits needed for teaching success.	
Recognize the importance of expectations among both teachers and students.	**1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)**

EDLR 5333

Objective	**Texas Principal Standard**
Reflect upon personal growth and leadership development in administering special programs.	**2(A)(i)(VI), 3(A)(i)(III)**
Understand current legal issues relevant to special programs and ways to influence through leadership.	**4(B)(iv), 4(B)(v)**
Describe what it means to support teachers and provide collaborative structures for leadership opportunities	**2(B)(iii), 3(A)(i)(VII)**
Understand the dynamics of change from the perspective of a campus leader.	**3(A)(i)(V)**
Recognize and define the program characteristics that focus on student achievement.	**3(A)(ii), 3(A)(i)(VIII), 4(A)(i)(IV)**
Recognize the importance of expectations among both teachers and students.	**1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)**
Recognize the need to monitor multiple data points to evaluate progress toward special program goals.	**5(A)(i)(II)**
Recognize how the fundamental premises of the	**3(A)(i)(III)**

principal position transfer to the objective questions of the TExES.	
Understand the importance of aligning special program resources to the school priorities and goals.	**5(A)(i)(IV)**

EDLR 5271

Objective	Texas Principal Standard
Understanding the importance for the leader to focus on and commit to improving student learning.	3(A)(i)(ii), 3(B)(i-iv)
Communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources to promote student success.	4(A)(i)(III-V)
Act with integrity, fairness, and in an ethical and legal manner.	3(A)(i, iii), 3(B)(i)
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. • facilitate the use of sound, research-based practice • facilitate the use of technology, telecommunications, and information systems • promote the use of creative thinking, critical thinking, and problem solving	1(A)(i-ii), 1(B)(i-ii), 3(A)(i-ii), 3(B)(i-iii)
Advocate, sustain instructional program conducive to student learning, staff evaluation and professional development.	2(A)(i)(I-VII), 2(A)(ii), 2(B)(i-iv), 5(A)(i)(I-II, IV,V)(ii)(B)(i)(iii)
Apply effective principles of both leadership and management. • implement procedures for gathering, analyzing, and using data • frame, analyze, and resolve problems using appropriate problem-solving	2(A)(ii) (I, II, IV-VII)(ii), 2(B)(ii-iii), 3(A)(i)(ii), 3(B)(i-ii)

• techniques and decision-making skills.	
Understand strategic operations and systems for goal attainment.	5(A)(i)(I-II, IV,V)(ii)(B)(i)(iii)
Recognize the importance of action research for school improvement.	3(A)(i-ii), 3(B) (i-ii), 5(A)(i)(I-II)(ii), 5(B)(i)(iii)

EDLR 5330

The student will be able to:

- shape the campus culture by establishing a shared vision and culture of high expectations. (Texas Principal Standard 4)
- recognize effective instructional models to establish and sustain an instructional program to ensure every student receives high-quality instruction. (Texas Principal Standard 1)
- understand the importance of developing human capital by establishing systems that support teachers' professional growth through observation and instructional coaching. (Texas Principal Standard 2)
- understand the state accountability system in order to utilize the data to inform instructional and intervention decisions. (Texas Principal Standards 1 & 5)
- use a wide range of data sources to monitor student achievement and drive instructional decisions. (Texas Principal Standards 1 & 5)
- understand the decision-making process to ensure all decisions are made in alignment to the campus vision and goals. (Texas Principal Standards 4 & 5)
- develop a student management plan to monitor attendance, behavior and student achievement, while implementing intervention

plans that meet the needs of diverse students. (Texas Principal Standards 4 & 5)

strategically identify candidates whose beliefs align to the school's vision and needs. (Texas Principal Standard 2)

EDLR 5337

Objective	Texas Principal Standard
Shape campus culture by developing a shared vision.	4(A)(i) I and II
Engage in effective decision making and problem solving	All 5 Standards
Communicate and collaborate with stakeholders to promote student success	3(A) I (vi.vii.and viii)
Apply leadership and management principles. Act with integrity, fairness and in an ethical and legal manner.	4(B) (v); 3(B)Iv
Shape campus culture by creating a shared vision	4(A) (i) I and II
Design curriculum, instruction, and assessment for student performance	1(A) all of A; 1(B) all of B
Advocate, sustain instructional program conducive to student learning and professional development.	1(A) all of A; 1 (B) all of B
Implement staff evaluation and development system.	1(A) all of A; 1(B) all of B
Promote safe physical plant	4(B)(iv and v)

EDLR 5272

Objective	Texas Principal Standard
Recognize the importance of appreciating faculty and staff, and participate in a simulation requiring positive recognition.	2(A)(i)(I), 5(A)(i)(V), 5(A)(ii)
Identify positive attributes of exemplary teachers.	1(A)(i)(1),
Reflect upon areas in which they personally must improve to take leadership positions.	2(A)(i)(VI), 3(A)(i)(III)
Understand current legal issues and ways to influence through leadership.	4(B)(iv), 4(B)(v)
Describe what it means to support teachers and provide strategies for doing so.	3(A)(i)(VII)
Recognize the importance of hiring great teachers and complete an interview procedure that determines traits needed for teaching success.	1(B)(ii), 2(A)(i)(III), 2(B)(i)
Understand the dynamics of change from the perspective of a campus leader.	3(A)(i)(V)

Attachment 2: Course Syllabi

Educational Leadership Theory and Practice

EDLR 5310, Educational Leadership Theory and Practice

Instructor Information
Wesley D. Hickey

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Office Hours: By appointment

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Home: (903) 636-4523
Cell: (903) 570-4277
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Course Catalog Description
An introduction to school administration, including the theoretical and historical development of school administration as an academic discipline, an examination of organizational behavior and theory, an exploration of political and legal structures which impact schools and school administration, and the development of the concepts and practices associated with successful leadership and decision making.

Student Learning Objectives

Upon completing this course, the student will …

Objective	Texas Principal Standard
Understand historical management and leadership theories and how they have influenced current schools.	**2(A)(ii), 3(B)(i)**
Recognize the importance of appreciating faculty and staff, and participate in a simulation requiring positive recognition.	**2(A)(i)(I), 5(A)(i)(V), 5(A)(ii)**
Identify positive attributes of exemplary teachers.	**1(A)(i)(1),**
Reflect upon areas in which they personally must improve to take leadership positions.	**2(A)(i)(VI), 3(A)(i)(III)**
Understand current legal issues and ways to influence through leadership.	**4(B)(iv), 4(B)(v)**
Describe what it means to support teachers and provide strategies for doing so.	**3(A)(i)(VII)**
Recognize the importance of hiring great teachers and complete an interview procedure that determines traits needed for teaching success.	**1(B)(ii), 2(A)(i)(III), 2(B)(i)**
Understand the dynamics of change from the perspective of a campus leader.	**3(A)(i)(V),**
Reflect upon the role of standardized testing within our schools.	**1(A)(ii), 3(A)(i)(III)**
Understand ways in which to improve standardized test scores through using the role of the principal to influence teacher performance.	**2(B)(iv), 2(B)(ii), 5(A)(i)(II)**

Recognize and define the school characteristics that focus on student achievement.	3(A)(ii), 3(A)(i)(VIII), 4(A)(i)(IV)
Recognize the importance of expectations among both teachers and students.	1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)
Develop a resume and interview packet for a principal position.	3(B)(iii)
Recognize how the fundamental premises of the principal position transfer to the objective questions of the TExES.	3(A)(i)(III)
Identify messages that the school sends from appearance and signs.	3(B)(iii)

Evaluation and Grading

Leadership quizzes/discussion boards – The student will complete quizzes that are intended to check for understanding of particular roles of a superintendent.

Simulations – The student will respond to topical assignments to exhibit depth of understanding about the subject.

Leadership and the Law quizzes – The student will complete quizzes related to videos and other documents.

TExES Patterns – The student will complete questions based on principal competencies.

Current Events – The student will watch videos on current events and complete related quizzes.

Final exam

Grading:

Leadership quizzes	5 to 10 points each
Discussion boards	10 points for semester
Simulations	10 points each
Leadership and the law quizzes	1 point per question
Current events quizzes	1 point per question
TExES Patterns	1 point per question
Final exam	50 points

Course Grading

90% - 100% of points	A
80% - 89% of points	B
70% - 79% of points	C

Teaching Strategies

The course will be taught using lecture, group discussion, presentations, and Canvas assignments.

Related Field Experiences

The course does not have a formal field experience component, but it is expected that the student utilizes personal educational experience to bring unique perspectives to the discussions.

Required Texts:

Whitaker, T. (2011). What great principals do differently: 18 things that matter most.

Text Statement: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit http://www.uttyler.edu/tobacco-free

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)

Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
Being reinstated or re-enrolled in classes after being dropped for non-payment
Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.
(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;

- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
(iv) All written work that is submitted will be subject to review by TurnItIn, available on Canvas.

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

TEXAS ADMINISTRATIVE CODE STANDARDS FOR PRINCIPAL PREPARATION PROGRAMs

Texas Education Standards: The Department of Educational Leadership and Policy Studies is committed to teaching and implementing the Texas Educator Standards at the highest level.

Texas Educator Standards

Title 19: Chapter 149, Subchapter AA

§149.2001. Principal Standards.

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

(1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

(5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS' CODE OF ETHICS
RULE §247.2 ***Purpose and Scope; Definitions***

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) ***Standard 1.1.*** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) ***Standard 1.2.*** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) ***Standard 1.3.*** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) ***Standard 1.4.*** The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) ***Standard 1.5.*** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) ***Standard 1.6.*** The educator shall not falsify records, or direct or coerce others to do so.

(G) ***Standard 1.7.*** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) ***Standard 1.8.*** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) ***Standard 1.9.*** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) ***Standard 1.10*** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) ***Standard 1.11.*** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) ***Standard 1.12.*** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) ***Standard 1.13.*** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) ***Standard 2.1.*** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) ***Standard 2.2.*** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) ***Standard 2.3.*** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) ***Standard 2.4.*** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) ***Standard 2.5.*** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) ***Standard 2.6.*** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) ***Standard 2.7.*** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) ***Standard 3.1.*** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) ***Standard 3.2.*** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) ***Standard 3.3.*** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) ***Standard 3.4.*** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) ***Standard 3.5.*** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) ***Standard 3.6.*** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) ***Standard 3.7.*** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) ***Standard 3.8.*** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) ***Standard 3.9.*** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

Department of Educational Leadership and Policy Studies
EDLR 5313 Critical Issues in Educational Leadership

Instructor Information

Jennifer S. Jones, Ed.D.
Office Hours: By appointment
Office: HPR 114
Office: (903) 565-5653
E-mail: Jenniferjones@uttyler.edu

Course Catalog Description:

An inquiry into critical issues in educational leadership. This course engages students in a systematic exploration of critical issues in educational leadership through a formal inquiry-based approach.

Student Learning Outcomes & Assessments

Upon completing this course, students will be able to demonstrate mastery in the following areas:

Objective	Texas Principal Standard
Shape campus culture by developing a shared vision.	4(A)(i)(I-II)(ii), 4(B)(i-v),
Communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources to promote student success.	4(A)(i)(III-V)
Act with integrity, fairness, and in an ethical and legal manner.	3(A)(i, iii), 3(B)(i)
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	1(A)(i-ii), 1(B)(i-ii), 3(A)(i-ii), 3(B)(i-iii)

performance. • facilitate the use of sound, research-based practice • facilitate the use of technology, telecommunications, and information systems • promote the use of creative thinking, critical thinking, and problem solving	
Advocate, sustain instructional program conducive to student learning, staff evaluation and professional development.	2(A)(i)(I-VII), 2(A)(ii), 2(B)(i-iv), 5(A)(i)(I-II, IV,V)(ii)(B)(i)(iii)
Apply effective principles of both leadership and management. • implement procedures for gathering, analyzing, and using data • frame, analyze, and resolve problems using appropriate problem-solving • techniques and decision-making skills.	2(A)(ii) (I, II, IV-VII)(ii), 2(B)(ii-iii), 3(A)(i)(ii), 3(B)(i-ii)
Understand strategic operations and systems for goal attainment, including finance, budgeting and resource allocation.	5(A)(i)(I-II, IV,V)(ii)(B)(i)(iii)
Recognize the importance of action research for school improvement.	3(A)(i-ii), 3(B) (i-ii), 5(A)(i)(I-II)(ii), 5(B)(i)(iii)

Students will be encouraged to take ownership in their own learning through critical and reflective thinking regarding the roles and responsibilities of effective principals. Students will explore educational issues, problem-solve and apply knowledge learned through a systematic examination of critical issues in educational leadership and a formal inquiry-based approach.

EDLR 5313 is an integral component of the Educational Leadership Program. Student Learning
Outcomes for 5313 are derived from the Student Learning Outcomes for the Educational Leadership Program. These outcomes are infused into the internship experience and assessed in the TExES required for all students who are awarded a Texas Principal's Certificate.

Principal Standards

1. Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

2. Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

3. Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas

Educators), including following policies and procedures at his or her respective district.

4. Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

5. Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

TExES Domains/Standards/Competencies

The following TExES domains/standards/competencies will be addressed:

Domain I: **School Community Leadership**
Domain II: **Instructional Leadership**
Domain III: **Administrative Leadership**

DOMAIN I — SCHOOL COMMUNITY LEADERSHIP

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**.

The principal knows how to:

A. Create a campus culture that sets high expectations, promotes learning and provides intellectual stimulation for self, students and staff.
B. Ensure that parents and other members of the community are an integral part of the campus culture.
C. Implement strategies to ensure the development of collegial relationships and effective collaboration.
D. Respond appropriately to diverse needs in shaping the campus culture.
E. Use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
F. Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
G. Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
H. Align financial, human and material resources to support implementation of a campus vision.
I. Establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.

J. Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
K. Acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision.

* School Community includes students, staff, parents/caregivers and community members.

Competency 002: *The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs and mobilize resources to promote student success.*

The principal knows how to:

A. Communicate effectively with families and other community members in varied educational contexts.
B. Apply skills for building consensus and managing conflict.
C. Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
D. Develop and implement strategies for effective internal and external communications.
E. Develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
F. Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
G. Establish partnerships with parents/caregivers, businesses and others in the community to strengthen programs and support campus goals.
H. Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
I. Respond to pertinent political, social and economic issues in the internal and external environment.

Competency 003: *The principal knows how to act with integrity, fairness and in an ethical and legal manner.*

The principal knows how to:

A. Model and promote the highest standard of conduct, ethical principles and integrity in decision making, actions and behaviors.
B. Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.
C. Apply knowledge of ethical issues affecting education.
D. Apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
E. Apply laws, policies and procedures in a fair and reasonable manner.
F. Articulate the importance of education in a free democratic society.
G. Serve as an advocate for all children.

H. Promote the continuous and appropriate development of all students.
I. Promote awareness of learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.

DOMAIN II — INSTRUCTIONAL LEADERSHIP

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.*

The principal knows how to:

A. Facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
B. Facilitate the use of sound, research-based practice in the development, implementation and evaluation of campus curricular, co-curricular and extracurricular programs.
C. Facilitate campus participation in collaborative district planning, implementation, monitoring and revision of curriculum to ensure appropriate scope, sequence, content and alignment.
D. Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
E. Facilitate the use of technology, telecommunications and information systems to enrich the campus curriculum.
F. Facilitate the effective coordination of campus curricular, co-curricular and extracurricular programs in relation to other district programs.
G. Promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

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.*

The principal knows how to:

A. Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
B. Facilitate the implementation of sound, research-based instructional strategies, decisions and programs in which multiple opportunities to learn and be successful are available to all students.
C. Create conditions that encourage staff, students, families/caregivers and the community to strive to achieve the campus vision.

D. Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
E. Use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals.
F. Facilitate the use and integration of technology, telecommunications and information systems to enhance learning.
G. Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline and school safety to ensure a campus environment conducive to teaching and learning.
H. Facilitate the development, implementation, evaluation and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs.
I. Analyze instructional needs and allocate resources effectively and equitably.
J. Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
K. Ensure responsiveness to diverse sociological, linguistic, cultural and other factors that may affect students' development and learning.

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.*

The principal knows how to:

A. Work collaboratively with other campus personnel to develop, implement, evaluate and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
B. Facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes and contexts.
C. Allocate appropriate time, funding and other needed resources to ensure the effective implementation of professional development plans.
D. Implement effective, appropriate and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline and dismissal of campus staff.
E. Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
F. Diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
G. Engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Competency 007: *The principal knows how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.*

The principal knows how to:

A. Implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority and determine accountability for campus goal attainment.
B. Implement procedures for gathering, analyzing and using data from a variety of sources for informed campus decision making.
C. Frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.
D. Use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.
E. Encourage and facilitate positive change, enlist support for change and overcome obstacles to change.
F. Apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

DOMAIN III — ADMINISTRATIVE LEADERSHIP

Competency 008: *The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and technology use.*

The principal knows how to:

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

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.*

The principal knows how to:

A. Implement strategies that enable the school physical plant, equipment and support systems to operate safely, efficiently and effectively.
B. Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
C. Develop and implement procedures for crisis planning and for responding to crises.

D. Apply local, state and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

Assessment Specifics & Assignments

Final Grade Calculations
A = 90% - 100% of points available
B = 80% - 89% of points available
C = 70% - 79% of points available

All assignments must be completed by **midnight** on Sunday night. All assignments are expected to be completed at graduate level quality and adhere to the stated assignment criteria. Assignments not meeting graduate level quality and require the student to redo and resubmit will be adjusted by 10%.

Late assignments will only be accepted with prior permission of the instructor and will be subject to a penalty of 10% and an additional 10% will be deducted for each week the assignment is past due. Please do not wait until the last minute to submit your assignment as sometimes technology and online systems do not always cooperate. Please do not hesitate to email your instructor if you need help, clarification, or extra time.

Teaching Strategies

EDLR 5313 utilizes 100% online instruction through UT Canvas. Instructor uses lecture format with group process and constructive learning experience in an electronic environment.
Since the class is exclusively online, the instructor will serve as a facilitator of knowledge on
critical issues in Educational Leadership. The instructor will utilize online discussions, presentations, videos, independent practices, and inquiry-based strategies to explore the theory,
practice, and reform of education in the United States.

Related Field Experiences

This course provides background context to support a successful internship experience.

Required Text and Related Readings

Textbooks:

American Psychological Association, (2010). *Publication manual of the American Psychological Association, 6th Edition.* Washington, DC: American Psychological Association. ISBN-10: 1-4338-0561-8

Glanz, J. (2014). *Action research: An educational leader's guide to school improvement,*

3rd Edition. Lanham, MA: Rowman & Littlefield.
ISBN: 978-1442223691

Text Statement: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Policies

Expectations for individual and group responsible contributions are the same as you would expect for your students. As a professional educator, therefore, **be polite and respectful of others; be attentive to timelines and assignments requirements; read and listen carefully;**
and think critically. There are no provisions for making-up quizzes or assignments.

Student Travel Policy

Since coursework for EDLR online classes can be attended to from any location with internet access, students are responsible for meeting class responsibilities regardless of travel choices. Travel during the scheduled semester is a student choice, and no provisions will be made to excuse students from published assignments or alter course assignment schedules.

University Policies

Code of Conduct

UT Tyler Academic Dishonesty Policy:
At the University of Texas at Tyler, students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or a suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.
Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that a student maintains a high standard of individual honor in his/her scholastic work. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion:
"Cheating" includes:

1. Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;
3. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of an unadministered examination or work assignment.

"Plagiarism" includes the unacknowledged incorporation of the work of another person in work that a student offers for credit.
"Collusion" includes the unauthorized collaboration with another person in preparing written work that a student offers for credit.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous

educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class.

UT Tyler a Tobacco-Free University:

- All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.
- Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.
- There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Campus Carry Policy:

For more information regarding The Concealed Handguns on Campus Policy, please go to: http://catalogs.uttyler.edu/en/UTTyler/HOP/Series-200-General-Policies-and-Procedures/2-10-1-Concealed-Handguns-on-Campus.

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Course Prefix and Number Course Title Credit Course Meeting/Room Office Hours

Instructor

Catalog Description

EDLR 5311 Developmental Supervision 3 hours On Line By Appointment

Yanira Oliveras-Ortiz, PhD

yoliverasortiz@uttyler.edu

(903) 502-0308

The University of Texas at Tyler

College of Education and Psychology Department of Educational Leadership and Policy Studies

EDLR 5311 Syllabus

An advanced course in school personnel supervision for building principals. This course is designed to develop aspiring

administrators' instructional leadership skills while studying a range of instructional models.

Student Learning Outcomes

The student will be able to:

- Identify the components of an effective professional development plan. (Texas Principal Standards 1 & 5)
- Differentiate between evaluation and supervision and how to use the supervision process to enhance the faculty's instructional practices (Texas Principal Standard 2)
- Design supervisory conferences to support teachers' in their professional growth while using observation data to reinforce and refine teachers' craft. (Texas Principal Standards 1 & 2)
- Identify best instructional practices through the study of multiple instructional models. (Texas Principal Standards 1 & 5)
- Understand their own instructional beliefs and advocate for the implementation of instructional models conducive to student learning. (Texas Principal Standards 1 & 2)
- Analyze and utilize data to drive their decisions as instructional leaders. (Texas Principal Standards 1 & 2) **Click here for a copy of the Texas Principal Standards.**

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Course Requirements

Discussion and Participation Assignments & Quizzes Midterm Exam Final Exam

(25%) (25%) (25%) (25%)

For details about weekly assignments and due dates refer to the assignment schedule.

Course Grading

. A 90-100% of points

. B 80-89% of points

. C 70-79% of points

. D 60-69% of points

F below 59.9% of total points

Required Textbook

Hickey, W. & Oliveras-Ortiz, Y. (2017). *Proficient to distinguished: Mastering the T- TESS.* Dubuque, IA: Kendall Hunt.

Zepeda, S. (2017). *Instructional supervision: Applying tools and concept. 4th Edition.* New York, NY: Routledge.

Recommended Textbook

Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction.* Thousand Oaks, CA: Corwin Press.

COURSE POLICIES

All assignments are expected to be completed to the best ability of the student and adhere to the stated assignment criteria.

Written assignments that require the student to redo and resubmit will be adjusted by 10%.

There is no extra credit work. However, students may choose to resubmit written assignments if they are not satisfied with their grade. If a student chooses to resubmit a written assignment, the

student may earn up to **90%** of the points. There are no retakes for quizzes, the midterm or the final exam.

All assignments must be submitted by date listed on the assignment schedule. Given the challenges that come with being a full-time educator while going to graduate school, each student has a **one-time** two-week grace period. The student has two options when using the one-time two-week grace period.

a. Submit the quiz and written assignment for ONE module up to two-weeks late without penalties. OR

b. Submit the quiz and assignment for TWO modules up to one-week late each without penalties.

The student must contact Dr. Oliveras-Ortiz to inform her that he/she will be using a "late pass". If a written assignment is due and a "late pass" will be used, a note should be included with the assignment. It is the student's responsibility to keep track of due dates and keep Dr. Oliveras informed of any conflicts that result in late submissions. Failure to notify Dr. Oliveras that a "late pass" will be used will result in a late submission penalty as explained below.

Once the one-time two-week grace period has been used or if the student does not notify Dr. Oliveras when using a "late pass", assignments will receive a 10% late submission penalty per week. If the assignment is more than a week late, an additional 10% will be deducted per week.

The "late passes" may **not** be used for the class discussions. To receive credit for the class discussions, the student must participate on time.

Participation and your commitment to your learning is critical to your success in any course. Your timely participation in the class discussion is a substantial part of your grade in this course. You will note that your original post to the class discussions will be due first while your response to your classmates will be due later in the module. This structure will ensure we can engage in meaningful conversations about instructional supervision. If you wait until Friday evenings, when the assignments are due, to complete the required readings and watch the lecture videos, you will not be successful in this course. Each module will be open at least 2 weeks prior to the due date to facilitate the required group discussions. Please plan accordingly!

Communication

To contact me via email, you may use the Canvas email. Click on the Inbox on the left side of the Canvas main menu. Through Canvas, you may send a text email or a video message. You may also email me at yoliverasortiz@uttyler.edu. Please note that this is not a Patriots email address.

I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I generally reply to email within a few hours but given other commitment and responsibilities, my goal is to respond to emails sent during the week within 24 hours. While I try to respond to emails over the weekend as promptly as possible, emails sent over the weekend might not be read until Monday morning.

Written Assignments, Quizzes & Exams

All written assignments, quizzes and exams are **individual assignments**. Students may not collaborate. Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

UNIVERSITY POLICIES

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus) http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit. · Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)

· Schedule adjustments (section changes, adding a new class, dropping without a "W" grade) · Being reinstated or re-enrolled in classes after being dropped for non-payment · Completing the process for tuition exemptions or waivers through Financial Aid

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Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or

accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The **Student Accessibility and Resources** (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

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There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

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Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

• copying from another student's test paper; • using during a test, materials not authorized by the person giving the test; • failure to comply with instructions given by the person administering the

test; • possession during a test of materials which are not authorized by the person

giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

• collaborating with or seeking aid from another student during a test or other assignment without authority;

• discussing the contents of an examination with another student who will take the examination;

• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;

• falsifying research data, laboratory reports, and/or other academic work offered for credit;

• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know

that an unfair academic advantage would be gained by such conduct; and,

• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

College of Education and Psychology Mission and Vision

Mission The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service.

Vision The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions of the region.

EDLR 5311 Syllabus

7

Course Prefix, Number Course Title Credit Days, Time and Location Office Hours

Instructor

Catalog Description

EDLR 5270 Practicum in the Principalship I 2 hours On Line By Appointment

Yanira Oliveras-Ortiz, Ph. D.

yoliverasortiz@uttyler.edu

(903) 502-0308

The University of Texas at Tyler

College of Education and Psychology Department of Educational Leadership and Policy Studies

EDLR 5270 Syllabus

A minimum of 80 clock hours of practical experience as a school administrator in a school setting. Goals, assignments, and time commitments to be determined by each internship committee. Experience guided and supervised by university and school representatives. Must be taken concurrently with EDLR 5311 and EDLR 5349.

Student Learning Outcomes

The student will be able to:

- apply instructional coaching strategies to support teachers' professional growth. (Texas principal Standards 1, 2 & 5)

- understand the responsibilities of the school principal through experiences facilitated by a Texas certified principal. (All **Texas Principal Standards) Evaluation** Grades for interns will be based upon the following guidelines: 1. The evaluation will be conducted by the university faculty. 2. All written work is expected to demonstrate a high level of performance expected of an educational leader. Each assignment will be evaluated on the following criteria:

  Complete – All facets of the exercise or project are addressed in detail.

  Depth – The response reflects a thoughtful, reflective response.

  Presentation - The syntax and semantics are correct.

  On Time* – The assignment is completed according to the due date.

- **Any work that does not meet these standards will need to be redone until it meets the standards. Texts:** No Texts Required **Assignments:** See Assignment Schedule

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COURSE POLICIES Requirement to receive "PASS" on the course

The student must complete all assignments to meet the evaluation standards and the instructions for each assignment. When the instructor asks the student to resubmit the work, the student must resubmit the assignment in a timely manner.

*Assignments submitted on time, or resubmitted within a week of receiving feedback, will be awarded full credit.

Given the challenges that come with being a full time educator while going to graduate school, each student has a **one-time** two-week grace period. The student has two options when using the one-time two-week grace period.

. Submit the assignments for ONE module up to two-weeks late without penalties. OR

. Submit the assignments for TWO modules up to one-week late each without penalties.

The student must contact Dr. Oliveras-Ortiz to inform her that he/she will be using a "late pass". If a written assignment is due and a "late pass" will be used, a note should be included with the assignment. It is the student's responsibility to keep track of due dates and keep Dr. Oliveras informed of any conflicts that result in late submissions. Failure to notify Dr. Oliveras that a "late pass" will be used will result in a late submission penalty as explained below.

Once the **one-time** two-week grace period has been used or if the student does not notify Dr. Oliveras when using a "late pass", assignments will receive a 10% late submission penalty per week. If the assignment is more than a week late, an additional 10% will be deducted per week.

In order to receive "credit" for the course, a student must complete **ALL** assignments **and** submit a completed time log signed by the campus administrator who supervised the Practicum. The student must receive **at least 80% of the total points.** Points are deducted when assignments are submitted late.

Written Assignments, Quizzes & Exams

All written assignments, quizzes and exams are **individual assignments**. Students may not collaborate. Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

Communication

To contact me via email, you may use the Canvas email. Click on the Inbox on the left side of the Canvas main menu. Through Canvas, you may send a text email or a video message. You may also email me at yoliverasortiz@uttyler.edu. Please note that this is not a Patriots email address.

I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I generally reply to email within a few hours but given other

commitment and responsibilities, my goal is to respond to emails sent during the week within 24 hours. While I try to respond to emails over the weekend as promptly as possible, emails sent over the weekend might not be read until Monday morning.

UNIVERSITY POLICIES

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus) http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

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EDLR 5270 Syllabus

The University of Texas at Tyler
College of Education and Psychology
Department of Educational Leadership and Policy Studies

Course Prefix, Number	EDLR 5349
Course Title	Leadership in the Restructured School
Session	Fall, Spring, Long Summer
Credits	3 hours
Days, Time and Location	Online
Instructor Information	Dr. Vance Vaughn HPR 108 Office: 903.565.5851 Home: 903.675.2908

Cell: 903.203.5210
Fax: 903.565.5527
vvaughn@uttyler.edu

Office Hours

This course is 100% online. Therefore, students are not required to be on campus. I will be available to students when they need me either by email, telephone, or virtual meetings.

Course Catalog Description

An in-depth investigation into contemporary literature and case studies of advanced concepts in organizational leadership, learning and change. Students will create and design advanced learning organizations in order to facilitate the change necessary to restructure schools and learning. Prerequisite: 12 hours of completed educational leadership courses including EDLR 5310 and EDLR 5315.

For Practical Purposes

Restructuring schools mean, in general, changing the nature of schools from the interior, letting go of the traditional philosophical beliefs and actions along with the understandings of brick and mortar and structural changes to the organization and processes, then rethinking continuously of ways to improve teaching and learning with the ultimate goal being to improve student achievement. Specifically, restructuring schools mean changing today's schools so that students are future ready when they graduate. To this end, restructuring begins with the principal who develops a brand new mindset with a changing vision and attitude and work ethic that rethinks educational leadership.

Student Learning Objectives

Upon completing this course, the student will …

Objective	Texas Principal Standard
learn the importance of having a shared vision to shape the campus culture	5(A)(i)(I)-(III); 5(B); 2(A)II; 4(B)(i)
learn to design and understand the importance of aligning curriculum, instruction and assessment, and how this alignment is critical for student achievement	1(A)(i) (I – V)
advocate, sustain instructional program conducive to student learning and professional development.	Standard 1 in its entirety;
implement staff evaluation and development	1(A)(i)(I-V); 1(B)(i-iii); 2(A)(ii); 2(B)(i-iv)

system.	
apply leadership and management principles	All of 3(A); All of 3(B)

Principal Standards

1. Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

2. Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

3. Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

4. Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

5. Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have

the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

*Note: The above student learning outcomes comprise Texas Examination of Educator Standards (TExES) for standard principal certification.

Online Expectations, Responsibilities and Accountability

Action	Professor	Student
Technical/computer issues	I cannot address individual hardware/software issues established by single students. My recommendation is to begin your studies in ample time so that the due date is not pressing against you.	Irrespective of your technical problems, your assignments are due on time. There are no provisions in this course for late work or make-up work.
Tests, Quizzes and Online Assessments	Professor expects a high level of integrity, morality and professionalism from students.	Students are trusted to not copy these assessments for future students
Emails	I will attempt to answer emails within 24 hours of receipt.	Students must understand that I am not online 24/7, neither is it possible. In addition, the student/teacher ratio is high.
	My intentions are to have students	

Online submissions	submitted assignments returned within 48 hours of submissions. Understand though that a major crisis might delay returns.	Early submissions enjoy a thorough assessment as opposed to those suffering from procrastination.
Out of Town	Online instruction should not be interrupted by being out of town. Internet should be available wherever I travel. In case it is not, I will make provisions so that class is not interrupted.	Student class responsibility should not be altered by student travel. Professor will still hold students accountability for the learning.
Avenues of Communication	Emails are the quickest way to reach me. I prefer students to not call me on my personal cell phone, however, if there is a pressing issue, then please call me at any time on my personal cellular phone. My office telephone is not a good way to reach me as my classes are online.	It is up to students to call.

Topical Outline

The course will be taught in six sessions.

Session One- General Overview

Session one takes the student through a general overview. This session introduces the student to the areas in which the principal/organization leader should focus. The topics of discussion involve the Seven Critical Success Factors found throughout the educational literature that make students academically successful and therefore schools, top-notch schools (Academic Performance, Use of Quality Data to Drive Instruction, Leadership Effectiveness, Increased Learning Time, Family and Community Engagement, School Climate and Teacher Quality). It also covers curriculum, instruction, assessment, T-TESS, observations, evaluations and most important, BEST PRACTICES.

Session Two- Best Practices in Reading

Session Three – Best Practices in Writing

Session Four – Best Practices in Mathematics

Session Five – Best Practices in Science

Session Six- Best Practices in Social Studies

Evaluation and Grading

Evaluation and grading in this course will be based on satisfactory completion of a major test in each of the six sessions, participation in Discussion Board, six assignments, completion of an observation in sessions 2-6, and a Final Exam.

Major Test – 100 points per session. 100 x 6 = 600 points

Discussion Board – 25 points per session. 25 x 6 = 150 points

Assignments – 10 points per session. 10 x 5 = 50 points

Observation – 20 points per session for sessions 2 – 6. 20 x 5 = 100 points

Final Exam – A 20-question Multiple Choice Exam with each question valued at 10 points each for a total of 200 points.

Total Point Value = 1,100. It will take 990 points for a student to receive an A in the course, and 880 for a student to receive a B in the course. A grade lower than B is not expected.

Student Travel Policy

Since coursework for EDLR online classes can be attended to from any location with internet access, students are responsible for meeting class responsibilities regardless of travel choices. Travel during the scheduled semester is a student choice, and no provisions will be made to excuse students from published assignments or alter course assignment schedules.

Teaching Strategies

The professor will use a combination of lecture with power point presentations, Blackboard Version 8, video tapes, student and professor dialogues and conversations, discussion board, group collaboration, student individual readings, etc. to teach the course.

Required Text

Zemelman, S., Daniels, H., and Hyde, A. (2012). *Best practice: Bringing Standards to Life in America's Classrooms*. Fourth Edition. Portsmouth: Heinemann.

A student of this institution is not under any obligation required to purchase a textbook from a university bookstore.

UNIVERSITY POLICIES

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar . Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via

e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

• copying from another student's test paper;

• using during a test, materials not authorized by the person giving the test;

• failure to comply with instructions given by the person administering the test;

• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

• collaborating with or seeking aid from another student during a test or other assignment without authority;

• discussing the contents of an examination with another student who will take the examination;

• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;

• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,

• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

College of Education and Psychology Mission and Vision

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service.

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions of the region.

Technical Information

Technical Support

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing mailto:itsupport@patriots.uttyler.edu

When you email IT Support, be sure to include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message

You may also visit the Help Tab in Blackboard for helpful information.

Plug-ins and Helper Applications

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course. Always ensure that you are using the most update version for the browser you choose to access the online learning content.

- **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files. (URL: http://get.adobe.com/reader/)
- **Java Runtime Environment** (JRE) allows you to use interactive tools on the web. (URL: http://www.java.com/en/download/)
- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. (URL: http://get.adobe.com/flashplayer/)
- **QuickTime** allows users to play back audio and video files. (URL: http://www.apple.com/quicktime/download/)
- **Windows Media Player** allows you to view, listen and download streaming video and audio. (URL: http://windows.microsoft.com/en-US/windows/products/windows- media-player)
- **RealPlayer** allows you to view and listen to streaming video and audio. (URL: http://www.real.com/)

Netiquette Guide

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.
(URL:

http://www.learnthenet.com/learn-about/netiquette/index.php)

Semester Syllabus School Law EDLR 5320

Ask Probing Questions

Instructor Information

Course Catalog Description

Gary J. Miller, Ed.D. Assistant Professor of Educational Leadership

HPR 103 By appointment

Office: (903) 565-5675 Cell: (940) 536-8054 Fax: (903) 565-5527

gmiller@uttyler.edu

This course provides an overview of school law for educational leaders focusing on legal issues affecting

the operation of public, charter, and private schools.

Student Learning Objectives

Upon completing this course, the student will:

Objective	**Texas Principal Standard**
Recognize the role of the principal in creating an atmosphere of safety that encourages the social, emotional, and physical well-being of students and staff.	**4(B)(iv)**
Recognize the importance of an orderly school	**4(B)(v)**

environment and maintaining expectations for student behavior.	
Understand current legal issues and ways to influence through leadership.	**4(B)(iv), 4(B)(v)**
Ensure that teachers develop through regular observations, actionable feedback, and school-wide systems.	**2(A)(i)(IV), 3(A)(i)(VII)**
Recognize the importance of hiring exceptional teachers and the importance of an interview procedure in determining traits needed for teaching success.	**1(B)(ii), 2(A)(i)(III), 2(B)(i)**
Recognize the importance of expectations among both teachers and students.	**1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)**

Recognize how the fundamental premises of the principal position transfer to the objective questions of the TExES.	**3(A)(i)(III)**
Understand that all staff have clear goals and expectations that guide them and by which they are assessed.	**2(A)(i)(II)**

Principal Standards *(Aligned to the Texas Education Agency's new Principal Standards)*

1. Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills. (i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear

definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content,

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rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

2. Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills. (i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest

in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school' vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports tha include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they

are performing; (V) facilitate professional learning communities to review data and

support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadershi roles and delegate responsibilities to staff and administrators on the leadership team; an

(VII) use data from multiple points of the year to complete accurate

evaluations of all staff, using evidence from regular observations, student data, and othe sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff

can identify areas of strength and have opportunities to practice and receive feedback or growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across

years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

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3. Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills. (i) Effective executive leaders:

4

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional

development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structure and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy

fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support

effective change management;

(VI) have strong communication skills and understand how to communicate a message different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

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4. Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills. (i) Effective culture leaders:

5

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and us that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two way communication and regular updates on student progress. Regular opportunities exis for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

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5. Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills. (i) Effective leaders of strategic operations:

6

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals,

targets, and strategies that form the schools' strategic plans; (II) with their leadership teams, regularly monitor multiple data points to

evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staf

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Module

Date Available Assignment Due Date

Introduction Module

Introduction Video

Faculty Information

Course Syllabus

Class Introductions

Creating a Pinterest Account

May 22

May 28

Module 1

Overview of the Federal Government & Education

Overview of the State Government & Education

Overview of the Local Government & Education

Student Rights Part I & II

Use of School Facilities

Equal Access Act (EAA)

May 29

June 11

10 in 15 Quiz #1 TExES Patterns Quiz #1 Discussion #1

Module 2

Attendance

Instruction

Rights of Parents

No Child Left Behind (NCLB)

Special Education

Documentation

June 12

June 25

10 in 15 Quiz #2

10 in 15 Quiz #3 TExES Patterns Quiz #2 Application Quiz #1 Discussion #2

Module 3

Student Discipline

Curbing Violence in Schools

Desegregation

Family Educational Rights & Privacy Rights Act (FERPA)

Texas Public Information Act (TPIA)

Personnel

June 26

July 2

10 in 15 Quiz #4

10 in 15 Quiz #5 TExES Patterns Quiz #3 Application Quiz #2 Discussion #3

Mid-Term Exam

July 3

July 9

Module 4

Sexual Harassment

First Amendment & Teacher Rights

Fair Labor Standards Act (FLSA)

Divorced Parents

Child Protective Service

Police

UIL Booster Club Guidelines

UIL & TEA Eligibility Guidelines

July 10

July 23

10 in 15 Quiz #6

10 in 15 Quiz #7 TExES Patterns Quiz #4 Application Quiz #3 Discussion #4

Module 5

Texas School Finance

Special Issues

Nutrition

Drug Testing

Legal Liability

July 24

August 6

10 in 15 Quiz #8 TExES Patterns Quiz #5 Application Quiz #4 Discussion #5

TExES Review Module TExES Practice Exam

August 7

August 12

Final Exam

August 7

August 12

Evaluation & Grading

Discussion ○ Each of the five *Discussion* questions provides a forum to dialogue with colleagues on a

legal issue covered in each module.

10 in 15 Quizzes ○ Each of the eight *10 in 15 Quizzes* consists of 10 true-false, fill-in-the-blank, multiple-

answer, multiple-choice formatted questions to ensure prompt recall of basic school law facts and concepts. There is a 15 minute time limit.

Application Quizzes ○ Each of the four *Application Quizzes* consists of 15 true-false, fill-in-the-blank, multiple-

answer, multiple-choice formatted questions on issues of school law designed to evaluate critical thinking skills. There is no time limit.

TExES Patterns Quizzes ○ Each of the five *TExES Patterns Quizzes* consists of 3 multiple-choice questions covering

legal patterns discussed in each module. There is no time limit.

Pinterest Current Events Forum ○ The student will pin five articles on the *Pinterest* public board **School Law EDLR 5320**

Summer 2017. Each pin must be from a journal, newspaper, or other media source on a topic or event relating to an area of school law covered in the course.

Mid-Term Exam ○ The *Mid-Term* is a short-answer exam requiring the student to apply their understanding

of school law facts and concepts through the evaluation of four campus scenarios. Responses should be no more than 300 words per question.

TExES Practice Exam ○ The *TExES Practice Exam* is **not** graded.

Final Exam ○ The *Final* is a 60-question multiple-choice exam assessing the student's overall

knowledge of school law facts and concepts presented throughout the course. School Law EDLR 5320 5/10/17

Assessment Specifics & Assignments

Discussion

10 in 15 Quizzes

Application Quizzes

TExES Patterns Quizzes

Pinterest Current Events Forum

Mid-Term Exam

TExES Practice Exam

Final Exam **Final Grade Calculations**

5 points: 5 questions @ 1 point each 80 points: 8 quizzes @ 10 points each 60 points: 4 quizzes @ 15 points each 15 points: 5 quizzes @ 3 points each 5 points: 5 articles @ 1 point each

40 points No point value 60 points

Teaching Strategies

Canvas is the primary online learning management system used to teach and manage course assignments for School Law EDLR 5320.

Twitter is the online social networking tool for course announcements. You may follow me on *Twitter* at **millergaryj**. Please note *Canvas* will contain the identical postings in the *Announcements* folder.

Pinterest is the online bookmarking tool for posting and commenting. Our public *Pinterest* board is **School Law EDLR 5320 Summer 2017**. You will need to create an account, refer to the instructions located in the *Pinterest Instructions* folder. **Related Field Experiences** There are no formal field experiences involved in the course. Students will have the opportunity to reflect on current school law matters using the posting sections in *Pinterest* and *Discussion*. **Required Text & Related Readings**

Walsh, J., Kemerer, F., and Maniotis, L. (2010). *The educator's guide to Texas school law* (8th ed.). Austin, TX: University of Texas Press. (ISBN 978-0-292-76048-4)

Optional (as a reference) – Kemerer, F. and Crain, J. (2011). *Texas documentation handbook* (5th ed.). Austin, TX: Park Place Publications, L.P. (ISBN 1-4243-0680-9) **UNIVERSITY POLICIES Students Rights and Responsibilities** To know and understand the policies that affect your rights and responsibilities as a student at UT-Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php **Grade Replacement/Forgiveness** If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his or her career at UT Tyler.

Total Points = 265 ○ **A** = 90% - 100% of points

available **(238 points to 265 points)** ○ **B** = 80% - 89% of points available **(212 points to 237 points)** ○ **C** = 70% - 79% of points available **(185 points to 211 points)**

School Law EDLR 5320 5/10/17

Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2- year or 4-year Texas public

college or university. For purposes of this rule, a dropped course is any course dropped after the 12th day of class (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule are in the course catalog. Petitions for exemptions are submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The **Student Accessibility and Resources** (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

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transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

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Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to: • copying from another student's test paper; • using during a test, materials not authorized by the person giving the test; • failure to comply with instructions given by the person administering the test; • possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test; • using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program; • collaborating with or seeking aid from another student during a test or other assignment without authority; • discussing the contents of an examination with another student who will take the examination;

• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; • substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;

• falsifying research data, laboratory reports, and/or other academic work offered for credit; • taking, keeping, misplacing, or damaging the property of UT-Tyler, or of another, if the student knows or reasonably should know that an unfair

academic advantage would be gained by such conduct; and, • misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit. (iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

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11

Appendix Mid-Term Exam Scoring Rubric

12

Dimension	Sophisticated	Competent	Needs Work
Response	Response is clearly stated and connections to the question and position are clear and relevant. The underlying logic is explicit. *(Value: 4-5 points)*	Response is clearly stated and connections to the question and position are mostly clear, some aspects may not be connected or minor errors in logic are present. *(Value: 2-3 points)*	Response may not be clear and the connections to the question are incorre or unclear or just a repetition of the findings without explanation. Underlying logic has major flaws; connection to position is not clear. *(Value: 0-1 points)*
Writing	Writing is coherently organized and the logic is easy to follow. There are no errors in spelling and/or grammar and terminology is clearly defined. Writing is clear, concise, and persuasive. *(Value: 4-5 points)*	Writing is generally well organized and most of the argument is easy to follow. There are only a few minor errors in spelling and/or grammar or with terms not clearly defined. Writing is mostly clear but may lack conciseness. *(Value: 2-3 points)*	Writing is poorly organized and diffic to read – does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clari and conciseness. *(Value: 0-1 points)*

Eberly Center for Teaching Excellence, Carnegie Mellon University Adapted from: Scoring Rubric for Short, Research-based Position Paper Undergraduate Cognitive Psychology, Anne L. Fay, Carnegie Mellon University

School Law EDLR 5320 5/10/17

Semester Syllabus

Administration of Special Programs

EDLR 5333

Course Catalog Description

Gary J. Miller, Ed.D. Assistant Professor of Educational Leadership

HPR 103 By appointment

Office: (903) 565-5675 Cell: (940) 536-8054 Fax: (903) 565-5527

gmiller@uttyler.edu

This course provides an overview of instructional and support programs and the role of the educational leader in meeting local, state, and federal level requirements.

Student Learning Objectives

Upon completing this course, the student will:

Objective	**Texas Principal Standard**
Reflect upon personal growth and leadership development in administering special programs.	**2(A)(i)(VI), 3(A)(i)(III)**
Understand current legal issues relevant to special programs and ways to influence through leadership.	**4(B)(iv), 4(B)(v)**
Describe what it means to support teachers and provide collaborative structures for leadership opportunities	**2(B)(iii), 3(A)(i)(VII)**
Understand the dynamics of change from the perspective of a campus leader.	**3(A)(i)(V)**
Recognize and define the program characteristics that focus on student achievement.	**3(A)(ii), 3(A)(i)(VIII), 4(A)(i)(IV)**
Recognize the importance of expectations among both teachers and students.	**1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)**
Recognize the need to monitor multiple data points to evaluate progress toward special program goals.	**5(A)(i)(II)**
Recognize how the fundamental premises of the	**3(A)(i)(III)**

principal position transfer to the objective questions of the TExES.	
Understand the importance of aligning special program resources to the school priorities and goals.	**5(A)(i)(IV)**

Administration of Special Programs EDLR 5333 5/10/17

Principal Standards *(Aligned to the Texas Education Agency's new Principal Standards)*

2

1. Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills. (i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team

meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a

school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

2. Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

Administration of Special Programs EDLR 5333 5/10/17

(A) Knowledge and skills. (i) Effective leaders of human capital:

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(I) treat faculty/staff members as their most valuable resource and invest

in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they

are performing;

(V) facilitate professional learning communities to review data and support developmen

(VI) create opportunities for effective teachers and staff to take on a variety of leadershi roles and delegate responsibilities to staff and

administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth area from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across

years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retain effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and

develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structure and provides leadership opportunities for effective teachers and staff.

(A) Knowledge and skills. (i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and

grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving

forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and

stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

3. Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

4. Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills. (i) Effective culture leaders:

5

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and us that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students,

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providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop

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resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two way communication and regular updates on student progress. Regular opportunities exis for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

5. Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills. (i) Effective leaders of strategic operations:

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals,

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targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to botl maximize instructional time and to create regular time for teacher

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collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access

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additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staf

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to

diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Course Module

Date Available

Assignment Due Date

May 22

May 28

May 22

May 28

Quiz #1 PIR #1 Discussion #1

May 29

June 4

Quiz #2 PIR #2 Discussion #2

June 5

June 11

Quiz #3 PIR #3 Discussion #3

June 12

June 18

Quiz #4 PIR #4 Discussion #4

June 19

June 25

Quiz #5 PIR #5 Discussion #5

June 26

July 2

Mid-Term Exam

July 3

July 10

July 17

July 24

July 31

August 7

Introduction Module
Module 1 Special Education
Module 2 Section 504
Module 3 Title I
Module 4 Food Services Health Services
Module 5 Career & Technical Education Textbooks
Mid-Term Exam
Module 6 Bilingual Education Migrant Education
Module 7 Early Childhood Education Dyslexia
Module 8 Gifted & Talented Education
Module 9 School Guidance & Counseling Programs
Module 10 Standardized Testing
Final Exam

July 9

Quiz #6 PIR #6 Discussion #6 July 16 *Quiz #7 PIR #7 Discussion #7* July 23 *Quiz #8 PIR #8 Discussion #8* July 30 *Quiz #9 PIR #9 Discussion #9*

August 6

Quiz #10 PIR #10 Discussion #10 August 12 *Final Exam*

Evaluation & Grading

Discussion ○ Each of the 10 *Discussion* questions provides a forum to dialogue with colleagues on the

topic(s) covered in each module.

Module Quizzes ○ The *Module Quiz* requires a student to answer five true-false, fill-in-the-blank, multiple-

choice/answer format questions over the program(s) discussed in a given module. There are 10 quizzes, one for each module. Each quiz must be completed in 30 minutes. Note that some modules cover one program while others have two programs—in that case, quizzes cover material from both programs.

Program Interview Reports ○ Some modules contain one program and others have two programs. If there are two

programs in a module, **choose one program** for your *Program Interview Report (PIR)*. There are 10 reports, one for each module. Upon completion of your report, submit it for grading in the *Program Interview Report (PIR)* located in each module. Refer to the *Appendix* at the end of this syllabus for the report format and scoring rubric. *Your final report should be at least two pages, but not more than three pages in length, single- or double-spaced in 12 point font.*

✎ Choose a person at the district level when possible. You can do an interview by phone or email, if necessary. However, a face-to-face interview is preferred—you get to meet the person and demonstrate a greater interest in their program.

Pinterest Current Events Forum ○ The student will pin five articles on the *Pinterest* public board **Administration of**

Special Programs EDLR 5333 Summer 2017. Each pin must be from a journal, newspaper, or other media source on a topic or event relating to a program area covered in the course.

Mid-Term Exam ○ The *Mid-Term* is a 40 question multiple-choice exam covering Modules 1-5.

Final Exam ○ The *Final* is a 40 question multiple-choice exam covering Modules 6-10.

8

Assessment Specifics & Assignments

Discussion

Module Quizzes

Program Interview Reports

Pinterest Current Events Forum

Mid-Term Exam

Final Exam **Final Grade Calculations**

Total Points = 245 ○ **A**=90%-100%ofpoints

10 points: 10 questions @ 1 point each 50 points: 10 quizzes @ 5 points each 100 points: 10 reports @ 10 points each 5 points: 5 articles @ 1 point each

40 points: 20 questions @ 2 points each 40 points: 20 questions @ 2 points each

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available **(220 points to 245 points)** ○ **B** = 80% - 89% of points available **(196 points to 219 points)** ○ **C** = 70% - 79% of points available **(171 points to 195 points)**

Teaching Strategies

Canvas is the primary online learning management system used to teach and manage course assignments for Administration of Special Programs EDLR 5333.

Twitter is the online social networking tool for course announcements. You may follow me on *Twitter* at **millergaryj**. Please note *Blackboard Learn* will contain the identical postings in the *Announcements* folder.

Pinterest is the online bookmarking tool for posting and commenting. Our public *Pinterest* board is **Administration of Special Programs EDLR 5333 Summer 2017**. You will need to create an account, refer to the instructions located in the *Pinterest Instructions* folder. **Related Field Experiences** Students will have the opportunity to interview campus and district personnel covering instructional and support programs while examining their implications at the local, state, and federal level and the role of the educational leader. **Required Text & Related Readings**

Beyer, B. and Johnson, E. (2014). *Special Programs and Services in Schools* (2nd ed.) Lancaster, PA: DEStech Publications, Inc. (ISBN 978-1-60595-175-1)

UNIVERSITY POLICIES

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT-Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2- year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course dropped after the 12th day of class (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule are found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The **Student Accessibility and Resources** (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

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Appendix Program Interview Report (PIR)

Your interviewee may not know all the laws that govern the program; however, you should be able to find this information in your readings or in the lecture. Upon completion, upload your report into the **Program Interview Report** found in each module.

Format

Your Name Program Covered Name and Position of Person Interviewed

Questions to address in your paper:

- What is the goal or mission of this program on your campus or in your district?
- What laws or regulations guide this program?
- How effective is the program? Give reasons for your answer such as data or examples.
- What are the challenges or problems facing this program?
- What is the role of the principal in working with this program?
- Reflect on the insights you have gained through your interviews, discussions, and examination of this program.

Your report should be at least two pages, but no more than three pages in length

Double- or single-spaced

12 point font

Upload your report in the Program Interview Report section located in each Module Scoring Rubric

12

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	Writing is coherently organized and the logic is easy to follow. There are no errors in spelling		Writing is poorly organized and diffic to read – does not flow logically from one part to another. There are several

Writing	and/or grammar and terminology is clearly defined. Writing is clear, concise, and persuasive. *(Value: 4-5 points)*	Writing is generally well organized and most of the argument is easy to follow. There are only a few minor errors in spelling and/or grammar or with terms not clearly defined. Writing is mostly clear but may lack conciseness. *(Value: 2-3 points)*	spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and conciseness. *(Value: 0-1 points)*

Eberly Center for Teaching Excellence, Carnegie Mellon University

Adapted from: Scoring Rubric for Short, Research-based Position Paper Undergraduate Cognitive Psychology, Anne L. Fay, Carnegie Mellon University

Administration of Special Programs EDLR 5333 5/10/17

The University of Texas at Tyler
College of Education and Psychology

Department of Educational Leadership and Policy Studies
EDLR 5271 Practicum in Principalship II

Instructor Information

Jennifer S. Jones, Ed.D.
Office Hours: By appointment
Office: HPR 114
Office: (903) 565-5653
E-mail: Jenniferjones@uttyler.edu

Course Description

A minimum of 80 clock hours of practical experience as a school administrator conducting an applied research study in a critical issue in educational leadership. The principal practicum provides practical application of knowledge and skills of educational leadership. This practicum is an extension of EDLR 5313 with a formal disciplined inquiry, action research project, into a campus- based issue. In addition, EDLR 5271 provides practical application experiences of knowledge through Block I, II, and III.

Student Learning Outcomes & Assessments

Upon completing this course, students will be able to demonstrate mastery in the following areas:

Objective	Texas Principal Standard

Understanding the importance for the leader to focus on and commit to improving student learning.	3(A)(i)(ii), 3(B)(i-iv)
Communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources to promote student success.	4(A)(i)(III-V)
Act with integrity, fairness, and in an ethical and legal manner.	3(A)(i, iii), 3(B)(i)
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. • facilitate the use of sound, research-based practice • facilitate the use of technology, telecommunications, and information systems • promote the use of creative thinking, critical thinking, and problem solving	1(A)(i-ii), 1(B)(i-ii), 3(A)(i-ii), 3(B)(i-iii)
Advocate, sustain instructional program conducive to student learning, staff evaluation and professional development.	2(A)(i)(I-VII), 2(A)(ii), 2(B)(i-iv), 5(A)(i)(I-II, IV,V)(ii)(B)(i)(iii)
Apply effective principles of both leadership and management. • implement procedures for gathering, analyzing, and using data • frame, analyze, and resolve problems using appropriate problem-solving • techniques and decision-making skills.	2(A)(ii) (I, II, IV-VII)(ii), 2(B)(ii-iii), 3(A)(i)(ii), 3(B)(i-ii)
Understand strategic operations and systems for goal attainment.	5(A)(i)(I-II, IV,V)(ii)(B)(i)(iii)
Recognize the importance of action research for school improvement.	3(A)(i-ii), 3(B) (i-ii), 5(A)(i)(I-II)(ii), 5(B)(i)(iii)

Students will be encouraged to take ownership in their own learning through critical and reflective thinking regarding the roles and responsibilities of effective principals. Students will explore educational issues, problem-solve and apply knowledge learned through a systematic examination of critical issues in educational leadership and a formal inquiry-based approach.

EDLR 5271 is an integral component of the Educational Leadership Program. Student Learning

Outcomes for 5271 are derived from the Student Learning Outcomes for the Educational Leadership Program. These outcomes are infused into the internship experience and assessed in the TExES required for all students who are awarded a Texas Principal's Certificate.

Principal Standards

1. Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

2. Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

3. Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

4. Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to

support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

5. Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

TExES Domains/Standards/Competencies

The following TExES domains/standards/competencies will be addressed:

Domain I: School Community Leadership
Domain II: Instructional Leadership
Domain III: Administrative Leadership

DOMAIN I — SCHOOL COMMUNITY LEADERSHIP

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*.*

The principal knows how to:

L. Create a campus culture that sets high expectations, promotes learning and provides intellectual stimulation for self, students and staff.
M. Ensure that parents and other members of the community are an integral part of the campus culture.
N. Implement strategies to ensure the development of collegial relationships and effective collaboration.
O. Respond appropriately to diverse needs in shaping the campus culture.

P. Use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
Q. Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
R. Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
S. Align financial, human and material resources to support implementation of a campus vision.
T. Establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
U. Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
V. Acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision.

* School Community includes students, staff, parents/caregivers and community members.

Competency 002: *The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs and mobilize resources to promote student success.*

The principal knows how to:

J. Communicate effectively with families and other community members in varied educational contexts.
K. Apply skills for building consensus and managing conflict.
L. Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
M. Develop and implement strategies for effective internal and external communications.
N. Develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
O. Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
P. Establish partnerships with parents/caregivers, businesses and others in the community to strengthen programs and support campus goals.
Q. Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
R. Respond to pertinent political, social and economic issues in the internal and external environment.

Competency 003: *The principal knows how to act with integrity, fairness and in an ethical and legal manner.*

The principal knows how to:

J. Model and promote the highest standard of conduct, ethical principles and integrity in decision making, actions and behaviors.
K. Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.
L. Apply knowledge of ethical issues affecting education.
M. Apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
N. Apply laws, policies and procedures in a fair and reasonable manner.
O. Articulate the importance of education in a free democratic society.
P. Serve as an advocate for all children.
Q. Promote the continuous and appropriate development of all students.

R. Promote awareness of learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.

DOMAIN II — INSTRUCTIONAL LEADERSHIP

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.*

The principal knows how to:

H. Facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
I. Facilitate the use of sound, research-based practice in the development, implementation and evaluation of campus curricular, co-curricular and extracurricular programs.
J. Facilitate campus participation in collaborative district planning, implementation, monitoring and revision of curriculum to ensure appropriate scope, sequence, content and alignment.
K. Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
L. Facilitate the use of technology, telecommunications and information systems to enrich the campus curriculum.
M. Facilitate the effective coordination of campus curricular, co-curricular and extracurricular programs in relation to other district programs.
N. Promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

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.*

The principal knows how to:

L. Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
M. Facilitate the implementation of sound, research-based instructional strategies, decisions and programs in which multiple opportunities to learn and be successful are available to all students.
N. Create conditions that encourage staff, students, families/caregivers and the community to strive to achieve the campus vision.
O. Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
P. Use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals.
Q. Facilitate the use and integration of technology, telecommunications and information systems to enhance learning.
R. Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline and school safety to ensure a campus environment conducive to teaching and learning.
S. Facilitate the development, implementation, evaluation and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs.
T. Analyze instructional needs and allocate resources effectively and equitably.
U. Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
V. Ensure responsiveness to diverse sociological, linguistic, cultural and other factors that may affect students' development and learning.

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.*

The principal knows how to:

H. Work collaboratively with other campus personnel to develop, implement, evaluate and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
I. Facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes and contexts.
J. Allocate appropriate time, funding and other needed resources to ensure the effective implementation of professional development plans.
K. Implement effective, appropriate and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline and dismissal of campus staff.
L. Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
M. Diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
N. Engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Competency 007: *The principal knows how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.*

The principal knows how to:

G. Implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority and determine accountability for campus goal attainment.
H. Implement procedures for gathering, analyzing and using data from a variety of sources for informed campus decision making.
I. Frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.
J. Use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.
K. Encourage and facilitate positive change, enlist support for change and overcome obstacles to change.
L. Apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

DOMAIN III — ADMINISTRATIVE LEADERSHIP

Competency 008: *The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and technology use.*

The principal knows how to:

G. Apply procedures for effective budget planning and management.
H. Work collaboratively with stakeholders to develop campus budgets.
I. Acquire, allocate and manage human, material and financial resources according to district policies and campus priorities.
J. Apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing and grants.

K. Use effective planning, time management and organization of personnel to maximize attainment of district and campus goals.
L. Develop and implement plans for using technology and information systems to enhance school management.

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.*

The principal knows how to:

E. Implement strategies that enable the school physical plant, equipment and support systems to operate safely, efficiently and effectively.
F. Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
G. Develop and implement procedures for crisis planning and for responding to crises.
H. Apply local, state and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

Evaluation and Grading

Course Grading

The practicum is a **"Credit" or "No Credit"** course. All work will be continued until it meets the standards judged by the professor. In the event that the Action Research Project is not finished or does not meet the graduate standards by the end of the semester, the student will receive **"Incomplete"** as the course grade. University policy dictates that graduate students have one semester to complete the coursework before an **"F"** is assigned. In addition, EDLR students may not proceed to Block IV classes until the incomplete work has been accepted.

Teaching Strategies

EDLR 5271 utilizes 100% online instruction through UT Canvas. Instructor uses lecture module format and a constructivist learning experience in an electronic environment. Since the class is exclusively online, the instructor will serve as a facilitator of knowledge and skills for the successful completion of the practicum experience.

Related Field Experiences

This course is application of EDLR 5313 on the local campus through research data collection, analysis, and reporting of data in the Action Research Project.

Required Text and Related Readings

Textbooks:

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

Glanz, J. (2014). *Action research: An educational leader's guide to school improvement, 3rd Edition.* Lanham, MA: Rowman &Littlefield.
ISBN: 978-1442223691

Text Statement: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Scholar Works

There is an opportunity to add your paper to the UT Tyler's institutional repository: Scholar Works:
You agree to have your paper (or, action research paper) included in Scholar Works, UT Tyler's institutional repository. As the author, you hold all copyright control over your work, and can opt out of adding your paper to Scholar Works by notifying your professor.

Adding your paper to UT Tyler's institutional repository, Scholar Works, is an opportunity to showcase your scholarship as a student to researchers worldwide. This note only seeks to confirm your consent for submitting your paper to Scholar Works for online publication. You, the author, still hold all copyright control over your work. If you prefer not to have your paper added, you must notify your professor.

As part of this course, your faculty may submit your paper to Scholar Works at UT Tyler on your behalf. Scholar Works at UT Tyler digitally preserves and provides worldwide access to the scholarship and artistic output of the UT Tyler community. As the author, you still retain the copyright to your paper and are only granting UT Tyler the nonexclusive right to publish your paper in Scholar Works.

Course Policies

Expectations for individual and group responsible contributions are the same as you would expect for your students. As a professional educator, therefore, be polite and respectful of others; be attentive to timelines and assignments requirements; read and listen carefully; and think critically. There are no provisions for making-up missed work.

Student Travel Policy

Since coursework for EDLR online classes can be attended to from any location with internet access, students are responsible for meeting class responsibilities regardless of travel choices. Travel during the scheduled semester is a student choice, and no provisions will be made to excuse students from published assignments or alter course assignment schedules.

University Policies

Code of Conduct

UT Tyler Academic Dishonesty Policy:

At the University of Texas at Tyler, students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or a suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that a student maintains a high standard of individual honor in his/her scholastic work. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion:

"Cheating" includes:

5. Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor;
6. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;
7. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;
8. Using, obtaining, or attempting to obtain by any means, the whole or any part of an unadministered examination or work assignment.
9.

"Plagiarism" includes the unacknowledged incorporation of the work of another person in work that a student offers for credit.

"Collusion" includes the unauthorized collaboration with another person in preparing written work that a student offers for credit.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via

e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class.

UT Tyler a Tobacco-Free University:

- All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.
- Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.
- There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Campus Carry Policy:
For more information regarding The Concealed Handguns on Campus Policy, please go to: http://catalogs.uttyler.edu/en/UTTyler/HOP/Series-200-General-Policies-and-Procedures/2-10-1-Concealed-Handguns-on-Campus.

College of Education and Psychology

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Course Prefix and Number Course Title Credit Course Meeting/Room Office Hours

Instructor

Catalog Description

EDLR 5330 The Principalship 3 hours On Line By Appointment

Yanira Oliveras-Ortiz, PhD

yoliverasortiz@uttyler.edu

(903) 502-0308

The University of Texas at Tyler

College of Education and Psychology Department of Educational Leadership and Policy Studies

EDLR 5330 Syllabus

An examination of the role and responsibilities of the principal as a leader in the elementary, middle, and/or secondary school.

Student Learning Outcomes

The student will be able to:

- shape the campus culture by establishing a shared vision and culture of high expectations. (Texas Principal Standard 4)

- recognize effective instructional models to establish and sustain an instructional program to ensure every student receives high-quality instruction. (Texas Principal Standard 1)

- understand the importance of developing human capital by establishing systems that support teachers' professional

growth through observation and instructional coaching. (Texas Principal Standard 2)

- understand the state accountability system in order to utilize the data to inform instructional and intervention decisions. (Texas Principal Standards 1 & 5)

- use a wide range of data sources to monitor student achievement and drive instructional decisions. (Texas Principal Standards 1 & 5)

- understand the decision-making process to ensure all decisions are made in alignment to the campus vision and goals. (Texas Principal Standards 4 & 5)

- develop a student management plan to monitor attendance, behavior and student achievement, while implementing intervention plans that meet the needs of diverse students. (Texas Principal Standards 4 & 5)

- strategically identify candidates whose beliefs align to the school's vision and needs. (Texas Principal Standard 2)

Click here for a copy of the Texas Principal Standards.

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Course Requirements

For details about assignments and due dates refer to the assignment schedule.

Course Grading

. A 90-100% of points

. B 80-89% of points

. C 70-79% of points

Recommended Textbook

Fullan, M. (*2014*). *The Principal Three Keys to Maximizing Impact.* San Francisco, California: Jossey-Bass.

"A student of this institution is not under any obligation to purchase a textbook from a university- affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer."

COURSE POLICIES

All assignments are expected to be completed to the best ability of the student and adhere to the stated assignment criteria. Assignments that require the student to redo and resubmit will be adjusted by 10%.

There is no extra credit work. However, students may choose to resubmit written assignments if they are not satisfied with their grade. If a student chooses to resubmit a written assignment, the student may earn up to **90%** of the points. There are no retakes for quizzes, the midterm or the final exam.

All assignments must be submitted by date listed on the assignment schedule. Given the challenges that come with being a full-time educator while going to graduate school, each student has a **one- time** two-week grace period. The student has two options when using the one-time two-week grace period.

- Submit the assignments for ONE module up to two-weeks late without penalties. OR

- Submit the assignments for TWO modules up to one-week late each without penalties.

The student must contact Dr. Oliveras-Ortiz to inform her that he/she will be using a "late pass". If a written assignment is due and a "late pass" will be used, a note should be included with the assignment. It is the student's responsibility to keep track of due

dates and keep Dr. Oliveras informed of any conflicts that result in late submissions. Failure to notify Dr. Oliveras that a "late pass" will be used will result in a late submission penalty as explained below.

Once the one-time two-week grace period has been used or if the student does not notify Dr. Oliveras when using a "late pass", assignments will receive a 10% late submission penalty per week. If the assignment is more than a week late, an additional 10% will be deducted per week.

The "late passes" may **not** be used for the class discussions. To receive credit for the class discussions, the student must participate on time.

Participation and your commitment to your learning is critical to your success in any course. Your timely participation in the class discussion and group assignments is a substantial part of your grade in this course. You will note that your original post to the class discussions will be due first while your response to your classmates will be due later in the module. This structure will ensure we can engage in meaningful conversations about instructional supervision. If you wait until Friday evenings, when the assignments are due, to complete the required readings and watch the lecture videos, you will not be successful in this course. Each module will be open at least 2 weeks prior to the due date to facilitate the required group participation. Please plan accordingly!

Communication

To contact me via email, you may use the Canvas email. Click on the Inbox on the left side of the Canvas main menu. Through Canvas, you may send a text email or a video message. You may

also email me at yoliverasortiz@uttyler.edu. Please note that this is not a Patriots email address.

I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I generally reply to email within a few hours but given other commitment and responsibilities, my goal is to respond to emails sent during the week within 24 hours. While I try to respond to emails over the weekend as promptly as possible, emails sent over the weekend might not be read until Monday morning.

Written Assignments, Quizzes & Exams

Some of the written assignments in this course require collaboration with other students; your participation as documented on Canvas will count towards the participation grade.

All other written assignments as well as all quizzes and exams are **individual assignments**. Students may not collaborate on the individual assignments. Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

UNIVERSITY POLICIES

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus)
http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are

available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include: · Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

· Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date) · Schedule adjustments (section changes, adding a new class, dropping without a "W" grade) · Being reinstated or re-enrolled in classes after being dropped for non-payment

· Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The **Student Accessibility and Resources** (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class.

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic

cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

• copying from another student's test paper; • using during a test, materials not authorized by the person giving the test; • failure to comply with instructions given by the person administering the test; • possession during a test of materials which are not authorized by the person giving the

test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

• collaborating with or seeking aid from another student during a test or other assignment without authority;

• discussing the contents of an examination with another student who will take the examination;

• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;

• falsifying research data, laboratory reports, and/or other academic work offered for credit; • taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be

gained by such conduct; and, • misrepresenting facts, including providing false grades or resumes, for the purpose of

obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

College of Education and Psychology Mission and Vision

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Course Prefix,Number,Section	EDLR 5337.060
Course Title	School Building Operations
Session	Fall, Spring, Long Summer
Credit	3 hours
Days, Time and Location	100% Online
Instructor Information	Vance Vaughn, Ed.D. HPR 108 Office: 903.565.5851 Home: 903.675.2908 Cell: 903.203.5210 Fax: 903.565.5527 vvaughn@uttyler.edu
Office Hours:	By appointment only

Course Description:

The skills required of principals and assistant principals to effectively operate a school will be addressed. Skills will include the managerial responsibilities required in the day-to-day functioning of a school. The associated laws and their practical application to these functions will be stressed. Emphasis will be on applied skills and practical applications.

Student Learning Objectives

Upon completing this course, the student will …

Objective	Texas Principal Standard
Shape campus culture by developing a shared vision.	4(A)(i) I and II
Engage in effective decision making and problem solving	All 5 Standards
Communicate and collaborate with stakeholders to promote student success	3(A) I (vi.vii.and viii)
Apply leadership and management principles. Act with integrity, fairness and in an ethical and legal manner.	4(B) (v); 3(B)Iv
Shape campus culture by creating a shared vision	4(A) (i) I and II
Design curriculum, instruction, and assessment	1(A) all of A; 1(B) all of B

for student performance	
Advocate, sustain instructional program conducive to student learning and professional development.	1(A) all of A; 1 (B) all of B
Implement staff evaluation and development system.	1(A) all of A; 1(B) all of B
Promote safe physical plant	4(B)(iv and v)

Principal Standards

1. Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

2. Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

3. Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and

participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

4. Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take

responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

5. Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

*Note: The above student learning outcomes comprise Texas Examination of Educator Standards (TExES) for standard principal certification.

Online Expectations, Responsibilities and Accountability

Action	Professor	Student
Technical/computer issues	I cannot address individual hardware/software issues established by single students. My recommendation is to begin your studies in ample time	Irrespective of your technical problems, your assignments are due on time. There are no provisions in this course for late work or make-up work.

	so that the due date is not pressing against you.	
Tests, Quizzes and Online Assessments	Professor expects a high level of integrity, morality and professionalism from students.	Students are trusted to not copy these assessments for future students
Emails	I will attempt to answer emails within 24 hours of receipt.	Students must understand that I am not online 24/7, neither is it possible. In addition, the student/teacher ratio is high.
Online submissions	My intentions are to have students submitted assignments returned within 48 hours of submissions. Understand though that a major crisis might delay returns.	Early submissions enjoy a thorough assessment as opposed to those suffering from procrastination.
Out of Town	Online instruction should not be interrupted by being out of town. Internet should be available wherever I travel. In case it is not, I will make provisions so that class is not interrupted.	Student class responsibility should not be altered by student travel. Professor will still hold students accountability for the learning.
Avenues of Communication	Emails are the quickest way to reach me. I prefer students to not call me on my personal cell phone, however, if there is a pressing issue, then please call me at any time on my personal cellular phone. My office telephone is not a good way to reach me as my classes are online.	It is up to students to call.

Topical Outline

The principal, in general, leads and manages in a way so as to change the nature of schools from the interior, letting go of the traditional philosophical beliefs and actions along with the understandings of brick and mortar and structural changes to the organization and processes. The principal, specifically, rethinks continuously of ways to improve teaching and learning with the ultimate goal being to improve student

achievement individually and collectively. Specifically, changing today's schools so that students are future ready when they graduate.

7 Critical Success Factors

Academic Performance
Quality Data to Drive Instruction
Leadership Effectiveness
Increased Learning Time
Family/Community Engagement
School Climate
Teacher Quality

Assessments

EDLR 5337 is an integral component of the Educational Leadership Program. Student Learning Outcomes for 5337 are derived from the Student Learning Outcomes for the Educational Leadership Program. These outcomes are infused into the Modules Quizzes which are written as TExES practice.

Quizzes. There are 10 quizzes. The quizzes are designed to assess understanding of the content, and to assure students are participating in the online modules. In addition, the quizzes are good practice for the TExES examination.

Assignments. There are 10 assignments. The assignments are decision-making sets designed to engage students in the types of managerial situations principals have to deal with in their daily practice.

Discussion Board. Discussion Board. We will use the book ***Case Studies in 21st Century School Administration*** for Discussion Board. The ISBN-13:978-1-4129-2752-9 will help you locate the book for purchase. The book is not listed on the department's book list. The cases in this book are not set, but will be chosen at random depending on the flow of the class. Principals need good analytical and problem-solving skills to be effective in their jobs. These discussions should present different perspectives on certain issues. Discussion Board might be used by any social media outlet (not just Blackboard). All students ***must*** participate in discussions. There will be a discussion in each of the modules. The total point value for Discussion Board is 100 points. The professor reserves the right to treat the points as he sees fit. Point totals are strictly controlled, assigned, calculated, maintained, and otherwise calculated in the students' final grad
Final Examination. The Final Project/Examination will be the last assessment for this course. The final examination is a Multiple Choice examination written by the department, and is comprehensive over the entire program. It is TExES based.

Evaluation and Grading

Quizzes (10 at 50 points each) 500 points

Assignments (10 at 50 points each)	500 points
Discussion Board	100 points
Final Examination	100 points

The following grading scale will be used to determine grades:

A =	1,080 – 1,200
B =	960 - 1,079
C =	840 - 959

Student Travel Policy

Since coursework for.EDLR online classes can be attended to from any location with internet access, students are responsible for meeting class responsibilities regardless of travel choices. Travel during the scheduled semester is a student choice, and no provisions will be made to excuse students from published assignments or alter course assignment schedules

Teaching Strategies

This course will be taught 100% online.

Related Field Experiences

This course provides background context and skills necessary to achieve a successful internship experience.

Required Text and Related Readings
Textbooks:

Sherman, R., & Mixon, J. (2009). *The Principal's Companion, 3rd edition.* University Press of
America, Inc. Lanham, Boulder: New York.

Sharp, W.L. & Walter, J.K. (2012). *The Principal as School Manager, 3rd edition.* Rowman and Littlefield.

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Policies

All assignments must be submitted on time.

University Policies

Selected University Policies:

Grade Replacement/Forgiveness
If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

Disability Services

If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Center located in the University Center, Room 3150. The telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address:
http://www.uttyler.edu/disabilityservices.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
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person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purposeof obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

College of Education and Psychology Mission and Vision

<u>Mission</u>

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service.

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions of the region.

Syllabus Practicum in Principalship III EDLR 5272

Ask Probing Questions

Course Catalog Description

Gary J. Miller, Ed.D. Assistant Professor of Educational Leadership

HPR 103 By appointment

Office: (903) 565-5675 Cell: (940) 536-8054 Fax: (903) 565-5527

gmiller@uttyler.edu

The student will participate and reflect on their leadership and management experiences under the direction of a campus principal in preparation for the Texas Examination of Educator Standards (TExES) principal certification exam (068). Eighty hours (80) of coursework is required; hours accrued include interning as a school administrator, reading the textbook and other relevant material, and writing the eJournal entries. The student and campus principal will determine leadership and management internship activities. The university instructor has final approval of all activities.

Student Learning Objectives

Upon completing this course, the student will:

Objective	Texas Principal Standard
Recognize the importance of appreciating faculty and staff, and participate in a simulation	**2(A)(i)(I), 5(A)(i)(V), 5(A)(ii)**

requiring positive recognition.	
Identify positive attributes of exemplary teachers.	**1(A)(i)(1),**
Reflect upon areas in which they personally must improve to take leadership positions.	**2(A)(i)(VI), 3(A)(i)(III)**
Understand current legal issues and ways to influence through leadership.	**4(B)(iv), 4(B)(v)**
Describe what it means to support teachers and provide strategies for doing so.	**3(A)(i)(VII)**
Recognize the importance of hiring great teachers and complete an interview procedure that determines traits needed for teaching success.	**1(B)(ii), 2(A)(i)(III), 2(B)(i)**
Understand the dynamics of change from the perspective of a campus leader.	**3(A)(i)(V)**

Recognize and define the school characteristics that focus on student achievement.	**3(A)(ii), 3(A)(i)(VIII), 4(A)(i)(IV)**
Recognize the importance of expectations among both teachers and students.	**1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)**
Recognize how the fundamental premises of the principal position transfer to the objective questions of the TExES.	**3(A)(i)(III)**
Understand the ongoing commitment to professional development.	**3(B)(ii)**

Principal Standards *(Aligned to the Texas Education Agency's new Principal Standards)*

1. Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills. (i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best

practices from research; (II) implement a rigorous curriculum aligned with state standards; (III) analyze the curriculum to ensure that teachers align content across

grades and that curricular scopes and sequences meet the particular needs of their divers student populations;

(IV) model instructional strategies and set expectations for the content,

rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a

school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

2. Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills. (i) Effective leaders of human capital:

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(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns

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with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports tha include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they

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are performing;

(V) facilitate professional learning communities to review data and support developmen

(VI) create opportunities for effective teachers and staff to take on a variety of leadershi roles and delegate responsibilities to staff and

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administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they

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are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across

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years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

3. Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills. (i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective chang management;

(VI) have strong communication skills and understand how to communicate a message i different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

4. Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills. (i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students

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and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students,

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providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures

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for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms

and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

5. Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills. (i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals,

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targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher

collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with

staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

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(B) Indicators.

Course Modules with Dates Available & Assignment Due Dates

Course Module

Date Available

Assignment Due Date

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

January 17

January 29

Intern Introduction Packet

January 30

February 5

Practice Quiz #1 eJournal Entry #1

February 6

February 13

February 12

Practice Quiz #2 eJournal Entry #2

February 19

Practice Quiz #3 eJournal Entry #3

February 20

February 26

Practice Quiz #4 eJournal Entry #4

February 27

March 5

eJournal Entry #5

March 6

March 19

eJournal Entry #6

March 20

March 26

eJournal Entry #7

March 27

April 9

eJournal Entry #8

April 10

April 24

Introduction Module

Intern Introduction Packet

Reading Assignment: Chapters 1 & 2

Module 1	Reading Assignment: Chapters 3, 4, & 5
Module 2	Reading Assignment: Chapters 6, 7, 8, & 9
Module 3	Reading Assignment: Chapters 10 & 11
Module 4	Reading Assignment: Chapters 12 & 13
Module 5	Reading Assignment: Chapters 14 & 15
Module 6	
Module 7	*Creating Professional Credentials* video
Module 8	*The Art and Science of Interviewing* video _____
Module 9	*How to Find an Administrative Position* video
Module 10	_____

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April 23

eJournal Entry #9

May 6

eJournal Entry #10

Evaluation & Grading

Intern Introduction Packet ○ Refer to " Practicum in Principalship III EDLR 5272 Introduction Packet" in **Appendix 1** for instructions on securing your mentor and arranging activities. ○ *Intern Introduction Packet* is **not** graded.

Reading Assignments ○ *Passing the Principal TExES Exam: Keys to Certification and School Leadership (2nd ed.)* is the required textbook. ○ *Reading assignments* are **not** graded.

Practice Quizzes

○ *Practice Quizzes* are **not** graded.

eJournal Entries ○ Refer to "eJournal Entries" in **Appendix 2** for instructions, formatting, and scoring. ○ eJournal Entries are graded as **1 (Credit)/0 (No Credit)**.

Assessment Specifics & Assignments

Intern Introduction Packet

Reading Assignments

Practice Quizzes

eJournal Entries **Final Grade Calculations**

No point value No point value No point value 1 (Credit)/0 (No Credit)

CR (Credit) ○ Completion of **all** *eJournal Entries* and **taking** the *TExES Principal Certification Exam*

(068) before the end of the semester. However, students **do not** have to **pass** the *TExES Principal Certification Exam (068)*. More details about registering for the exam will be announced during the semester.

IP (In Progress) ○ If a student completes **all** *eJournal Entries* but **does not** take the *TExES Principal*

Certification Exam (068) during the semester, that student will receive an "IP" for the

course. Upon taking the exam, the grade of "IP" will be changed to "CR" for the course. **NC (No Credit)**

○ If a student **does not** complete **all** of the *eJournal Entries,* that student will receive a "NC" for the course regardless of the student's *TExES Principal Certification Exam (068)* status.

Teaching Strategies

Canvas is the primary online learning management system used to teach and manage course assignments for Practicum in Principalship III EDLR 5272.

Twitter is the online social networking tool for course announcements. You may follow me on *Twitter* at **millergaryj**. Please note *Canvas* will contain the identical postings in the *Announcements* folder. **Related Field Experiences** Students will intern at a campus setting directing instructional and support programming in the role of the educational leaders.

Practicum in Principalship III EDLR 5272 1/3/17

Required Text & Related Readings

Wilmore, B. (2013). *Passing the principal TExES exam: Keys to certification and school leadership* (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc. (ISBN-13: 9781452286013)

UNIVERSITY POLICIES

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT-Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade

replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT-Tyler.

Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2- year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course dropped after the 12th day of class (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule are found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. *If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.*

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to: • copying from another student's test paper; • using during a test, materials not authorized by the person giving the test; • failure to comply with instructions given by the person administering the test; • possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test; • using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program; • collaborating with or seeking aid from another student during a test or other assignment without authority; • discussing the contents of an examination with another student who will take the examination; • divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; • substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment; • paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program; • falsifying research data, laboratory reports, and/or other academic work offered for credit; • taking, keeping, misplacing, or damaging the property of UT-Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and, • misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission

of it as one's own academic work offered for credit. (iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

COLLEGE OF EDUCATION & PSYCHOLOGY

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Student Travel Policy

Course Policies

Since coursework for EDLR online classes can be attended to from any location with Internet access, students are responsible for meeting class responsibilities regardless of travel choices. Travel during the scheduled semester is a student choice, and no provisions will be made to excuse students from published assignments or alter course assignment schedules.

Appendix 1

Practicum in Principalship III EDLR 5272 Introduction Packet

Overview for the Student Intern

It is important for you to notify your mentor (the principal on your campus in most cases) that you will be participating in a practicum this semester and arrange for him or her to provide supervision. To assist you in the process, I have prepared the following documents in this packet for you to share with your mentor (pages 2-4):

Cover Letter – personalize with your name and mentor's name. ○ Use the Word formatted **Cover Letter** located in the **Resources** folder.

Permission Form – signed by your mentor and a copy returned to me.

Leadership & Management Activities – suggested activities to share, discuss, and agree upon with your mentor. ○ Refer to the **Practicum Activities** document located in the **Resources** folder for additional suggestions. ○ *The course instructor has final approval of all practicum activities.*

After your mentor signs the permission form and reaches an agreement with you on the practicum activities, either send these documents to me as an email attachment (gmiller@uttyler.edu) or scan and fax (903) 565-5527, attention Dr. Miller. **ADDITIONAL POINTS:** 1. As the semester progresses, submit to me for approval, adjustments to the activities as needed. 2. I trust that your principal will serve as your mentor during the practicum; however, if you have any concerns or questions please contact me as soon as possible.

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Practicum in Principalship III EDLR 5272 8/25/15

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COLLEGE OF EDUCATION AND PSYCHOLOGY

Department of Educational Leadership & PolicyStudies

THE UNIVERSITY OF TEXAS AT TYLER

3900 UNIVERSITY BOULEVARD • TYLER, TX 75799 • (903) 566-7055 • FAX (903) 565-5527

Date Dear (Your principal),

(Your name) is enrolled in Educational Administration with Principal Certification, a Master of Education program at the University of Texas at Tyler. The program is delivered in four blocks of study. Each block is equivalent to a semester. Block I is *Introduction to the Field of Educational Leadership*, Block II is *Best Practices in Curriculum and Instruction*, Block III is *Special Populations and Special Functions,* and Block IV is *The Principalship*. Blocks II_IV have an applied practicum component.

(Your name) is currently enrolled in the course *Practicum in Principalship III EDLR 5272* in Block IV. The purpose of this course is to provide the student with applied leadership and management experiences under the guidance of an experienced principal. At the conclusion of each week, the student will write a journal entry reflecting on their experiences. The student's final grade for the course depends upon the successful completion of practicum activities along with the accompanying journal entries.

Please find attached a permission form and list describing the type of activities that the student could engage in during the practicum. (Your name) requests that you not only assist in developing a list of potential activities but also supervise (his or her) practicum.

With your assistance, we can prepare the next generation of educational leaders to carry on the outstanding work done by our current administrators. Please feel free to call (903_565_5675) or email (gmiller@uttyler.edu) me if you have any questions or concerns. Thank you for your support.

Sincerely,

Gary Miller, Ed.D. Assistant Professor of Educational Leadership

University of Texas at Tyler Department of Educational Leadership and Policy Studies
3900 University Boulevard Tyler, Texas 75799

Campus Email: gmiller@uttyler.edu Campus Phone: (903) 565...5675 Campus Fax: (903) 565...5527

THE UNIVERSITY OF TEXAS AT TYLER IS AN EQUAL OPPORTUNITY EMPLOYER Practicum in Principalship III EDLR 5272 8/25/15

THE UNIVERSITY OF TEXAS AT TYLER

3900 UNIVERSITY BOULEVARD • TYLER, TX 75799 • (903) 566-7055 • FAX (903) 565-5527

Practicum in Principalship III EDLR 5272 Permission Form I hereby agree to serve as the Administrator Supervisor for .

I understand that my responsibilities include:

Supervising the student during the field experiences.

Meeting with the student on a regular basis as needed.

Assisting and guiding the student if problems arise in completing the specified field experiences.

Completing an evaluation form on the student at the end of the practicum.

_____

Signed

Print Name

School Email

Administrative Supervisor

Administrative Supervisor

Administrative Supervisor

_____ _____ _____

Please Return Signed Form To:

Practicum in Principalship III EDLR 5272 8/25/15

Gary Miller, Ed.D. Assistant Professor of Educational Leadership

University of Texas at Tyler Department of Educational Leadership and Policy Studies 3900 University Boulevard Tyler, Texas 75799

Campus Email: gmiller@uttyler.edu Campus Phone: (903) 565-5675 Fax Number: (903) 565-5527

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Practicum in Principalship III EDLR 5272 Leadership & Management Activities

The practicum requires students to accrue **80 hours** of intern activities focusing on a variety of school leadership topics (suggested topics are list below in **bold type**). This list provides specific examples within each topic for your consideration—you and your mentor may come up with other meaningful activities. *The actual leadership topics and specific activities will be determined in collaboration and agreement of your on-site mentor (i.e., principal). The course instructor has final approval of all activities.*

General Leadership

Serve as principal-for-a-day

Serve as chair for a site-based decision making committee

Serve as administrator-in-charge for an extracurricular activity **Action Research**

Complete an assigned action research project **Instructional Leadership**

Oversee the implementation of a new instructional program

Present or organize a professional development workshop for teachers **Discipline Management**

Assist with disciplinary measures

Observe a principal-parent conference **Social Worker**

Work with a counselor on a student education program **Public Relations**

Chair a committee for Texas Public School Week

Publish a campus newsletter

Speak at a PTO or Rotary Club meeting **Plant Manager**

Walk the building and compile a preventative maintenance list

Prepare a work-order to fix a broken item **Financial Planner**

Assist the principal with budget preparation **Personnel Specialist**

Participate in an interview process for a teacher and/or paraprofessional

Appendix 2

Sections to the *eJournal Entries*: For Modules 1 – 5

eJournal Entries

Instructions

○ Log – listing your internship activities ○ Reflection – Passing the Principal TExES Exam – relating your field experiences to the

principles and concepts discussed in the reading assignments For Modules 6 – 10

○ Log – listing your internship activities ○ Reflection – Code of Ethics and Standard Practices for Texas Educators – relating your

field experiences to the "enforceable standards" (i.e., [1] Professional Ethical Conduct, Practices and Performances, [2] Ethical Conduct Toward Professional Colleagues, and [3] Ethical Conduct Toward Students).

All sections are beneficial. The log allows for the reconstruction of the activities engaged in and the reflection allows you to examine the meaning and implications of your actions in terms of a campus leader.

By the end of the semester, you will have accomplished two things as an administrative intern: (a) a written record of your leadership, management, and curriculum and instruction activities (b) a series of reflections and analyses on your perceptions of leadership and yourself.

Note:

Some days you may have nothing to log because you did not perform any internship activities.

You must submit an eJournal entry every due date even if no activities were logged.

Total hours for the week .

Format for Modules 1 – 5

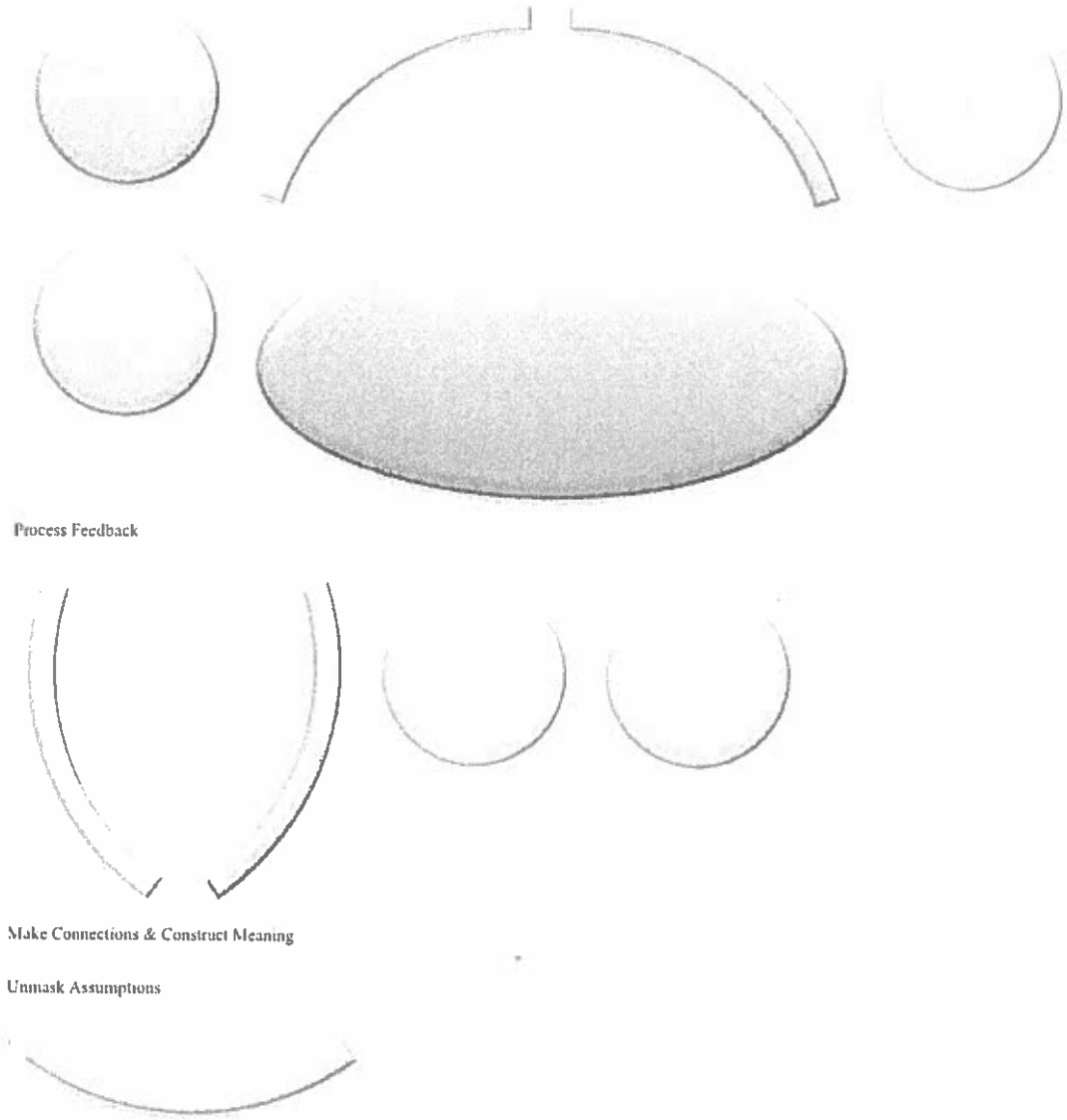
Listen Carefully

eJournal Entry

Passing the Principal TExES Exam

Total hours for the semester .

Ask Probing Questions



Name Campus eJournal Entry #

I. Log: *Describe the internship activities completed each day and include the amount of time spent, rounded to the nearest half hour. For example, "Observed the assistant principal discuss a student discipline referral with parents. (30 minutes)."*

Monday

Tuesday

Wednesday

Thursday

Friday II. Reflection: *Referring to the textbook Passing the principal TExES exam: Keys to certification and school leadership, relate your experiences to the principles and concepts discussed in the reading assignment for that week. Additionally, what are the parallels between teaching students and leading faculty? Provide examples in your reflection.* (Your narrative should be no more that four paragraphs, single- or double-spaced, 12-point font.)

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Total hours for the week .

Format for Modules 6 – 10

Listen Carefully

eJournal Entry

Code of Ethics and Standard Practices for Texas Educators

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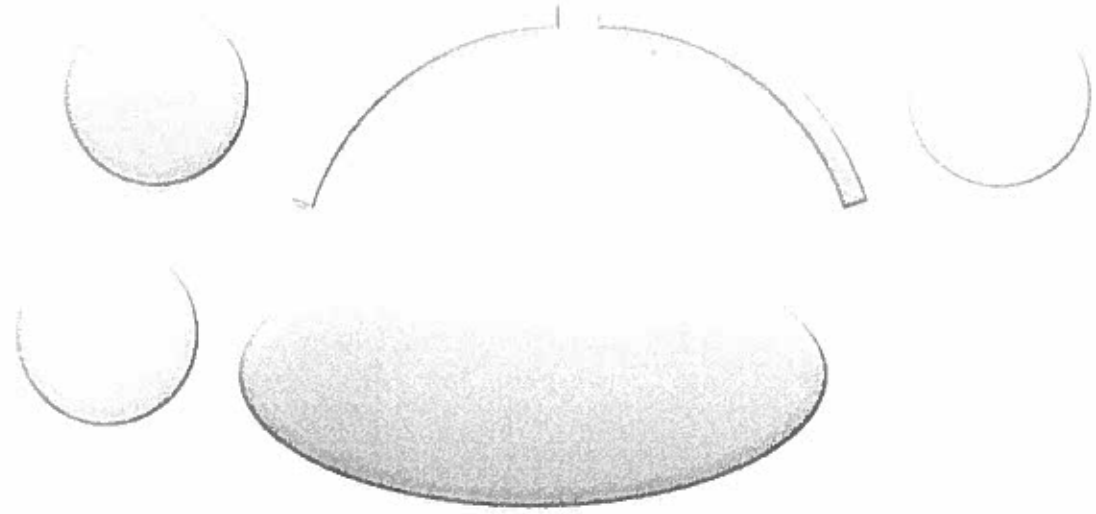

Process Feedback

Total hours for the semester .

Ask Probing Questions

Name Campus eJournal Entry #

Make Connections & Construct Meaning

Unmask Assumptions

I. Log: *Describe the internship activities completed each day and include the amount of time spent, rounded to the nearest half hour. For example, "Observed the assistant principal discuss a student discipline referral with parents. (30 minutes)."*

Monday

Tuesday

Wednesday

Thursday

Friday II. Reflection: *Referring to the document "Code of Ethics and Standard Practices for Texas Educators" found in the Resources folder, relate your field experiences to the "enforceable standards" (i.e., [1] Professional Ethical Conduct, Practices and Performances, [2] Ethical Conduct Toward Professional Colleagues, and [3] Ethical Conduct Toward Students). How are you meeting these standards? Provide examples in your reflection.* (Your narrative should be no more than four paragraphs, single- or double-spaced, 12-point font.)

Practicum in Principalship III EDLR 5272 1/3/17

Scoring Rubric

Dimension	Sophisticated	Competent	Needs Work
Response	Response is clearly stated and connections to the question and position are clear and relevant. The underlying logic is explicit. *(Value: 1=Credit)*	Response is clearly stated and connections to the question and position are mostly clear, some aspects may not be connected or minor errors in logic are present. *(Value: 1=Credit)*	Response may not be clear and the connections to the question are incorre or unclear or just a repetition of the findings without explanation. Underlying logic has major flaws; connection to position is not clear. *(Value: 0=No Credit)*
Writing	Writing is coherently organized and the logic is easy to follow. There are no errors in spelling and/or grammar and terminology is clearly defined. Writing is clear, concise, and persuasive. *(Value: 1=Credit)*	Writing is generally well organized and most of the argument is easy to follow. There are only a few minor errors in spelling and/or grammar or with terms not clearly defined. Writing is mostly clear but may lack conciseness. *(Value: 1=Credit)*	Writing is poorly organized and diffici to read – does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarit and conciseness. *(Value: 0=No Credit)*

Eberly Center for Teaching Excellence, Carnegie Mellon University Adapted from: Scoring Rubric for Short, Research-based Position Paper Undergraduate Cognitive Psychology, Anne L. Fay, Carnegie Mellon University

Attachment 3: Instructional Coaching Protocols

As part of your Practicum in the Principalship I, in order to focus on the development of your instructional coaching skills, you are required to conduct 2 observations and 2 post-observation conferences. Below are the steps to successfully complete the required observation.

Identify a teacher who agrees to go through the two observation cycles during this semester. You will lead these observation cycles. The grade level and content taught by the teacher you choose to work with is complete up to you.

Set up a time to observe him/her and record a full lesson (one lesson at a time).

The lesson should be about 45 minutes to capture the beginning, middle and end of the lesson.

Record a short introduction to the observation video, where you tell your field supervisor who you are about to observe and the content you are going to observe, as if you were walking into the classroom together for both observations.

Submit the video of the lesson for your field supervisor to watch.

Contact your field supervisor to schedule a Zoom or Skype meeting to discuss the observation and prepare for the post-observation conference that you will have with your colleague.

Watch the lesson and take scripted notes and complete the observation form (expectations posted on Canvas).

Meet with your field supervisor.

Finalize the post-observation conference plan.

Hold and record the post-observation with your colleague.

Submit the video of you leading the first post-observation conference and your observation notes.

Contact your field supervisor to schedule a Zoom or Skype meeting to reflect and discuss the post-observation conference.

End of the first observation cycle

Set up a time to observe your colleague and record the second full lesson.

Remember that the lesson should be about 45 minutes to capture the beginning, middle and end of the lesson.

Record a short introduction to the observation video.

Submit the video of the second lesson for your field supervisor to watch.

Contact your field supervisor to schedule a Zoom or Skype meeting to discuss the second observation and prepare for the second post-observation conference.

Watch the lesson and take anecdotal notes (expectations posted on Canvas).

Meet with your field supervisor.

Finalize the second post-observation conference plan.

Hold and record the second post-observation with your colleague.

Submit the video of you leading the second post-observation conference and your observation notes.

Contact your field supervisor to schedule a Zoom or Skype meeting to reflect and discuss the second post-observation conference.

End of the second observation cycle

Additional Important Information

During the Practicum, you will work with 3 school administrators. Below are important definitions of the role of each administration to help you understand the role of your field supervisor in the observation process.

1. Your site supervisor - your principal who will oversee your practicum and will help you complete the required 80 hours of internship.
2. Your field supervisor - an experienced current or retired school principal who has been contracted by UT Tyler, who will be assigned to support and coach you throughout this practicum.
3. Your instructor - Dr. Oliveras-Ortiz, a former school principal, who has designed this course and will support you throughout this practicum.

As required by the Texas Education Agency, your field supervisor will observe and coach you as develop your instructional leadership skills. Given that this Practicum is an online course, we will conduct these observations by watching the videos you will submit (the 2 lessons and the 2 post-observation conferences). As indicated above, you will meet with your field supervisor before and after you conduct the post-observation conferences. These are state-required coaching meetings. The meetings will be held virtually via Zoom or Skype.

Given that these observation and coaching sessions are state requirements, you will not receive credit for the Practicum if you fail to submit the videos and/or to participate in the required coaching meetings with your field supervisor.

Your field supervisor will provide written feedback (via email) after each coaching meeting. As required by the State, your site supervisor and instructor will receive a copy of the written feedback.

The coaching and feedback shall focus on the development of your leadership skills, aligned to the Texas Principal Standards. A copy of these standards has been posted on Canvas.

Grading of Observations and Post-Conferences

As indicated on the syllabus, all assignments must be completed and submitted to receive credit for The Practicum I. Your field supervisor will award 10 points per component of the observation cycle, when the videos, observation form, and observation notes are submitted on

time. Refer to the syllabus for the late work policy and the assignment schedule for due dates. Please note that the following assignments are not the only required assignments required.

You will receive 10 points for each of the following observation components.

1. Lesson videos (2)
2. Observation checklist (video 1 only)
3. Scripted observation notes (video 1 only)
4. Anecdotal observation notes (video 2 only)
5. Post-observation conference videos (2)

Finally, make sure you keep track of the time you spend preparing and conducting the observations and post conferences, as well as the time you spend working on the observation notes. These activities are all designed to help you complete the required 80 hours and should be included in your time log.

4. EDLR 5271 evaluates an action research within the campus and emphasizes the use of data to assist with making decision on a campus.

5. Block 4 includes an exam that is aligned with the TExES princpal competencies and provides for targeted interventions if this is needed for an individual student.

The candidate PLCs that will occur during the semesters lend itself to high leverage instruction in areas of instructional coaching, cultural development of the campus, and data use to influence decision-making. The use of district employees to assist in these PLCs ensure that embedding the research-based, high-leverage practices within the culture are more likely.

Attachment 4: Evaluation Process and Metrics

The University of Texas at Tyler uses the following evaluation process for candidates:
1. Multiple accountability measures are used within each class. These evaluations are designed to determine understanding and mastery of princpal standards and competencies.
2. TExES formatted questions are provided in classes to further address the need to meet standards as determined by SBEC and TEA.
3. EDLR 5270 emphasizes instructional coaching. The following are the instructional coaching protocols:
Observation Expectations

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