Texas Education Agency®

NOGA ID [ ]

Application stamp-in date and time

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

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Texas Education Agency
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Grant Information

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

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

[ ] Pre-award costs are permitted.

[X] 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 | Ysleta Independent School District
CDN or Vendor ID | 071905
ESC # | 19
Campus # | -
DUNS # | 082706417

Address | 9600 Sims Drive
City | El Paso
ZIP | 79925
Phone | 915-434-0792

Primary Contact | Connie F. Vasquez
Email | cvasquez1@yisd.net

Secondary Contact | Brenda Chacon
Email | bchacon2@yisd.net

Certification and Incorporation

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

[X] Grant application, guidelines, and instructions

[X] General Provisions and Assurances and any application-specific provisions and assurances

[X] Debarment and Suspension Certification

[X] Lobbying Certification

Authorized Official Name/Title | Dr. Xavier De La Torre
Signature | _(signed)_
Date 3·7·18

Grant Writer Name | Connie F. Vasquez
Signature | _(signed)_
Date 3-7-18

[X] Grant writer is an employee of the applicant organization.

[ ] Grant writer is not an employee of the applicant organization.

701-18-105-012

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
Increase the number of applicants for principal and assistant principal vacancies.	Identify effective teachers and/or instructional coaches that have the potential to be transformative campus administrators and provide them the guidance along with the financial resources to complete their principal certification.
New principals and assistant principals are entering the profession with limited real-world administrative experiences.	Provide job-embedded coaching opportunities for aspiring administrators during their year-long residency by facilitating flexible scheduling, and providing substitutes to cover their classes to allow for daily principal shadowing/ observation.

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.

Ysleta Independent School District (Ysleta ISD) will identify, recruit, and support ten aspiring administrators, from within the district with a year of campus-based experience through on-site coaching with a campus administrator.

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. Post-secondary course syllabus or program and degree plans to show enrollment and participation in the Institution of Higher Education (IHE)
2. A minimum of 40 documented hours of on-site coaching for Quarter 1 from the instructional coaching protocols.
3. Attend one district-level training on instructional practices, student achievement, state assessment, school finance, federal and state requirements, or campus culture.
4. The first in-person evaluation visit by the IHE staff.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

1. 1st semester course completion transcript from the IHE.
2. 2nd semester enrollment documentation (if required) for IHE.
3. A minimum of 40 documented hours of on-site coaching for Quarter 2 from the instructional coaching protocols.
4. Attend a minimum of one of the district-level training on instructional practices, student achievement, state assessment, school finance, federal and state requirements, or campus culture.
5. The second in-person evaluation visit by the IHE staff.

Third-Quarter Benchmark:

1. Facilitate a campus-level professional development training.
2. A minimum of 40 documented hours of on-site coaching for Quarter 3 from the instructional coaching protocols.
3. Participate in the logistics of state assessment schedules.
4. The third in-person evaluation visit by the IHE staff.

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.

Data that will contribute to evaluate the success of the residency program are:

1. Residents' program completion rates,
2. End of program surveys for residents, mentors, IHE staff,
3. Resident's transcripts,
4. Completed principal certifications and test scores.

If the benchmarks and summative SMART goals do not show progress, the district will evaluate and modify:

1. The process in the selection of the residents,
2. The scope of work required through the IHE,
3. The district/campus metrics of the required activities
4. The activities, projects and leadership opportunities that are aligned to the TExES Principal (268) certification and Performance Assessment for School Leaders,
5. The district will make necessary modifications and adjustments based on formative and summative evaluations of it's Principal Preparation Program to address deficiencies and focus on continuous improvement.

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.

Clinical and Authentic Learning Opportunities:
The residents have strong leadership skills that can be refined for future leadership roles. The residents will develop knowledge, skills and best practices while shadowing a proven campus administrator (mentor) through a wide array of hands-on experiences.

June 2018 - Residents will be involved in the TEA Principal Summer Institute and 4 days of District-wide Leadership Retreat

April 2018 - June 2019 Ysleta ISD residents will participate in all leadership experiences to including but not limited to:

- using data to lead and participate in school improvement planning, developing the vision and setting goals
- planning and leading professional development sessions, faculty meetings and/or team meetings
- leading and participating in monitoring and communicating progress of improvement initiatives
- being responsible for an initiative focused on closing the achievement gaps and increasing equity
- leading and participating in Language Proficiency Assessment Committee (LPAC) and Admission, Review, Dismissal (ARD), 504, Response to Intervention and other intervention and decision-making meetings
- participating in implementing state and other assessments
- using and revising school policies and procedures
- participating in campus safety procedures (fire drills/ evacuation plans, lock downs ...)
- assisting in the development and implementation of a budget
- participating in staff selection, placement and evaluation process
- participating in scheduling process including master schedule, students with special needs, assessments, special activities, parent nights
- leading and participating in parent and community engagement initiatives, meetings, and communication
- attending and participating in school and district leadership meetings
- observing and facilitating student discipline matters that involve parent attendance and/or student placement in alternative settings
- participating in attendance/truancy court meetings
- attending school committee meetings

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.

Residents must: be a classroom teacher, instructional coach or facilitator, have a minimum of 3 years classroom experience, be recommended by their current administrator. Residents were asked to share examples of how they have been leaders in their school and community; the leadership traits they admire most from their proposed mentor, why they want to be a transformative principal.

Date	Activity
2/20/18	Created an on-line district candidate application and selected an interview committee made up of current and former principals
2/21/18	Presented the grant opportunity to all 61 district principals during their leadership meeting and requested that they identify strong candidates with leadership potential.
2/21-28/18	Applicants had a week to submit questions and to submit their district-created on line application for the program.
2/28/18	Applicants were screened by the human resources department, the associate superintendents and by the interview committee. The human resources department reviewed the appraisals to ensure all candidates had favorable evaluations
3/2/18	Eighteen candidates were interviewed, and the top ten were selected to participate. The interview questions encompassed interpersonal leadership examples and their commitment to continuous growth.

Ysleta ISD's current student population is 93.3% Hispanic and the district's teachers of record is 84.6% Hispanic. The residents mirror the student population.

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.

We have elected to partner with The University of Texas at El Paso (UTEP) as the Institution of Higher Education to support our residents with their principal preparation program.

Attached are the required documents:

Attachment #1 = UTEP's degree plan (scope and sequence) for M. Ed. in Education Administration with a Focus on K-12 Administration.

Attachment #2 = UTEP's course syllabi's for the M. Ed courses with required readings and textbooks are highlighted for each of the required courses.

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.

> We have elected to partner with The University of Texas at El Paso (UTEP) as the Institution of Higher Education to support our residents with their principal preparation program.
>
> Attached are the required documents:
>
> Attachment #3 = UTEP's evaluation process and metrics to be completed a minimum of 3 times per year with on site visits conducted with post-observational meetings with UTEP staff, mentor and candidate.
>
> Attachment #4 = Template and tools that will be used to organize and support the principal resident through their own weekly logs, reflection sheets, mentor's and UTEP's staff formative/ summative evaluations

Statutory/Program Assurances

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

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

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

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

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

Total number of principal residents to be served (maximum 10 per LEA) `10`　　CDN or Vendor ID `071905`

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.	Stipends for Mentor Administrators - $1,000 for each resident being mentored	10,000
2.	Residents' tuition at IHE	62,000
3.	IHE required books	5,500
4.	Substitute Costs for Resident Classroom Teachers	6,900
5.	Certification Fees	14,100
6.	Travel to the TEA Summer Institute (airfare and lodging for mentors, residents, IHE representative)	25,000
7.	Indirect Costs 5%	6,500
8.		
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	Total grant award requested	130,000

THE UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND FOUNDATIONS
M.Ed. in Educational Administration with Focus on K-12 Administration
Leading to a Principal Certification– 36 credit hours (Approved: 7-17-15)

Name	Student ID #	E-mail Address
Home/Cell Phone #	Complete Home Address	
Undergraduate Degree & Major	District	School Name
Teaching Certification ☐ Traditional ☐ Alternative	Teaching Area	Work Phone #

I.   FOUNDATION COURSES (12 hours)

		Completed	Grade
EDAD 5310	Administrative Leadership		
EDAD 5312	Instructional Leadership		
EDAD 5340	School-Community Leadership		
EDRS 5307	Data-Based Decision Making		

II.   GENERAL ADMINISTRATION COURSES (12 hours)

EDAD 5314	School-Based Budgeting		
EDAD 5342	Educational Law		
EDAD 5345	Educational Leadership in a Diverse Society		
EDAD 5348	Administration of School Personnel & Services		

III.   SPECIALIZED COURSES (6 hours)

EDAD 5311	Curriculum Renewal		
	Plus 3 hours from:		
SPED 5320	Special Education: Historical and Legal Basis / EDAD 5320		
BED 5331	Survey Issues/Bil/Sec Lang Ed		
EDT 5372	Web Tools for the Constructivist Classroom (Fall only)		
EDT 5375	Technology, Assistive Tools and Issues of Access (Spring only)		
EDT 5376	Assessing, Planning, & Implementing Tech Programs EC-12 (Summer only)		

TExES Principal	(Score of 240 or greater)		

IV.   INTERNSHIP COURSES (6 hours)(Prerequisite: TExES Principal Score 240)

EDAD 5375	School Management Internship I		
EDAD 5376	School Management Internship II		

Student: _____   **Date:** _____

Faculty Advisor: _____   **Date:** _____

Department Chair: _____   **Date:** _____

ADMISSION REQUIREMENTS
FOR STUDENTS SEEKING DEGREE WITH PRINCIPAL CERTIFICATION

☐ Completion of all M.Ed. requirements

☐ Successful mastery (>= 80%) on the TExES qualifying exam

☐ Submission of Application to the Principal Preparation Program and 3 letters of recommendation

☐ Admission recommendation by Principal Preparation Program Committee

EXIT PROCEDURES

1. Meet with major advisor during the final semester to verify that all principal certification requirements have been completed.

2. Submit evidence to the Educational Leadership and Foundations Department indicating completion of the requirements noted below.

☐ Master's degree

☐ Copy of valid Texas teacher certificate

☐ Copy of ISD service record reflecting a minimum of two years of classroom teaching experience

☐ Copy of ILD (Instructional Leadership Development) /AEL (Advanced Educational Leadership) training certificate

☐ Copy of PDAS (Professional Development Appraisal System) /T-TESS (Texas Teacher Education evaluation and Support System) training certificate

☐ Copy of TExES Principal Examination report reflecting mastery (>= 240 scale score)

The Texas Examination of Educator Standards (TExES) approval will be issued by The University of Texas at El Paso College of Education Certification Office once a student has been classified as a "completer." The term "completer" signifies completion of all required coursework and completion of all Additional Principal Certification Requirements and Exit Procedures.

Student: _____ Date: _____

Faculty Advisor: _____ Date: _____

Department Chair: _____ Date: _____

EDAD 5307
DATA-DRIVEN DECISION-MAKING IN EDUCATION

COURSE INSTRUCTOR
Arturo Olivárez, Jr., Ph.D.
College of Education, Room 511
Phone: (915) 747-5579
E-mail: aolivarez3@utep.edu
Office Hours: M-F 1:00-4:00 pm or by appointment

COURSE INFORMATION
EDAD 6370 / TED 6319 (3 credit hours)
7-week Spring semester 2018 (Wednesday January 17th– March 3rd)
6:00 pm-10:00 pm Thursdays (Hybrid format is at most 50% of the designated meeting time)
Education Building, Room # 110

COURSE DESCRIPTION

Data generation on students, staff, school, family and community is of utmost importance for the
implementation of school continuous improvement plan and the myriad of decision making opportunities.

COURSE PURPOSE

There is a long history on the use of information and data to improve education. In the last decades, under the
umbrella of educational reform or accountability, there have been a plethora of efforts to incorporate the use of data
in education even more. Several of these efforts have been led by commercial interests. It is undeniable, however,
that today educators increasingly need to use information to make sound decisions at every level of the education
system. The purpose of this course is threefold. First, this course will provide graduate students with an
introduction to the field of comprehensive data generation and data interpretation for the improvement of
student learning and instructional effectiveness as well as the understanding of key school processes
geared at the implementation of the school continuous improvement plan within a selected framework.
Second, this course will provide students with a series of tools for collecting various types of data,
collection strategies, and the procedures for analyzing and integrating school and student demographic,
perceptual, and academic performance data. Third, this course will examine the various ways for
ascertaining the appropriate deployment and implementation of the school continuous improvement plan
along and its effectiveness through appropriate evaluation models.

COURSE PREREQUISITES

Prior to enrolling in this course, students need to have had the following prior required courses: No
prerequisites need to be met.

RELATIONSHIP TO THE CONCEPTUAL FRAMEWORK

The course adheres to the College of Education's mission and vision addressing the culture of inquiry
through a sustained, comprehensive, and coherent program of study with special emphasis and support for
student learning and development within linguistically and culturally diverse settings. In this course, the
graduate student gets the opportunity for the development and thorough preparation of educational
planning, research and evaluation tools and its school applications. Students will learn to use various
approaches to accessing data sets as well as the generation of perceptions questionnaires across different

school entities and processes to inform the progress of students, the practice of educators and to assist educational stakeholders (staff, families, and administrators) in making informed educational decisions. As researchers and educators, their practice is continuously informed and molded by the many research modalities and techniques typically found within the course content allowing them for the appropriate application and efficient use of technologies which may serve across many diverse communities. As a whole the course goal is to equip students with the rationales for the appropriate use and application of school improvement frameworks that assist school leaders to effectively lead their campuses.

PROFESSIONAL STANDARDS

This course is designed to assist students in developing skills and competencies consistent with the expectations for performance as effective educational leaders in the state of Texas. To that end, course content and learning activities are meant to address the standards established by the Texas Education Agency and the State Board for Educator Certification to govern the licensure of Texas school principals. The Learner Centered Principal Standards can be found at
http://www.sbec.state.tx.us/stand_framewrk/stand_framewrk.htm (may need to update)

REQUIRED TEXTBOOKS

Bernhardt, V. L. (2018) DATA ANALYSIS FOR CONTINOUS SCHOOL IMPROVEMENT 4th Ed. Routledge. www.routledge.com/eyeoneducation   (ISBN: 9781138294622).

COMPLEMENTARY/OPTIONAL TEXTBOOK READINGS

Texas Education Agency. (2015). 2015 Accountability Manual. Austin, TX. Retrieved from
https://rptsvr1.tea.texas.gov/perfreport/account/2015/manual/index.html

Texas Education Agency. (2012). 2012 Adequate Yearly Progress Guide. Retrieved from
http://ritter.tea.state.tx.us/ayp/2011/index.html (need to update)

Texas Education Agency. (n.d.) NCLB Comprehensive needs assessment. Austin, TX. Retrieved from
https://tea.texas.gov/Finance_and_Grants/Grants/Federal_Flexibility_Initiative/Schoolwide_Programs/Sc
hoolwide_Programs__Comprehensive_Needs_Assessment/

Weblinks from the Texas Education Agency pertinent to accessing district, school and student data:

State Accountability on overall performance of Texas school districts and charter schools:
https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/

The new STAAR Report Card with an 8 minute introductory video: https://tea.texas.gov/studentreport/

Texas Accountability Rating System. A one page profile of the school district for specific academic year.
https://rptsvr1.tea.texas.gov/perfreport/account/

Performance-based Monitoring Reports and Data (PBMR). Annual reports on school districts and charter schools selected program areas (i.e., special education, bilingual education, etc.):
https://tea.texas.gov/Student_Testing_and_Accountability/PBMAS/
 Access to annual Data for districts:
https://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Performance-
Based_Monitoring_Analysis_System_(PBMAS)/Performance-Based_Monitoring_Reports_and_Data/

Manuals: https://tea.texas.gov/pbm/PBMASManuals.aspx
PBMAS Masking rules: https://tea.texas.gov/index2.aspx?id=2147485722&menu_id=2147483683

School Report Cards: https://tea.texas.gov/perfreport/src/index.html

Additional assigned readings for this course will come from a variety of sources (e.g., journal articles and book chapters, etc). Most of these readings are already available via the **Blackboard** Learning System.

COURSE CONTENT CENTRALIZED LOCATION

The course learning system, **Blackboard**, contains this syllabus in its most current form, assignments, quizzes or exams, course grades, announcements, e-mail messages, additional readings, and other noteworthy information for the course. If you experience problems with the site, please contact the instructor immediately.

STUDENT LEARNING OUTCOME AND ASSESSMENTS OF OUTCOMES	
Student Learning Outcomes	**Assessments/Activities**
By the conclusion of EDRS 5307, the student will be able to:	To assess these learning outcomes students will:
Describe and evaluate the continuums on the School Continuous Improvement Plan (SCIP) framework as suggested by the author	-Reflection on key questions derived from introduction of concepts in assigned chapter readings. - Selection of at least one application opportunities in assigned chapters -Use the text's author rubric or similar rubric to provide evaluation of selected school CIP within the suggested framework or similar frameworks. -Engage in ongoing discussions regarding the various assigned chapter concepts -Access TEA websites pertaining to concepts on this competency
Distinguish and develop a school profile report using demographic data, student and staff perceptions data, and school processes data that will assist or support the implementation of the SCIP for the selected school.	-Reflection on key questions derived from introduction of concepts in assigned chapter readings. - Selection of at least one application opportunities in assigned chapters -Generate school profile report from pertinent data sources for dissemination to class and instructor -Engage in ongoing discussions regarding the various assigned chapter concepts -Access TEA websites pertaining to concepts on this competency.
Distinguish and develop a school profile report using longitudinal student achievement data (at least three academic years) which will help identify and/or correct, as needed, student learning issues or problems for all subject	-Reflection on key questions derived from introduction of concepts in assigned chapter readings. - Selection of at least one application opportunities in assigned chapters

matter areas (may select one or two grades only) that will support the implementation of the SCIP for the selected school.	-Generate school profile report from student data for dissemination to class and instructor -Engage in ongoing discussions regarding the various assigned chapter concepts -Access TEA websites pertaining to concepts on this competency.
Apply principles and concepts of questionnaire design by developing, administering, analyzing, interpreting, and presenting survey results from perceptions data about the school and assist or support the SCIP. School climate surveys may be available for use on this competency.	-Reflection on key questions derived from introduction of concepts in assigned chapter readings. - Selection of at least one application opportunities in assigned chapters. -Generate a 10-item survey using perception questions in both close-ended and open-ended formats making clear links to the implementation of the SCIP. -Engage in ongoing discussions regarding the various assigned chapter concepts -Access TEA websites pertaining to concepts on this competency.
Identify and select an educational problem or issue (i.e., student, teacher, administrator, programs, family, community, etc.) from developed school and student profile reports by critically evaluating extant research in the problem area.	-Reflection on key questions derived from introduction of concepts in assigned chapter readings. - Selection of at least one application opportunities in assigned chapters -from the examination and evaluation of the selected school profile reports write a 10-page literature review on an identified educational issue or problem using research-based articles on the issue. At least 5 references of the latest research works in the area selected. -Engage in ongoing discussions regarding the various assigned chapter concepts -Access TEA websites pertaining to concepts on this competency
Examine and evaluate from a selected school/district's continuous improvement plan and provide ways for monitoring its feasibility for implementation with high fidelity and potential for accomplishing established goals and objectives within allotted timeline and calendar of activities.	-Reflection on key questions derived from introduction of concepts in assigned chapter readings. - Selection of at least one application opportunities in assigned chapters -Present findings on the evaluation of SCIP for identified school or district -Engage in ongoing discussions regarding the various assigned chapter concepts -Access TEA websites pertaining to concepts on this competency.
Clearly and convincingly make succinct presentation of data results on issues surrounding student performance and school processes along with appropriate set of recommendation for implementation.	-Reflection on key questions derived from introduction of concepts in assigned chapter readings. - Selection of at least one application opportunities in assigned chapters

	-Present findings on the evaluation of SCIP for identified school or district -Engage in ongoing discussions regarding the various assigned chapter concepts -Access TEA websites pertaining to concepts on this competency.

COURSE ASSESSMENT AND EVALUATION

Grades are computed based on satisfactory completion of **all course requirements**. Unexcused or excessive absences to the planned face-to-face meetings and late assignments will lower your grade. Grades may be raised based upon your ability to contribute to class discussions and group activities programmed for the course. Below is a breakdown of the grading and the grading scale.

I. **Reflection Questions** from Text Chapters (1-14 chapters available may turn in reflection responses from 12 chapters for credit. Throughout the semester you will participate in variety of reflective activities about concepts learned in our text where you will provide your own viewpoints and perspectives using personal and professional experiences. **Worth 24%** points of overall grade.

II. **Application Opportunities** from Text Chapters (1-14 chapters available. Student will select at least one appropriate applications per chapter. A total of 10 applications will be turn in for credit. **Worth 40%** points of overall grade. More information will be made available to students during the semester.

III. **School Profile Report** with detailed description of current student and school statistics and pertinent data using longitudinal data (at least 3 academic years) and across two key grade levels. Student will justified the selection of those levels. **Worth 12%** points of overall grade.

IV. **Literature Review.** From the selected school and the profile report generated about the school, write a 10-page critical review of an identified educational research issue or problem. Use at least 5 of the most recent research works on this selected topic. A rubric for evaluating this work will be provided during the semester as a guide. **Worth 10%** points of overall grade.

V. **Review and Evaluation** of an existing School Continuous Improvement Plan (SCIP) using concepts and principles from our text with special emphasis on the 7 Continuums proposed by the author using Appendix A rubric. **Worth 10%** points of overall grade.

VI. **Presentation** of School Profile Report and Review of Literature. At the end of the semester, each member of the class will give a 10-15 minute This assignment is a formal oral presentation of the paper for the course and it should be of the quality and style of those presented at research conferences. In other words, you will be defending your project to the point that you are convinced that no gaps or holes exist in your thinking processes involved in the development of the school profile report. **Worth 4%** points of overall grade.

VII. **Participation on In-Class Activities and Discussions** (optional or extra credit where needed). Students are expected to attend class and participate in various in-class activities that are designed to enhance the learning process through the creation of a dynamic and stimulating environment. These individual and/or small group activities may consist of discussion questions and other relevant concepts and applications of material from lectures. **No points** allocated.

In order to obtain a grade based on the criteria below, all evaluation assignments must be completed before the semester is over. Follow APA style in writing your literature review and other reports. An example follows at this site http://dianahacker.com/pdfs/Hacker-Mira-APA.pdf

Grading summary of course assignments

Chapter Reflection questions	12 @	2%	=	24%
Chapter Application opportunities	10 @	4%	=	40%
School Profile Report	1 @	12%	=	12%
Literature Review	1 @	10%	=	10%
Review and Evaluation of SCIP	1 @	10%	=	10%
Research Proposal Presentation	1 @	4%	=	4%
				100%

Grade Assignment   (University guidelines)

90-99.9%	A	(Excellence in all required course tasks)
80-89.9%	B	(Good performance on most course tasks)
70-79.9%	C	(Average performance on most course tasks)
60-69.9%	D	(Below average performance)
<60%	F	(Failure)

Course Instructional Methods

The instructional methods pertinent to the efficient delivery of the material will focus on the following didactical processes and procedures:

1. Introduction and Exposition of new material via instructor-led presentation using chapter syntheses of significant chapter content through MS Power-point presentations.
2. Instructor-led illustration of chapter material using educational and data-driven problems from textbook exercises or other relevant sources.
3. Student-led solutions of similar chapter material exercises or problems with opportunities to work individually and/or collaborate in groups.
4. Student-led question and answer sessions.
5. Instructor-led summary and discussion of presented chapter material or evaluation of material taught.

Class Policies / Statements

Active Participation. Active participation in this course is required. Full participation points can be earned by students who not only attend class but also actively participate during class discussions, exercises, and class interactions. Participation and attendance points will be lost for each absence. Excessive absences, tardiness, leaving class early or being off task will result in a lowered participation grade. In this grading system participation points are strongly correlated with attendance points. The chart in Appendix D defines what is meant by participation and describes how participation grades will be assigned. Your participation will be assessed twice during the semester - midterm and at the end of the semester. Total scores for participation typically range from 6 to 10.

Workload Policy. The class is a 3 credit course. This indicates that there should be at least 3 contact hours per week with a minimum of 6 additional hours of work outside of class per week for the student to receive an average grade in the course. Assignments in some chapters in the textbook may be easily

finished within a couple of hours; however, the material in the later chapters does increase in difficulty and the time burden in tackling some of the assigned exercises increases accordingly. Please, make appropriate adjustments!

Course Preparation. The student is expected to come prepared before each class meeting. The student is expected to 1) read the assigned chapter content and material and 2) complete any class or homework assignments, if any.

Attendance. Due to the nature of the course and amount of material to be covered, attendance in this class is mandatory, primarily for the face to face portion of the course. Please, inform the instructor of your impending absence in advance. Class attendance plays an important role in expressing your commitment and professionalism and it is a critical factor in your successful completion of the course. If you must miss more than three class meetings, I advise that you take the course at some other time.

Civility in the classroom. Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have an opportunity to gain the most from time spent in class, unless otherwise approved by the instructor; students are prohibited from using cellular phones or beepers, eating or drinking in class, making offensive remarks, internet surfing (those with laptops), reading newspapers, sleeping or engaging in any other form of distraction. Ad hominem remarks or disparaging comments about gender, ethnicity, religion, and other sensitive issues will not be tolerated. Inappropriate behavior in the classroom shall result in, minimally, a request to leave the class. Thus, courtesy for classmates and instructors is expected.

American with Disability Act. The university is committed to the principle that in no aspect of its programs shall there be differences in the treatment of persons because of race, creed, national origin, age, sex, or disability, and that equal opportunity and access to facilities shall be available to all. If you require special accommodations in order to participate; please contact me, as soon as possible for necessary accommodations. The student should present appropriate verification from **UTEP** Disability Student Office. No requirement exists that accommodation be made prior to completion of this approved university process.

Academic Integrity and/or Honor Code. For those courses where a student is assigned to generate reports, literature reviews, and research course projects, I take our standards of professional ethics seriously, as I expect all members of the academic community to do. Any form of cheating or plagiarism will result in the referring of the student to the office of Dean of Students. Any paper or class assignment you submit for this class must not have been submitted for any other class. No written work may be submitted for academic credit more than once. If you have any questions about how this may apply to a paper you are considering for this class, please ask the instructor. For further details on how UTEP considers academic dishonesty read below:

Academic Integrity (from UTEP webpage)

"The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates

of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty members insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students and the homepage of The Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others. "

Please refer to the UTEP's Policy outlined in the 2015-2016 Graduate Catalog.
http://catalog.utep.edu/grad/academic-regulations/curriculum-and-classroom-policies/

Cell phones, Wireless Laptops, and similar technologies

Please turn off cell phone so as not to disturb others during class time. Please, advise instructor when personal circumstances require any different communication access. Laptops may be used to capture lecture notes and materials but not to access the internet sites and ports not linked to the course lecture.

Final Word

1) I reserve the right to change procedures, readings and topics as necessary, with ample warning.
2) In order to obtain a grade based on the criteria above, **all assignments must be completed before the semester is over.**

Incomplete work does not guarantee a letter grade of an Incomplete. However in the case of an unforeseen life event justifiable by the student, a grade of an "I" may be possible as a final grade for this class. Students are discouraged from placing themselves in that position since the grading system changes once the student does not finish the required material for the semester. Students should make proper arrangements for the completion of course material for final grade.

Tentative Class Schedule. Seven-Week Spring Semester 2018

WEEK	Topics, Readings, Assessments
1 F2F Jan. 17th	**Welcome; Overview of Syllabus; Introductions. Why Study Data?** **Text: Bernhardt Chapters 1 and 2 + supplemental readings and materials** 1. Chapter 1: From Compliance to Commitment: Using Data for Continuous School Improvement 2. Chapter 2: The Continuous School Improvement Framework 3. Appendix A Rubric on the CIP framework 4. http://tea.texas.gov/accountability/ 5. **TEA No Child Left Behind:** http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/No_Child_Left_Behind_Monitoring_Intervention_Guidance_and_Resources/ 6. NCLB Comprehensive Needs Assessment: http://web.esc20.net/NCLB_CNA_fb/index.html#/1/ 7. Federal Title Programs: http://www.esc11.net/Page/4361 8. No Child Left Behind: http://tea.texas.gov/pmi/NCLBmonitoring/ 9. Elementary and Secondary Act (ESSA): http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1114 **Assessments:** • Evaluation of textbook and reading concept. • Complete Bernhardt's chapter 1 Reflection Questions and Applications • Complete Bernhardt's chapter 2 Reflection Questions and Applications
2 F2F Jan. 22nd and 24th	**Review previous course material and proceed to cover new material and assignments** **Text: Bernhardt Chapters 3 and 4 + supplemental readings and materials** 1. Chapter 3: Who We Are: Demographic Data 2. Chapter 4: How We Do Business: Perceptions Data 3. Appendix B, C, and D. 4. Guest Speaker: Dr. Teresa Cortez-TAPR presentation 5. **Every Student Succeeds Act: http://www.ed.gov/essa** 6. http://tea.texas.gov/About_TEA/News_and_Multimedia/Press_Releases/2015/Statement_of_Commissioner_Michael_Williams_regarding_passage_of_the_Every_Student_Succeeds_Act/ 7. https://www.congress.gov/bill/114th-congress/senate-bill/1177/text 8. Overview of projected implementation timeline ESSA:file:///C:/Users/mtcortez/Downloads/2%20Memo-%20Projected%20ESSA%20implementation%20timelines%2012.8.15.pdf 9. **ESSA represents significant policy shift - TEA:** http://tea.texas.gov/Home/Commissioner_Blog/ESSA_Represents_Significant_Policy_Shift/ 10. ESSA Video: https://youtu.be/zWQGmU-J80Q **Assessments:** • Evaluation of textbook and reading concept. • Complete Bernhardt's chapter 3 Reflection Questions and Applications • Complete Bernhardt's chapter 4 Reflection Questions and Applications • Who we are: Demographic data assignment. Select a school (elementary, Middle or High) for this assignment.

3 F2F Jan. 29th and 31st	**Review of previous course material and overview of new material** **Text: Bernhardt Chapters 5 and 6 + supplemental readings and materials** 1. Chapter 5: How Are Our Students Doing: Student Learning Data 2. Chapter 6: What Are Our Processes: School Processes Data 3. Appendix F 4. State Accountability Performance Reporting: http://tea.texas.gov/perfreport/ AEIS,TAPR, Required Improvement School Report Cards, and PEG Schools 5. **Video: TEA State Accountability Overview. https://www.youtube.com/watch?v=cbEgrdijuc8** 6. Lead4ward Accountability Overview. https://www.youtube.com/watch?v=cbEgrdijuc8&feature=youtu.be 7. **To download TAPR reports from the TEA website:** https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html **Assessments:** • Evaluation of textbook and reading concept. • Complete Bernhardt's chapter 5 Reflection Questions and Applications • Complete Bernhardt's chapter 6 Reflection Questions and Applications • Student performance data from TAPR reports due for selected school (3 years)
4 F2F Feb. 5th and 7th	**Review of previous course material and overview of new material** **Text: Bernhardt Chapters 7 and 8 + supplemental readings and materials** 1. Chapter 7: How Did We Get to Where We Are: Looking Across All the Data 2. Chapter 8: What is Working and What is not Working: Delving Deeper Into the Data 3. Appendix H and Appendix I 4. **Title 1 - Part A. Basic Requirements: http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html** 5. **Title I - https://www.federalregister.gov/articles/2004/07/02/04-15121/notice-authorizing-schoolwide-programs-to-consolidate-federal-education-funds-and-exempting-them** 6. **Title I - Schoolwide Program: http://tea.texas.gov/grants/schoolwideprograms/** **Assessments:** • Evaluation of textbook and reading concept. • Complete Bernhardt's chapter 7 Reflection Questions and Applications • Complete Bernhardt's chapter 8 Reflection Questions and Applications • School and Staff Data from TAPR reports due for selected school with at least 3 prior years of data
5 F2F Feb. 12th and 14th	**Review of previous course material and overview of new material** **Text: Bernhardt Chapters 9 and 10 + supplemental readings and materials** 1. Chapter 9: Where do we want to Be: Creating a Shared vision and monitoring its implementation. 2. Chapter 10: How are we going to get to where we want to be: Implementing the shared vision by creating a plan for continuous school improvement? 3. Appendix J, E, and K 4. Appendix L, N, O, and P **Assessments:** • Evaluation of textbook and reading concept. • Complete Bernhardt's chapter 9 Reflection Questions and Applications • Complete Bernhardt's chapter 10 Reflection Questions and Applications

6 F2F Feb. 19th and 21st	**Review of previous course material and overview of new material** **Text: Bernhardt Chapters 11 and 12 + supplemental readings and materials** 1. Chapter 11: Strategies for Teachers: Using data to implement the vision through the continuous school improvement plan to improve teaching and learning. 2. Chapter 12: Is What We Are Doing Making a Difference: Evaluating our Efforts. 3. Appendix D, Q, R, S and E. **Assessments:** • Evaluation of textbook and reading concept. • Complete Bernhardt's chapter 11 Reflection Questions and Applications • Complete Bernhardt's chapter 12 Reflection Questions and Applications School and Staff Data from TAPR reports due for selected school with at least 3 prior years of data
7 F2F Feb. 26th and 28th	1. Chapter 13: Continuous School Improvement Timeline: Making Time to do the Work. 2. Chapter 14: The Transformation From a complying school to a learning organization. 3. Appendix T **Assessments:** • Evaluation of textbook and reading concept. • Complete Bernhardt's chapter 13 Reflection Questions and Applications • Complete Bernhardt's chapter 14 Reflection Questions and Applications
8 Mar. 5th	Turn in all assignments and complete student evaluation survey of course and instructor Grades will be posted by Wednesday march 7th due date.

An Ethical Decision-Making Model

Given the fact that ethical dilemmas may not always be readily resolved through the use of codes of ethics, it might be useful to have a framework in which to analyze and make ethical decisions. The following ethical decison-making model comes from the work of Corey et al. (1998).

Step 1: Identify the problem.

Step 2: Identify the potential issues involved.

Step 3: Review relevant ethical guidelines.

Step 4: Know relevant laws and regulations.

Step 5: Obtain Consultation.

Step 6: Consider possible and probable courses of action.

Step 7: List the consequences of the probable courses of action.

Step 8: Decide on what appears to be the best course of action.

It is extremely important that you keep your immediate supervisor and all involved parties informed during this process. After you have made your decision, take some time to reflect on the process and to review what you have learned with a trusted supervisor or colleague.

How do you think this model is helpful in the resolutio of ethical dilemmas? How might the model be improved? Try applying this model to an ethical dilemma that you have experienced or try one of the cases included in this module.

Now that we have looked codes of ethics and how they apply to counseling and humans services, we will now look more specifically at how ethics apply to clinical supervision in counseling and human services. This is not meant to be an exhaustive treatment of the subject. For a more thorough treatment, see Chapter 9 in Bernard and Goodyear (1999). Then next section of the module will focus on some of the key ethical issues that surface may during the clinical supervision process.

Five Tips for Making Decisions

Thanks to its partnership with publisher Eye on Education, Education World is pleased to present this administrator tip from School Leader Internship (4th Edition): Developing, Monitoring, and Evaluating Your Leadership Experience, *by Gary E. Martin, Arnold B. Danzig, William F. Wright, Richard A. Flanary, and Fred Brown. This article provides school leaders with five factors to consider when making quality decisions.*

Decision making is *sine qua non* to education administration because a school, like all formal organizations, is basically a decision-making structure (Hoy and Miskel, 2001). Decision making is a process that guides actions. Decisions are based on the beliefs, values and previous experiences of individuals. Leaders must know themselves, know why they choose particular paths, know whom to involve, and know which particular decision-making model to use. Today, researchers and theorists know that those at the top cannot accurately gather or predict all alternatives. They know that followers deserve to be involved and that input and collaboration result in better decisions. The first decision is to decide what level of involvement is most effective.

Leaders have at least four options of involvement in decisions: deciding alone, seeking participation and input, seeking collaboration, and letting others decide. These approaches are termed *autocratic, participative, collaborative,* and *laissez fair,* respectively. A wise leader uses participative and collaborative strategies for all important decisions. However, such an approach is not always possible, nor is it preferable in all situations. The leader must assess 5 factors to decide on the level of involvement:

Time

Urgency may require the leader to make his or her own decision without consulting others. Participative decisions, especially collaborative decisions, require more time than a decision made alone. If important decisions are at stake, the leader must schedule more time for involvement.

Staff Interest in the Decision

Barnard (1938) found that individuals have a "zone of indifference" in which they simply accept the leader's decision and are apathetic toward the decision. In these cases, the leader would not benefit from trying to gain participation or collaboration. At higher levels of interest, however, more participation or collaboration is appropriate. Leaders who desire more collaboration must generate interest in the decision.

Staff Expertise

Followers who have very low levels of expertise accept the decisions of leaders. Staff members who have higher levels of expertise require either participation or collaboration to arrive at successful decisions. The leader who desires collaboration must raise levels of expertise to successfully involve subordinates.

Importance or Need For a High-Quality Decision

Some decisions are much more important and carry significant consequences. This is usually the case for instruction and learning, whether directly or indirectly. For important questions that demand high-quality decisions, collaboration is the best model. If the decision is relatively unimportant, then the leader should simply make the decision.

Degree of Need for Buy-In or Support for the Decision

Many decisions in schools need staff support for successful implementation and results. A collaborative model often increases buy-in and support.
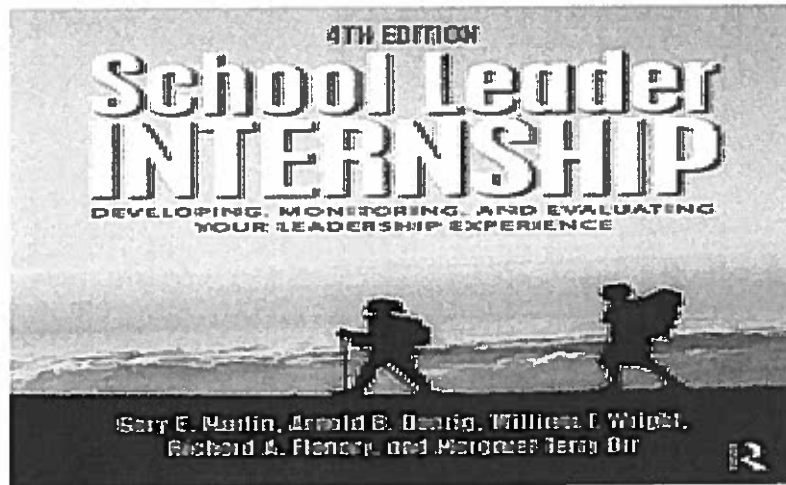
PARTICIPATION RUBRIC

Throughout the semester students are expected to:

• Be present (in mind and body) and well prepared for class.
• Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and attend to class lectures.
• Make insightful comments, which are informed by required readings and demonstrate reflection on Assigned article or chapter readings. Specifically, come to class with questions, comments and thoughts on the current chapter concepts and supplemental readings.
• Treat class activities, group discussions and class discussions as important components of the course, showing respect for fellow classmates and the course material.

Participation grades will be assigned based on the extent to which students meet the above criteria.

Level	Description of performance	Points Earned
A	Student **exceptionally and consistently** demonstrates the criterion throughout the semester.	4
B	Student **proficiently and frequently** demonstrates the criterion throughout the semester.	3
C	Student **satisfactorily and intermittently** demonstrates the criterion throughout the semester.	2
D	Student **inadequately and sporadically** demonstrates the criterion throughout the semester.	1
F	Student **does not** demonstrate any of the above mentioned criteria throughout the semester.	0

APPENDIX D

Course Readings (These may also be found in Blackboard) Pending uploading

Appendix F

Guidelines for Analytical Writing
(From Professor David Labaree's course syllabus on History of Higher Education in the U. S. Winter, 2015)

In writing papers for this (or any) course, keep in mind the following points. They apply in particular to the longer papers, but most of the same concerns apply to critical review papers as well.

1. **Select strategically an important issue:** Make sure that your analysis meets the "so what" test. Why should anyone care about this topic, anyway? Pick an issue or issues that matters and that you really interested in learning more about.
2. **Stay focused on your selected topic or issue:** Do not lose track of the point you are trying to make and make sure the reader knows where you are heading and why.
3. **Aim for clarity:** Do not assume that the reader knows what you are talking about; it's your job to make your points clearly. In part, this means keeping focused and avoiding distracting clutter. However, in part it means that you need to make more than elliptical references to concepts and sources or to professional experience. When referring to readings (from the course or elsewhere), explain who said what and why this point is pertinent to the issue at hand. When drawing on your own experiences or observations, set the context so the reader can understand what you mean. Proceed as though you were writing for an educated person who is neither a member of this class nor a professional colleague, someone who has not read the material you are referring to.
4. **Provide an in-depth analysis on issue and/or related topics:** A good paper is more than a catalogue of facts, concepts, experiences, or references; it is more than a description of the content of a set of readings; it is more than an expression of your educational values or an announcement of your prescription for what ails education. A good paper is a logical and coherent analysis of the issues raised within your chosen area of focus. This means that your paper should aim to explain rather than describe. If you give examples, be sure to tell the reader what they mean in the context of your analysis. Make sure the reader understands the connection between the various points in your paper.
5. **Provide depth, insight, and interrelate ideas, concepts, facts, and arguments by making meaningful connections:** The best papers are ones that go beyond making obvious points, superficial comparisons, and simplistic assertions. They dig below the surface of the issue at hand, demonstrating a deeper level of understanding and an ability to make interesting connections.
6. **Support your analysis with evidence:** You need to do more than simply state your ideas, however informed and useful these may be. You also need to provide evidence that reassures the reader that you know what you are talking about, thus providing a foundation for your argument. Evidence comes in part from the academic literature, whether encountered in this course or elsewhere. Evidence can also come from your own experience. Remember that you are trying to accomplish two things with the use of evidence. First, you are saying that it is not just you making this assertion but that authoritative sources and solid evidence back you up. Second, you are supplying a degree of specificity and detail, which helps to flesh out an otherwise skeletal argument.
7. **Draw on course materials** (this applies primarily to critical review papers, not the final essay paper). Your paper should give evidence that you are taking this course. You do not need to agree with any of the readings or presentations, but your paper should show you have considered the course materials thoughtfully.
8. **Recognize complexity and acknowledge multiple viewpoints beyond your own.** The issues in the history of American education are not simple, and your paper should not propose simple solutions to complex problems. It should not reduce issues to either/or, black/white, good/bad. Your paper should give evidence that you understand and appreciate more than one perspective on selected issue. This does not mean you should be are playing a neutral role. Instead, you should aim to make a clear point by showing that you have considered alternate views.
9. **Be prepared to challenge assumptions.** The paper should show that you have learned something by doing this paper. There should be evidence that you have been open to changing your mind.
10. **Do not overuse quotation:** In a short paper, long quotations (more than a sentence or two in length) are generally not appropriate. Even in longer papers, quotations may be used sparingly unless they constitute a primary form of data for your analysis. In general, your paper is more effective if written primarily in your own words, using ideas from the literature but framing them in your own way in order to serve your own analytical purposes. However, selective use of quotations can be very useful as a way of capturing the author's tone or conveying a particularly aptly phrased point.

11. **Provide appropriate credit by citing all your sources:** You need to identify for the reader where particular ideas or examples come from. This is done through in-text citation: Give the author's last name, publication year, and (in the case of quotations) page number in parentheses at the end of the sentence or paragraph where the idea is presented -- e.g., (Kliebard, 1986, p. 22); provide the full citations in a list of references at the end of the paper. You can also identify sources with footnotes or endnotes: Give the full citation for the first reference to a text and a short citation for subsequent citations to the same text. (For critical reaction papers, you only need to give the short cite for items from the course reading; other sources require full citations.) Note that citing a source is not sufficient to fulfill the requirement to provide evidence for your argument. As spelled out in #6 above, you need to transmit to the reader some of the substance of what appears in the source cited, so the reader can understand the connection with the point you are making and can have some meat to chew on. The best analytical writing provides a real feel for the material and not just a list of assertions and citations. Depth, insight, and connections count for more than a superficial collection of glancing references. In other words, do not just mention an array of sources without drawing substantive points and examples from these sources; and do not draw on ideas from such sources without identifying the ones you used.

12. **Pay close attention to the quality of your prose:** A paper that is written in a clear and effective style makes a more convincing argument than one written in a murky manner, even when both writers start with the same basic understanding of the issues. However, writing that is confusing usually signals confusion in a person's thinking. After all, one key purpose of writing is to put down your ideas in a way that permits you and others to reflect on them critically, to see if they stand up to analysis. Thus, you should take the time to reflect on your own ideas on paper and revise them as needed. You may want to take advantage of the opportunity in this course to submit a draft of the final paper, revise it in light of comments, and then resubmit the revised version. This, after all, is the way writers normally proceed. Outside of the artificial world of the classroom, writers never turn in their first draft as their final statement on a subject.

Department of Educational Leadership and Foundations

Don P. Schulte, Associate Professor Emeritus
Meeting Days and Time: Monday/Wednesday – 5 p.m. to 7:50 p.m.
Class Location: Eastlake High School – Room B-200
Office Hours: 4 p.m. to 5 p.m. Eastlake High School – Room B-200

Course Description: An introduction to the roles and functions of the school administrator emphasizing administrative and organizational theory and practice; identifies the primary knowledge, skills and competencies required to be an effective school administrator.

Required Texts/Resources:

1. Assigned readings in Blackboard.
2. Access to Blackboard.
3. Scenarios to stimulate discussion.
4. Online Discussion Boards.
5. Guest Speakers.
6. Students.

Course Approach

This class will include a reading series and instructor/ student presentations that relate to the course description and Administrative Leadership Competencies. Since there are subsequent courses that go into greater depth in certain areas, such as personnel, budget and law, you will be provided with a general overview of these functions, as opposed to a more detailed treatment.

In addition, we will be addressing other relevant topics, including district policy, time management, safety, crisis management, organizational and leadership theory, ethics, principal competencies, technology and use of data, best practices, creating and maintaining a positive school climate and various other subjects.

Writing assignments and face to face/online discussions are designed to prompt thought about what you have learned from your reading and from past professional experiences. It is my belief that you all come to class with some knowledge and skills acquired from observation and interactions at your schools. This course will provide opportunities to build upon existing knowledge.

I encourage you to relax, learn and have fun. I am pleased to join you for a few months on this exciting educational journey.

Administrative Leadership Competencies

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:

• apply procedures for effective budget planning and management.

• work collaboratively with stakeholders to develop campus budgets.

• acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.

• apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.

• use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.

• 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:

• implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.

• apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.

• develop and implement procedures for crisis planning and for responding to crises.

• 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).

Course Schedule:

1/22 (Face to Face Meeting) First Day of Class
Read – Texas Principal Domains and Competencies
Read – Five Key Responsibilities – The School Principal as Leader: Guiding Schools to Better Teaching and Learning (2013 Report from the Wallace Foundation)
Activity 1 - Introductions
Activity 2 – Review of course requirements
Activity 3 – General discussion of topics

1/22 (Online Learning Unit #1) (To be completed by noon on 1/29)
Task 1.1 – Access Assignment 1 – Competencies and Responsibilities
Task 1.2 – Complete assigned readings with Assignment 1
Task 1.3 – Write and submit paper via Blackboard
Task 1.4 – Participate in Online Discussion Board 1
Task 1.5 – Begin online planning and collaboration with presentation group

1/29 (Face to Face Meeting)
Read – Texas Educators' Code of Ethics
Read – Reflections of Practicing School Principals on Ethical Leadership and Decision-Making: Confronting Social Injustice (2015). by Gardiner and Tenuto
Activity 1 - Debrief - Online Learning Unit 1
Activity 2 - Discuss principal competencies, responsibilities, and leadership qualities
Activity 3 - Instructor presentation on the personnel function as it relates to the principal
Activity 4 - Scenario

1/29 (Online Learning Unit #2) (To be completed by noon on 2/5)
Task 2.1 – Access Assignment #2 – Ethical Behavior
Task 2.2 – Complete assigned readings within Assignment 2
Task 2.3 – Write and submit paper via Blackboard
Task 2.4 – Participate in Online Discussion Board 2
Task 2.5 – Continue online communication with your group

2/5 (Face to Face Meeting)
Read – Leadership Theories and Style: A Transitional Approach (2011). by Russell
Read – Organizational Theory and Behavior by Walonick
Activity 1 - Debrief - Online Learning Unit #2
Activity 2 - Class discussion on ethical behavior
Activity 3 - Instructor presentation on budget/finance management

2/5 (Online Learning Unit #3) (To be completed by noon on 2/12)
Task 3.1 – Access Assignment #3 – Leadership and Organizational Theory
Task 3.2 – Complete assigned readings within Assignment 3
Task 3.3 – Write and submit paper via Blackboard
Task 3.4 – Participate in Online Discussion Board 3

2/12 (Face to Face Meeting)
Read – Job Description – Principal

Read – Principal Standards (Duties)
Read – Leadership Qualities of Effective Principals (2015) by Krasnoff
Activity 1 - Debrief - Online Learning Unit #3
Activity 2 - Class discussion on leadership and organizational theory
Activity 3 - Instructor presentation on other administrative functions, such as food and transportation services
Activity 4 - Instructor presentation on understanding and navigating local policies/administrative regulations

2/12 (Online Learning #4) (To be completed by noon 2/19)
Task 4.1 – Access Assignment #4 – Interview an Administrator
Task 4.2 – Complete assigned reading within Assignment 4
Task 4.3 – Write and submit paper via Blackboard
Task 4.4 – Participate in Online Discussion Board 4

2/19 (Face to Face Meeting)
Read - Using Student Achievement Data to Support Instructional Decision Making (Report by NAESP, 2011)
Optional Reading - Use of Education Data at the Local Level from Accountability to Instructional Improvement (Report from US Department of Education, 2010)
Activity 1 - Debrief – Online Learning Unit #4
Activity 2 - Class discussion on interviews with practicing administrators
Activity 3 - Group Presentation:
Student Group 1 – Presentation on facilities management (Students will be provided with suggested articles, reports or documents that will inform their presentations.)

2/19 (Online Learning Unit #5) (To be completed by noon on 2/26)
Task 5.1 – Access Assignment #5 – Using Student Achievement Data
Task 5.2 – Complete assigned reading within Assignment 5
Task 5.3 – Write and submit paper via Blackboard
Task 5.4 – Participate in Online Discussion Board 5

2/26 (Face to Face Meeting)
Read - School Safety: What Really Works. (2015) by Cowan and Paine
Read – Positive School Climate. (2010) by Doll
Activity 1 - Debrief – Online Learning Unit #5
Activity 2 - Class discussion on using student achievement data to support decision making
Activity 3 - Instructor presentation on use of data and technology to support decision making in areas other than instruction
Activity 4 - Group Presentations:
Student Group 2 – Presentation on crisis management (Students will be provided with suggested articles, reports or documents that will inform their presentations.)
Student Group 3 – Presentation on time management (Students will be provided with suggested articles, reports or documents that will inform their presentations.)

2/26 (Online Learning Unit #6) (To be completed by noon on 3/1)
Task 6.1 - Access Assignment #6 – School Safety/Positive School Climate

Task 6.2 – Complete assigned reading with Assignment
Task 6.3 – Write and submit paper via Black Board
Task 6.4 – Participate in Online Discussion Board 6

2/28 (Face to Face Meeting)
Closing Remarks and Activities

10/9 (Online Learning Unit #7) (To be completed by 3/1)
Task 7 – Access Assignment #7 – What did you learn?

Policy Statement on Academic Integrity

The act of submitting work for evaluation or to meet a requirement is regarded as assurance that the work is a result of the student's own thought and study, produced without unauthorized assistance, and stated in the student's own words, except as quotation marks, references, or footnotes that acknowledge the use of other sources.

A common error is to include information taken from an article or book without providing proper citation: that is known as plagiarism. This generally occurs because of carelessness or neglect, seldom is intentional. Regardless of whether it occurs intentionally or unintentionally, however, it still remains plagiarism. Don't go there.

Academic Accommodations

It is the intent of faculty to facilitate full participation of all students regardless of disability. Please contact me early in the course if you require special accommodations in curriculum, instruction, and assessment or classroom conditions in order to facilitate your full participation.

Grade Based On:	Points
Face to Face/Online Participation:	15
Group Presentation:	15
Assignment 1	10
Assignment 2	10
Assignment 3	10
Assignment 4	10
Assignment 5	10
Assignment 6	10
Assignment 7	10
Possible Points =	100

EDAD 5311: Curriculum Renewal

The University of Texas at El Paso
College of Education
Department of Educational Leadership and Foundations

Instructor: David E. DeMatthews, Ph.D.
Office: Education Building Room 505
Phone: (915) 747-5383
Email: dedematthews@utep.edu
Office Hours: Wednesday 3pm-5pm, Tuesday 3pm-4pm (in person or via skype) or by appointment.

Course Description

This course introduces and explores the basic dimensions of curriculum theory, policy, and practice as these interact, affect, and are influenced by the social context and the school setting. The course engages with current pedagogical, theoretical, legislative, and field-based issues relevant to curriculum renewal from a school administrative perspective.

Course Objectives and Student Learning Outcomes

Critically analyzing school curriculum and leadership practices associated with curricular improvements is demanding and complex. It requires intensive reading, writing, discussion, reflection, and an ability to participate effectively in shared decision-making processes. The following table provides a list of the most relevant student learning outcomes for the course and the assessments that will be used to evaluate student learning.

Student Learning Outcome	Assessments
Demonstrate knowledge of curriculum theories, leadership theories, and exemplary leadership practices that facilitate innovative curriculum renewal.	In-class discussions Practitioner-Book Club Discussions Reflective Essays Teaching Observation
Reflect and explain issues related to how historically marginalized groups have been negatively impacted by traditional curriculum, teaching practices, and leadership approaches.	In-class discussions Reflective Essays Teaching Observation

Demonstrate knowledge of current federal, state, and local curriculum and assessment policies.	In-class discussions Reflective Essays
Design a strategic plan for the implementation of culturally relevant and social justice oriented curricular reforms.	In-class discussions Curriculum Integration Strategy

Course in Relation to the College of Education's Conceptual Theme

This course shares the vision and mission of the College of Education because it directs students to consider the cultural and linguistic assets of the border region and promotes a culture of inquiry into local school-based practices. The course provides opportunities for graduate students to develop their knowledge of curriculum and effective leadership practices to enable them to better serve students in the El Paso region and in Texas.

Required Texts

- Theoharis, G., & Brooks, J. S. (Eds.). (2011). *What every principal needs to know to create equitable and excellent schools*. New York: Teachers College Press.
- Walker, D. F., & Soltis, J. F. (2009). *Curriculum and aims*. New York: Teachers College Press.

Professional Standards for Principal Preparation

The Texas Principal Standards have been developed and utilized in Texas Principal Evaluation and Support System (T-PESS) in accordance with Chapter 149 of the Texas Administrative . The standards serve as a guide for improving school productivity, increasing student achievements, and continually reflecting upon and improving your effectiveness as a leader throughout all stages of your career. Standard 4: School Culture, is highlighted throughout this course, although this course broadly utilizes all standards.

While we cover a variety of Texas Principal Standards, this course focuses specifically on Standard 1: Instructional Leadership. According to the standards, "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. For more information about these standards and other components of these standards, click on the hyperlink above.

This course also utilizes the Professional Standards in Educational Leadership (PSEL). These standards are grounded in current research and real-life experiences of educational leadership and they articulate the leadership that our schools need and our students deserve. For more information: http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf

Electronic Communications

It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance. For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.

The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself). More information on Netiquette, the etiquette of Internet communication, can be found at **www.albion.com/netiquette**.

Technical Information and Support

The University of Texas at El Paso offers complete technical information and help desk support at: http://issweb.utep.edu/techsupport/.

Academic Integrity and Scholastic Dishonesty

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at El Paso. More specifically, students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;

- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to Handbook of Operating Procedures.

Center for Accommodations and Support Services

In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Center for Accommodations and Support Services (CASS) at UTEP must be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services. You may call 915.747.5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. You also can visit the CASS website at http://sa.utep.edu/cass/ or the CASS office in Room 106 East Union Building.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and CASS at The University of Texas at El Paso.

Course Map and Agenda

Week	Readings due for class	Due
Module 1: Curriculum Theories and the Purposes of Education		
1 (8/30)	What is Curriculum Theory- Introduction Pinar, W.F. (2004). *What is curriculum theory?* Mahwah, NJ: Lawrence Erlbaum.	
2 (9/6)	Beane, J. A., & Apple, M. W. (2007). The case for democratic schools. In M. W. Apple & J. A. Beane (Eds.), *Democratic schools: Lessons in powerful education* (pp. 1-29). Portsmouth, NH: Heinemann. Ornstein, A. C., Pajak, E. F., & Ornstein, S. B. (2015). Contemporary issues in curriculum. Upper Saddle River, NJ: Pearson.	
3 (9/13) Online	What Every Principal Needs- Introduction, Chapter 1, Chapter 2 Curriculum and Aims- Chapter 1, Chapter 2	
Module 2: Policies and Politics of Curriculum		

4 (9/20)	Lipman, P. (2015). Urban education policy under Obama. *Journal of Urban Affairs, 37*(1), 57-61. McLaren, P., Martin, G., Farahmandpur, R., & Jaramillo, N. (2004). Teaching in and against the empire: Critical pedagogy as revolutionary praxis. *Teacher Education Quarterly, 31*(1), 131-153.	Essay 1
ONLINE 5 (9/27)	What Every Principal Needs: Chapter 3, Chapter 4 Curriculum and Aims- Chapter 3, Chapter 4	
6 (10/4)	Texas Law Packet Sloan, K. (2008). The expanding educational services sector: Neoliberalism and the corporatization of curriculum at the local level in the US. *Journal of Curriculum Studies, 40*(5), 555-578.	
7 (10/11)	What Every Principal Needs: Chapter 7, Chapter 8 Curriculum and Aims: Chapter 5	
Module 3: Multiculturalism, Critical Curriculum, and Social Justice		
ONLINE 8 (10/18)	Gillborn, D. (2014, January). Racism as policy: A critical race analysis of education reforms in the United States and England. *Educational Forum, 78(1),* 26-41. Giroux, H. A. (1994). Teachers, public life, and curriculum reform. *Peabody Journal of Education, 69*(3), 35-47.	Essay 2
9 (10/25)	What Every Principal Needs to Know: Chapter 9, 10 Curriculum and Aims- Chapter 6, Chapter 7	
ONLINE 10 (11/1)	Freire, P. (2006). Pedagogy of the Oppressed. New York: Continuum. Chapter 1. (Read second time to increase understanding)	
11 (11/8)	Curriculum and Aims- Chapter 8 What is Curriculum Theory- Chapter 5	
ONLINE 12 (11/15)	DeMatthews, D., & Izquierdo, E. (2016). School leadership for dual language education: A social justice approach. *Educational Forum, 80*(3), p. 278-293. Zembylas, M. (2013). Critical pedagogy and emotion: Working through 'troubled knowledge' in posttraumatic contexts. *Critical Studies in Education, 54*(2), 176-189.	
Module 4: Effective Leadership in the Accountability Era		

13 (11/22)	Curriculum and Aims: Chapter 7 (p. 80-102) DeMatthews, D. E. (2014). How to improve curriculum leadership: Integrating leadership theory and management strategies. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 87*(5), 192-196.	Essay 3
ONLINE 14 (11/29)	Blase, J., & Blase, J. (2000). Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration, 38*(2), 130-141. Anderson, G. (2009). *Advocacy leadership*. New York, NY: Routledge.	
15 (12/6)	What is Curriculum Theory- Chapter 8, Chapter 9 DeMatthews, D. (2015, January). Getting Teacher Evaluation Right: What Principals Need to Know. *Educational Forum, 79*(1), 81-89.	Curriculum Integration Presentation

Grading and Assessments

A= 92-100; B=91-80; C=79-70; F=69 and below (20% off assignments that are late, not accepted after 3 days). Late Policy: Any assignment that is late less than one day will result in 25% loss of credit. Students will not receive any credit for assignments that are submitted one day late.

Title	Description	Score
Class Participation	5 points: Engagement during discussions in professional manner (e.g., tone, focus, balance of speaking and listening, not distracted on social media/computer) 5 points: Meaningful contributions that reflect knowledge and mastery of reading	10 points
Practitioner Book Club	Complete readings, actively participate, and lead at least one session	5 points
Reading Facilitation	On the assigned presentation date the student will **facilitate a 12-15 minute timed discussion with the class**. The student should develop an agenda and/or set of questions/activities prior to the facilitation. This agenda should be submitted to BlackBoard the day of the facilitation. No PowerPoint or electronic presentation application should be used in the presentation.	10 points
Observation	Conduct 1-2 classroom observations. Develop a PowerPoint presentation that includes the following: • A basic description of course (e.g., grade, subject, student population, teacher background, TEKs and/or subject of lesson).	10 points

	- Relevant curriculum theories that emerged and examples. - Critique the lesson in terms of curriculum covered (e.g, strengths and areas of growth). - Summary of what you learned. Presentation should last no more than 10 minutes	
Curriculum Integration Strategy Presentation	The purpose of this assignment is to think about teaching and learning in a particular school context and consider how you can pique student interest while engaging them in cross-curricular instruction guided by two educational philosophies. You will collaboratively develop and submit: - A one-page narrative about a given school and the surrounding community. Use data from TEA and other relevant sources to describe student population, parent engagement, and other relevant social and economic issues within the community. - A one-page narrative describing two distinct subject areas (e.g., mathematics, English, social studies, music) and a grade level. This narrative will describe the curriculum theories that drove the group's decision to select the two areas. Make note of key TEKs that will be utilized and addressed. In addition to the one page narrative, attach relevant TEKs for both subject areas. - A unit plan that emphasizes two educational philosophies (select one of two options: perennialism and progressivism or essentialism and reconstructionism). Include a table or document that highlight's the unit's: - Big vision - Primary educational intent - What students already know - How instruction can be adjusted to meet all students - What curriculum materials besides textbooks might be used - What are the cross-curricular connections - How are the two educational philosophies you selected embedded within the unit - One fully developed lesson plan that fits into this unit. Include the following: - Purpose and lesson objectives - Cross curriculum focus - Activities and assessments - How each educational philosophy appears in the lesson	20 points

	• Create a 10-minute presentation to be presented to the class covering all aspects and lessons learned	
Reflective Essays	On each of the assigned dates, students will submit via Blackboard a reflective essay on that summarizes and analyzes each of the key texts, book club text, and in-class discussion. Students should closely follow the writing prompt for each reflection essay, APA format, and scoring rubric. Students are encouraged to write sections of the paper in advance and submit for feedback from the instructor prior to the due date. Students are also encouraged to take advantage of UTEP's University Writing Center: http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/writingcenter • 5 points: APA format, 2-3 pages in text (not including references, cover page) • 10 points: Synthesize readings and follow writing prompt in interesting, relevant, and meaningful way (effort or covering space is not sufficient)	45 points/ 15 points each

References

Anderson, G. (2009). *Advocacy leadership*. New York, NY: Routledge.

Beane, J. A., & Apple, M. W. (2007). The case for democratic schools. In M. W. Apple & J. A. Beane (Eds.), *Democratic schools: Lessons in powerful education* (pp. 1-29). Portsmouth, NH: Heinemann.

Blase, J., & Blase, J. (2000). Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration, 38*(2), 130-141.

DeMatthews, D. E. (2014). How to improve curriculum leadership: Integrating leadership theory and management strategies. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 87*(5), 192-196.

DeMatthews, D. (2015). Getting teacher evaluation right: What principals need to know. *Educational Forum, 79*(1), 81-89.

DeMatthews, D., & Izquierdo, E. (2016). School leadership for dual language education: A social justice approach. *Educational Forum, 80*(3), p. 278-293.

Freire, P. (2006). *Pedagogy of the oppressed.* New York: Continuum.

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Giroux, H. A. (1994). Teachers, public life, and curriculum reform. *Peabody Journal of Education, 69*(3), 35-47.

Lipman, P. (2015). Urban education policy under Obama. *Journal of Urban Affairs, 37*(1), 57-61.

McLaren, P., Martin, G., Farahmandpur, R., & Jaramillo, N. (2004). Teaching in and against the empire: Critical pedagogy as revolutionary praxis. *Teacher Education Quarterly, 31*(1), 131-153.

National Policy Board for Educational Administration (2015). *Professional standards for educational leaders 2015.* Reston, VA: Author.

Ornstein, A. C., Pajak, E. F., & Ornstein, S. B. (2015). *Contemporary issues in curriculum.* Upper Saddle River, NJ: Pearson.

Pinar, W.F. (2004). *What is curriculum theory?* Mahwah, NJ: Lawrence Erlbaum.

Sloan, K. (2008). The expanding educational services sector: Neoliberalism and the corporatization of curriculum at the local level in the US. *Journal of Curriculum Studies, 40*(5), 555-578.

Theoharis, G., & Brooks, J. S. (Eds.). (2011). *What every principal needs to know to create equitable and excellent schools.* New York: Teachers College Press.

Walker, D. F., & Soltis, J. F. (2009). *Curriculum and aims.* New York: Teachers College Press.

Zembylas, M. (2013). Critical pedagogy and emotion: Working through 'troubled knowledge' in posttraumatic contexts. *Critical Studies in Education, 54*(2), 176-189.

Appendix 1

APA Citation Tips

Regular Quotes – used when the quote is less than 40 words.

Example: McPherson (2007) coined the phrase "goblet of motivation" (p.71).

Tips:
- Keep the author and the year of publication together.
- Use quotation marks to identify the exact words of the author.
- Include the page number in parenthesis immediately after the direct quote.
- Place the period after the parenthesis.

Block Quotes – used when quote is over 40 words. Refer to
http://owl.english.purdue.edu/owl/resource/560/02/

Citations for Paraphrased Information – use the **author-date method** of citation by inserting the surname of the author and the year of the publication at **the appropriate point in the text.** Paraphrasing is used when you take someone else's direct quote and state their idea in your own words.
- **Beginning of sentence**
  o Krankenstein (2006) reported that empirical research was needed.
- **Middle of sentence**
  o After looking into the issue, Lynch (2007) stated that the findings were not valid.
- **End of sentence**
  o The report concluded were victims of cyberterrorism (Windhorst, 2004).

Citations with Direct Quotes
- **Author and quote together**
  o The principal stated clearly that students "needed parental permission to leave school" (Abbott, 2005, p. 25).
- **Author and quote separated**
  o MacDougall (2004) stated that the "Information Literacy Model needed to be implemented" (p. 34).

Multiple Citations by the Same Author in Same Paragraph - When the same author is cited multiple times in the same paragraph (with no other authors mentioned) and the author's name is part of the narrative, you need to include the year in the subsequent non-parenthetical and parenthetical citations:

Example: A study by Tunon (2007) found that the quality of the two sets of citations were comparable. The subjective rubric developed by Tunon (2007) helped establish this. The study went on to show a difference between academic programs (Tunon, 2007).

Note: If you were to start a new paragraph with the same author, you would cite as follows:

Tunon (2007) established that the rubric met the rigorous standard of compliance for accredited United States based universities.

Formatting Citations in the Reference Lists:

- **Book by single author** – Author's name. (Year). *Title of book.* Place of publication: Publisher.
  - Chitty, D. *Do lemmings commit suicide? Beautiful hypotheses and ugly facts.* New York, NY: Oxford University Press.
- **Book by two or more authors** - Author's name. (Year). *Title of book.* Place of publication: Publisher.
  - Rosellini, G., & Worden, M. (2004). *Of course you're angry: A guide to dealing with the emotions of substance abuse* (Rev. ed.). Center City, MN: Hazelden.
- **Work in an edited book** - Author's name. (Year). Title of selection. In Editor's name (Ed.), *Title of edited book* (Vol. volume number), then if appropriate, pp. page#s). Place of publication: Publisher.
  - Updike, J. (2205). Reading Trends. In M. Meyer (Ed.), *The Bedford introduction to literature: Reading, thinking and writing* (Vol. 1, p. 307). New York, NY: Greenwood Press.
- **Electronic version of republished book** – Author. (Year.) *Title of work.* Retrieved from URL (Original work published in XXXX)
  - Freud, S. (1933). *An Autobiographical study.* New York, NY: Knopf. Retrieved from http://books.google.com/books (Original work published 1900).
- **Article in a journal or magazine** - Author's name. (Year). Title of article. *Title of journal or journal number* (issue number), page numbers.
  - Gerry, R. (2000). Tempo training for freestyle. *Journal of Swimming Technique, 34*(1), 40-42.
- **Website-magazine, journal or newspaper article** – Cite as you would a printed source, followed by a retrieval statement that includes the Internet address or URL of the article. Start it with the word *Retrieved* and end with the Internet address/URL.
  - Reed, M.L. (2000). Algebraic structure of generic inheritance. *Bulletin of the American Mathematical Society, 34*, 107-130. Retrieved from http://www.ams.org/bull/1997-34-02
- **Film or video recording** – Name of the producer (Producer), & Name of the director (Director). (Year of release). *Title* [Medium of recording: CD, record, cassette, etc.]. Country of origin or city and state: Distributor or studio.
  - Carr, P. (Producer), & Sommers, S. (Director). (2004). *The Mummy* [DVD]. New York, NY: MCA Universal Home Video.

Source: Publication Manual of the American Psychological Association (6th ed.)

Using "I," "We," and "You"

The differences between spoken and written academic English become very clear in the ways that first- and second-person pronouns are used. Underlying these differences are two basic characteristics of all academic writing: 1) the readers of academic writing tend to be more interested in the insights that a writer has to offer than in the person who is offering the insights, and 2) these readers value precision.

Although you may have been told that "I" is never used in academic writing, that is not true. It is okay to use it, but only if the "I" is a vital part of the thing that is being discussed. For example, a student conducted a chemistry experiment and is reporting on the procedure. If the student is writing a paper for a chemistry class, the people reading it are probably not interested in who did it; they are interested only in the chemical phenomenon. She would remove the "I" by writing in the passive voice:

> The pH level of the acid was raised by adding water.

However, if her readers were more interested in the writer and her experiences than in the chemical phenomenon, then it would be okay to use "I":

> I raised the pH level of the acid by adding water.

The first-person plural pronoun "we" (and "us" and "our") is used even less frequently. The problem lies in the fact that it often is not clear who the pronoun, "we" represents. Take the following example, written by one student working by himself:

> We have become accustomed to commercialization in sports.

If this had been written by a group of people working together, then "we" could refer to all the writers together. But this is only one writer, working alone. So who is "we"? Maybe the writer was referring to himself and his readers together—but he cannot know who is reading the paper, and it might be that one of the readers disagrees with him. Since there is no clearly defined group here, it would be best to change it so that it is more accurate:

> Many people have become accustomed to commercialization in sports.

"You" is almost entirely non-existent in academic writing, again because it is not clear who will be reading a text, so the writer cannot accurately account for each and every reader.

> It seems to be the easiest way to meet people in your own community.

It is common to use "you" this way while speaking, but it since it is so imprecise, academic readers generally do not like it. A common strategy is to replace "you" with "one":

> It seems to be the easiest way to meet people in one's own community.

If a writing situation calls for direct instructions on how to do something, rather than describing or arguing for something (as is the case in this handout), it is okay to use "you."

Couse Syllabus

EDAD 5314:

SCHOOL-BASED BUDGETING

3 Semester Credit Hours

Fall, 2017 (October 23 – December 7)

Revised 10-30-2017

Instructor: David Knight, Ph.D.
Email: dsknight@utep.edu
Phone: (915) 747-5949
Office: EDUC 503 / 105C
Office Hours: Tuesdays 12-3, and by appointment

Class meeting time: Mon 5:30–8:20 pm
Class location: SISD District Service Center
Project Room
12440 Rojas Dr., El Paso, TX

Course Overview

This course introduces aspiring principals to budgeting practices at the school level. Topics include budget planning, cost-effectiveness, equity, ethics, and resource allocation issues that arise in the educational budgeting process. The goal of this course is to assist prospective school administrators in better understanding how to develop a site-based budget, expend allocated funds, and how to control expenditures. The course emphasizes experiential exercises and activities to facilitate learning of school-based budgetary practices.

Course Objectives

This course is designed to enable the student to:

- Develop an understanding of school-based budgeting as integrated with campus planning and goal setting;

- Apply educational theory to practical experiences as a method of increasing awareness of the budgeting process utilized and implemented by Texas school districts;

- Research the linkages that exist between educational goals and resource appropriations;

- Analyze a campus improvement (or action) plan and conduct a needs assessment to better ensure effective allocation of school funding;

- Create and design a budget development project which establishes funding priorities as related to and integrated with the campus vision and the instructional goals and objectives of the school's campus improvement (or action) plan.

- Develop writing skills

Course Requirements and Grading

Grading is based on participation in class discussion throughout the course (20%), experiential exercises (30%), and the budget development project (50%). Specific assignments are described below. Experiential exercises are due on Blackboard <u>before the start of class</u> on the dates listed.

If you cannot upload to Blackboard, please send by email or bring a hard copy to class to avoid a late penalty. Late assignments will be marked down one letter grade per day, no exceptions except in cases of emergency.

1. Participation: 20% – *Ongoing*
   You are expected to attend and actively participate in every class session. Arrive having completed all reading/writing assignments and prepared to discuss the material. More than **one** absence puts you at risk for a lower grade or course failure.

2. Experiential Exercises: 30% – *Ongoing*
   Throughout the semester, your will complete three assignments that will help lay a foundation for the final project. For Assignment 1 and 3, students will read case studies presented in the textbook and respond to discussion questions. Students have the option to submit their responses individually or in groups of 2-3. Due dates for assignments are listed in the class schedule. Assignment 2 will require students to assess the level of buy-in on their school's Campus Improvement Plan. Additional information for each of the three Experiential Exercises is provided at the end of this syllabus.

3. Budget Development Project: 50% – *December 7*
   Students will apply knowledge and expertise gained throughout the course to design a school-based budget to include a narrative (campus description, identification of programs to be funded, vision statement, needs assessment, priority analysis, and faculty distribution table), allocation statement, distribution of funds narrative, and final budget compilation table.

This syllabus is subject to change. Any changes will be announced to class through email. The most updated syllabus will be available on the course Blackboard site.

Grade Breakdown: A = 92-100   B = 80-92   C = 70-79   F=69 and below

Text

All required readings will come from the textbook from the course or will be provided on Blackboard. The course textbook will be:

- Sorenson, R. D. & Goldsmith, L. M. (2013). *The principal's guide to school budgeting* (2nd Ed.). Thousand Oaks, CA: Corwin.

Academic Dishonesty Statement

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another

person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Disabled Student Statement

In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call 915.747.5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. You also can visit the DSSO website at www.utep.edu/dsso or the DSSO office in Room 108 East Union Building.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Disabled Student Services Office at The University of Texas at El Paso.

Incompletes

An incomplete ("I") will be given only when there is a documented medical or family emergency and only if the student has passed the first half of the course. Arrangements for the "I" and its removal should be initiated by the student and agreed to by the instructor prior to the deadline for the final paper.

Class Schedule

The topics covered and assignment due dates are as follows:

Week	Date / Class	Topic	Assignments Due
1	Oct 23: Class 1 (face-to-face)	*Overview of the course; PSEL and ISLCC standards; state-level school finance policy; introduce Assignment 1*	S & G Chapters 1 and 2 (pp. 1-57); Obtain copy of Campus Improvement Plan
1	Oct 25: Class 2 (online)		
2	Oct 30: Class 3 (face-to-face)	*Collecting and analyzing data; creating an integrated budget model; introduce Assignment 2*	S & G Chapters 3 and 4 (pp 59-108); Assignment 1 due October 29
2	Nov 1: Class 4 (online – APPAM conf.)		
3	Nov 6: Class 5 (face-to-face)	*Performing an information analysis; conducting a needs assessment*	S & G Chapter 5 (pp 109-149)
3	Nov 8: Class 6 (online)		
4	Nov 13: Class 7 (online – W.T. Grant conf.)	*Building the school budget*	S & G Chapter 6 (pp 151-188); Assignment 2 due November 12
4	Nov 15: Class 8 (online – W.T. Grant conf.)		
5	Nov 20: Class 9 (face-to-face – location change)	*Allocating Title I funding under the Every Student Succeeds Act*	Gordon, N. (2016, March);
5	Nov 22: Class 10 (online)		
6	Nov 27: Class 11 (face-to-face)	Work Session (In Class Group Work)	No readings due for this week; Assignment 3 due November 26
6	Nov 29: Class 12 (online)		
7	Dec 4: Class 13 (face-to-face)	Work Session (In Class Group Work)	Final project due Dec. 7
7	Dec 6: Class 14 (online)		

Detailed Course Outline

The topics covered, readings to complete, and assignments due for each class meeting are outlined below. The readings listed for each day should be read prior to coming to class that day. *Please note*: readings may be revised over the course of the semester to better meet student interests and areas of need.

1. Oct 23 and Oct 25: Overview of the course / Introduction

Topics:
Overview of the course
Review of the Interstate School Leaders Licensure Consortium (ISLCC) Standards for School Leaders and the Professional Standards for Educational Leaders (PSEL) 2015
Campus Improvement Plan Analysis Activity (Due Wednesday, November 15)

Come to class having read Chapter 1 and 2 of Sorenson and Goldsmith (2013)

2. Oct 30 and Nov 1: Foundational Concepts in School Budgeting

Topics:
Using data to inform decision making
Different types of educational data
The integrated budget model
The action plan
Goals, objectives, strategies, and actions mapping

Come to class having read Chapter 3 and 4 of Sorenson and Goldsmith (2013)
Assignment 1 due October 29

3. Nov 6 and Nov 8: Effective School Budgeting Practices

Topics:
The budget plan
Analyzing the school action and budget plan
Generated income sources
Collection and Deposit Structures
Generated Income Sources
Expenditure Accountability and Control
Budgetary Systems
Accounting and Auditing Procedures

Come to class having read Chapter 5 of Sorenson and Goldsmith (2013)
Assignment 2 due

4. **Nov 13 and Nov 15: Building the school budget**

Topics:
Building the School Budget
Site-Based Decision Making (SBDM)
The SBDM Committee
Budgetary Applications
Ethical and Moral Behaviors
Coding Applications
Projecting Student Enrollment

Both class meetings are online

5. **Nov 20 and 22: Effective school level resource allocation decisions**

Prior research on limitations of Title I funding restrictions
New regulations of Title I under the Every Student Succeeds Act

Group Work – In Class

Note: Nov 20 class will be in an alternate location

6. **Nov 27 and 29: Work session – in class group work**

Group Work – In Class

No assignments due

7. **Dec 4 and 6: Work session – in class group work**

Group Work – In Class

Final project due Dec. 7

Assignments

Assignment 1: Case Study Application of the Professional Standards for Educational Leaders

Read the case study presented on page 54 – 56 of Sorenson and Goldsmith (2013). In 2-4 sentences, answer the following five application questions. For the first four questions, you will describe how the principal at Belle Plain Middle School can promote the success of every student at her school using each of the four clusters of Professional Standards for Educational Leaders.

Cluster 1 includes Standard 1, 2, and 3;
Cluster 2 includes Standard 4 and 5;
Cluster 3 includes Standard 6, 7, 8, and 9;
Cluster 4 includes Standard 10.

For the fifth application question, please answer application question #7 on page 57 of Sorenson and Goldsmith (2013).

For more information about the Professional Standards for Educational Leaders 2015, see the guidebook published by the National Policy Board for Educational Administration (2015) called Professional Standards for Educational Leaders 2015, available at: http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNP BEAFINAL.pdf

APA Citation:
National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.

Assignment 2: Assessing Buy-In on the Campus Improvement Plan

Building buy-in for the campus budget and Campus Improvement Plan (CIP) is essential. This work starts with the principal. Most principals will enter a school that already has a CIP from the prior year. To begin to build a campus budget that is embedded with the school vision and mission, a new principal can use the CIP as a useful starting place. A natural first step is to determine the extent to which professional faculty and staff have bought in to the school's CIP.

Imagine you are a new principal at your school. Speak with three members of your school's professional faculty and staff. Ask these individuals the following questions (note: the text in brackets is for your understanding of the question and should not be read out loud):

1. Are you aware of our school's CIP? How did you became aware?

If the individual is familiar with the school's CIP, ask the following questions (if not, skip to question 8):
2. Were you actively involved in the development of the CIP?
3. How much input did you have in the development of the CIP? How did you feel about your level of involvement in the development of the CIP [i.e., would you have preferred to have more control]? What would you have changed if given the opportunity?
4. What aspects, if any, of the CIP do you feel are particularly important or should be changed?
5. What role and how much influence do you think the CIP plays on this campus [i.e., it serves as a major guidepost for all faculty and staff vs. it serves no real purpose]?
6. Is there anything else about the CIP and its development, dissemination, and role on this campus that you would like to share?
7. Are there any questions about the CIP that you think I should have asked?

If the individual is not familiar with the school's CIP:
8. Are you aware that schools in Texas are required to have CIPs?
9. Why do you think you were not made aware of the school's CIP [i.e., did not one inform you of it or did you ignore notifications]?
10. Have you been aware of CIPs in your experiences at previous schools?
11. Is there anything else about the CIP and its development, dissemination, and role on this campus that you would like to share?
12. Are there any questions about the CIP that you think I should have asked?

For each interview that you conduct, take notes of the responses to each question (you may want to audio record the interview). After you complete each interview, write one paragraph reflecting on what you learned from this interview. Consider whether faculty and staff have bought in to the CIP. To what extent does the CIP impact faculty behavior? Why? This assignment is due November 12 at 11:59 pm.

Assignment 3: Creating the Budget Spreadsheet

You will create a Budget Spreadsheet based on the prioritized needs outlined in the case study application at the end of Chapter 6 (p. 189).

More information about Assignment 3 will be provided during Week 3.

Recommended Literature for Additional Reading

Brimley, V., Jr., & Garfield, R. (2012). Financing education in a climate of change (11th ed.). Boston, MA: Allyn and Bacon.

Chetty, R., Friedman, J., & Rockoff, J. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review, 104*(9), 2633–2679. DOI: 10.1257/aer.104.9.2633.

Clune, W. H. (1994). The shift from equity to adequacy in school finance. *Educational Policy, 8*(4), 376-394.

Cooper, T. L. (2012). The responsible administrator: An approach to ethics for the administrative role. San Francisco, CA: Jossey-Bass.

Dee, T. S., & Wyckoff, J. (2015). Incentives, selection, and teacher performance: Evidence from IMPACT. *Journal of Policy Analysis and Management, 34*(2), 267-297.

Duncombe, W. D. & Yinger, J., (2004). How much more does a disadvantaged student cost? Working Paper 103. Syracuse, NY: Center for Policy Research. Retrieved December 23, 2015 from http://surface.syr.edu/cpr/103.

García, O., Kleifgen, J. A., & Falchi, L. (2008). From English Language Learners to Emergent Bilinguals. Equity Matters. Research Review No. 1. *Campaign for Educational Equity, Teachers College, Columbia University.*

Garner, C. W. (2004). Education finance for school leaders: Strategic planning and administration. Upper Saddle River, NJ: Pearson Education.

Greenwald, R., Hedges, L., Laine, R. (1996) The effect of school resources on student achievement. *Review of Educational Research, 66*(3) 361-396

Goldsmith, L. M., & Sorenson, R. D. (2005). Ethics, integrity, and fairness: Three musts for school vision and budgeting. Texas Study of Secondary Education, 15(1), 7-9.

Gordon, N., & Reber, S. (2015). The quest for a targeted and effective Title I ESEA: Challenges in designing and implementing fiscal compliance rules. *RSF: The Russell Sage Foundation Journal of the Social Sciences, 1*, 129-147.

Grubb, N. (2008). *The money myth: School resources, outcomes, and equity.* New York, NY: Russell Sage Foundation.

Hanna, R., Marchitello, M., & Brown, C. (2015). Comparable but unequal: School funding disparities. Washington, DC: Center for American Progress. Retrieved from https://www.americanprogress.org/issues/education/report/2015/03/11/107985/comparable-but-unequal/.

Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). Why public schools lose teachers. *Journal of Human Resources, 39*(2), 326-354.

Hanushek, E. A. (1989) The impact of differential expenditures on school performance. *Educational Researcher, 18*(4) 45-62

Hanushek, E. A. (1994). An exchange: Part II: Money might matter somewhere: A response to Hedges, Laine, and Greenwald. *Educational Researcher, 23*(4), 5-8.

Harris, D. N. (2009). Would accountability based on teacher value added be smart policy? An examination of the statistical properties and policy alternatives. *Education Finance and Policy, 4*(4), 319-350.

Haxton, C., de los Reyes, I. B., Chambers, J., Levin, J., & Cruz, L. (2012). A case study of Title I Comparability in three California school districts. Washington, DC: American Institutes for Research.

Hedges, L. V., Laine, R. D., & Greenwald, R. (1994). An exchange: Part I: Does money matter? A meta-analysis of studies of the effects of differential school inputs on student outcomes. *Educational researcher, 23*(3), 5-14.

Imazeki, J. (2008). Assessing the costs of adequacy in California public schools: A cost function approach. *Education Finance and Policy, 3*(1), 90-108.

Imazeki, J. & Reschovsky, A. (2008). School finance reform in Texas: A never-ending story? In J. Yinger (Ed.), *Helping children left behind: State aid and the pursuit of educational equity.*

Imazeki, J. & Reschovsky, A. (2005). Assessing the use of econometric analysis in estimating the costs of meeting state education accountability standards Lessons from Texas. *Peabody Journal of Education, 80*(3), 96-125.

Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational leadership, 60*(8), 30-33.

Jiménez-Castellanos, O. (2017). English Language Learner education finance scholarship: An introduction to the special issue. *Education Policy Analysis Archives, 25*(14). http://dx.doi.org/10.14507/epaa.25.2943

Johnson, R. S. (2002). Using data to close the achievement gap: How to measure equity in our schools (2nd ed.). Thousand Oaks, CA: Corwin.

Knight, D. S. (2017). Are school districts allocating resources equitably? The Every Student Succeeds Act, teacher experience gaps, and equitable resource allocation. *Educational Policy.* DOI: 10.1177/0895904817719523

Knight, D. S. (2017). Are higher-need school districts disproportionately impacted by state funding cuts? School finance equity following the Great Recession. *Journal of Education Finance.*

Knight, D. S. & DeMatthews, D. E. (2017). *Assessing the educational opportunity of emergent bilingual students: Why are some state school finance systems more equitable than others?*. CERPS Working Paper 2017-1. University of Texas at El Paso, El Paso, TX.

Labaree, D. F. (1997). Public good, private goods: The American struggle over educational goals. *American Educational Research Journal, 34*(1), 39-81.

Levin, H. M. & Belfield, C. R. (2002). Education interventions to raise high school graduation rates. In H. M. Levin & C. R. Belfield (Eds.). *The price we pay: Economic and social consequences of inadequate education.* (pp. 177-199). Washington, D.C.: Brookings Institution.

Odden, A. R. & Picus, L. O. (2013). *School finance: A policy perspective* (5th ed.). New York, NY: McGraw Hill

Okhremtchouk, I. S. (2017). The politics of schools and money: Building awareness about channeling practices for supplemental resource allocations to serve English language learners. *Education Policy Analysis Archives, 25*(17). doi: http://dx.doi.org/10.14507/epaa.25.2819.

Rumberger, R. W. & Gándara, P. (2008). Resource needs for educating linguistic minority students. In H. F. Ladd and M. E. Goertz (Eds.), *Handbook of Research in Education Finance and Governance.* (pp. 591-611). New York, NY: Routledge.

UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND FOUNDATIONS

EDAD 5340: School-Community Leadership
Competency Area: Community Leadership
Course Syllabus

(REVISED: FALL, 2016)

Department Mission Statement

The Department of Educational Leadership and Foundations is committed to assisting individuals to become effective educational leaders. Educational leaders, in turn, are people who possess knowledge of self (espoused values, attitudes, beliefs, and personal platforms), others (inside and outside the school), organizations, and society as a whole. This is necessary so that leaders are able to perform creatively and effectively in diverse environments. Leaders engage people in identifying and working toward the accomplishment of a shared vision for the organization. Leaders also incorporate ideas, values, and experiences reflective of a pluralistic society and promote continual learning by students, teachers, staff, and self.

Course Description:

The purpose of this course is to provide students with insights into the techniques that may be used in creating schools that are learning communities for teachers, staff, and students. In addition to the theory underlying the creation of learning organizations and communities, students will also gain insights from a variety of actors who represent different constituent groups with whom they will work as school leaders. Finally, skills associated with the analysis of individual small groups and larger social systems will be developed.

This course treats interpersonal relations and human variables in groups and formal organizations, with special emphasis on interactions that occur each day in schools. Emphasis is placed on the identification of strategies to enable school principals and other leaders to work effectively with the people who make up school communities and therefore improve group effectiveness.

This course is designed to assist students in developing skills and competencies that are consistent with performance as effective educational leaders. A major responsibility of all leaders must be to work toward the development of community, both within their schools and also in the external environment surrounding their schools. This course provides students with insights into the many different individuals who comprise both their internal and external school environments.

Prerequisites:

This course is one of four Core Courses in the sequence leading to a Master of Education Degree (M.Ed.) in Educational Leadership. As a result, no prerequisites are needed to enroll in this course, but completion of this course is a partial prerequisite to enrollment in any courses beyond the Core.

Course Objectives:

The objectives of this course are to enable students pursuing a Master of Education degree in Educational Leadership and, in some cases, later admission into the Principal Preparation Program at UTEP to serve as a Texas school principal:

1. To acquire insights into the nature and theory of organizations that function as true learning communities;
2. To develop personal skills in the area of analyzing the characteristics of a school community (school district, individual school, and broader community served by a district and schools);
3. To develop an awareness of the needs and expectations of major stakeholders who will work as members of the learning community developed in a school;
4. To acquire a basic knowledge of the many people who contribute to effective educational leadership;
5. To learn about the affect that the role of principal may have on the individuals who serve in these roles;
6. To appreciate the unique contributions of many who interact with schools to form an effective educational community;
7. To understand the concept of emotional intelligence and develop a concept of how the effective educational leader must constantly strive to engage all members of the internal and external communities to promote educational quality;
8. To engage in the analysis of groups both inside and outside of schools that must be included as part of the community created to focus on learning by students;
9. To understand the vision of Community Leadership included within the framework for principal preparation mandated by the Texas Education Agency and the State Board for Educator Certification.

Relationship of the Course to Texas Educator Certification Standards:

This course is a Core Learning Experience in the Principal Preparation Program offered by the UTEP Department of Educational Leadership and Foundations. As such, it is designed t o address the standards established by the Texas Education Agency and the State Board for Educator Certification to govern the licensure of school principals in this state. The "Learner-Centered Principal" standards are as follows:

Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness, in an ethical manner.

Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to imrove the performance of all staff members, selects and implements appropriate models for supervisionand staff development, and applies the legal requirements for personnel management.

Learner-Centered Communications and Community Relations. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests, and mobilizing community interests.

Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a afe, efficient, and effective learning environment.

Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning, alignment of the curriculum, curriculum resources, and assessment, and the use of various forms of assessment to measure student performance.

Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive yo student learning and staff professional growth.

More specifically, this course will address the following broad competencies associated with principal preparation in Texas, as assessed through candidate performance on the TExES test for those seeking certification as school principals.

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:

- Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.

- Ensure that parents and other members of the community are an integral part of the campus culture

- Implement strategies to ensure the development of collegial relationships and effective collaboration

- Respond appropriately to diverse needs in shaping the campus culture

- Use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues facing education) to develop a campus vision and create a plan for implementing the vision

- Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning

- Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision

- Align financial, human, and material resources to support implementation of a campus vision

- Establish procedures to assess and modify implementation plans to ensure achievement of the campus vision

- Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities

- Acknowledge and celebrate the contributions of staff, parents, and community members toward realization of the campus vision

Competency 002

The principal knows how to communicate and collaborate effectively with all members of the school community, respond to diverse needs and interests, and mobilizes resources to promote student success.

The principal knows how to:

- Communicate effectively with families and other community members in varied educational contexts

- Apply skills for building consensus and managing conflict.

- Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders

- Develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media

- Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children

- Establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals

- Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success

- Respond to pertinent political, social, and economic issues in the internal and external environments

Competency 003

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

The principal knows how to:

- Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

- Implement policies and procedures that promote professional educator compliance with the Code if Ethics and Standard Practices for Texas Educators

- Apply knowledge of ethical issues affecting education

- Apply legal guidelines (e.g., in relation t o students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff to improve learning disabilities

- Apply laws, policies, and procedures in a fair and reasonable manner

- Articulate the importance of education in a free democratic society

- Serve as an advocate for all children

- Promote the continuous and appropriate development of all students

- Promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation

Standards from Professional Organizations and Learned Societies

In addition to the standards established for educational personnel in the state of Texas, learning experiences in this course are also designed to address the skills, competencies, and performance expectations identified by numerous professional organizations and learned societies with interests in the preparation of educational leaders. Among be organizations consulted are the American Association of School Administrators (AASA), the Association for Supervision and Curriculum Development (ASCD), the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), the National Policy Board for Educational Administration, and the Interstate Leadership Licensure Consortium (ISLL). The standards (and accompanying performance expectations) from ISLLC that are most directly related to this course are:

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

(Knowledge) The administrator has knowledge and understanding of:

⇒ *Learning goals in a pluralistic society*
⇒ *The principles of developing and implementing strategic plans*
⇒ *Systems theory*
⇒ *Information sources, data collection, and data analysis strategies*
⇒ *Effective communication*
⇒ *Effective consensus-building and negotiation skills*

(Dispositions) The administrator believes is, values, and is committed to:

⇒ *The educability of all*
⇒ *A school vision of high standards of learning*
⇒ *Continuous school improvement*
⇒ *The inclusion of all members of the school community*
⇒ *Ensuring that students have the knowledge, skills, and values needed to become successful adults*
⇒ *A willingness to continuously examine one's own assumptions, beliefs, and practices*
⇒ *Doing the work required for high levels of personal and organization performance*

(Performances) The administrator facilitates processes and engages in activities ensuring that:

⇒ *The vision and mission of the school are effectively communicated to staff, parents, students, and community members*
⇒ *The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities*
⇒ *The core beliefs of the school vision are modeled for all stakeholders*
⇒ *The vision is developed with and among stakeholders*
⇒ *The school community is involved in school improvement efforts*
⇒ *The contributions of school community members to the realization of the vision are recognized and celebrated*
⇒ *Progress toward the vision and mission is communicated to all stakeholders*
⇒ *The vision shapes the educational programs, plans, and activities*
⇒ *The vision shapes the educational programs, plans, and actions*
⇒ *An implementation plan is developed in which objectives and strategies to achieve the vision and goal are clearly articulated*
⇒ *Assessment data related to student learning are used to develop the school vision and goals*
⇒ *Relevant demographic data pertaining to students and their families are used in developing the school mission and goals*
⇒ *Barriers to achieving the vision are identified, clarified, and addressed*
⇒ *Needed resources are sought and obtained to support the implementation of the school mission and goals*
⇒ *Existing resources are used in support of the school vision and goals*
⇒ *The vision, mission, and implementation plans are regularly monitored, evaluated, and revised*

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

(Knowledge) The administrator has knowledge and understanding of:

⇒ *Emerging issues and trends that potentially impact the school community*
⇒ *The conditions and dynamics of the diverse school community*
⇒ *Community resources*
⇒ *Community relations and marketing strategies and processes*
⇒ *Successful models of school, family, business, community, government and higher education partnerships*

(Dispositions) The administrator believes in, values, and is committed to:

⇒ *Schools operating as an integral part of the larger community*
⇒ *Collaboration and communication with families*
⇒ *Involvement of families and other stakeholders in school decision-making processes*
⇒ *The proposition that diversity enriches the school*
⇒ *Families as partners in the education of their children*
⇒ *The proposition that families have the best interests of their children in mind*
⇒ *Resources of the family and community needing to be brought to bera on the education of students*
⇒ *An informed public*

(Performances) The administrator facilitates processes and engages in activities ensuring that:

⇒ *High visibility, active involvement, and communication with the larger community is a priority*
⇒ *Relationships with community leaders are identified and nurtured*
⇒ *Information about family and community concerns, expectations, and needs is used regularly*
⇒ *There is outreach to different business, religious, political, and service organizations and organizations*
⇒ *Credence is given to individuals and groups whose opinions and values may conflict*
⇒ *The school and community serve one another as resources*
⇒ *Available community resources are secured to help the school solve problems and achieve goals*
⇒ *Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals*
⇒ *Community youth family services are integrated with school programs*
⇒ *Community stakeholders are treated equitably*
⇒ *Diversity is recognized and valued*
⇒ *Effective media relations are developed and maintained*
⇒ *A comprehensive program of community relations is established*
⇒ *Public resources and funds are used appropriately and wisely*
⇒ *Community collaboration is modeled for staff*
⇒ *Opportunities for staff to develop collaborative skills are provided*

Overview Plan of the Course

Course activities are designed to provide students with:

Knowledge of the fundamental assumptions and practices of organizations as learning communities; effective consensus building and negotiation skills; adult learning principles; community relations; emerging issues and trends that potentially impact the school community; the conditions and dynamics of the diverse school community; community resources; successful models of school, family, business, community, government, and higher education partnerships; and the political, social, cultural, and economic systems and processes that impact schools.

Skills and Behaviors such as focusing on the needs and characteristics of schools as learning communities; communicating the school's vision and mission to students, parents, staff, and community members; involving the school community in improvement efforts; treating all individuals with fairness, respect, and dignity; using effective group process and consensus-building skills; integrating community resources into the school; forging effective partnerships with groups external to the school; forming partnerships where the school and the community serve each other; opening the school to public scrutiny; and improving the quality of communication within the school and with groups external to the school.

Attitudes indicating that there is an appreciation of the school being an open system; valuing the construct of the learning community; including all members of the school community; trusting people and their judgments; appreciating that families are partners in the education of their children; involving families and other stakeholders in school decision-making processes; recognizing the value of an informed public; developing a caring community; and carrying out dialogue with varied decision making groups concerning matters related to education.

More specifically, these knowledge bases, skills and behaviors, and attitudes will be developed using individual readings, group activities, class discussions, visits with educational resources persons, and reflective practice.

The course is organized around three major themes:

THEME 1: ESTABLISHING THE CONTEXT: How do we create a "learning organization," or a "Community of Learners?" What is school culture and what does it have to do with the role of a school leader? What specific skills are needed? What are some effective practices?

THEME II: INTRAORGANIZATIONAL ISSUES: How does the leader work effectively with people and issues within the school?

THEME III: EXTRAORGANIZATIONAL ISSUES: How does the leader work effectively with people, groups, organizations, and issues external to an individual school? How can those external groups and people be recruited to help the school achieve its critical goals and objectives?

Required Readings:

> Daresh, John C., & Lynch, J. (2010) Improve learning by building community. Thousand Oaks, CA: Corwin Press.

Additional required readings will be sent to enrolled students through e-mail prior to the dates noted in the course schedule when readings must be completed. There is not additional cost for these readings. They should be downloaded and may be printed by each recipient.

PLEASE MAKE CERTAIN TO PROVIDE THE INSTRUCTOR WITH THE E-MAIL ADDRESS YOU NORMALLY CONSULT, PARTICULARLY IF THAT ADDRESS IS NOT THE ADDRESS PEROVIDED TO YOU BY THE UNIVERSITY.

Course Requirements:

1. Read all assigned readings and participate actively in small group discussions
2. Attend all class sessions
3. Prepare a personal portfolio highlighting experiences or planned experiences related to the performance expectations of the SBEC Competency Area 1: Community Leadership.
4. Work actively and effectively with members of assigned small groups
5. Complete two brief reflection papers after visits by the resource persons invited to class

Methods of Assessment/Evaluation/Documentation

Students will be graded according to the traditional A through F format (see the current University Graduate Bulletin for definitions of each grade).

Attendance is expected at all class sessions and absences will be noted. Since part of your grade will be determined according to participation in class discussions and activities, absences may impact your grade.

Grades are determined according to the following scale:

Attendance and participation	200 points
Portfolio	200 points
Reflection papers	200 points (total)
Mid-Term Exam	200 points
TOTAL POINTS	**800 points**

Grading is based on the following percentages of the total points accumulated on all activities:

A = 90% (720 points or more out of 800)
B = 80% (640 points or more out of 800)
C = 70% (560 points or more out of 1000)
F = Below 560 points

UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND FOUNDATIONS
EDAD 5340: SCHOOL COMMUNITY LEADERSHIP
Fall, 2016
Course Schedule

Instructor: John C. Daresh, Ph.D.
509 Education
915-747-7592 (Office)
915-356-4274 (Cell)
915-747-5838 (Fax)
jdaresh@utep.edu

DATE	CONTENT	READINGS

TOPIC I: ARTICULATING AND IMPLEMENTING VISION

DATE	CONTENT	READINGS
CLASS #1 August 25	Course Introduction Review of Syllabus & Expectations "What is a Good School?"	
CLASS #2 September 1	Discussion of Assigned Readings Barth Vision Visions of Good Schools Video: "The Power of Vision" Creating Shared Visions	Daresh & Lynch, Chapter 1 Barth paper Senge, Chapters 1, 11, 1
CLASS #3 September 8	Discussion of Readings Emotional Intelligence Importance of Relational Trust Video: "Principals' Story" Principals as people	Daresh & Lynch, Ch. 2 Goleman article Bryk article Best paper Donaldson, et al. paper

TOPIC II: CREATING COMMUNITY IN SCHOOLS

DATE	CONTENT	READINGS
CLASS #4 September 15	Discussion of Readings	Daresh & Lynch, Chapter 3 DuFour, "What is…" DuFour: Wanted: Principals…" Community Building
CLASS #5 September 22	Guest Speaker Discussion of Readings Video: North Grand High School	Sergioivanni, "Relationships" Daresh & Lynch, Chapter 4& 5

TOPIC III: BUILDING A CULTURE

CLASS #6 September 29	Collegial Culture Challenges of Culture Change Discussion of Readings Negative Cultures	Barth, "Becoming Colleagues" Barth, "Becoming a Community Sergiovanni, "...Learners" Deal & Peterson, Toxic Cultures" Evans, "Culture of Resistance" Deal & Peterson "Toxic Culture"
October 6	NO CLASS MEETING	
CLASS #7 October 13	Mid-Term Exam	

TOPIC IV: ISSUES OF PRACTICE FOR LEADERS

CLASS #8 October 20	 Working with Parents Parent Involvement Video: "The Road to Nowhere"	Daresh & Lynch, Ch. 7
CLASS #9 October 27	Invisible Heroes	Daresh & Lynch, Ch. 8
CLASS #10 November 3	Discussion of Readings Voices from the Field Ethical Leadership	Daresh & Lynch, Chapter 8 Glanz article Mirk article
CLASS #11 November 10	Discussion of Readings Voice from the Field: Assistant Principalship	Daresh & Lynch, Chapter 9
November 17	NO CLASS MEETING	
November 24	THANKSGIVING!	
CLASS 12	All Papers Due Reflections: What Have I Learned? What Have we Learned?	

NOTE: *"Daresh & Lynch" Readings are from the required text for this class*
Other readings will be sent to students as e-mail attachments approximately one week before the next class meeting. They can be read while on-line, or downloaded copies are permitted if not used for sale or non-class distribution

The University of Texas at El Paso
Department of Educational Leadership and Foundations

Course Syllabus
Spring 2018
EDAD 5342 – Educational Law

Don P. Schulte, Associate Professor Emeritus
Email: Blackboard Course Email
Meeting Days/Time: Tuesday/Thursday - 6 p.m. to 8:50 p.m.
Class Location: Classroom Building C-201
Office Hours: 5 p.m. to 6 p.m. in Classroom Building C-201

Course Description: This course offers an introduction to the federal and state legal systems, including constitutional provisions, federal and state regulations, and court decisions affecting public education; includes student and employee rights and responsibilities, statutory and assumed authority of school boards, relations with employee organizations, civil liability of school personnel, and elements of due process and federal law.

Ten Years from Now: This course is designed not only to inform students of the major principles and elements of educational law (content), but also to understand the importance of advocacy and leadership for social justice (ethical and moral behavior). The difference in students will be demonstrated by a greater understanding of legal concepts and by an increased readiness to challenge institutions and policies when unfairness and inequity exists.

In ten years, students will continue to have the ability to stay current with the law by accessing sources that have been identified and used in the course. During the next decade, as laws change and evolve, students will continue to have the ability and passion to look critically at public policies in order to serve as informed and effective advocates for children beyond the confines of their institutional job descriptions.

Relationship of course objectives and activities to learner-centered outcomes:

1.1 Model and promote the highest standards of conduct, ethical principles and integrity in decision-making and behaviors.

1.2 Implement policies and procedures that encourage all campus personnel to comply with the *Code of Ethics and Standard Practices for Professional Educators.*

1.3 Promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community.

2.2 Ensure that parents and other members of the community are an integral part of the campus culture.

2.3 Utilize strategies to ensure the development of collegial relationships and effective collaboration of staff.

4.1 Demonstrate effective communication through oral, written, auditory and nonverbal expression.

4.2 Utilize effective conflict management and group consensus building skills.

4.6 Provide varied and meaningful opportunities for parents to be engaged in the education of their children.

5.6 Apply local, state and federal laws and policies to support sound decisions while considering implications related to all school operations and programs.

Required Text/ Resources:

1. Kemerer, F. and Walsh, J. *The Educator's Guide to Texas School Law.* Austin, TX: University of Texas Press. Latest edition
2. Access to Blackboard.
3. Selected U.S. Supreme Court Hearings – Audio/Written Transcripts.
4. Online Glossary of legal terms.
5. Online Educational Law Resource Center.
6. Scenarios to stimulate discussion.
7. Online Discussion Boards.
8. Guest speakers.
9. Students.

Course Schedule:

1/16 (Face to Face Meeting) First Day of Class
Read Chapter 1 – An Overview of Education Law
Read Chapter 9 – Privacy Issues
Review Requirements
Introductions
Overview of School Law

1/16 (Online Learning Unit #1) (To be completed by noon on 1/23)
Task 1.1 – Take Quiz 1 - Overview Concepts
Task 1.2 - Access Assignment 1 – Privacy Issues – Complete Assignment
Task 1.3 – Take Quiz 2 - Privacy Issues

1/23 (Face to Face Meeting) School Finance/Advocacy
Reflections and discussion on Online Learning Unit #1
Discussion School Finance Law
The Importance of Advocacy/Leadership for Social Justice
Begin Discussion of Employment Issues

1/23 (Online Learning Unit # 2) (To be completed by noon on 1/30)
Task 2.1 - Participate in Discussion Board Activity – Discussion 1 – Leadership for Social Justice
Task 2.2 – Organize presentation groups and begin meetings

1/30 (Face to Face Meeting) Employment Issues/Liability
Read Chapter 3 (TX.) – Special Education
Read Chapters 4 and 5 – Employment/Personnel Issues
Read Chapter 10 – Legal Liability
Reflections and discussion on Online Learning Unit #2
Employment/Personnel Issues
Legal Liability

1/30 (Online Learning Unit #3) (To be completed by noon on 2/6)
Task 3.1 – Access Assignment 2 – Employment Exercise – Complete Assignment
Task 3.2 – Take Quiz 3 - Employment Issues
Task 3.3 – Take Quiz 4 - Personnel
Task 3.4 – Access Assignment 3 – Team Work Week – Complete Assignment
Task 3.5 – Take Quiz 5 - Special Education

2/6 (Face to Face Meeting) Instructional Program/Abused Children
Read Chapter 8 – Student Discipline
Read Chapter 7 (TX.) – Religion in Schools
Read Chapter 6 (TX.) – Student and Educator Rights
Reflections and discussion on Online Learning Unit #3
Group Presentation
Group 1 – Site-Based Decision Making
In Class Activity

2/6 (Online Learning Unit #4) (To be completed by noon on 2/13)

Task 4.1 – Take Quiz 6 - Student Discipline
Task 4.2 – Participate in Discussion Board Activity – Discussion 2 - Student Discipline
Task 4.3 – Take Quiz 7 - Religion in Schools
Task 4.4 – Participate in Discussion Board Activity – Discussion 3 - Student Rights

2/13 (Face to Face Meeting)

Read Chapter 2 (TX.) – Student Attendance and the Instructional Program/
Abused and Neglected Children
Reflections and discussion on Online Learning Unit #4
Group Presentation
Group 2 - Student Attendance and the Instructional Program/Abused Children
Discussion of Student Attendance and Instructional programs

2/13 (Online Learning Unit #5) (To be completed by noon on 2/20)

Task 5.1 – Take Quiz 8 – Student Attendance
Task 5.2 – Access Assignment 4 – Equality – Complete Assignment

2/20 (Face to Face Meeting)

Reflections and discussion on Online Learning Unit #5
Group Presentation
Group 3 – Religion in Schools
Class discussion on religion in schools

2/20 (Online Learning Unit #6) (To be completed by noon on 2/27)

Task 6.1 – Conduct an interview with an administrator as indicated in Assignment 5
Task 6.2 – Access Assignment 5 – Interview with Administrator – Complete Assignment
Task 6.3 – Access Assignment 6 – In Basket – Complete Assignment
Task 6.4 – Access Assignment 7 – Student Rights – Complete Assignment

2/27 (Face to Face Meeting)

Read State Rules on Limited English Proficient Students (Found by clicking Special
Populations Icon on Course home page)
Reflections and discussion on Online Learning Unit #6
Group Presentation
Group 4 – Student and Educator Rights
Class discussion on student and educator rights

2/27 (Online Learning Unit #7) (To be completed by noon on 3/1)

Task 7.1 – Participate in Discussion Board Activity – Discussion 4 - What did you learn?
Task 7.2 – Take Quiz 9 – Other Legal Issues
Task 7.3 – Take Quiz 10 – Bilingual Education

Policy Statement on Academic Integrity

The act of submitting work for evaluation or to meet a requirement is regarded as
assurance that the work is the result of the student's own thought and study, produced

without unauthorized assistance, and stated in the students own words, except as quotation marks, references, or footnotes acknowledge the use of other sources.

A common error is to include information taken from an article or book without providing proper citation; that is what is known as plagiarism. This generally occurs because of carelessness or neglect, seldom is it intentional. Regardless of whether it occurs intentionally or unintentionally, however, it still remains plagiarism. Don't go there.

Academic Accommodations

It is the intent of faculty to facilitate full participation of all students regardless of disability. Please contact me early in the course if you require special accommodations in curriculum, instruction, and assessment or classroom conditions in order to facilitate your full participation.

Course Grade Based On:

Course Requirement	Points
Class Participation	15
Group Presentation	15
Online Assignment 1 – Privacy Issues	5
Online Assignment 2 – Employment Exercise	5
Online Assignment 3 – Team Work Week	5
Online Assignment 4 – Equality	5
Online Assignment 5 – Interview an Administrator	5
Online Assignment 6 – In Basket	5
Online Assignment 7 – Student Rights	5
Online Quiz 1 - Overview Concepts	5
Online Quiz 2 – Privacy Issues	5
Online Quiz 3 – Employment Issues	5
Online Quiz 4 – Personnel	5
Online Quiz 5 - Special Education	5
Online Quiz 6 - Student Discipline	5
Online Quiz 7 - Religion in Schools	5
Online Quiz 8 – Student Attendance	5
Online Quiz 9 – Other Legal Issues	5
Online Quiz 10 -Bilingual Education	5
Total Points	**115**

EDAD 5345: Educational Leadership in a Diverse Society

Spring 2018

Instructor: Julia C. Duncheon
Email: jcduncheon@utep.edu
Phone: (915) 747-7589
Office: EDUC 505
Office Hours: Thursday 2-5pm and by appointment

Class meets: Thursday, 6-8:50pm
Class location: EDUC 202

> *"When someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked in to a mirror and saw nothing… It takes some strength of soul—and not just individual strength, but collective understanding—to resist this void, this nonbeing, into which you are thrust, and to stand up, demanding to be seen and heard."*
> —Adrienne Rich

> *"There is no neutral education. Education is either for domestication or for freedom."*
> — Joao Coutinho

Course Overview

This course explores issues of cultural identity and categories of difference as they influence and are influenced by school organization and practice. We will examine major diversity themes in education such as race/ethnicity, class and poverty, and language and immigration status to better understand why inequities exist and how school structures encourage some students to succeed and others to fail. In so doing, we will discuss the danger of deficit thinking and its manifestations in education, and consider what can be done to raise equity consciousness. We will also critically reflect on our experiences and perspectives pertaining to diversity, and discuss better ways to serve all students as educational leaders. This course will incorporate discussion, lecture, group activities, online assignments, presentations, and writing workshops to facilitate student learning.

Student Learning Outcomes

By the end of the semester, students will be able to: (a) examine their own assumptions regarding diversity and equity; (b) analyze how key diversity issues shape diversity and equity outcomes in K-16 contexts; (c) recognize how categories of difference are related to disparate educational opportunities nationally and in the El Paso region; (d) produce a research paper on a diversity topic relevant to their professional situation; and (e) identify strategies for meeting diverse students' needs in their professional context.

Texas Principal Standards

The Texas Principal Standards have been developed and utilized in Texas Principal Evaluation and Support System (T-PESS) in accordance with Chapter 149 of the Texas Administrative . The standards serve as a guide for improving school productivity, increasing student achievements, and continually reflecting upon and improving your effectiveness as a leader throughout all stages of your career. Standard 4: School Culture, is highlighted throughout this course, although this course broadly utilizes all standards.

Standard 4: School Culture

As an effective principal, you leverage the school's culture to drive improved outcomes and create high expectations. You 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. You establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment. In addition, you focus on students' social and emotional development and help students develop resiliency and self-advocacy skills. Families are treated as key partners to support student learning, creating structures for two-way communication, and reporting regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions. Because of these standards, the staff believes in and is inspired by the school vision and has high expectations for all students. They inspire the staff to take responsibility for communicating the vision in their classrooms and implement behavioral expectations throughout the building and with the families of their students for learning outside of their own classroom.

Indicators

- Shared vision of high achievement
  - 4a. You develop and implement a shared vision of high expectations for students and staff.
- Culture of high expectations
  - 4b. You establish and monitor clear expectations for adult and student conduct and implement social and emotional supports for students.
- Intentional family and community engagement
  - 4c. You engage families and community members in student learning.
- Safe school environment
  - 4d. You create an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
- Discipline
  - 4e. You use a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

Taken from https://tpess.org/principal/standards/

Required Texts

There are two texts for this course that you should purchase or borrow from the library. You will also be expected to buy or borrow a book of your choice (selected from a list provided later in the syllabus) for a book review. All other required readings will be provided on Blackboard.

- McKenzie, K. B., & Skrla, L. (2011). *Using equity audits in the classroom to reach and teach all students*. Thousand Oaks, CA: Corwin Press.

- Valencia, R. R. (2010). *Dismantling contemporary deficit thinking: Educational thought and practice*. New York: Routledge.

List of Top Journals in Education

When searching for literature on your topic, please refer to high-quality peer-reviewed journals. Examples include:

American Educational Research Journal
Educational Administration Quarterly
Educational Leadership
Educational Researcher
Educational Evaluation and Policy Analysis
Harvard Educational Review
Journal of Educational Administration

Review of Educational Research
Review of Research in Education
School Leadership Review
Sociology of Education
Teachers College Record
Teaching and Teacher Education
Urban Education

Writing Style

All assignments must be typed and should conform to the style and reference notation format in the Publication Manual of the American Psychological Association. I recommend buying the APA manual, which is an essential tool for graduate school. Another useful resource accessible online is Purdue Owl. If you are unsure about certain APA formatting and citation rules, refer to these resources (listed below). Points will be deducted from incorrectly formatted papers.

- American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Purdue Owl Website: https://owl.english.purdue.edu/owl/resource/560/01/

Academic Dishonesty Statement

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Center for Accommodations and Support Services

If you have a disability and need classroom accommodations, please contact the Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. *CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.*

Incompletes

An incomplete ("I") will be given only when there is a documented medical or family emergency and only if the student has passed the first half of the course. Arrangements for the "I" and its removal should be initiated by the student and agreed to by the instructor prior to the deadline for the final paper.

Guidelines for Class Discussions

Given the content of this course, we often discuss sensitive matters (such as race, class, gender, sexual orientation, politics, etc.), and it is essential that everyone feel safe to express her- or himself. I ask that we commit to the following principles of discourse from Gary Fenstermacher:

1. Listen and understand before you judge. Learn to "hear" and comprehend before you draw conclusions or evaluate what others are saying.

2. Rather than criticizing or negating what someone says, probe and ask questions as a means to gain more understanding.

3. Do what you can to make the discussion atmosphere safe for different perspectives. Present your own positions gently, and listen to the positions of others in the same way.

4. Invite fellow students who are not participating to engage the topic. Ask them what they think (and take a genuine interest in their answers).

5. Be aware of your own participation, checking occasionally to ask whether you are monopolizing the conversation or failing to contribute at all.

6. Keep our class discussions and your classmates' contributions confidential. In order for you and your classmates to feel safe contributing, it is imperative that our discussions stay within our classroom.

Guidelines for Engaging with Research

- Engage with the assigned texts on an academic level. The work we will be reading will not "tell" you things. You must ask questions and make connections while you are reading in order to understand the content. Please do not expect to understand everything perfectly upon a first read. Some recommendations to support comprehension are: (a) summarize the article to someone who is not in the course; (b) articulate whether you agree or disagree with the author, and with what points; (c) consider how the perspective in this text compares to the other texts and ideas discussed in class; and/or (d) re-read.

- Think about how these texts challenge you personally as well as professionally. Critical self-reflection is a crucial first step before we can effect change in our workplaces.

- Use your classmates and me as resources. You won't come to class with all of the answers, and neither will I. We will learn by listening to and engaging with one another.

Course Requirements and Grading: Overview

The assignments, corresponding deadlines, and point values are listed below. Assignments that are late will be marked down; *assignments that are more than 24 hours late will not be accepted unless by permission of the instructor*. Assignments are due on Blackboard before the start of class (before 6pm) when we meet face-to-face, and by midnight when we meet online.

1. Diversity Essay Proposal [5 points] — *February 1*

2. Autobiography of Identity-Based Experience [15 points] — *February 8*
   Reflect on an incident you experienced related to your identity/ies, how it shaped your views on education, and how it relates to the course readings. (5-7 pages)

3. Case Analysis: Alvarado v. EPISD and Deficit Thinking [15 points] — *March 8*
   Write an essay analyzing the Alvarado v. EPISD court case, Valencia's chapter on the construct of deficit thinking, and their application to educational practice. (1000 words)

4. Diversity Essay [25 points] — *April 19*
   Write a paper exploring one of our course diversity themes and a related topic. The paper follows a clear outline that is specified later in the syllabus. (7-10 pages)

5. Diversity Book Presentation [5 points] — *May 3*
   With your classmates who have read the same book, prepare a presentation on your book for the class that includes summary, analysis, and implications. (10 minutes)

6. Diversity Book Review [15 points] — *May 3*
   Review of a diversity book you choose from a list provided below. Evaluate its strengths and weaknesses and its implications for educational practice. (1000-1250 words)

7. Reading Facilitation [10 points] — *TBD*
   With one other student, you will present one of our assigned readings to the class and facilitate a class discussion on its key issues. (15 minutes)

8. Class Participation [10 points] — *Ongoing*
   You are expected to attend and actively participate in every session, whether online or face-to-face. Come to class prepared to discuss the day's material and having completed any written assignments. If you want full participation credit, plan to speak out at least two times in every class.

Please note: More than **one** absence puts you at risk of course failure. Only medical and family emergencies and pre-approved professional obligations (e.g., parent-teacher conferences) will be considered excused absences. You are expected to notify the instructor in advance if you have to miss class. Students who miss class or are late will required to submit additional work.

Grade Breakdown: **A=92-100**   **B=80-92**   **C=70-79**   **F=69 and below**

Class Schedule: Overview

The topics covered and assignment due dates are as follows:

Date	Topic(s)	Assignments Due
January 18	**Unit 1: Introduction to Deficit Thinking and Equity Consciousness** *Introduction to the Course*	
January 25	*The Construct of Deficit Thinking*	
February 1	*Background on Race and Education - ONLINE*	Diversity Essay Proposal
February 8	*Background on Poverty and Education*	Autobiography
February 15	**Unit 2: El Paso and the Persistence of Racism Toward Mexican Americans** *Discrimination and Segregation - ONLINE*	
February 22	*Discrimination and Segregation in El Paso*	
March 1	*Immigration and Parent Involvement - ONLINE*	
March 8	**Unit 3: Achievement, Discipline, and Opportunity Gaps** *Racial Discipline Gaps*	Case Analysis
March 15	SPRING BREAK - NO CLASS	
March 22	*LGBT Exclusion*	
March 29	*Islamophobia - ONLINE*	
April 5	**Unit 4: Meaningful Recognition and Community Cultural Wealth** *Deconstructing Deficit Thinking*	
April 12	AERA Conference - NO CLASS	
April 19	*Acknowledging Cultural Wealth - ONLINE*	Diversity Essay
April 26	*Toward Democratic Education*	
May 3	*Diversity Book Presentations*	Diversity Book Presentation Diversity Book Review

Detailed Course Outline

The topics covered, readings to complete, and assignments due for each class meeting are outlined below. *Please note*: readings may be revised over the course of the semester to better meet student interests and areas of need.

Unit 1: Introduction to Deficit Thinking and Equity Consciousness

1. *January 18 – Introduction to the Course*

    To read before class:
    Valencia: Forward and Preface (ix-xviii)

2. *January 25 – The Construct of Deficit Thinking*

    To read before class:
    McKenzie and Skrla: Introduction, equitable and excellent teaching (p. 1-20)
    Valencia: The construct of deficit thinking (p. 1-18)
    Cruz: The problem we still live with

3. *February 1 – Background on Race and Education - ONLINE*

    To read before class:
    McKenzie and Skrla: Auditing for equity and excellence (p. 21-37)
    Valencia: Neohereditarianism (p. 19-67)

    DIVERSITY ESSAY PROPOSAL DUE

4. *February 8 – Background on Poverty and Education*

    To read before class:
    Valencia: Ruby Payne's mindsets of poverty (p. 68-100)
    Berliner: Our impoverished view of educational research

    AUTOBIOGRAPHY DUE

Unit 2: El Paso and the Persistence of Racism Toward Mexican Americans

5. *February 15 – Discrimination and Segregation - ONLINE*

    To read before class:
    McKenzie and Skrla: Auditing for teaching and learning (p. 41-56)
    Valencia: At risk students or at risk schools? (p. 101-125)
    Rothstein: Why our schools are segregated

6. *February 22 – Discrimination and Segregation in El Paso*

   To read before class:
   Donato and Hansen: Legally White, socially "Mexican"
   Alvarado v. El Paso Independent School District
   Weaver v. Tidwell Report (Peruse)

7. *March 1 – Immigration - ONLINE*

   To read before class:
   McKenzie and Skrla: Auditing for parent involvement (p. 69-78)
   Crawford: The ethic of community and incorporating undocumented immigrant[s]
   Henderson and Whipple: How to connect with families

Unit 3: Achievement, Discipline, and Opportunity Gaps

8. *March 8 – Racial Discipline Gaps*

   To read before class:
   McKenzie and Skrla: Auditing for discipline (p. 57-68)
   DeMatthews: Effective leadership is not enough
   Ladson-Billings: From the achievement gap to the educational debt

   CASE ANALYSIS DUE

9. *March 15 – SPRING BREAK - NO CLASS*

10. *March 22 – LGBT Exclusion*

    To read before class:
    Patterson: Schooling, sexual orientation, law, and policy
    Fondas: Schools are failing minority LGBT students
    Sadowski: More than a safe space

11. *March 29 – Islamophobia - ONLINE*

    To read before class:
    Teaching Tolerance: Debunking misconceptions about Muslims and Islam
    Fasciano: Extreme prejudice: Why teach about extremism?
    Wormeli: Let's talk about racism in schools

Unit 4: Meaningful Recognition and Community Cultural Wealth

12. *April 5 – Deconstructing Deficit Thinking*

    To read before class:
    McKenzie and Skrla: Auditing for programmatic equity (p. 79-98)
    Valencia: Deconstructing deficit thinking: Practical solutions (p. 126-148)

13. *April 12 –* AERA Conference - NO CLASS

14. *April 19 – Acknowledging Cultural Wealth - ONLINE*

    To read before class:
    Yosso: Whose culture has capital?
    Ladson-Billings: Culturally relevant pedagogy, 2.0

    DIVERSITY ESSAY DUE

15. *April 26 – Toward Democratic Education*

    To read before class:
    Deschenes, Cuban, and Tyack: Mismatch: Historical perspectives
    Valencia: The bankruptcy of standards-based reform (p. 148-158)
    Bondy and Hambacher: Let care shine through

16. *May 3 – Diversity Book Presentations*

    DIVERSITY BOOK PRESENTATION

    DIVERSITY BOOK REVIEW DUE

Assignments: Detailed Instructions and Requirements

Regarding Written Work: All work you turn in is a reflection of you as a person, as well as your orientation toward the class. With that in mind, I do not expect anyone to turn in a "first draft" of anything. Work submitted by the deadline should have already gone through several stages of revision. If you need assistance with writing, please seek out help through the writing center, your peers, or your instructor. I am happy to read drafts of your work if given sufficient time. Spelling, punctuation and grammar mistakes in final drafts are not acceptable. APA format is required for all formal assignments, which means they should be typed and double-spaced in a 12 pt. Times New Roman font. If you have questions about APA, please reference the APA Manual or Purdue Owl, as listed on page 3 of the syllabus.

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1. Diversity Essay Proposal [5 points] — *Due February 1*

This proposal should briefly explain what theme and topic you are choosing for your Diversity Essay (see full assignment below). Tell me what you plan to research and why you are interested in this topic. Include references for *at least two* scholarly articles from peer-reviewed academic journals that you will read to learn more about your topic. This means you will need to pick your topic *and* begin conducting an article search. (150-200 words, excluding references)

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2. Autobiography of Identity-Based Experience [15 points] — *Due February 8*

This assignment is worth 15 points (15% of your grade). Paper length should be will be 5-7 pages (double spaced, 1-inch margins, 12pt. Times New Roman font; following APA rules for citation, etc.). Include a brief introduction and conclusion, and the following three sections:

Part One: Description of Identity-Based Experience
In this section of the paper, you will discuss an experience that happened to you related to your identity. This could include your racial/ethnic identity, gender identity, sexual identity, class identity, religious identity, etc. What specifically happened is not important so long as it is an experience that shaped your thinking about diversity, equity, and/or oppression in education. The discussion should include some brief context about you, your background, and your school (that is, who are you? Where are you from? Where do you work?) that will help the reader better understand your experience. No citations are expected in this section. Length: 1-2 pages.

Part Two: Influence on Educational Perspective
In this section, provide a critical, thoughtful analysis of how the experience you discussed in Part One influenced your perspective on education. For some of you, perhaps have not thought much about this incident before this class. For others, this may be something you think about often. In either case, use this section to help "make sense" of how this experience influenced your perspective on your life and the education system (this can include your perspective on your own

education, the education system as a whole, and/or your role as an educator). Again, no citations are expected in this section. Length: 1-2 pages.

Part Three: Connection of Course Readings
In this final section, connect your experience and your reflection on education to the course readings. You are expected to demonstrate an understanding of how your personal experience parallels, exemplifies, or counters the issues we have been discussing in class. Citations ARE expected in this section. You must use **at least four** readings from class. Length: 2-3 pages.

Rubric:

Skill	Superior/Good/Marginal
Met basic writing expectations (grammar, structure, usage, adherence to length requirements, APA format, followed provided outline)	3/2/1 points
Thoughtfully discussed personal incident (Part 1)	3/2/1 points
Thoughtfully discussed influence of chosen incident (Part 2)	3/2/1 points
Provided meaningful connections and analysis of at least 4 relevant course readings (Part 3)	6/4/1 points
	Total = 15 points

SUPERIOR Score: Thoughtful, comprehensive work that is of the highest quality. Addresses required elements in an analytical, meaningful manner. In the case of writing mechanics, there are at most one or two writing errors.
GOOD Score: Work meets expectations but is not thorough or comprehensive. Addresses all required elements, but not particularly thoughtfully. May include more summary than analysis. Few writing errors.
MARGINAL Score: Work does not meet expectations. Either misses a required component and/or does so incorrectly. May rely entirely on summary. There may be many writing errors.

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3. Case Analysis: Alvarado v. EPISD and Deficit Thinking [15 points] — *Due March 8*

Write an essay of at least 1000-words in which you:

(a) Describe the primary findings in the *Alvarado v. EPISD* case (at least 300 words);

(b) Connect the Alvarado v. EPISD case to the ideas in Valencia's book, *Dismantling contemporary deficit thinking.* How do the Valencia's ideas help us understand what happened in the case? (at least 400 words); and

(c) Discuss how these two readings help you reflect on educational inequality in your own personal and professional context (at least 300 words).

Rubric:

Skill	Superior/Good/Marginal
Met basic writing expectations (grammar, structure, usage, adherence to length requirements, APA format, followed provided outline)	5/3/1 points
Thoughtfully analyzed and discussed the primary findings in the Alvarado v. EPISD case, their connections to Valencia, and their application to educational inequality and practice.	10/6/1 points
	Total = 15 points

SUPERIOR Score: Thoughtful, comprehensive work that is of the highest quality. Addresses required elements in an analytical, meaningful manner. In the case of writing mechanics, there are at most one or two writing errors.

GOOD Score: Work meets expectations but is not thorough or comprehensive. Addresses all required elements, but not particularly thoughtfully. May include more summary than analysis. Few writing errors.

MARGINAL Score: Work does not meet expectations. Either misses a required component and/or does so incorrectly. May rely entirely on summary. There may be many writing errors.

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4. <u>Diversity Essay</u> [25 points] — *Due April 19*

The Diversity Essay is a 7-10 page paper synthesizing and analyzing the course readings and some outside research related to <u>one</u> diversity theme that is of interest to you. Examples of themes include: (a) class and poverty, (b) race and ethnicity, (c) language and immigration status, (d) gender, (e) Islam and religious intolerance, or (f) LGBTQ identities.

You will pick a theme and a **specific** topic within that theme to research further. For example, if you pick the theme of race and ethnicity, your specific topic could be the discipline gap, the school to prison pipeline, or Eurocentric social studies curriculum. If you pick the theme of language and immigration status, you could study dual language programs.

The paper should conform to APA style (i.e., 12pt Times New Roman font, double-spaced, 1-inch margins). APA and grammar will account for 10 total points and will be closely graded. Twenty points will be for content, analysis, and following the outline below.

The paper must conform to the following outline:

I.   **Introduction** (1-2 paragraphs): Introduce your diversity theme and topic and provide a road map. What theme and topic will you be discussing? Tell the reader what to expect from the rest of the paper.

II.   **Review of key concepts and relevant course readings** (2-3 pages): This section should discuss course concepts (e.g., deficit thinking, equity) and readings relevant to your theme and paper topic. Do not merely summarize each reading. Provide analysis of what the readings together show about diversity and equity in general and your theme in particular.

III. **Outside research on your topic** (3-4 pages): Explore a topic related to your theme in depth. This may be a topic that is of interest to you academically or one you encounter in your professional practice. This subsection should discuss a <u>minimum of five</u> outside readings.

IV. **Application to your current position / workplace** (1-2 pages): Discuss how what you have learned about this theme/topic will inform your work as an educator and educational leader. What can you do to make your institution more equitable for students from diverse backgrounds? How might you address challenges related to your theme/topic specifically?

Rubric:

Skill	Superior/Good/Marginal
Met basic writing expectations (grammar, structure, usage, adherence to length requirements, outline, APA format, followed provided outline, followed research requirements)	5/3/1 points
Sections II includes meaningful synthesis of course readings that extend beyond summarization.	5/3/1 points
Section III explores topic using additional research in a meaningful way.	10/5/1 points
Section IV connects all sections of the essay to a discussion of how what you have learned about this theme/topic will inform your work as an educator and leader.	5/3/1 points
	Total = 25 points

SUPERIOR Score: Thoughtful, comprehensive work that is of the highest quality. Addresses required elements in an analytical, meaningful manner. In the case of writing mechanics, there are at most one or two writing errors.

GOOD Score: Work meets expectations but is not thorough or comprehensive. Addresses all required elements, but not particularly thoughtfully. May include more summary than analysis. Few writing errors.

MARGINAL Score: Work does not meet expectations. Either misses a required component and/or does so incorrectly. May rely entirely on summary. There may be many writing errors.

5. <u>Diversity Book Presentation</u> [5 points] — *In Class on May 3*

With your classmates who have read the same book, prepare a presentation on your book for the class that includes summary, analysis, and implications. The presentation should start with a brief background on the book's author and elaborate on key aspects of the book and its relevance to the class. Presentations will be timed and should last no longer than 10 minutes.

6. <u>Diversity Book Review</u> [15 points] – *Due May 3*

Students will select a text from the list below, read the book over the course of the class, and submit a book review of at least 1000 words. Throughout the class, time will be allotted for you to meet and discuss your book with your classmates who are reading the same text.

The book review should address the book's key points, its strengths and weaknesses, and its utility for educational practitioners and leaders.

For tips on writing a book review: https://owl.english.purdue.edu/owl/resource/704/1/

- *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis* by J.D. Vance
- *We Should All Be Feminists* by Chimamanda Ngozi Adichie
- *Between the World and Me* by Ta-Nehisi Coates
- *Becoming Nicole: The Transformation of an American Family* by Amy Ellis Nutt
- *The Devil's Highway: A True Story* by Luis Alberto Urrea
- *The Other Wes Moore* by Wes Moore

Rubric:

Skill	Superior/Good/Marginal
Met basic writing expectations (grammar, structure, usage, adherence to length requirements, outline, APA format, followed provided outline, followed research requirements)	5/3/1 points
Includes thoughtful and accurate description of book's key points.	5/3/1 points
Evaluates the book's strengths and weaknesses and its utility for educators.	5/3/1 points
	Total = 15 points

SUPERIOR Score: Thoughtful, comprehensive work that is of the highest quality. Addresses required elements in an analytical, meaningful manner. In the case of writing mechanics, there are at most one or two writing errors.
GOOD Score: Work meets expectations but is not thorough or comprehensive. Addresses all required elements, but not particularly thoughtfully. May include more summary than analysis. Few writing errors.
MARGINAL Score: Work does not meet expectations. Either misses a required component and/or does so incorrectly. May rely entirely on summary. There may be many writing errors.

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7. <u>Reading Facilitation</u> [10 points] — *Due TBD*

In groups of two, you will present one of our assigned readings to the class. Think about questions and ideas that can help the class analyze the reading and its connection to school leadership practice. In your presentation, you should:

(a) state major points of the reading;

(b) pinpoint specific strengths and weaknesses of the ideas presented in the reading;

(c) analyze the author's perspectives in relation to the course themes and our other assigned readings;

(d) include 3-5 discussion questions to post to the class;

(e) critically reflect on the reading content as it relates to your personal and professional experience.

Presentations will be timed and should last no longer than 15 minutes. There will be five additional minutes of questions and answers.

Rubric:

Skill	Superior/Good/Marginal
Covers requires elements (a) through (e) within the designated time limit.	5/3/1 points
Offers thoughtful and analytical commentary about the reading and engages the class with thoughtful discussion questions.	5/3/1 points
	Total = 10 points

SUPERIOR Score: Thoughtful, engaging presentation that is of the highest quality. Addresses required elements in an analytical, meaningful manner and in the given time limit. Motivates students to think about and discuss the reading and the class.

GOOD Score: Presentation meets expectations but is not thorough or comprehensive. Addresses all required elements, but not particularly thoughtfully. May rush through certain parts of the assignment. May not engage the class effectively.

MARGINAL Score: Presentation does not meet expectations. Either misses a required component and/or does so incorrectly. May be too short or too long. Does not engage the class.

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8. Book Club: (Practitioner Articles in Diversity) [10 points] — Ongoing

This portion of your grade is based on your active participation in book club. Active participation includes reading practitioner-oriented articles and engaging in a discussion in which you: (a) take notes on the article, (b) develop 2-3 discussion questions, and (c) contribute thoughtfully to class discussion. Your notes, discussion question, and contributions should focus on connecting the article to the other course readings and your professional contexts.

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9. <u>Class Participation</u> [10 points] — Ongoing

Regular and punctual attendance is expected for all scheduled sessions. Students must be well prepared for class, having completed all assignments, including written work, reading, and other activities. Students are expected to contribute insightful comments based on course readings, present examples of concepts related to discussion topics, paraphrase and build on comments of others, raise meaningful questions, and listen and respond appropriately to others. Plan to speak out at least a couple times in each class. Ideas, not individuals, are open to critique. To ensure multiple voices are heard, all of us must feel safe to express our ideas. You should feel comfortable voicing your opinions and viewpoints. You should also feel comfortable challenging the ideas, and being challenged on your own ideas. We are here to learn with, from, and about each other.

Please be aware that ***more than one absence puts you at risk of course failure***. You are expected to notify the instructor in advance if you have to miss class. Only medical and family emergencies and pre-approved professional obligations (e.g., parent-teacher conferences) will be considered excused absences. Students who miss class or are late will required to submit additional work. It is incumbent upon the student to make such arrangements with the instructor in a timely manner.

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Rothstein, R. (2013). Why our schools are segregated. *Educational Leadership, 70*(8), 50-55.

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The University of Texas at El Paso
Educational Leadership and Foundations

Internship I Educational Administration 5375
Spring 2018 – EDUC 411
Fridays 6:00 p.m. – 8:50 p.m.

Professor:	Teresa Cortez, Ed.D.	Email:	mtcortez@utep.edu tcortezedd@gmail.com
Telephone:	915.747.6276 (office) 915.247.2567 (Google)	Webpage:	http://utminers.utep.edu/mtcortez https://www.facebook.com/groups/EDADInternship/
Graduate Assistant:	Cynthia Chavez 915.549.1783	Email:	cchavez@miners.utep.edu
Office Hours:	Mon, Wed, Friday 2:00 p.m. – 5:00 p.m. or by appointment		

Texts:

Wilmore, Elaine L. (2013). Passing the principal TExES exam: Keys to certification & school leadership. Second Edition. Corwin Press, Thousand Oaks, CA. ISBN-10: 1452286019 | ISBN-13: 978-1452286013 Retrieved from: http://www.corwin.com/books/Book240510

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Preparation materials on Texas Educator Certification website: http://texes.ets.org/texes/repmaterials

GoReact.com – online video feedback $20/semester

NOTE: STUDENTS WILL BE REQUIRED TO TAKE AND PASS THE TEXES PRINCIPAL QUALIFYING AND CERTIFICATION EXAMS BEFORE REGISTERING FOR INTERNSHIP II.
Graduate Course Catalog Description

EDAD 5375 – School Management Internship I

First half of a two-course sequence including planned field experience and seminars for the Professional Principal Certification candidate; field experience includes working with a fully certified cooperating administrator in elementary, middle, and high school settings under the supervision of a university professor; includes administration of special programs, community education programs, student services, discipline management, scheduling, budgeting, and school business management. Prerequisites: Department approval.

EDAD 5376 – School Management Internship II. Continuation of EDAD 5375.

Purpose of the Course

The administrative internship course EDAD 5375 and 5376 are culminating experiences in the principal preparation certification program. Their purpose is to help students combine the academic content of administrator preparation with the practice of school administration in schools. Professional administrators are required by the Texas Education Agency to complete this experience for public school administrative certification.

Staff of the department of Educational Leadership and Foundations of The University of Texas at El Paso directs the administrative internship as a collaborative venture with cooperating local school districts. As prescribed by the Texas Education Agency, interns work under the joint supervision of a qualified university faculty member and certified administrators from local school districts.

Course Objectives
1. Acquaint participants with the administrative policies, procedures and realities of K-12 education within the sponsoring school districts of the enrolled interns;
2. Provide actual administrative experience at all levels from K-12, under the direct supervision of experienced, certified administrators;
3. Provide each participant with supervised analysis and discussion of the administrative situation s/he encounters, facilitating the intern's application of the theoretical and conceptual knowledge gained through preparatory coursework;
4. Provide each participant with feedback regarding the quality of his/her performance as an administrator-in-training.

Mentor Principals

Students must be working with a PRINCIPAL who may or may not assign you to work with other administrators as well, but it is your MENTOR PRINCIPAL who must complete paperwork associated with the course. If you experience any problems whatsoever with your internship experiences, please contact me immediately.
YOUR MENTOR AGREEMENT MUST BE SIGNED AND RECEIVED BY THE END OF THE FIRST WEEK OF CLASS. IT MAY BE FAXED TO ME OR EMAILED BUT IT MUST BE FROM YOUR MENTOR PRINCIPAL.

Internship Site

Students are expected to dress professionally, as administrators should, at the internship site during this semester. Blue jeans and shorts are not permitted, regardless of the dress policy of the school district. You must think "image" during these next critical months and encourage others to see you in a different way (as future administrators). In addition, no negative comments or personal disparagement will be permitted in class relative to any other professionals involved in our educational community. We are grateful to have the involvement of our mentor principals and will honor them by keeping unprofessional observations to ourselves. Programs and issues may be mentioned, however, without mentioning identifiable specifics. This is very important as your peers in this classroom may very well sit on your next interview committee!

Professional Standards

This course is designed to assist students in developing skills and competencies consistent with the expectations for performance as effective educational leaders in the state of Texas. To that end, course content and learning activities are meant to address the standards established by the Texas Education Agency and the State Board for Educator Certification to govern the licensure of Texas school principals. The Learner Centered Principal Standards can be found at https://tpess.org/materials/T-PESS_User_Guide.pdf

The Test framework for Principal Field 068) can be found at the following URLs:
Domain I-School Community Leadership (approximately 33%)
Domain II-Instructional Leadership (approximately 44%)
Domain III-Administrative Leadership (approximately 22%)

Course Policies

TExES Principal Certification Exam

All students enrolled in the administrative internship are required to TAKE & PASS the TExES Principal Exam before completing Internship I. Students will be given numerous opportunities to take qualifying exams throughout the Internship I.

Class Attendance

The student is expected to attend all classes whether on campus or off campus (face-to-face or virtually). It is the responsibility of the student to inform the instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course-drop deadline or with a grade of F after the course-drop deadline.

Attendance to every scheduled class is expected. If you are not able to attend class you are expected to notify the professor prior to the class session. **After one absence, the student will be dropped from the class. Late arrivals and early departures are discouraged and will count against absences. You will be dropped after the first absence or two late arrivals or early leaves. All students are required to attend the final presentation. Anyone not attending the final presentation will be automatically dropped a letter grade.**

Students not attending AEL and T-TESS are expected to attend class.

Scholastic Integrity

Please refer to the UTEP's Policy outlined in the 2017-2018 Graduate Catalog.
http://catalog.utep.edu/grad/academic-regulations/curriculum-and-classroom-policies/ The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty members insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes is not limited to cheating; plagiarism; collusion; the submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the *Handbook of Operating Procedures* (HOP) and available in the Office of Student Life and the homepage of the Office of Student Life at www.utep.edu/dos, can result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

Class Activities

You will be working on the following activities during class:
- Portfolio (electronic/for Dr. Cortez & hard copy/for the student)
- Weekly (2 – page) Reflection Journal
- Video Reflections
- Educational Platform
- Case Studies
- My Story Presentation (Internship I/II)
- Internship Projects
- Internship Project Presentation (Internship II)
- Conference Presentation

Time sensitive items required by this class are:
- Two site visits in Internship I
- One site visit in Internship II
- Reflection Journal (to be completed on a weekly basis);
- an Educational Platform;
- a completed portfolio of your work that follows the outline provided in class/GDrive, and a
- A letter from your principal indicating that you completed your hours in a satisfactory manner and at the levels indicated. Please note a change in program design: Interns are expected to assume graduated involvement in key activities on their campuses. Internship I students are expected to observe and participate in such activities while advanced Internship II students are expected to participate and lead those activities.

Grades
Students earn a grade of S (Satisfactory), U (Unsatisfactory) or P (Progress). Grades of I (Incomplete) will be given only on emergency basis.

A grade of P (Progress) will require the student to re-enroll in the class the following semester.

Assignment of an incomplete grade is made only for exceptional circumstances. For more information on this policy, please consult the UTEP's Graduate Catalog 2017-2018.

Tentative Course Schedule   *This course calendar may be subject to change as needed*

Date	Topic	Class Assignment & Due Dates
1/19/18	Welcome; Overview of Syllabus; Introductions Internship Packet (GDrive) Review Templates and Documents needed for Log/Mentors/Portfolio Social Media Registration Facebook group expectations Google Drive Google Calendar Tarleton PACT Portfolio Guidelines Review of State Board of Education Website & TAC State Board for Educator Certification – Principal Certificate - Standards for the Principal Certificate -Work on Portfolio & Due Dates for Uploading Documents -Study Strategies for the TExES Exam -Example of Administrative Internship Plan	**Assignment Due:** Have completed forms submitted by next class meeting (your name and contact information on it and where you will be serving your internship) **Due:** Begin to establish a structure to ensure weekly electronic reflections are written and uploaded to Google Drive so you do not fall behind during the semester. Be sure your reflections are typed as this is an item that is audited by TEA. **Due:** Begin to establish a structure to ensure you log your internship hours on a weekly basis. Establish a plan to upload the log to your Google Drive. Be sure your logs are typed as this is an item that is audited by TEA. **Due:** Work with your mentor to create and write a plan for your internship. A form is provided in the Google Drive.

	Introduction/K-12 Leaders Speak Series Sharing of Administrative Internship Plans	
1/26/18	Review for Qualifying Exam	
2/2/18	Qualifying I 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. **Individual Consultations**	**Texas State Board of Education website:** http://www.sbec.state.tx.us/SBECOnline/ **Readings Due:** Wilmore - Passing the Principal TExES Exam (2013) Chapter related to Domain I/ Competency 001 **Tarleton Pact:** Human Resources – Culture/Climate Due: Human Resources - Culture/Climate Certificate (Video and Quiz must be completed in order to obtain certificate). **Due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Due:** Completed Mentorship Agreement form (signed) **Due:** Study for the TExES exam (068)
2/9/18	Review for Qualifying Exam **Individual Consultations**	**Due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Tarleton Pact:** (Video and Quiz must be completed in order to obtain certificate) Educational Law – Governance Educational Law – Instructional Program Educational Law – Liability
		Educational Law – Student Discipline Educational Law – The Legal System **Due:** – Educational Law certificate ' Ethics – Unit 1 Ethics – Unit 2 Ethics – Unit 3 Ethics – Unit 4 **Due:** – Ethics certificate **Due:** Study for the TExES exam (068)
2/12/18 2/13/18 2/14/18	AEL @ Region 19	Region 19 8:00 a.m. – 5:00 p.m. $400

2/16/18	Qualifying Exam II **DOMAIN I-SCHOOL COMMUNITY LEADERSHIP** **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. **DOMAIN I-SCHOOL COMMUNITY LEADERSHIP** **Competency 003** The principal knows how to act with integrity, fairness, and in an ethical and legal manner. **Individual Consultations**	**Readings due:** Wilmore - Passing the Principal Texas Exam (2013) Chapters related to Domain I/ Competency 003 **Assignment due:** Weekly electronic reflection uploaded to Google Drive **Tarleton Pact** Public Relations **Due:** Turn in Public Relations certificate Home Language Survey **Due:** Turn in Home Language Survey certificate Bullying **Due:** Turn in Bullying certificate **Due:** Study for the TExES exam (068) **Assignment Due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Readings due:** Wilmore - Passing the Principal TExES Exam (2013) Chapters related to Domain I/ Competency 002 **Due:** Administrative Internship Plan (form) – Completed with your Principal prior to class
2/23/18	Review for Qualifying Exam **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. **Individual Consultations**	**Due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Readings due:** Wilmore - Passing the Principal TExES Exam (2013) Chapters related to Domain I/ Competency 004 **Tarleton Pact Due:** Curriculum Implementation – Curriculum Implementation Certificate (Video and Quiz must be completed in order to obtain certificate) **Due:** Study for the TExES exam (068)
3/2/18	Qualifying Exam III **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	**Due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Readings due:** Wilmore - Passing the Principal Texas Exam (2013) Chapters related to Domain I/ Competency 005

	Individual Consultations	**Tarleton PACT** Human Resources – Motivation Human Resources – Planning Human Resources – Professional Development Decision Making – Decision Making Video **Due:** Turn in Decision Making Certificate **Due:** Study for the TExES exam (068)
3/6/18 3/7/18 3/8/18	T-TESS Appraiser Training	Region 19 8:00 a.m. – 5:00 p.m. $400
3/9/18	Review for Qualifying Exam **DOMAIN II-INSTRUCTIONAL LEADERSHIP** **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 **Individual Consultations**	**Due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Readings due:** Wilmore - Passing the Principal Texas Exam (2013) Chapters related to Domain I/ Competency 006 **Due:** Study for the TExES exam (068) **Tarleton Pact** Educational Law – Personnel Human Resources – Evaluation Human Resources – Induction Human Resources – Legal Issues Human Resources – Recruit/Select/Place **Due:** Human Resources Certificate
3/16/18	Spring Break – no class	
3/23/18	Online class	
3/30/18	**Cesar Chavez Day – No class** **DOMAIN II-INSTRUCTIONAL LEADERSHIP** **Competency 007** The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.	**Assignment due:** Weekly electronic reflection uploaded to Google Drive **Due:** Study for the TExES exam (068) **Readings due:** Wilmore - Passing the Principal TExES Exam (2013) Chapters related to Domain I/ Competency 007
4/6/18	**DOMAIN II-INSTRUCTIONAL LEADERSHIP** **Competency 008** The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource	**Due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Readings due:** Wilmore - Passing the Principal Texas Exam (2013) Chapters related to Domain I/ Competency 008

	utilization, financial management, and technology use. **Individual Consultations**	**Tarleton Pact** Budgets – Introduction Budgets – Legal Requirements Budgets – The Education Plan Budgets – The Finance Plan Budgets – The Spending Plan Due: Budgets certificates **Due:** Study for the TExES exam (068) **Due:** Individual appointment date set with Dr. Cortez. Documentation for certification will be required at the time of the appointment.
4/13/18	**Presenter: School Safety & Emergency Operations Plans** **Individual Consultations** **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. **Individual Consultations**	**Due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Readings due:** Wilmore - Passing the Principal Texas Exam (2013) Chapters related to Domain I/ Competency 008 **Tarleton PACT** School Safety – Campus Drills School Safety – Collaborating System School Safety – Crisis Considerations School Safety – Crisis Management School Safety – Crisis Planning School Safety – Mitigation School Safety – History of Violence School Safety – Violence Prevention School Violence Technology in School Leadership **Due:** PACT certificates **Due:** Study for the TExES exam (068)
4/5/17 4/8/17 4/12/17	Advancing Educational Leadership (AEL)	Region 19
4/27/18	*My Story* Presentations **Individual Consultations**	**Assignment due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Due: Final portfolios and presentations turned in or posted on Google Drive. See Organization of Professional Portfolio Guide (found in Google Drive)** **Final Evaluations**

5/4/18	Dead Day – No classes	
	Pinning ceremony	
5/11/18	Pre-commencement	
5/12/18	Commencement	

An intern should be proficient with the following terms:
Title I Funding, Needs Assessment, Site Based Decision Making (SBDM),
Site Based Decision Making Committee Roles/Responsibilities, Campus Improvement Plan, TAPR,
Walkthroughs, Growth Plans, FMLA … and more!

This list continues to grow...

This class is technology-enhanced. Therefore, to ensure success in the class, students are expected to be proficient and utilize the following:
- ❑ Google Email Account
- ❑ Google Hangout (to access the class virtually)
- ❑ Facebook (to follow EDAD 5375-5376 & EDAD Aspiring Administrators)
- ❑ Twitter #AspiringAdmin #EDAD5375
- ❑ GoReact.com account ($20)
- ❑ GDrive (to access readings, portfolio templates, presentations; share documents with Dr. Cortez)
- ❑ Photo Release form (to be featured in social media posts)
- ❑ Text Messaging (to communicate with Dr. Cortez and peers)

EDAD 5348
Administration of School Personnel and Services
Spring Session II, 2018

Instructor: Dr. Richard Sorenson, Instructor
E-mail: rsorenson@utep.edu

Class Meetings: T/R   6:00 P.M. – 8:50 P.M.   CRBL-C201

I.   Course Description: Emphasizes school management tasks and responsibilities related to certified and non-certified personnel including position descriptions, recruitment, selection, assignment and compensation. The course further examines E.E.O. regulations, due process, grievance handling and other legal / procedural requirements related to human resources administration.

II.   Rationale: School administrators, from a human resources perspective, are responsible for those district processes that are planned and implemented in an effort to foster an organizational culture and climate that enhances the accomplishment of educational goals and objectives which serve to emphasize the need for and the development of school personnel and appropriate policies, processes, and procedures.

The goal of this course is to assist prospective administrators in understanding how personnel is the key to educational success and how human resource administrators at the campus level must be knowledgeable of relevant laws, policies, strategies, communication systems, digital

technology, and perhaps most important, fostering a relationship of mutual respect and cooperation among the faculty and staff, district administration and board members of a school system.

This course will examine personnel administration at multiple levels in an effort to clarify complex information and issues in order to better assist prospective administrators in their acquisition of personnel principles and knowledge as applied to real-life situations, along with specific skills which are essential to becoming a successful school administrator.

III.   Texas Proficiencies for Administrators in Learner-Centered Schools:

Beginning September 1, 1999, programs which prepare individuals to qualify for the Principal Certificate in the state of Texas must comply with the *Competency Framework for the Principalship* as established by the Texas State Board for Educator Certification (SBEC). This framework includes three domains (School Community Leadership, Instructional Leadership, and Administrative Leadership), along with nine competency standards, and 70 statements of knowledge and skills which students in principal preparation programs are expected to demonstrate mastery during the administration of the Texas Examinations of Educator Standards (TExES) exam. Therefore, this course has been designed to address the following competency standards and specific statements of knowledge and skills:

The principal knows how to:

001.3   implement strategies to ensure the development of collegial relationships and effective collaboration.

001.4   respond appropriately to diverse needs in shaping the campus culture.

001.5   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.

001.8   align human resources to support implementation of a campus vision.

002.2   apply skills for building consensus and managing conflict.

002.4   develop and implement strategies for effective internal and external communications.

003.1   model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.

003.2   implement policies and procedures that promote professional educator compliance with *The Code of Ethics and Standard Practices for Texas Educators.*

003.3   apply knowledge of ethical issues affecting education.

003.4   apply legal guidelines (e.g., in relation to confidentiality, discrimination) to protect the rights of staff.

003.5   apply laws, policies, and procedures in a fair and reasonable manner.

006.1   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.

006.4   implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.

006.6   diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

007.3   frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.

007.4   use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.

007.5   encourage and facilitate positive change, enlist support change, and overcome obstacles to change.

008.3   acquire, allocate, and manage human resources according to district policies and campus priorities.

008.5   use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.

IV.   Course Objectives and Outcomes:

This course is designed to enable the student to:

1.   Research various personnel issues and theories, matters and decisions as related to the human resources setting and to the educational learning environment.

2.   Apply various legal and policy interpretations and decisions along with personnel processes and procedures to case studies and role-playing situations.

3. Write case studies, summarizations, critiques, reflections, and memorandums related to assigned readings and other issues regarding timely human resources administration and personnel topics.

V. Instructional Strategies and Methodologies:

Specific methodologies, strategies, and activities for instruction include —

1. Mini-lectures on human resources administration as related to school culture, climate, board policies and legal considerations, recruitment, selection, and dismissal of personnel, evaluations, compensation and benefits, job descriptions, and other miscellaneous personnel issues.

2. Case studies related to the handling of personnel matters and other legal implications affecting the development and enhancement of effective human resources administration.

3. Cooperative learning sessions and projects related to the exploration of human resources administration as applied to personnel issues affecting schools and school districts.

4. Whole class discussions regarding the recruitment, selection, assignment, compensation and retention of school personnel.

VI. Evaluation and Grading Procedures:

| 1. | Attendance / Participation | Attendance is mandatory! Students are expected to be in class and on time. School leaders exhibit timeliness in all of their administrative actions, and participation in the educational leadership program is an excellent time to begin learning and applying this critical skill.

For each absence, an attendance grade of zero will be recorded. Students who miss more than two classes during the 7-week |

semester will experience the consequence of being automatically withdrawn by the course instructor.

Students are expected to be on time and to participate in classroom discussions including those related to specified reading assignments.

20% of Final Class Grade

2. Class/Group Participation

All EDAD students are expected to actively participate in class discussions and group work. Participation, not domination, is an expectation of all leaders, to include prospective leaders. Participation is also strongly correlated to attendance. Students who fail to actively participate in class discussions, coursework, and group projects risks being "voted off the island"!

Remember, do more than belong: PARTICIPATE!

10% of Final Class Grade

2. Written / Formal Memorandum

Students are required to submit a written / formal memorandum during the course of the semester as related to a specified personnel topic. The memo will be no more than one to two pages in length, single-spaced, and in typical school district memorandum format. Letterhead is required.

15% of Final Class Grade

3. Case Studies /
    Experiential Exercises

The EDAD students will be involved in a variety of case studies and experiential exercises which are designed to allow students the opportunity to demonstrate their understanding of the differing topics assigned and to further apply their understanding to real-life situations. Additionally, the EDAD students will be required, in certain instances, to respond in writing, utilizing APA format, to the case study scenarios presented.

10% of Final Class Grade

4. Personnel Project.

The EDAD students will apply knowledge and expertise gained throughout the course to develop a personnel process project by which teams will respond to "real-life" case studies / scenarios, along with a series of personnel administration discussion probes and written responses, ascertaining implications for practice, casting light or shadow on the associated personnel issue, all the while, identifying the most appropriate leadership style/trait to be incorporated by the school leader, and finally, relating the personnel issue to the appropriate board policy and chapter(s) in text.

45% of Final Class Grade

Personnel Process Project Rubric:

Case Study Interpretation and Written Analysis.   up to 30 points

Discussion Probes and Written Responses.   up to 20 points

Implications for Practice.   up to 15 points

Casting Light or Shadow.   up to 10 points

Examination of Leadership   up to 05 points
Style(s) or Trait(s)

Board Policy and Text Chapter(s) Relationship.   up to 10 points

APA Citations / References.   up to 10 points

TOTAL---100 points

VII.   Course Texts / Required Readings –

Sorenson, R. D., & Goldsmith, L. M. (2009). *The principal's guide to managing school personnel.* Thousand Oaks, CA: Corwin Press.

Course e-Materials / Insertions (e-mailed prior to certain sessions)

VIII. Class Session Dates:

Mar 20	Apr 10	May 01
Mar 22	Apr 12	May 03
Mar 27	Apr 17	
Mar 29	Apr 19	
Apr 03	Apr 24	
Apr 05	Apr 26	

IX.	Code of Academic Integrity:

The search for truth, the transmission of knowledge, and the facilitation of moral development are the avowed goals of institutions of higher education around the world. These goals cannot be achieved unless the men and women who participate in their achievement are honorable persons with a common desire for the highest level of academic integrity. EDAD students are expected to maintain the highest level of honesty in every phase of their academic lives. Willingness to respect and comply with this code should depend less on an expectation of punishment for a violation than on a commitment to intellectual and moral integrity.

X.	Bibliography:

The knowledge bases that support course content and procedure include –

Castetter, W. B., & Young, I. P. (2000). *The human resource function in educational administration.* (7th ed.). Upper Saddle River, NJ: Prentice Hall/Merrill.

Cole, C. L. (2000). Building Loyalty. *Workforce, 79*(8), 48.

Gomez-Mejia, L. R., Balkin, D. B., & Cardy, R. L. (2001). *Managing human resources* (3rd ed.). Upper Saddle River, NJ: Prentice Hall/Merrill.

Irwin, R. L. (1995). *A circle of empowerment: Women, education, and leadership.* Albany NY: State University of New York.

Rebore, R. W. (2001). *Human resources administration in education: A management approach* (6th ed.). Boston: Allyn and Bacon.

Seyfarth, J. T. (1996). *Personnel management for effective schools.* (2nd ed.). Boston: Allyn and Bacon.

Sorenson, R. D., Goldsmith, L. M., & DeMatthews, D. (2016). *The principal's guide to managing time: Instructional leadership in the digital age.* Thousand Oaks, CA: Corwin.

Sorenson, R. D., & Goldsmith, L. M. (2018). *The principal's guide to school budgeting (3rd edition).* Thousand Oaks, CA: Corwin.

Sorenson, R. D., Goldsmith, L. M., Mendez, Z. Y., & Maxwell, K. T. (2011). *The principal's guide to curriculum leadership.* Thousand Oaks, CA: Corwin.

Sorenson, R. D., & Goldsmith, L. M. (2009). *The principal's guide to managing school personnel.* Thousand Oaks, CA: Corwin.

Sorenson, R. D. (2007). Stress management in education: Warning signs and coping mechanisms. *Journal of Management in Education.*

Sorenson, R. D. (2006). Managing conflict in school administration. *Texas Study of Secondary Education, 16*(1), 2-5.

Sorenson, R. D. (2005). The seven keys to effective communication. *National Association of Elementary School Principals (NAESP) Web Exclusive, 85*(2) November/December. Web-site address: http://www.naesp.org/ContentLoad.do?contentId=1768

Sorenson, R. D. (2005). The complexity of change: The school leader as a change initiator. *Texas Study of Secondary Education, 15*(1), 13-15.

Sorenson, R. D. (2005). Productive teamwork: Tips for school administrators. *TEPSA Journal, Summer 2005,* 9-10, 23-25.

Sorenson, R. D. (2002). The novice principal: How to avoid the pitfalls leading to career derailment. *Texas Study of Secondary Education, 12*(1), 28-31.

Webb, L. D., & Norton, M. S. (2009). *Human resources administration: Personnel issues and needs in education.* Upper Saddle River, NJ: Pearson Education, Inc.

EDAD 5348 – School Personnel
Spring Session II, 2018 (7-Weeks)
TENATIVE COURSE CALENDAR

WEEK	DATE	COURSE TOPIC	ASSIGNMENTS
1.1	Mar 20	Welcome / Introductions / Syllabus Review / Opening Discussions Overview: What is Human Resources, and Never a Dull Moment! PowerPoint #1 Related Case Study – *Aren't You Working Too Hard, Scott?* **Review of Writing Assignments and Written Projects** Closure	Designated Readings – Chapter 2 Text Pages 29-46
1.2	Mar 22	Organizational Climate and Culture. Related Case Studies PowerPoints #2 Related Case Study – *Pay or No Play?*	Designated Readings – Chapter 4 Text Pages 85-101

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WEEK	DATE	COURSE TOPIC	ASSIGNMENTS
2.1	Mar 27	Personnel and Communication PowerPoint #2A Related Case Study – *Making the Worst of a Good Situation!* Closure	Designated Readings – Chapter 5 Text Pages 85-101
2.2	Mar 29	Personnel and Conflict PowerPoint #3 Written Directive – *Seriously, The Challenge is Invigorating!* PowerPoint #3 Closure	Designated Readings – None!
3.1	Apr 03	Personnel and Policy Development PowerPoints #3A Closure	Designated Readings – Chapter 7 Text Pages 131-147
3.2	Apr 05	Induction and Mentoring Related Case Study – *The Hekawi Students Threaten to Walk Out!* Closure	Designated Readings – Chapter 6 – Part I Text pages 103-117 Text pages 128-130. Questions 3 and 5.
4.1	Apr 10	**The Personnel Process Project (Introduction) Project Due: Thursday, May 03, 2018**	Designated Readings – Chapter 6 – Part II Text Pages 117-130

WEEK	DATE	COURSE TOPIC	ASSIGNMENTS
4.2	Apr 12	Expectations for New Employees Group Work Session #2 Closure	Designated Readings – None!
5.1	Apr 17	Recruitment of Personnel Group Work Session #3 PowerPoint #5 Closure	Designated Readings – None!
5.2	Apr 19	Selection of Personnel PowerPoint #5A Group Work Session #4 Closure	Designated Readings – Chapter 8 Text Pages 149-177
6.1	Apr 24	Marginal Employees Maximizing H. R. PowerPoint #6 Related Case Study – *He Said What?* Closure	Designated Readings – Chapter 1 Text Pages 1-27 Chapter 3 Text Pages 47-68
6.2	Apr 26	Courageous Leadership PowerPoint #8 Group Work Session #5	Designated Readings – None!
7.1	May 01	Resumania Coming in Late; Calling in Sick Related Case Study – *You Do Voodoo?* Group Work Session #6	Designated Readings – None!
7.2	May 03	Submit – **The Personnel Process Project**	

The University of Texas at El Paso
Educational Leadership and Foundations

Internship I Educational Administration 5376
Spring 2018 – EDUC 411
Mondays 6:00 p.m. – 8:50 p.m.

Professor:	Teresa Cortez, Ed.D.	**Email:**	mtcortez@utep.edu tcortezedd@gmail.com
Telephone:	915.747.6276 (office) 915.247.2567 (Google)	**Webpage:**	http://utminers.utep.edu/mtcortez https://www.facebook.com/groups/EDADInternship/
Office Hours:	Mon, Wed, Friday 2:00 p.m. – 5:00 p.m. or by appointment		

Texts:

Wilmore, Elaine L. (2013). Passing the principal TExES exam: Keys to certification & school leadership. Second Edition. Corwin Press, Thousand Oaks, CA. ISBN-10: 1452286019 | ISBN-13: 978-1452286013 Retrieved from: http://www.corwin.com/books/Book240510

Wilmore, Elaine L. (2013). Passing the principal TExES exam:Practice tests for success . Corwin Press, Thousand Oaks, CA. ISBN- ISBN- 978-1483319630 Retrieved from: http://www.corwin.com/books/Book243441

Wilmore, Elaine L. (2015). Making the Principal TExES Exam Real. Corwin Press, Thousand Oaks, CA. ISBN-978-1-4833-6673-9

Educational Testing Service. (2013). Practice question ebook for the TExES principal exam. Retrieved from: http://store.ets.org/store/ets/en_US/pd/ThemeID.12805600/productID.227223500/categoryId.35697300

Tarleton Pact. Performance based academic coaching teams. https://pact.tarleton.edu/pact/index.cfm

Texas Education Agency. (2017). Texas Principal and Support System: Principal assessment and goal setting form. Retrieved from: https://tpess.org/materials/T-PESS_Principal_Self-assessment_and_Goal-Setting_Forms.pdf

Preparation materials on Texas Educator Certification website: http://texes.ets.org/texes/repmaterials

GoReact.com – online video feedback $20/semester

Graduate Course Catalog Description

EDAD 5375 – School Management Internship I

First half of a two-course sequence including planned field experience and seminars for the Professional Principal Certification candidate; field experience includes working with a fully certified cooperating administrator in elementary, middle, and high school settings under the supervision of a university professor; includes administration of special programs, community education programs, student services, discipline management, scheduling, budgeting, and school business management. Prerequisites: Department approval.

EDAD 5376 – School Management Internship II. Continuation of EDAD 5375.

Purpose of the Course

The administrative internship course EDAD 5375 and 5376 are culminating experiences in the principal preparation certification program. Their purpose is to help students combine the academic content of administrator preparation with the practice of school administration in schools. Professional administrators are required by the Texas Education Agency to complete this experience for public school administrative certification.

Staff of the department of Educational Leadership and Foundations of The University of Texas at El Paso directs the administrative internship as a collaborative venture with cooperating local school districts. As prescribed by the Texas Education Agency, interns work under the joint supervision of a qualified university faculty member and certified administrators from local school districts.

Course Objectives
1. Acquaint participants with the administrative policies, procedures and realities of K-12 education within the sponsoring school districts of the enrolled interns;
2. Provide actual administrative experience at all levels from K-12, under the direct supervision of experienced, certified administrators;
3. Provide each participant with supervised analysis and discussion of the administrative situation s/he encounters, facilitating the intern's application of the theoretical and conceptual knowledge gained through preparatory coursework;
4. Provide each participant with feedback regarding the quality of his/her performance as an administrator-in-training.

Mentor Principals
Students must be working with a PRINCIPAL who may or may not assign you to work with other administrators as well, but it is your MENTOR PRINCIPAL who must complete paperwork associated with the course. If you experience any problems whatsoever with your internship experiences, please contact me immediately.
YOUR MENTOR AGREEMENT MUST BE SIGNED AND RECEIVED BY THE END OF THE FIRST WEEK OF CLASS. IT MAY BE FAXED TO ME OR EMAILED BUT IT MUST BE FROM YOUR MENTOR PRINCIPAL.

Internship Site
Students are expected to dress professionally, as administrators should, at the internship site during this semester. Blue jeans and shorts are not permitted, regardless of the dress policy of the school district. You must think "image" during these next critical months and encourage others to see you in a different way (as future administrators). In addition, no negative comments or personal disparagement will be permitted in class relative to any other professionals involved in our educational community. We are grateful to have the involvement of our mentor principals and will honor them by keeping unprofessional observations to ourselves. Programs and issues may be mentioned, however, without mentioning identifiable specifics. This is very important as your peers in this classroom may very well sit on your next interview committee!

Professional Standards
This course is designed to assist students in developing skills and competencies consistent with the expectations for performance as effective educational leaders in the state of Texas. To that end, course content and learning activities are meant to address the standards established by the Texas Education Agency and the State Board for Educator Certification to govern the licensure of Texas school principals. The Learner Centered Principal Standards can be found at
https://tpess.org/materials/T-PESS_User_Guide.pdf

The Test framework for Principal Field 068) can be found at the following URLs:
Domain I-School Community Leadership (approximately 33%)
Domain II-Instructional Leadership (approximately 44%)
Domain III-Administrative Leadership (approximately 22%)

Course Policies
TExES Principal Certification Exam
All students enrolled in the administrative internship are required to TAKE & PASS the TExES Principal Exam before completing Internship I. Students will be given numerous opportunities to take qualifying exams throughout the Internship I. Those students who have not passed the Principal certification exam will not be able to enroll into Internship II.

Class Attendance

The student is expected to attend all classes whether on campus or off campus (face-to-face or virtually). It is the responsibility of the student to inform the instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course-drop deadline or with a grade of F after the course-drop deadline.

Attendance to every scheduled class is expected. If you are not able to attend class you are expected to notify the professor prior to the class session. **After one absence, the student will be dropped from the class. Late arrivals and early departures are discouraged and will count against absences. You will be dropped after the first absence or two late arrivals or early leaves. All students are required to attend the final presentation. Anyone not attending the final presentation will be automatically dropped a letter grade.**

Students not attending AEL and T-TESS are expected to attend class.

<u>*Scholastic Integrity*</u>

Please refer to the UTEP's Policy outlined in the 2017-2018 Graduate Catalog.
http://catalog.utep.edu/grad/academic-regulations/curriculum-and-classroom-policies/ The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty members insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes is not limited to cheating; plagiarism; collusion; the submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the *Handbook of Operating Procedures* (HOP) and available in the Office of Student Life and the homepage of the Office of Student Life at www.utep.edu/dos, can result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

Class Activities
You will be working on the following activities during class:
- Portfolio (electronic/for Dr. Cortez & hard copy/for the student)
- Weekly (2 – page) Reflection Journal
- Video Reflections
- Educational Platform
- Case Studies
- My Story Presentation (Internship I/II)
- Internship Projects
- Internship Project Presentation (Internship II)
- Conference Presentation

Time sensitive items required by this class are:
- Two site visits in Internship I
- One site visit in Internship II
- Reflection Journal (to be completed on a weekly basis);
- an Educational Platform;

- a completed portfolio of your work that follows the outline provided in class/GDrive, and a
- A letter from your principal indicating that you completed your hours in a satisfactory manner and at the levels indicated. Please note a change in program design: Interns are expected to assume graduated involvement in key activities on their campuses. Internship I students are expected to observe and participate in such activities while advanced Internship II students are expected to participate and lead those activities.

Grades
Students earn a grade of S (Satisfactory), U (Unsatisfactory) or P (Progress). Grades of I (Incomplete) will be given only on emergency basis.

A grade of P (Progress) will require the student to re-enroll in the class the following semester.

Assignment of an incomplete grade is made only for exceptional circumstances. For more information on this policy, please consult the UTEP's Graduate Catalog 2017-2018.

Tentative Course Schedule   *This course calendar may be subject to change as needed*

Date	Topic	Class Assignment & Due Dates
1/22/18	Welcome; Overview of Syllabus; Introductions Internship Packet (GDrive) Review Templates and Documents needed for Log/Mentors/Portfolio Social Media Registration Facebook group expectations Google Drive Google Calendar Tarleton PACT Portfolio Guidelines Review of State Board of Education Website & TAC State Board for Educator Certification – Principal Certificate - Standards for the Principal Certificate -Work on Portfolio & Due Dates for Uploading Documents -Study Strategies for the TExES Exam -Example of Administrative Internship Plan Introduction/K-12 Leaders Speak Series Sharing of Administrative Internship Plans	**Assignment Due:** Have completed forms submitted by next class meeting (your name and contact information on it and where you will be serving your internship) **Due:** Begin to establish a structure to ensure weekly electronic reflections are written and uploaded to Google Drive so you do not fall behind during the semester. Be sure your reflections are typed as this is an item that is audited by TEA. **Due:** Begin to establish a structure to ensure you log your internship hours on a weekly basis. Establish a plan to upload the log to your Google Drive. Be sure your logs are typed as this is an item that is audited by TEA. **Due:** Work with your mentor to create and write a plan for your internship. A form is provided in the Google Drive.

1/29/18	"My Story" Expectations	**Due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Due:** Completed Mentorship Agreement form (signed) **Due:** One Tweet w/ picture #EDAD5376 **Due:** One FB post w/ picture
2/5/18	SISD Cohort – Meet @ Americas HS 5:30 p.m. 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. **Individual Consultations**	**Readings Due:** Wilmore - Passing the Principal TExES Exam (2013) Chapter related to Domain I/ Competency 001 **Due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Due:** One Tweet w/ picture #EDAD5376 **Due:** One FB post w/ picture
2/12/18	UTEP + SISD – Meet @ UTEP Guest Speaker **Individual Consultations** **DOMAIN I-SCHOOL COMMUNITY LEADERSHIP** **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.	**Due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Due:** One Tweet w/ picture #EDAD5376 **Due:** One FB post w/ picture
2/12/18 2/13/18 2/14/18	AEL @ Region 19	Region 19 8:00 a.m. – 5:00 p.m. $400
2/16/18	Deadline for Graduation Application	
2/19/18	UTEP + SISD – Meet @ UTEP Guest Speaker	**Readings due:** **Assignment due:** Weekly electronic reflection uploaded to Google Drive

	DOMAIN I-SCHOOL COMMUNITY LEADERSHIP Competency 003 The principal knows how to act with integrity, fairness, and in an ethical and legal manner. **Individual Consultations**	**Due:** Administrative Internship Plan (form) – Completed with your Principal prior to class **Due:** One Tweet w/ picture #EDAD5376 **Due:** One FB post w/ picture
2/26/18	UTEP + SISD – Meet @ UTEP Guest Speaker **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. **Individual Consultations**	**Due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Due:** One Tweet w/ picture #EDAD5376 **Due:** One FB post w/ picture
3/5/18	UTEP + SISD – Meet @ UTEP Guest Speaker **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 **Individual Consultations**	**Due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Due:** One Tweet w/ picture #EDAD5376 **Due:** One FB post w/ picture
3/6/18 3/7/18 3/8/18	T-TESS Appraiser Training	Region 19 8:00 a.m. – 5:00 p.m. $400
3/12/18	Spring Break – no class	
3/19/18	Online class	**Due:** One Tweet w/ picture #EDAD5376 **Due:** One FB post w/ picture
3/26/18	*My Story* **Presentations** **Internship Project Presentations** Guest Speaker	**Due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Due:** One Tweet w/ picture #EDAD5376 **Due:** One FB post w/ picture

	DOMAIN II-INSTRUCTIONAL LEADERSHIP **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 **Individual Consultations**	
4/2/18	*My Story* **Presentations** **Internship Project Presentations** Guest Speaker **DOMAIN II-INSTRUCTIONAL LEADERSHIP** **Competency 007** The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment. **Individual Consultations**	**Assignment due:** Weekly electronic reflection uploaded to Google Drive **Due:** One Tweet w/ picture #EDAD5376 **Due:** One FB post w/ picture
4/9/18	*My Story* **Presentations** **Internship Project Presentations** Guest Speaker **DOMAIN II-INSTRUCTIONAL 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. **Individual Consultations**	**Due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Due:** Individual appointment date set with Dr. Cortez. Documentation for certification will be required at the time of the appointment. **Due:** One Tweet w/ picture #EDAD5376 **Due:** One FB post w/ picture
4/16/18	*My Story* **Presentations** **Internship Project Presentations** Guest Speaker	**Due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Due:** One Tweet w/ picture #EDAD5376 **Due:** One FB post w/ picture

	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. **Individual Consultations**	
4/23/18	***My Story* Presentations** **Internship Project Presentations** **Individual Consultations**	**Assignment due:** Weekly electronic reflection uploaded to Google Drive & weekly electronic log uploaded to Google Drive **Due:** One Tweet w/ picture #EDAD5376 **Due:** One FB post w/ picture **Due:** Final portfolios and presentations turned in or posted on Google Drive. See Organization of Professional Portfolio Guide (found in Google Drive) **Final Evaluations** **All students must pass the TExES (068) exam in order to meet graduation requirements.**
4/30/18	**Individual Consultations**	
5/4/18	Dead Day – No classes Pinning ceremony	
5/11/18	Pre-commencement	
5/12/18	Commencement	

An intern should be proficient with the following terms:
Title I Funding, Needs Assessment, Site Based Decision Making (SBDM),
Site Based Decision Making Committee Roles/Responsibilities, Campus Improvement Plan, TAPR,
Walkthroughs, Growth Plans, FMLA ... and more! This list continues to grow...

This class is technology-enhanced. Therefore, to ensure success in the class, students are expected to be proficient and utilize the following:
- ❏ Google Email Account
- ❏ Google Hangout (to access the class virtually)
- ❏ Facebook (to follow EDAD 5375-5376 & EDAD Aspiring Administrators)
- ❏ Twitter #AspiringAdmin #EDAD5375
- ❏ GoReact.com account ($20)
- ❏ GDrive (to access readings, portfolio templates, presentations; share documents with Dr. Cortez)
- ❏ Photo Release form (to be featured in social media posts)
- ❏ Text Messaging (to communicate with Dr. Cortez and peers)

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College of Education

Educational Leadership and Foundations

Administrative Internship Plan - Principal

Site Visits Log

		Site Visit #1 To be completed before 30 hours of internship	Site Visit #2 To be completed before 80 hours of internship	Site Visit #3 To be completed before 140 hours of internship
Administrative Intern:				
Campus:				
Address:				
Date Completed:				
Signature **Admin Intern:**				
Signature **Admin Mentor:**				
Signature **UTEP Professor:**		Dr. Teresa Cortez	Dr. Teresa Cortez	Dr. Teresa Cortez

THE UNIVERSITY OF TEXAS AT EL PASO

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Educational Leadership and Foundations
Administrative Internship Plan - Principal

Directions: The following administrative internship plan has been developed with cooperative input from my administrative mentor and university professors. This plan will serve as a guide to assure that my preparation addresses the standards for the preparation of educational principals.

Administrative Intern		
Name (Printed):		Date:
Signature:		

Administrative Mentor(s)		
Name (Printed):		
Signature:		
Name (Printed):		
Signature:		

University Facilitator(s)		
Name (Printed):	Dr. Teresa Cortez	Date:
Signature:		
Name (Printed):		Date:
Signature:		

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Educational Leadership and Foundations

Administrative Internship Plan - Principal

DOMAIN I-SCHOOL COMMUNITY LEADERSHIP (approximately 33%)

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.

ACTIVITIES	DOMAIN/COMPETENCY/INDICATOR	TIMELINE	DATE COMPLETED
1.			
2.			
3.			

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Administrative Internship Plan - Principal

DOMAIN I-SCHOOL COMMUNITY LEADERSHIP (approximately 33%)

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.

ACTIVITIES	DOMAIN/COMPETENCY/INDICATOR	TIMELINE	DATE COMPLETED
1.			
2.			
3.			

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Administrative Internship Plan – Principal

DOMAIN I-SCHOOL COMMUNITY LEADERSHIP (approximately 33%)

Competency 003

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

ACTIVITIES	DOMAIN/COMPETENCY/INDICATOR	TIMELINE	DATE COMPLETED
1.			
2.			
3.			

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Administrative Internship Plan - Principal

DOMAIN II-INSTRUCTIONAL LEADERSHIP (approximately 44%)

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.

ACTIVITIES	DOMAIN/COMPETENCY/INDICATOR	TIMELINE	DATE COMPLETED
1.			
2.			
3.			

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Administrative Internship Plan – Principal

DOMAIN II-INSTRUCTIONAL LEADERSHIP (approximately 44%)

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.

ACTIVITIES	DOMAIN/COMPETENCY/INDICATOR	TIMELINE	DATE COMPLETED
1.			
2.			
3.			

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Administrative Internship Plan - Principal

DOMAIN II-INSTRUCTIONAL LEADERSHIP (approximately 44%)

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.

ACTIVITIES	DOMAIN/COMPETENCY/INDICATOR	TIMELINE	DATE COMPLETED
1.			
2.			
3.			

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Administrative Internship Plan - Principal

DOMAIN II-INSTRUCTIONAL LEADERSHIP (approximately 44%)

Competency 007

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

ACTIVITIES	DOMAIN/COMPETENCY/INDICATOR	TIMELINE	DATE COMPLETED
1.			
2.			
3.			

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Administrative Internship Plan - Principal

DOMAIN III -ADMINISTRATIVE LEADERSHIP (approximately 22%)

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.

ACTIVITIES	DOMAIN/COMPETENCY/INDICATOR	TIMELINE	DATE COMPLETED
1.			
2.			
3.			

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Administrative Internship Plan – Principal

DOMAIN III –ADMINISTRATIVE LEADERSHIP (approximately 22%)

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.

ACTIVITIES	DOMAIN/COMPETENCY/INDICATOR	TIMELINE	DATE COMPLETED
1.			
2.			
3.			

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Educational Leadership and Foundations
Administrative Internship Plan - Principal

Internship Project

Directions: Use this template to document the progress you are making for your internship project. The purpose of this project is to "make a difference" in your school community.

Project Description:

Timeline	Date	Update	Date Completed
1.			
2.			
3.			
4.			

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Directions: Complete this cover sheet weekly. Attach a two-page reflection and any supporting documentation. Upload to Blackboard by Saturday evening (11:59 p.m.) You must turn in one reflection per week.

Principal Internship Reflection Sheet	
Intern's Name:	
Time Period Being Documented:	Total Contact Hours:
Setting:	
Cooperating Professional(s):	
Administrative Domain, Competency, & Indicator:	
Task/Project Completed:	
Description of Activity(ies):	

Reflection

Directions: Write a <u>two-page reflection</u> on what you learned this week. Reflect on how your coursework or readings have helped you with what you experienced in your internship this week. Remember, that this is a REFLECTION, not a report of what you did. Everything you experienced, no matter how small you might feel it was, is important to your overall preparation as a principal. Use this platform to discuss what you are learning, what you are not learning, what questions you might have, what answers you have found, and any joys or challenges you have experienced.

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Weekly Internship Log

Directions: This log is to be completed weekly and initialed and signed by your mentor. Turn in weekly logs at the end of the semester in your portfolio.

Date	Hours	Domain/Competency/Indicator	Activity	Mentor's Initials
Total:				

Intern Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

Updated Spring 2017

Educational Leadership and Foundations
Organization of Professional Portfolio Guide

Portfolio Tab Assignments
1. Internship documents for Internship I & II
    a. Completed and Signed Mentor Principal Form(s)
    b. Administrative Internship Plan – Completed with your Principal
2. Principal certification documents (will need to provide two copies for certification)
    a. Letter of completion on school letterhead indicating number of hours that you served
    b. Site visit page (with all signatures)
    c. Internship I & II logs (initialed and signed by your mentor and signed by you)
    d. Curriculum vitae / resume
    e. Copy of teaching certificate
    f. Copy of service record reflecting two years of teaching
    g. AEL certificate (Region 19)
    h. T-TESS certificate (Region 19)
    i. TExES Principal test scores
3. Educational platform
4. Reflection journal Internship I
5. Reflection journal Internship II
6. Tarleton Pact Certificates
    a. Educational Law
    b. Ethics
    c. School Safety
    d. Human Resources
    e. Decision Making
    f. Curriculum Implementation
    g. Budgets
    h. Home Language Survey
    i. Public Relations
    j. Technology in School Leadership
    k. Bullying
    l. Walk Throughs
    m. School Violence
    n. Drop-out Prevention
7. Evidence of leadership
    a. Competency 001
        i. EDAD 5340 - School community leadership,
    b. Competency 002
        i. EDAD 5345 - Educational leadership in a diverse society
    c. Competency 003
        i. EDAD 5342 - Educational law
    d. Competency 004
        i. EDRS 5307 - Data-driven decision making
        ii. EDAD 5311 - Curriculum renewal
    e. Competency 005
        i. EDAD 5312 - Instructional leadership
        ii. SPED 5320 - Special Ed: Historical & Legal Basis
        iii. BED 5331 - Bilingual/Bicultural Curriculum Design
    f. Competency 006
        i. EDAD 5348 - Admin. of School Personnel & Services
    g. Competency 007
        i. EDAD 5310 - Administrative Leadership
    h. Competency 008
        i. EDAD 5314 - School-Based Budgeting
    i. Competency 009
        i. Training or articles that cover this topic
8. Electronic copy of My Story Presentation (to be completed by Internship I)
9. Electronic copy of Internship project (to be completed by Internship II)