



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

NOGA ID

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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Application stamp-in date and time

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Grant Information

Grant Period to

Program Authority

- Pre-award costs are permitted.
- Pre-award costs are not permitted.

Required Attachments

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

- The following four attachments, listed in the program guidelines:
1. IHE/EPP scope and sequence
 2. IHE/EPP instructional coaching protocols
 3. IHE/EPP course syllabus
 4. IHE/EPP evaluation process and metrics

Applicant Information

Name CDN or Vendor ID ESC # Campus # DUNS #

Address City ZIP Phone

Primary Contact Email

Secondary Contact Email

Certification and Incorporation

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

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

Authorized Official Name/Title Signature Date

Grant Writer Name Signature Date

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

701-18-105-060

Shared Services Arrangements

- 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 qualified campus administrator applicant pool by 50% to support campuses that may have turnover | Implement an Aspiring Principal Leadership Academy to ensure a pipeline of qualified effective assistant principals/principals. Funds will be used to pay tuition for the applicants, to provide additional supports such as books, substitutes, travel reimbursements for face to face meetings with University professors |
| Ensure that 100% of the accepted applicants are successful in acquiring principal certification | Provide time for applicants to work as a cohort and to have meaningful experiences at the campus level that will more than prepare them for success with the assistance of mentor principals who will receive stipends for supporting the candidates. In addition, any fees incurred for study materials, tutors, etc. in preparation for the examination. |
| Ensure that 100% of the accepted applicants are strong instructional leaders | Provide applicants with instructional coaching and a strong background in curriculum, instruction and assessment so that they have the skill sets to support campuses in moving student achievement. Grant funds will be used to help ground applicants in instructional coaching. |

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.

By the end of December 2019, Galveston ISD will have six (6) prospective candidates obtain their principal certification and will be ready to assume the role of an assistant principal or principal in 2020.

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:

Galveston District Leadership will select six highly effective educators from an applicant pool to participate in Galveston ISD's Aspiring Principals Leadership Academy.

Each of the six candidates will develop a problem of practice focused on improving instruction at a designated school. The problem of practice will be designed with the assistance of a principal mentor. Each candidate will report the progress that has been made monthly during a cohort meeting.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

Based on the identified problems of practice, each candidate will share the progress that has been made through the creation of a videotape that will be shared during the cohort meetings, the principal PLCs and with the Superintendent and the Assistant Superintendent for Curriculum and Instruction during a progress monitoring session.

The Superintendent and the Assistant Superintendent for Curriculum and Instruction will conduct informal observations at the assigned campuses to observe the candidates in action. Feedback will be provided to the candidates and to the mentor principals.

Third-Quarter Benchmark:

The aspiring principal candidates will accompany their principals to an accountability meeting with the Superintendent and the Leadership Team. The aspiring principal candidates with the support of the principal will present the campus's data and the campus's progress along with projected staffing needs and budget. The aspiring principal candidate will also present the outcome of his/her problem of practice at that time.

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.

Galveston ISD is committed to structuring success for the candidates selected to participate in the Aspiring Principals Leadership Academy. Although benchmarks are set quarterly, structures will be in place to ensure that the candidates are meeting as a cohort monthly to support one another. The candidates will also be given time to work closely with their principals in identifying a problem of practice. They will participate in monthly Principal PLCs so that they have a broader understanding of the complexities of operating a school. The district's Director for Talent Development will work closely with the candidates to make sure that they are on target for meeting their examination requirements.

The candidates will meet a minimum of once a quarter with the Superintendent and the Assistant Superintendent for Curriculum and Instruction. Both will conduct at least two informal observations of the candidates (one in the Fall and one in the Spring). Adjustments will be made based on observations and feedback throughout the program's implementation.

The district will also hire an external evaluator to create protocols for monitoring the effectiveness of the Academy specifically assessing the effectiveness of the activities leading to the success of the candidates' preparation for the principal certification. The external evaluator will also gather data from the candidates, their mentor principals and others about the effectiveness of the internships, cohort meetings and other learning experiences.

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.

Galveston ISD is committed to providing a sustained and rigorous clinical learning in an authentic school setting. As a current practice, our principals meet in horizontal teams for Principals PLCs (Professional Learning Communities). The principals work together to develop a problem of practice and a logic model. They meet monthly to discuss their problem of practice and to identify areas where they made need assistance. The principals support one another by participating in instructional rounds on each other's campuses so that they can receive feedback from their peers. This has been helpful because the principals are learning that there is power in collective thinking and that they often can find solutions internally when interacting with one another.

The aspiring principal candidates will participate in the already established Principal PLCs. They will have the opportunity to interact with all district principals and gain from their interactions in the learning community. The aspiring principal candidates will have first-hand experiences with principal exchanges and first-hand experiences of working on problems identified by current principals. The aspiring principal candidates will have the opportunity to work at campuses of all levels so that they have well rounded leadership experiences. Existing district challenges include meeting the needs of special populations such as Special Education, English Language Learners, Economically Disadvantaged students, Homeless students. Other challenges include ensuring that every student is reading on grade level by the end of third grade, ensuring that students are college ready, career ready or military ready; ensuring that the needs of the whole child are addressed. The district also has the challenge of ensuring that talented educators are recruited and retained.

The Superintendent and the Assistant Superintendent for Curriculum and Instruction will shepherd the aspiring candidates through understanding the District's Strategic Plan and the District's major initiatives. The district's Director for Talent Development will work closely with the candidates and their mentor principals to insure that each candidate is successful in demonstrating each of the principal competencies: Shaping campus culture; Communicating and collaborating with all members of the school community; Acting with integrity; Facilitating the design and implementation of curricular and strategic plans; Advocating and sustaining instructional programs and campus culture conducive to student learning and staff professional growth; Improving the performance of all staff; Organizing for an effective learning environment; Managing all resources; Ensuring a safe and effective learning environment.

Each month the district will plan activities to further strengthen the learning experiences of the aspiring principals and their principal mentors. Activities will include the following:

| Month | District topics/ Experiences |
|--------------|--|
| April 2018 | Selection of Principal Academy participants |
| May | Onboarding of participants, University partner, mentor principals |
| June | TEA Principal Preparation Summer Institute |
| August | Vision Check/ Revisit District Strategic Plan/Campus Planning |
| September | Building Campus Culture/ Family & Community Engagement/Social Emotional Learning |
| October | Instructional Leadership/Eliminating learning gaps/Rtl/Data Digs |
| November | Campus Learning Walks/ Getting Calibrated/Instructional Coaching |
| December | Campus Learning Walks/Instructional Coaching |
| January 2019 | Budgeting/Staffing |
| February | Interviewing/Finding the best educators |
| March | Campus Learning Walks/Instructional Coaching |
| April | Strategic Planning/Developing Professional Learning Plans |
| May | Summative of Learning Experiences presented to Board |
| June | TEPSA, TAASP Conferences – Professional Learning |

The aspiring principals will be released from duties twice a month to meet as a cohort to learn more about the district and to interact with one another as they are preparing for their principal certification. The District is committed to the participants having a half day teaching load so that they can dedicate the other portion of their day to being immersed into their leadership development as a principal on the campus to which they may be assigned. The aspiring principals will also serve as administrators in charge of a building when a leader or leadership team has to meet an obligation.

Galveston ISD recognizes the importance of building collaborative teams to improve instructional practice, student achievement and school culture. The District has successfully implemented Principal PLCs which support current principals in their practice. The District principals work collaboratively building on each other's strengths. Because this support is already a part of our principals network, it will be easy to include aspiring principals as part of the Principals PLC which will add value to their learning.

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.

Galveston ISD's Human Capital Management System includes a Comprehensive Annual Appraisal Process for teachers and principals defining the methods Galveston ISD uses to develop and to determine the effectiveness of teachers and the effectiveness of principals.

The appraisal process encompasses three areas: 1) Observations; 2) Professional Development, Self assessment, Goal Setting; and 3) Student Growth. All principals and teachers receive a comprehensive annual appraisal rating of "Effective" or "Developing." This process strives to provide frequent and ongoing feedback to all principals and teachers to ensure the maximum student achievement growth of all students.

In Galveston ISD an "Effective Teacher" is defined as a teacher who achieves Proficient in Observations, Proficient in Goal Setting and attains a Student Growth score of Proficient (a 3, 4, or 5) An "Effective Teacher" is one whose students grow at least one grade level in an academic year as demonstrated by Teacher Value Added Growth Ratings and/or Student Learning Objective Growth Ratings.

Instructional Coaches/Teachers who meet Proficiency in the areas outlined above and have a Student Growth rating of "4" or "5" will be invited to apply to the Aspiring Principal Leadership Academy. The pool of potential applicants is diverse. Every consideration will be provided to ensure that the participants mirror the demographics of the district. Mentor principals will be selected based on the District's Effectiveness Rating.

Applicants for the Academy will not hold a principal's certification and will have been in Galveston ISD for two or more years. Priority points will be awarded to applicants who hold a Masters Degree. Each applicant will complete an application which will include an essay. The Superintendent and the Cabinet will screen and select the applicants. The finalists will be interviewed by the Superintendent and the Cabinet.

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.

Galveston ISD will work with the University of Houston at Clear Lake. UHCL is one of only 15 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation.

Participants will experience coursework in Curriculum, the Principalship, Administration of Special Programs, Instructional Leadership, School Resource Management, School Law, and The Principal and the Community. Detailed descriptions are included in the application. Participants will read books such as The Principal's Guide to School Budgeting; Undoing the Damage; The Principalship; The five dysfunctions of a team; The Educator's Guide to Texas School Law. Participants will be exposed to educational websites and educational journals for additional learning experiences.

Statutory/Program Requirements (Cont.)

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

The principal preparation program at UHCL includes coursework that addresses a variety of standards-based activities. Topics such as student culture routines (ADSU 6233 – The Principalship; ADSU 6638 – School Community Relations), data-driven instruction (ADSU 6132 – Curriculum; ADSU 6533 – Appraisal of Teaching), observation and feedback (ADSU 6533 – Appraisal of Teaching), team effectiveness (ADSU 6233 – The Principalship, ADSU 6638 – School Community Relations), personal leadership (ADSU 6030 – Introduction to Education Leadership; ADSU 6233 – The Principalship), change management (ADSU 6233 – The Principalship), and delivering effective professional development (ADSU 6132 – Curriculum; ADSU 6533 – Appraisal of Teaching) are built into the required coursework. An attachment to this application contains syllabi for each of the courses has been attached. Each syllabus contains, at a minimum, required reading and textbooks, as well as candidate evaluation processes (including rubrics). Moreover, candidates graduating from this program earn both AEL and T-TESS Certifications..

The instructional coaching protocols utilized by UHCL faculty align with those supported through the " Field Supervisor Coaching Training. " The three-step protocol (pre-conference, observation, post-conference) is utilized with each candidate in the practicum course. The protocol further aligns with state standards by beginning with a standards-based focus in the pre-conference, moving to an evidence-based focus in the observation, and finishing with inquiry-based coaching in the post-conference. Forms that are utilized in the coaching process are attached.

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)

CDN or Vendor ID

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. Six Mentor Principal Stipends @ \$1000 each | \$ 6,000 |
| 2. One External Evaluation@\$6000 | \$ 6,000 |
| 3. Substitutes for participating applicants - 6 @ \$125 per day X 12 days (1 day per month) | \$ 9,000 |
| 4. Six applicants Principal Prep tuition @ \$5000 each | \$30,000 |
| 5. Six Laptops and printers for participating applicants(\$2000 per participant) | \$12,000 |
| 6. Professional Conferences (\$2000 per participant- includes registration/hotel/travel) | \$12,000 |
| 7. Miscellaneous supplies (books, cartridges, study materials, paper) | \$ 3,000 |
| 8. | |
| 9. | |
| 10. | |
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| 24. | |
| 25. | |

Total grant award requested

ATTACHMENTS

Scope and Sequence

Instructional Coaching Protocols

Course Syllabus includes Evaluation Process and Metrics

Educational Management M.S.

The graduate plan in Educational Management leads to the Master of Science (M.S.) degree. The master's degree in Educational Management consists of 33 hours of graduate coursework. Candidates for this master's degree must complete the Professional Education Core (6 hours), the Administration Core (24 hours) and the Capstone Experience (3 hours). Students will be eligible to register for the capstone experience/ADSU 6735, Leadership Research Seminar, after they have successfully completed at least 24 hours of the master's degree.

Check prerequisites before enrolling in any courses.

Degree Requirements

| Professional Education Core (6 hours) | |
|--|---|
| Select two after meeting with adviser. | |
| EDUC 6032 | Applied Statistics Credit Hours: 3 |
| EDUC 6033 | Research Design and Analysis Credit Hours: 3 |
| INST 6031 | Applications of Technology Credit Hours: 3 |
| SILC 6030 | Foundations of Multicultural Education Credit Hours: 3 |
| Administration Core (24 hours) | |
| ADSU 6030 | Introduction to Educational Leadership Credit Hours: 3 |
| ADSU 6132 | Curriculum Credit Hours: 3 |
| ADSU 6233 | Principalship Credit Hours: 3 |

| ADSU 6235 | Administration of Special Programs Credit Hours: 3 |
|-------------------------------|---|
| ADSU 6436 | School Resource Management Credit Hours: 3 |
| ADSU 6437 | School Law Credit Hours: 3 |
| ADSU 6533 | Appraisal of Teaching Credit Hours: 3 |
| ADSU 6638 | The Principal and School Community Relations Credit Hours: 3 |
| Capstone Experience (3 hours) | |
| ADSU 6735 | Leadership Research Seminar Credit Hours: 3 |

Educational Management M.S. Online Option

The online graduate plan in Educational Management leads to the Master of Science (M.S.) degree with Principal Certification. The master's degree in Educational Management consists of 30 hours of graduate coursework. Candidates for this master's degree must complete the Professional Education Core (6 hours), the Administration Core (21 hours) and the Capstone Experience (3 hours). Students will be eligible to register for the capstone experience, ADSU 6739 Graduate Practicum, after they have successfully completed at least 21 hours of the master's degree and have earned a passing score on the Principal TExES.

Check prerequisites before enrolling in any course.

| Professional Education Core (6 hours) | |
|--|---------------------------------------|
| Select two after meeting with adviser. | |
| EDUC 6032 | Applied Statistics Credit Hours: 3 |

| | |
|---------------------------------------|--|
| EDUC 6033 | Research Design and Analysis Credit Hours: 3 |
| INST 6031 | Applications of Technology Credit Hours: 3 |
| SILC 6030 | Foundations of Multicultural Education Credit Hours: 3 |
| Administration Core (21 hours) | |
| ADSU 6132 | Curriculum Credit Hours: 3 |
| ADSU 6233 | Principalship Credit Hours: 3 |
| ADSU 6235 | Administration of Special Programs Credit Hours: 3 |
| ADSU 6333 | Instructional Leadership Credit Hours: 3 |
| ADSU 6436 | School Resource Management Credit Hours: 3 |
| ADSU 6437 | School Law Credit Hours: 3 |
| ADSU 6638 | The Principal and School Community Relations Credit Hours: 3 |
| Capstone Experience (3 hours): | |
| ADSU 6739 | Graduate Practicum Credit Hours: 3 |

Principal Candidate Pre-Observation Protocol Form

Student _____

Instructor _____

Meeting Date _____

Planned observation date _____

Self-Assessment/Needs statement:

Discuss the data utilized to support your self-assessment:

Identified high-impact competencies identified in standards. That is, which standards have the highest impact, and what actions will lead to proficiency in these standards? Be specific about the standard and its relationship to the high-impact competency.

What will you do to move toward exhibiting mastery of the standard or competency? What strategies will you use? How will proficiency be seen?

Discuss monitoring the progress towards achieving the goal. How will you monitor your progress?

What do you want to be observed? That is, what do you want the observer to see? Why?

Discuss professional development needs and opportunities to support goal attainment.

Principal Candidate Observation Protocol Form

Student

Instructor

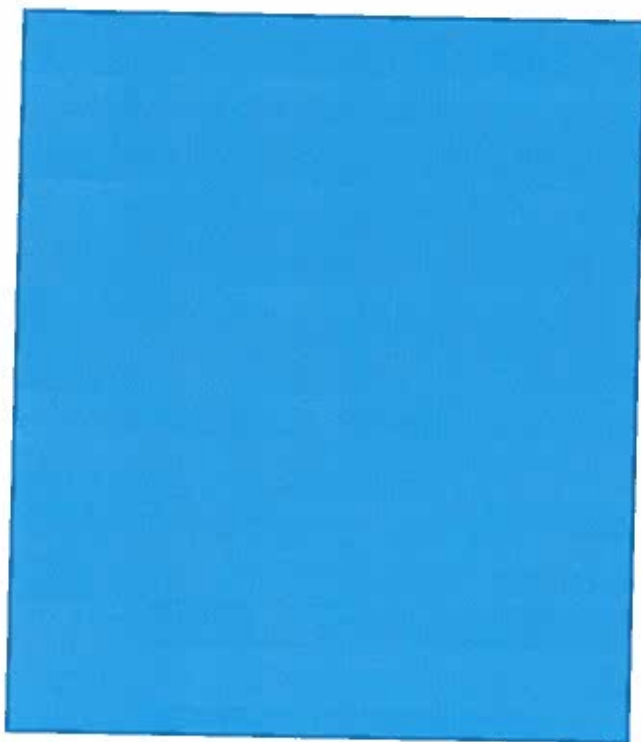
Observation date

Start time

Finish time

Stated Expectations in Standards and Best-Practices:

Observable Evidence



Impact



To what extent did the candidate implement data-gathering procedures?

To what extent was evaluation (self-evaluation/formative evaluation/summative evaluation) apparent in the observation?

To what extent were the actions of the candidate tied to the goals that were sent in the pre-conference?

Principal Candidate Post -Observation Protocol Form

Student _____

Instructor _____

Observation date _____

Post-Observation Meeting date _____

Stated Expectations in Standards and Best-Practices:

Observed Evidence

Observer questions

1.

2.

3.

Candidate-identified concern and opportunities

Agreed-upon "next steps."



COE Motto: *Excellence, Innovation and Leadership in a Learner-Centered Community*



CAEP: UHCL is one of only 15 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). [CAEP](#) is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

The Principalship
ADSU 6233.11 & .12
Summer 2017

Class Schedule/Location
June 5, 2017 – July 29, 2017
Online

Professor
Gary Schumacher, Ph.D.
Bayou Building Suite 1111-08
(281) 283-3631 (Office)
(281) 226-7498 (e-Fax)
(832) 794-2794 (Cell)
E-mail: schumacher@uhcl.edu

Office Hours
Tuesdays: 1:00 p.m. – 3:00 p.m. (UHCL)
Wednesdays: 2:00 p.m. – 3:00 p.m.
As scheduled by appointment.

Secretary
Sandy Windham
Suite B1111
(281) 283-3521
windham@uhcl.edu

Course Description

This course examines the school principalship. Using theory and research from education, this course will introduce frameworks for effectively dealing with responsibilities associated with elementary, middle and high school administration. Students will examine various aspects of the principalship including systems change, leadership, climate, culture, and performance responsibilities. Readings will focus on leadership, school structure, instruction, and interpersonal skills. Using a learner-centered approach, this course is designed to introduce and develop knowledge, skills, and attitudes (dispositions) for the building level school leader through readings, discussions, presentations, guided inquiry, and field-based assignments. Additionally, this course addresses both TExES and ELCC Standards for principal preparation programs.

Catalog Description

Application of interpersonal, technical, human and conceptual skills required of building-level administrators to engage in organizational vision-building, decision-making, problem-solving and effective leadership in learning environments; study of leadership approaches for use with various school constituencies.

Course Credit

3 credit hours

Prerequisite

ADSU 6030 -- Introduction to Educational Leadership

Intended Audience

This course is required in the certification program, including the Master's Degree, for students planning to work as school administrators. It may also be an elective course for students in other graduate programs.

Purposes

ADSU 6233, *The Principalship*, has as its general objective the enhancement of knowledge, skills, and dispositions involved in the role and responsibilities of the school leader (i.e., Assistant Principal and Principal). The course is intended to develop and enhance the following:

1. Analysis of the role of the school administrator as school leader.
Knowledge of skills needed by school administrators to facilitate clear vision for the school/community.
Understanding the knowledge and skills associated with the role of school leader in promoting instructional effectiveness and improvement efforts.
2. Facilitating the role of administrators as instructional leaders.
3. Knowledge of management skills needed by school administrators.
4. Analysis of the school administrator's role in human resources development.
5. Understanding the role of values and ethics in school leadership.
6. Knowledge of school facility management.

7. Analysis of school-community relations.
8. Knowledge of the Educational Leadership Constituent Council standards (ELCC).

Required Textbooks

- Lunenburg, F. C., & Irby, B. J. (2006) *The principalship*. Belmont, CA: Wadsworth Cengage Learning.
- Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. Hoboken, NJ: Jossey-Bass.

Key Web Sites

- Texas Education Agency: (<http://www.tea.state.tx.us>)
- Texas Education Code: <http://www.statutes.legis.state.tx.us/?link=ED>
- Administrator Websites: (<http://www.tasanet.org>) (<http://www.tasb.org>) (<http://www.aasa.org>)
- Principal Certification TExES Preparation Materials: <http://www.texas.ets.org/>
- US Department of Education: www.ed.gov/pubs/cdpubs.html
- ELCC reference: <http://www.npbea.org/wp/wp-content/uploads/2015/06/ELCC-Building-Level-Standards-2011.pdf>
- Exam Study Guide: http://cms.texas-ets.org/files/4714/4976/3536/068_principal_prep_manual.pdf
- Study: <https://quizlet.com/84248153/principal-068-texas-exam-competencies-flash-cards/>

Objective

The primary objective of the class is to introduce students to a technical understanding of educational organizations and the incorporation of leadership in such organizations to foster meaningful behavior. Additionally, this course addresses both TExES and ELCC Standards for Principal-preparation programs.

Principal TExES Competencies

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.

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.

Competency 003

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

Domain II: Instructional Leadership

Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

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.

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.

Competency 007

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

Domain III: Administrative Leadership

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

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.

Educational Leadership Constituent Council Standards (ELCC)

Reference: <http://www.npbea.org/wp/wp-content/uploads/2015/06/ELCC-Building-Level-Standards-2011.pdf>

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC STANDARD ELEMENTS:

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and

promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC STANDARD ELEMENTS:

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC STANDARD ELEMENTS:

ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC STANDARD ELEMENTS:

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC STANDARD ELEMENTS:

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC STANDARD ELEMENTS:

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

ELCC STANDARD ELEMENTS:

ELCC 7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

ELCC 7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

ELCC 7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

Course Expectations

Readings and Out-of-Class Work:

Graduate students will be required to read the assigned readings in their entirety. Discussions will be predicated on ideas and concepts related to the reading assignments and the collective experiences of the group in a professional educational setting.

Additional materials presented by the instructor will be used to enhance discussion and develop practical problem solving skills for the reflective practitioner. The course is fully online which means it requires the web interface.

It is the expectation of the professor and faculty of the ADSU program that student work in this course will be a minimum of six hours per week or course module.

Written Assignments:

When assignments are submitted via the Internet, e-mail, or any other technology, it is the responsibility of the student to assure that the transmission has been completed by the appropriate due date. Any

circumstance that renders the Internet, e-mail, any servers, or library, school, or home computers or fax machine as incapable of properly transmitting student assignments in a timely manner does not in any way alter or remove the deadline for any assignment. **Assignments are to be submitted to the Blackboard (BB9) Assignment Link no later than the due date assigned. Late submissions will result in a maximum of 50% of the points for the assignment. Late assignments will not be able to be submitted to the BB9 system, as submissions will be locked out on the assigned date and time. Students wishing partial credit for late assignments should submit assignments directly to the professor via e-mail attachment.**

Expectations of the Professor for Each Student:

- Participate in class and in each activity.
- Exhibit proper online etiquette.
- Keep pace with text material, necessary reading, and assignments due.
- Develop all assignment materials themselves and post to the Blackboard 9.1 course site.
- Use Blackboard to communicate with the instructor and with other students, submit all assignments and maintain projects. Blackboard site serves as an extension of the syllabus; that is where the instructor will post changes, edited assignments, and other evolutions to the course based on our current class experiences. The Discussion Board of Blackboard is where all questions about assignments go so that answering a question for one student can benefit other students.
- It is the expectation of the professor and the faculty of the ADSU program that ALL student submissions are to be authored by the student and representative of the original ideas, thoughts, and efforts of the students. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding student ownership of work, plagiarism, or the student code of conduct, please see the student catalog, the resources on plagiarism available on the UHCL Neumann Library website and UHCL student policies.

Class Participation:

Many adult-learning theorists espouse the value of engaging adult learners in activities and discussions that allow for active participation. The coursework and curriculum of this class follows this line of thought. Students are encouraged to be active participants in all course online discussions and activities.

Class Attendance:

Students are expected to participate in online discussions each week; for each course module.

Class Participation – Online Discussions/Activities:

Students will be required to participate in online class discussions concerning topics posted by the instructor on Blackboard 9.1 (Discussions link). Students will be required to:

- Respond to discussion questions, as appropriate, to continue the online discussion and/or to pose follow-up questions.
- Complete Activities listed for each week and respond to questions.

Each student must have at least four postings per week and must post on three different days each week. Failure to post according to these expectations may result in the student being considered “absent” for the online week session and subject to point reductions per the course attendance policy.

Statement on Professional Dispositions

Required: Each student must read and follow [Statement on Professional Dispositions](#), which is provided to define the standard of behavior COE expects of candidates.

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions. At the end of the course and at other times, instructors assess students on compliance with the standards. These assessments are invaluable for professional development.

UAS Statement

The UAS Statement must appear on the syllabus of every COE course which requires a Course Assessment (which is almost all of the courses).

Required: Every student in a course with a designated Course Assessment must complete and submit the assignment to the College of Education (COE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports COE candidates, meets State Standards, and fulfills national accreditation requirements.

Student Life Policies

The Student Life Policies can be found by going to: <http://www.uhcl.edu/home/students-tab>, clicking the "Student Services" link, and selecting "Student Life Policies."

Academic Calendar

Academic Calendar

[2016-2017 Academic Affairs Administration Calendar](#) (pdf) comprehensive calendar with dates important to faculty.

Texas Teacher Standards

“The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12.”

New rules with regard to the Texas teaching standards have been adopted by the TEA Commissioner. Go to the Texas Education Agency Website at [http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/). Under “Approved Educator Standards”, click on the “Texas Teaching Standards Adopted in Chapter 149” link.

Code of Ethics

All public school educators in Texas are required by the State Board for Educator Certification to follow the Texas Educator’s Code of Ethics. All certification candidates will complete ethics training and sign an affidavit agreeing to adhere to the state’s code. The Code of Ethics may be found at:

http://texreg.sos.state.tx.us/public/readtacSext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2

Academic Honesty Policy

Required: The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community’s standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University’s academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Complaint Resolution

If a problem arises, it is encouraged to first discuss the situation directly with the person involved. If unresolved, then follow the Complaint Procedures at <https://www.uhcl.edu/education/documents/student-resources/general-information/uhcl-epp-complaint-procedures.pdf>

English Language Proficiency Standards

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

Disability Policy

Americans with Disabilities Statement:

Disability Services

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

Assignments

A. Case Study Analysis (30 Points)

An important aspect to making learning meaningful is the ability of the student to find relevance in newly acquired concepts and apply theory to practice. Graduate-level education, by its very nature, requires students to engage in a significant connection of myriad concepts to the end of constructing meaningful knowledge. To this end, the case study analysis requires that students connect concepts from course materials, and practical, relevant school leadership scenarios.

Each student will prepare a 4-5 page analysis of a case study (*Old School Culture and a New Principal*) that incorporates concepts from the areas of leadership, communication, change, decision-making, and conflict management.

Case Study Analysis Rubric

| | | | |
|---------------------|---|--|--|
| Perspectives | Clearly describes the perspectives of 3-4 key stakeholders, and how these perspectives compare/contrast among stakeholders in respect to developing, articulating and implementing a vision of learning that responds to the larger social and cultural context. (6 points) | Considers the perspectives of 1-2 stakeholders and how these perspectives compare/contrast among stakeholders in respect to developing, articulating and implementing a vision of learning that responds to the larger social and cultural context. (2-5 points) | Does not recognize the perspectives of any stakeholders in the case. (0 points) |
| Knowledge | Discusses facts of the case in relation to leadership, communication, change, conflict management, decision-making and legal context as well as personal experience; thus, developing a database of knowledge for informed decisions and judgments. (7 points) | Considers facts from the case and relation to leadership, communication, change, conflict management, legal dimensions and decision-making. Provides evidence and solutions relevant to the central and secondary problems. (2-6 points) | Simply repeats facts listed in case and does not discuss the relevance of these facts. (0 points) |
| Actions | Multiple (3-4) feasible and reasonable actions proposed that flow logically from the discussion of issues, perspectives, and knowledge toward viable alternative solutions. Includes a list of activities, identification of responsible parties, and a suggested timeline and measures of intended outcomes. (6 points) | Sufficient (2) actions proposed that tend to be feasible, but not viewed as sufficiently reasonable toward achieving viable alternative solutions. (2-5 points) | Few or no actions proposed, or infeasible action(s) are provided in addressing the problems identified. (0 points) |

| | | | |
|---------------------------------|--|---|---|
| Consequences & Risks | Recognizes the complex, interactive nature of educational actions involving the social, political, economic, legal, and cultural context that can lead to consequences/risks related to schooling and education as it relates to the case. Discusses solutions to minimize the effects of two of the risks. (5 points) | Displays awareness of the complex, interactive nature of educational actions involving the social, political, economic, legal, and cultural context that can lead to consequences/risks related to schooling and education as it relates to the case. Discusses solutions to minimize one of the risks. (2-4 points) | Displays limited or no awareness of the nature of educational actions involving the social, political, economic, legal, and cultural context that can lead to consequences related to schooling and education. Solutions are not discussed. (0 points) |
| Logic & Organization | Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion. (3 points) | Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion. (1-2 points) | Does not develop ideas cogently; uneven and ineffective overall organization; unfocused introduction and/or conclusion. (0 points) |
| Format | <p>Develops concise standard English sentences, balances a variety of sentence structures effectively. The writing is essentially error-free in terms of spelling and grammar.</p> <p>Case analysis is 4-5 full pages in length, double-spaced with Times New Roman 12-point font.</p> <p>Included citations from 2 sources and reference page. (3 points)</p> | <p>While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.</p> <p>Presence of a few errors is not distracting. Case analysis is at least 3 full pages in length. Included citations from 1-2 sources and reference page. (1-2 point)</p> | <p>Writing contains frequent spelling and grammar errors which interfere with comprehension.</p> <p>Errors are seriously distracting. Case analysis is 1-2 ½ or longer than 5 pages in length. Missing or incomplete citations and references. (0 points)</p> |

Due Date: July 29, 2017

Upload the Case Study Analysis assignment to Unit Assessment System (UAS).

NOTE: Failure to upload the Case Study Analysis assignment to the UAS by the deadline (Week 8: July 29, 2017) will result in an automatic reduction of seven (7) points.

B. Individual Reflections on Personal Leadership Traits (5 Points Each; 30 Total Points)

Each student will write an analysis and personal reflection of specific leadership traits based on class readings and discussions as follows:

1. Team Building **DUE DATE: June 11, 2017**
2. Leadership **DUE DATE: June 18, 2017**
3. Communication **DUE DATE: June 25, 2017**
4. Conflict Management **DUE DATE: July 2, 2017**
5. School Community **DUE DATE: July 9, 2017**
6. Decision-Making **DUE DATE: July 16, 2017**

Each submission is expected to be approximately 2-3 pages in length with equal attention devoted to analysis (general impressions and critical learning) and reflections (better insight on the styles impact of an administrator's ability to lead a successful school).

Rubric for Reflections

| Criteria | Points Earned |
|---|----------------------|
| Student provides a solid summary of the major concepts of the topic. | 1 |
| Student connects concepts to practice and course materials (application), where appropriate. | 1 |
| Student shares personal experiences, thought, beliefs, etc. related to the concepts presented in the topic. | 2 |
| Submission is of graduate quality. | 1 |
| TOTAL | 5 |

C. Online Discussion and Activities (3 Points Each; 24 Total Points)

Students will be required to participate in online class discussions concerning topics posted by the instructor on Blackboard 9.1 (Discussions link). Students will be required to:

- Respond to discussion questions, as appropriate, to continue the online discussion and/or to pose follow-up questions.
- Complete Activities listed for each week and respond to questions.

Each student must have at least four postings per week and must post on three different days each week. Failure to post according to these expectations may result in the student being considered "absent" for the online week session and subject to point reductions per the course attendance policy.

D. Home Visit or Interview Activity (16 points)

Home Visit: Students will conduct one home visit utilizing the framework provided in *A Path to Follow* by Patricia Edwards. The project will assist students in performing impactful home visits that will not only strengthen the schools understanding of the family but additionally the families understanding of the school. Students will provide a 3-5 page reflection of their experience. Responses need to include citation/references. See rubric for additional requirements.

Interview: Students will interview a practicing school administrator regarding school community relations. Interview questions are listed below. A minimum of a 3-5 page paper will summarize the interview and provide reflections. Responses need to include citation/references. See rubric for additional requirements.

Questions for Interview:

Overarching themes and questions related to each:

A. Administrative attitudes and perception

- a. What have been your experiences with home visits in education?
- b. Research argues that home visits can improve relations between the home and the school. Do you believe this is the case? Why or why not?
- c. What roles do teachers and other staff members have in increasing school community relations?
- d. What factors influence the parents at your school in their involvement?

B. Knowledge and understanding of the larger school community

- a. What may hinder parent involvement at your school?
- b. Discuss how the various publics (office staff, parent networks, business community, churches, etc.) play a role in the day-to-day decision-making activities in your school.

C. Personal practices regarding parental involvement

- a. How are parents given information? What types of volunteer or participation opportunities exist in your school for parents?
- b. What types of parent involvement do you expect to observe that can impact student success? How do you foster and maintain this level of involvement?
- c. Is parent involvement specified in the school or campus improvement plan?
- d. What roles do parents, or how is parent involvement part of the decision-making process in you school?

Rubric for Home Visit or Interview Activity

| Attribute | Acceptable (Maximum of 5-6 points for each attribute) | Unacceptable |
|--------------------------------|--|--|
| Focus and Understanding | The submission provides evidence of analysis of information received in the interview or home visit. Student effectively demonstrates a synthesis of course content within their analysis. | No analysis of the interview or home visit. |
| Organization | The submission is well-organized, easy to follow. Headings and other tools are utilized to structure the content of the submission. Writing is professional, clear, direct, and fluid. There are no errors of syntax, grammar, punctuation, or spelling in the writing. The voice and tense of the submission is consistent. | Submission lacks clarity in organization. Writing lacks professional style. There are more than two errors in spelling, syntax, grammar, punctuation, voice, or tense. |
| Support | All of the information provided through the submission is supported internally and externally through citations to specific coursework, texts, journal articles, or other appropriate resources. | The content of the submission provides unsupported opinion. |

Due Date: July 23, 2017

Student Evaluation

The course grade is constructed on a 100-point scale. Assignments will be weighted to correspond to the point-value system described below:

| | |
|--|------------|
| Case Study Analysis | 30 |
| Individual Reflections (5 Points Each) | 30 |
| Home Visit or Interview Activity | 16 |
| Online Discussion/Activities (3 Points per Week) | <u>24</u> |
| Total Points: | 100 |

The following scale will be used:

| | | | | | | | |
|----|-------------|----|-------|----|-------|----|-------|
| A | 93-100 | A- | 90-92 | B+ | 88-89 | B | 85-87 |
| B- | 83-84 | C+ | 80-82 | C | 78-79 | C- | 76-77 |
| F | 75 or below | | | | | | |

Course Calendar

| Class Date | Topic | Required Text Reading |
|--------------------------|--|--|
| Week 1 June 5-11 | <i>Five Dysfunctions of a Team</i> Team Building Reflection Due June 11, 2017 Discussion Week 1 | Read: <i>Five Dysfunctions of a Team</i> <i>The Principalship</i> - Chapter 1 <i>The Principalship</i> - Chapter 2 |
| Week 2 June 12-18 | Chapter 1: Cultivating Community, Culture, and Leadership Chapter 2: Creating a Vision for Learning Leadership Reflection due June 18, 2017 Discussion Week 2 | Read: <i>The Principalship</i> - Chapter 9 |
| Week 3 June 19-25 | Chapter 9: Developing Effective Communications Communication Reflection Due June 25, 2017 Discussion Week 3 | Read: <i>The Principalship</i> - Chapter 7 Read: <i>The Principalship</i> - Chapter 10 |
| Week 4 June 26-July 2 | Chapter 7: Organizational Structures Chapter 10: The Principal and Change Conflict Management Reflection Due July 2, 2017 Discussion Week 4 | Read: <i>The Principalship</i> - Chapter 12 Read: <i>The Principalship</i> - Chapter 14 |
| Week 5 July 3-9 | Chapter 12: Creating Safe Schools Chapter 14: Community Relations School Community Reflection Due July 9, 2017 Discussion Week 5 | Read: <i>The Principalship</i> - Chapter 8 Read: <i>The Principalship</i> - Chapter 15 |
| Week 6 July 10-16 | Chapter 8: The Principal as Decision Maker Chapter 15: The Principal and Ethics Decision-Making Reflection Due July 16, 2017 Discussion Week 6 | Read: <i>The Principalship</i> - Chapter 5 Read: <i>The Principalship</i> - Chapters 6 |
| Week 7 July 17-23 | Chapter 5: Professional Development Chapter 6: Student Services Discussion Week 7 Home Visit or Interview Activity Due July 23, 2017 | Read: <i>The Principalship</i> - Chapter 13 Read: <i>The Principalship</i> - Chapter 16 |
| Week 8 July 24-29 | Chapter 13: Human Resource Management Chapter 16: Political and Policy Context Chapter Discussion Week 8 Case Study Analysis: Due July 29, 2017 (Please note this due date is SATURDAY, July 29) | Upload the Case Study Analysis to the Unit Assessment System (UAS) Due: July 29, 2017 |

The instructor may alter this syllabus as conditions warrant.



**University
of Houston
Clear Lake**

COE Motto: Excellence, Innovation and Leadership in a Learner-Centered Community



Council for the
Accreditation of
Educator Preparation

CAEP: UHCL is one of only 14 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

University of Houston-Clear Lake

**School Community Relations
ADSU 6638.11 & .12**

Summer 2017

Class Schedule/Location

Online

June 5, 2017 – July 29, 2017

Professor

Dr. Felix Simieou III

Secretary

Sandra Windham

281-283-3521

Windham@uhcl.edu

Office Location, Hours and Phone

1111-11 Bayou

Virtual Office Hours (Blackboard)

281-283-3589

Fax: 281-226-7537

E-mail: simieou@uhcl.edu

Catalog Description

Application of interpersonal skills in educational leadership; study of leadership approaches for use with various school constituencies. Field experience required.

I. Purpose of the Course

Using a learner-centered approach, this course is designed to advance the development of knowledge, skills, and attitudes (dispositions) in the study of school community relations through readings, discussions, presentations, and field-based assignments.

II. Objectives of the Course

1. Provide students with strategies to collaborate with families and community members.
2. Provide students with methods to respond to diverse community interest and needs.
3. Provide the framework for students to mobilize community resources.

III. Technical Skills Required

Candidates should be able to download and upload files, use quick time to access audio, and word processor software.

IV. Intended Audience

This course is required in the certification program, including the Master's Degree, for candidates planning to work as school administrators. It may also be an elective course for candidates in other graduate programs.

V. Text and Additional Reading Resources

Text (Required)

Fiore, D. (2006). *School Community Relations*. 2nd Edition. Eye on Education.

Candidates will be required to access additional information from multiple sources (library, online) to complete course requirements.

There is embedded video and audio in this Blackboard course. You will need the following media player installed on your computer: <http://www.apple.com/quicktime/?cid=oas-us-domains-quicktime.com>

Principal TExES Competencies

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.

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 II: Instructional Leadership**Competency 007**

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

Domain III: Administrative Leadership**Competency 008**

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

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.

Educational Leadership Constituent Council Standards (ELCC)

[http://www.npbea.org/ELCC/ELCCStandards%20 5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf)

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

1.1 Develop a Vision

a. Candidates develop a vision of learning for a school that promotes the success of all students.

b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

1.2 Articulate a Vision

a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.

b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 Implement a Vision

a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.

b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

1.4 Steward a Vision

a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.

b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.

c. Candidates assume stewardship of the vision through various methods.

1.5 Promote Community Involvement in the Vision

a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.

b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

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

VI. Course Expectations

Readings: Graduate candidates will be required to read the assigned readings in their entirety.

Candidates are expected to do some cooperative and collaborative work in the field as they prepare assignments for submission. Materials presented online will be used to enhance group work, discussion and develop practical problem solving skills for the reflective practitioner. The course is online which means all of the course requires the web interface.

Time Expectations: Candidates should expect to spend at least 4 hrs per week with the courseware. This does not include the time spent with the reading material or researching

material on the Internet. The time spent on preparing assignments and discussion posts depends upon each candidate's ability. Please manage your time wisely.

Written Assignments: When assignments are submitted via the Internet, e-mail, or any other technology, it is the responsibility of the student to assure that the transmission has been completed by the appropriate due date. Any circumstance that renders the Internet, e-mail, any servers, or library, school, or home computers or fax machine as incapable of properly transmitting student assignments in a timely manner does not in any way alter or remove the deadline for any assignment. **Assignments are to be submitted to the Blackboard (BB) Assignment Link no later than the due date assigned. Late submissions will result in a maximum of 50% of the points for the assignment. Late work submitted after day 3 will not receive credit.**

UHCL Blackboard Support Center

The following link is provided if you are in need of Blackboard support:
<http://prtl.uhcl.edu/portal/page/portal/UCT>. This link is also located on the left hand navigation area in the Blackboard course.

Expectations of the Instructor for each candidate: The candidate will

- Regularly log onto Blackboard course.
- Participate in each activity.
- Keep pace with text material, necessary reading, and assignments due.
- Develop all assignment materials themselves and post to the Blackboard course site.
- Use Blackboard to communicate with the instructor and with other candidates, submit all assignments and maintain projects. Blackboard site serves as an extension of the syllabus; that is where the instructor will post changes, edited assignments, and other evolutions to the course based on our current class experiences. The Discussion Board of Blackboard is where all questions about assignments go so that answering a question for one candidate can benefit other candidates. E-mail within Blackboard (UHCL official e-mail) is for individual questions, not course or assignment questions that everyone needs to know.
- It is the expectation of the professor and the faculty of the ADSU program that ALL candidate submissions are to be authored by the candidate and representative of the original ideas, thoughts, and efforts of the candidates. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding candidate ownership of work, plagiarism, or the candidate code of conduct, please see the candidate catalog, the resources on plagiarism available on the UHCL Neumann Library website and UHCL student policies.

Instructor Feedback

All questions for the instructor will be answered within 48 hours. All assignments will be graded.

Course Evaluation

At the conclusion of the course, each candidate will complete a course evaluation. The course evaluation is found at the following link: http://courseeval.uhcl.edu/SOE_ONLINE_EVAL. This link is also located on the left hand navigation area in the Blackboard course.

Readings: Graduate students will be required to read in their entirety the specified readings assigned and complete the accompanying handouts.

Papers: Papers are expected to be double-spaced, Times New Roman, 12 font, with one-inch margins in APA 6th Edition format.

A. Discussion Board Interactions: Students will be expected to respond to four discussion board posts during the semester related to their reflections on course content. Responses include reacting to the individual posts in a thoughtful analysis. The discussion board completion should take about 30 minutes for each post.

GRADING RUBRIC:

| | |
|--|----------|
| Students responds to the initial post in full and provides discussion/analysis needed. | 3 points |
| | |
| Students' writing is clear and free of grammatical errors. | 2 points |

B. Reflection Papers: Students will be expected to respond to two chapter reflections throughout the course related to their research for the course. Responses include thoughtful analysis and integration into their research. The reflection papers should take between 1 - 2 hours to complete.

GRADING RUBRIC:

| | |
|---|----------|
| Students respond to the chapter reflection and provides analysis and integration into their research. | 3 points |
| | |
| Students' writing is clear and free of grammatical errors. | 2 points |

C. School Community Walkthrough: Each graduate student will be responsible for conducting a school community walkthrough utilizing the toolkit. Students will evaluate their schools effectiveness in the four components of the walkthrough and write about where your schools strengths and weaknesses located. Students will utilize the checklists and write a 2-4 page narrative about at least three areas of strength and three areas of

weaknesses currently in their school in each of the four components. This assignment will be one activity included in a class discussion.

Rubric for School Community Walkthrough Activity

| Attribute | Acceptable (Maximum of 10 points for each attribute) | Unacceptable (0 points) |
|----------------|--|--|
| Identification | Three areas of weakness and strengths and weaknesses are identified and explained thoroughly in each of the four components. | Areas are not identified or explained in depth in each component. |
| Organization | The submission is well-organized, easy to follow. Headings and other tools are utilized to structure the content of the submission. Writing is professional, clear, direct, and fluid. There are no errors of syntax, grammar, punctuation, or spelling in the writing. The voice and tense of the submission is consistent. | Submission lacks clarity in organization. Writing lacks professional style. There are more than two errors in spelling, syntax, grammar, punctuation, voice, or tense. |

D. Journal Reflection Activity:

Students will write two journal analysis papers during the course. The project will consist of reading and writing a reflective analysis over two of the articles read throughout the course. From the journal, you will summarize at least three key elements from the journal, description of the article, and include practical examples of how the elements relates or do not relate to your practical experience. The intent is for the student to stay abreast with current research in the area, in addition to thinking analytically about ideas in school, community, relations. The length of the assignment will be between 2-3 pages typed and double-spaced.

Rubric for Journal Reflection Activity (Each one graded separately)

| Attribute | Acceptable | Unacceptable (0 points) |
|-------------------------|---|---|
| Focus and understanding | Submission provides evidence of the student's comprehension of the material. The descriptions gives a comprehensive synopsis of the article. (3 points) | Omits, key concepts. Submission fails to provide adequate evidence of comprehension on two or more occasions. |

| | | |
|--------------|---|---|
| Elements | Three key elements are of the article and identified, expounded upon, and provides relevant examples of their practical application or not in their practice. (4 points) | Submission lacks three key elements and adequately describe them. Does not include practical application of key elements or justification of why elements wouldn't work in current environment. |
| Organization | The submission is well-organized, easy to follow. Headings and other tools are utilized to structure the content of the submission. Writing is professional, clear, direct, and fluid. There are no errors of syntax, grammar, punctuation, or spelling in the writing. The voice and tense of the submission is consistent. (3 points) | Submission lacks clarity in organization. Writing lacks professional style. There are more than two errors in spelling, syntax, grammar, punctuation, voice, or tense. |

E. Newsletter or brochure:

Each graduate student will complete a detailed classroom or campus newsletter or brochure that communicates notable events to the school and community at large. See Chapter 8, Exhibit 8.7 for a model of a newsletter.

Rubric

| Attribute | Points |
|--------------------|--------|
| Creativity | 0-3 |
| Readability | 0-3 |
| Information shared | 0-4 |

F. Annual Plan (20 points):

- a. Students will create an annual plan for school community relations from conducting a needs assessment to address this area in their schools. Student will utilize information obtained from the welcoming atmosphere walk-through tool kit activity to address deficiencies and recommendations for improvement on their campuses. The information received will assist students in forming an annual plan of involvement a creating a parent friendly atmosphere on their campuses. This annual plan will be summarized in a 5-7 page double-spaced narrative. A minimum of three different references need to be included in this paper. **This paper must be uploaded to the College of Education (COE) Unit Assessment System (UAS) by WebCT due date. Not uploading this assignment by this time will result in a failing grade for the course.**

Rubric for Evaluating the Individual Project

| Component | Value |
|--|-----------------|
| <i>Descriptive Analysis</i> | 3 total |
| Description of the Community | 1 |
| Demographics of the Community | 1 |
| Demographics of the School | 1 |
| <i>Comprehensiveness of Needs Assessment (Walk-through)</i> | 10 total |
| Current Stakeholder Involvement in the School | 2 |
| Examination of the physical environment of school | 2 |
| Examination of School-wide Practices and Policies | 2 |
| Examination of Welcoming School Staff | 2 |
| Examination of Written Materials Utilized by Campus | 2 |
| <i>The Campus Improvement Plan</i> | 7 total |
| Long Term Goals, Annual Improvement Goals, Short-Term Goals | 3 |
| Prioritized results of the needs assessment are addressed in the annual plan | 2 |
| Evaluation of Goals (measurable) | 2 |
| Total Points | 20 |

E. Class Attendance and Participation: Student input is a valued component of each class; therefore, attendance is crucial. Students must actively contribute to online discussions by the scheduled due date and check-in weekly for class announcements.

F. Late Assignments: Assignments one day late will be reduced by 30%. Assignments submitted two days late will be reduced by 50%. Late assignments will not be accepted three or more days after the due date.

VI. Grading Criteria**Points (%)**

| Assignment # | Description | Point Value |
|--------------|------------------------------|-------------|
| 1 | Discussion Boards | 20 |
| 2 | Chapter Reflection Papers | 10 |
| 3 | School Community Walkthrough | 20 |
| 4 | Journal Reflections | 20 |
| 5 | Newsletter or Brochure | 10 |
| 6 | Annual Plan/Final Project | 20 |
| Total | | 100 |

| | | | | | | |
|----------------|----------|---|---------|-----|---------|-----|
| Grading Scale: | 93 – 100 | A | 90 – 92 | A – | 87 – 89 | B + |
| | 83 – 86 | B | 80 – 82 | B – | 77 – 79 | C + |
| | 73 – 76 | C | 70 – 72 | C – | 67 – 69 | D + |
| | 63 – 66 | D | 60 – 62 | D – | < 60 | F |

An incomplete (I) grade will be given only in the case of a verifiable emergency and if the candidate is not behind with coursework. The instructor and department chair will evaluate for an Incomplete.

NOTE:

Assignments completed in a week other than the one when the assignment is due will not count.

Candidates are strongly encouraged to log in every day in order to understand the subject fully and to be successful in class.

Weekly Schedule

Each of the five weeks covers content for three classes. Please follow the schedule below.

(Week One – Classes 1-2)
(Week Two – Classes 3-4)
(Week Three – Classes 5-6)
(Week Four – Classes 7-8)
(Week Five – Classes 9-10)
(Week Six – Classes 11-12)
(Week Seven – Classes 13-14)
(Week Eight – Class 15)

| Date | Agenda | Assignments Due |
|-------------|---|--|
| Class one | Syllabus Quiz Introduction (Icebreaker) State and Federal Policies Article "Arthur A Tale of Disempowerment" | Download and Complete syllabus quiz Complete Introduction (Icebreaker) Read "Arthur" and complete discussion board post. Candidates must post initial response by 11:59pm on June 10th. All Assignments must be completed by 11:59pm on July 16th. |
| Class two | Chapter 1 "Paying Attention to Public Opinion" Fiore | "Arthur" Journal Reflection Due All Assignments must be completed by 11:59pm on June 10th. |
| Class three | Chapter 2 "Reading the Pulse of the Community" Article " Funds of Knowledge" Conducting Home Visits | Read Funds of Knowledge and complete Discussion Board Post Candidates must post initial response by 11:59pm on June 17th. All Assignments must be completed by 11:59pm on June 17th. |
| Class four | CHAPTER 3 "Establishing Everyone's Role" Welcoming Walkthrough Toolkit | Read "A Poem About Responsibility" and complete Discussion Board Post Candidates must post initial response by 11:59pm on June 17th.. All Assignments must be completed by 11:59pm on June 17th.. |
| Class five | CHAPTER 4 "Communicating Effectively: Everyone's Job" | Funds of Knowledge Reflection paper Due by ___ 11:59pm All Assignments must be completed by 11:59pm on June 24th. |

| | | |
|----------------|---|---|
| Class six | CHAPTER 5 "Opening Up to Your Internal Publics" | Work on Chapter Reflection |
| Class seven | Chapter 6 "Embracing Your External Publics" | Upload choice of Chapters 1-5 Reflection - Due by 11:59pm on July 1 st . Candidates must post initial response by 11:59pm on July 1 st . |
| Class eight | <ul style="list-style-type: none"> CHAPTER 7 "Improving Media Relations" Complete School Community Walkthrough by this week. | Respond to School Community Walkthrough Discussion Board Post Candidates must post initial response by 11:59pm on July 1 st . All Assignments must be completed by 11:59pm on July 1 st . |
| Class nine | Chapter 8 "Putting It All On Paper" | Complete and Upload School Community Walkthrough Assignment All Assignments must be completed by 11:59pm on July 8 th . |
| Class ten | Chapter 9 "Communication In An Electronic Era" | Work on Newsletter/Brochure Assignment |
| Class eleven | Chapter 10 "Saying What You Mean: Meaning What You Say" | Complete Newsletter/Brochure and Upload- All Assignments must be completed by 11:59pm on July 15 th . |
| Class twelve | Chapter 11 " In Crisis Situations You Must Have a Plan" | Work on Reflection paper and Plan |
| Class thirteen | Chapter 12 "Three Opportunities To Shine" | Upload choice of Chapter 6-13 Reflection - All Assignments must be completed by 11:59pm on July 22 nd . |
| Class fourteen | Chapter 13 "Evaluating Effectiveness and Building Confidence- The Future" | Work on Annual Plan |
| Class fifteen | Annual Plan Due | Upload Annual Plan - All Assignments must be completed by 11:59pm on July 29 th . |

The instructor may alter this syllabus as conditions warrant.

Texas Teacher Standards

"The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide

public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12."

New rules with regard to the Texas teaching standards have been adopted by the TEA Commissioner. Go to the Texas Education Agency Website at [http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/). Under "Approved Educator Standards", click on the "Texas Teaching Standards Adopted in Chapter 149" link.

Code of Ethics

All public school educators in Texas are required by the State Board for Educator Certification to follow the Texas Educator's Code of Ethics. All certification candidates will complete ethics training and sign an affidavit agreeing to adhere to the state's code. The Code of Ethics may be found at:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Complaint Resolution

If a problem arises, it is encouraged to first discuss the situation directly with the person involved. If unresolved, then follow the Complaint Procedures at

<https://www.uhcl.edu/education/documents/student-resources/general-information/uhcl-epc-complaint-procedures.pdf>

Statement on Professional Dispositions

Each student must read and follow Statement on Professional Dispositions, which is provided to define the standard of behavior COE expects of candidates.

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions. At the end of the course and at other times, instructors assess compliance with the standards. These assessments are invaluable for professional development.

UAS Statement

The UAS Statement must appear on the syllabus of every COE course which requires a Course Assessment (which is almost all of the courses)

Required: Every student in a course with a designated Course Assessment must complete and submit the assignment to the College of Education (COE) Unit Assessment System (UAS) following the Student UAS instructions (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent

- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports COE candidates, meets State Standards, and fulfills national accreditation requirements.

FIELD EXPERIENCE STATEMENT

1. Required Formal Approval of School District

No candidate may begin any field experience prior to the formal approval of the school district.

2. Required Criminal Background Check

In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person that is volunteering, or completing any kind of field experience. Each person to whom this applies must provide the school district with driver's license information and any other information necessary to conduct the criminal background check.

For assignments that require either class wide, group participation or activities in which candidates are necessarily interacting with minor students, each candidate must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.

For assignments that require candidates to visit schools (eg., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The School of Education accepts no responsibility for candidates who do not follow established school district, charter school, or private school procedures or state legislation.

3. Failure to Complete Field Experiences

If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate must drop the course or will receive an F in the course.

Americans With Disabilities Statement

Disability Services

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

English Language Proficiency

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

Academic Honesty Policy

The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Additional Program-related information

Please be aware that the capstone experience for the certification portion of your program is Graduate Internship (ADSU 6739). This course is offered ONLY in the spring and fall semesters. Additionally, students may register in this course only after application to and auditing by the School of Education. Applications for fall Graduate Internship are due June 8. Applications for spring Graduate Internship are due October 1.

LATE APPLICATIONS ARE NOT ACCEPTED.

Academic Calendar

Academic Calendar

[2016-2017 Academic Affairs Administration Calendar](#) (pdf) comprehensive calendar with dates important to faculty.

ADSU Frequently Asked Questions

http://prtl.uhcl.edu/portal/page/portal/SOE/Programs/EDUCATIONAL_MANAGEMENT_MS/F AQ/

University of Houston Clear Lake

COE Motto: Excellence, Innovation and Leadership in a Learner-Centered Community



Council for the
Accreditation of
Educator Preparation

CAEP: UHCL is one of only 15 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

**Curriculum
ADSU 6132.21/22
Spring, 2018**

Class Schedule/Location

100% Online

Professor

John M. Decman, Ed.D.

Secretary

Sandy Windham
Suite 1111 Bayou
281-283-3521

Windham@uhcl.edu

Office Location, Hours and Phone

1125.07 Bayou

Wednesdays: 2-4 p.m.

Online: Tuesdays: 1-5 p.m.

281-283-3548

E-mail: decman@uhcl.edu

COURSE INFORMATION

I. Purpose of the Course

Using a learner-centered approach, this course is designed to introduce and develop knowledge, skills, and attitudes (dispositions) for the building level school leader through readings, discussions, presentations, guided inquiry, and field-based assignments.

Candidates in this class will:

1. Understand and apply the philosophical underpinnings surrounding issues related to school curriculum and those practical applications related to effective leadership in the teaching and learning process.
2. Demonstrate a working knowledge of curriculum theory and be able to evaluate the advantages and disadvantages of various models of curriculum development with emphasis on standards and increased student accountability measures.
3. Develop a better understanding of supportive effective instructional improvement through ongoing research and best practices.
4. Have a working knowledge of the governance and legal ramifications related to curricular issues that involve staff and students.
5. Apply systems theory to describing the "core business" of the education enterprise and what is involved in improving student productivity.
6. Describe key elements associated with building a positive school culture that enhances learning and collaboration.
7. Learn and apply criteria associated with evaluating the efficacy of instructional programs and interventions.
8. Learn the five curriculum audit standards and how they can be used to design curriculum documents and provide an effective and efficient school system in terms of curriculum management and quality control.

Catalog Description

This course is designed to assist both practicing and prospective administrators in their acquisition of the concepts and competencies required for successful curriculum management, which includes understanding and applying five curriculum audit standards in the alignment of the written, taught, and tested curriculum. It also includes an understanding of systems theory and what is necessary to improve a system. The course is intended to provide knowledge, learning experiences, and technical skills that are instrumental for leaders who are accountable for increased candidate learning. The overarching goal of the course is for candidates to emerge as knowledgeable and reflective practitioners who are prepared for their roles as future curriculum leaders. Last, the course addresses both TExES and NELP Standards for Principal-preparation programs.

Course Credit

Three credit hours.

II. Objectives of the Course

The primary objective of the class is to introduce candidates to philosophical underpinnings surrounding and issues related to school curriculum as well as understand and engage in practical activities related to effective leadership in the teaching and learning process.

Content and activities in this course are designed to specifically address the following

TEXES and NELP Standards.

| | |
|---|--|
| <p>Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning.</p> | |
| <p>C. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning</p> | <p>Element 2.1 (PROFESSIONAL NORMS) Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others.</p> |
| <p>Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.</p> | |
| <p>A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research</p> | <p>Element 4.1 (LEARNING SYSTEM) Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.</p> |
| <p>B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs</p> | <p>Element 4.1 (LEARNING SYSTEM) Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.</p> |
| <p>C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment</p> | <p>Element 4.1 (LEARNING SYSTEM) Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.</p> |
| <p>D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards</p> | <p>Element 4.2 (INSTRUCTIONAL PRACTICE) Program completers understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy.</p> |
| <p>E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance</p> | <p>Element 4.4 (LEARNING SUPPORTS) Program completers understand and demonstrate the capability to employ effective and appropriate</p> |

| | |
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| learning | technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student. |
| Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement. | |
| B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors) | Element 4.1 (LEARNING SYSTEM) Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student. |
| D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap | Element 4.2 (INSTRUCTIONAL PRACTICE) Program completers understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy. |
| Competency 005: The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally. | |
| C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data | Element 7.2 (PROFESSIONAL CULTURE) Program completers understand and have the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child. |
| D. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources | Element 7.1 (HUMAN RESOURCE MANAGEMENT) Program completers understand and have the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession. |
| Competency 006: The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth. | |
| B. Facilitates collaborative structures that support professional learning | Element 7.3 (WORKPLACE CONDITIONS) Program completers understand and have the capability |

| | |
|---|---|
| communities in reviewing data, processes, and policies in order to improve teaching and learning in the school | to develop workplace conditions that promote employee leadership, well-being, and professional growth. |
| Competency 010: The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment. | |
| F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students | Element 6.1 (MANAGEMENT AND OPERATION SYSTEMS) Program completers understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs. |
| Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services. | |
| C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community | Element 3.2 (EQUITABLE ACCESS) Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success. |
| D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn | Element 3.2 (EQUITABLE ACCESS) Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success. |

III. Required Text

Henson, K. T. (2015). Curriculum Planning. Integrating Multiculturalism, Constructivism, and Education Reform. 5th ed. Long Grove, IL: Waveland Press.

Candidates will be required to access additional information from multiple sources (library, online) to complete course requirements.

There may be embedded video and audio in this Blackboard course. You will need the following media player installed on your computer: [Where to get answers about QuickTime 7 or QuickTime 7 Pro](#)

IV. Course Expectations

Use Blackboard to communicate with the instructor and with other students, submit **all assignments, and maintain projects**. The Blackboard site serves as an extension of the

syllabus; that is where the instructor will post changes, edited assignments, and other evolutions to the course based on class experiences. E-mail within Blackboard (our official e-mail) is for individual questions, not course or assignment questions that everyone needs to know.

Readings: Graduate candidates will be required to read the assigned readings in their entirety.

Candidates are expected to do some cooperative and collaborative work in the field as they prepare assignments for submission. Materials presented online will be used to enhance group work, discussion and develop practical problem-solving skills for the reflective practitioner. The course is online which means all of the course requires the web interface.

Time Expectations: Candidates should expect to spend at least 4 hours per week with the courseware. This does not include the time spent with the reading material or researching material on the Internet. The time spent on preparing assignments and discussion posts depends upon each candidate's ability. Please manage your time wisely.

Written Assignments: Please note that the professor **will not accept** any late assignments. Repeat, no assignment will be accepted late for ANY reason. This is an online course. All assignments are made available to candidates immediately.

So, for example, when assignments are submitted, it is the responsibility of the candidate to assure that the transmission has been completed by the appropriate due date and time. Any circumstance that renders the internet, e-mail, any servers, or library, school, or home computers or fax machine as incapable of properly transmitting candidate assignments in a timely manner does not in any way alter or remove the deadline for any assignment.

UHCL Blackboard Support Center

The following link is provided if you are in need of Blackboard support: [University Computing and Telecommunications](#). This link is also located on the left hand navigation area in the Blackboard course.

Course Evaluation

At the conclusion of the course, each candidate will complete a course evaluation. The course evaluation is found at the following link: [Online Course Evaluations](#). This link is also located on the left hand navigation area in the Blackboard course.

Expectations of the Instructor for each candidate: The candidate will

- Regularly log onto Blackboard course.
- Participate in each activity.
- Keep pace with text material, necessary reading, and assignments due.

- Develop all assignment materials themselves and post to the Blackboard course site.
- Use Blackboard to communicate with the instructor and with other candidates, submit all assignments and maintain projects. Blackboard site serves as an extension of the syllabus; that is where the instructor will post changes, edited assignments, and other evolutions to the course based on our current class experiences. The Discussion Board of Blackboard is where all questions about assignments go so that answering a question for one candidate can benefit other candidates. E-mail within Blackboard (UHCL official e-mail) is for individual questions, not course or assignment questions that everyone needs to know.
- It is the expectation of the professor and the faculty of the ADSU program that ALL candidate submissions are to be authored by the candidate and representative of the original ideas, thoughts, and efforts of the candidates. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding candidate ownership of work, plagiarism, or the candidate code of conduct, please see the candidate catalog, the resources on plagiarism available on the UHCL Neumann Library website and UHCL student policies.

Instructor Feedback

All questions for the instructor will be answered within 48 hours. All assignments will be graded within seven days of the assignment submission.

Rubrics

Rubrics are provided for all assignments. From semester to semester, courses are adjusted and point values for particular assignments are adjusted. Please be aware that the points provided in a rubric are relative, specifically to that rubric. If the instructor weights the assignment, the points in the rubric will be assigned at a mathematical ratio that relates to the possible value of the assignment.

A. Reflections

- No more than 3 double-spaced typed pages

The purpose of the reflection is for candidates to articulate their knowledge and ability to promote the success of all candidates by creating, facilitating, and implementing rigorous, stimulating instructional programs. After reading the required articles and chapters, candidates will reflect on the promotion of these elements which must be supported through scholarly writings/research. All reflections will be uploaded to Blackboard 9.1 by the due date and time. Please note that these written reflections are opportunities for candidates to provide written, documented evidence of candidate learning. As such, candidates should engage in providing references to course materials and discussions as those connections become relevant. It is incumbent upon the candidate to show learning at every opportunity.

Reflections need to be titled accordingly:

Reflection(#)_Your Last Name_Your First Name

Reflections: Candidates will submit three reflections during the course of the term.

| Attribute | Complete | Acceptable | Unacceptable |
|---|---|--|---|
| Professional habits of mind TEXES 004.a, b, c, d ELCC 2.1, 2.2, 2.3 | Provides considerable evidence of conceptual understanding and critical thinking abilities at a graduate level about key concepts that are presented regarding (a)use of appropriate assessments to measure candidate learning and ensure education accountability, (b)use of technology, technology, telecommunications, and information systems to enrich the campus curriculum, (c) effectively coordinate campus curricular, co-curricular extracurricular programs, and (d)campus planning based on knowledge of legal issues. Cites references. (2 pts) | Provides some evidence of conceptual understanding and critical thinking abilities at a graduate level about key concepts that are presented regarding (a)use of appropriate assessments to measure candidate learning and ensure education accountability, (b)use of technology, technology, telecommunications, and information systems to enrich the campus curriculum, (c) effectively coordinate campus curricular, co-curricular extracurricular programs, and (d)campus planning based on knowledge of legal issues. (1 pt) | Provides little evidence of conceptual understanding and critical thinking abilities at a graduate level about key concepts that are presented regarding (a)use of appropriate assessments to measure candidate learning and ensure education accountability, (b)use of technology, technology, telecommunications, and information systems to enrich the campus curriculum, (c) effectively coordinate campus curricular, co-curricular extracurricular programs, and (d)campus planning based on knowledge of legal issues. Citations missing (0 pts) |
| Personalized reflective consideration of learning situations TEXES 004.g | Provides evidence of careful, ethical reflective thinking about all of the events, in and out of class, that pertain to the candidate's learning and connects those events with your own personal learning. Contains all of the key components outlined in the prompt. Reflection is not a summary of readings and classroom discussion. <i>Cite references and include a separate reference page</i> 2-3 pages (2 pts) | Provides little evidence of ethical reflective thinking about the events, in and out of class, that pertain to the candidate's learning and connects those events with your own personal learning. Contains the majority of the key components outlined in the prompt. Reflection is a summary of readings and classroom discussions. <i>Cite references.</i> 1 ½ pages (1 pt) | Response omits in-depth analysis from the personal administrative perspective of the candidate. Contains little or none of the key components outlined in the prompt. Reflection is a summary of readings and classroom discussions. References are not cited. 1 page or more than 3 pages. (0 pts) |

B. Case Studies

Candidates will be required to complete and respond to eight case studies from the textbook. The assessment rubric for these case studies is found in Blackboard.

C. Facilitation and Discussion Session

Candidates will be required to participate in online class discussions concerning topics posted by the instructor on Blackboard 9.1 (Discussions link). Candidates will be required to:

- Respond to discussion questions, as appropriate, to continue the online discussion and/or to pose follow-up questions.
- Each candidate is required to initiate a response to the discussion prompt AND respond to the comments of classmates a minimum of three times for each online session. This will require the candidate to participate in the discussion over multiple days each week. Quality of responses is more important than quantity of responses.

D. Principal Interview Assignment

According to Leithwood and Riehl (2003), the idea that the principal provides a nexus of innovative ideas, resource acquisition, and empowerment continues to hold a prominent place in policy and practice. There is, however, a debate. Some argue that the managerial tasks are more important to school success than instructional know-how, especially in schools that need change. Others assert the importance of having a deep understanding of teaching and learning.

Sanders and Simpson (2006) contend that curriculum leadership demands a broad set of transformational skills that, used interchangeably, support, challenge, and influence staff.

Marzano, Walters, and McNulty (2005) found that principal leadership is significantly correlated with student achievement.

There is clearly a significant amount of research on the function of the principal as an instructional leader, but the actual day-to-day expectations that are placed upon the principal do not always make sufficient time for effective instructional leadership. Pinning down exactly what effective principals do differently to build an instructional environment, however, remains a subject of debate (Murphy, 1988). Moreover, there is a nexus between the concept of the principal as the instructional leader and the culture of the school.

Your task is to schedule an interview with your principal. You will create an audio recording of this interview and will then transcribe the contents of that recording. A copy of the transcription is a required portion of the assignment. At a minimum, you must ask the following questions. Feel free to augment these with follow up questions, at your discretion. You will summarize the interview, drawing connections to both course materials and your experiences in public education.

1. What is the relationship between instructional leadership and school culture on your campus?
2. What have you, as the principal, done to create or shape a culture that is focused on teaching and learning on your campus?
3. How does a principal make school culture, its formation and positive growth, a focus? That is, what has to be done regularly to maintain a healthy momentum?
4. As principal, how often are you engaged in classroom observations and walkthroughs?
5. If you were to report the amount of time that you spend on management activities and compare that to the amount of time that is allotted for instructional leadership, how would that report look? What perceptions would you think that the teachers in the school have on that time allocation?
6. With the managerial demands that are placed on the position of principal, to what extent, and to whom, must you share or distribute instructional leadership?

7. Studies show that principals develop their leadership styles during their first few years of practice. What activities or practices do you consider essential for new principals and assistant principals?
8. With regard to instructional leadership and school culture, what would you modify or add to your graduate preparation for the principal position?

Assessment

| Descriptor | Value |
|---|--------|
| Assignment parameters fulfilled | 0 – 10 |
| Proper follow-up or probing questions were asked and answered | 0 – 10 |
| Graduate-level communication | 0 – 10 |
| Degree to which connections are made with course materials | 0 – 15 |
| Degree to which research is utilized in summary | 0 – 15 |

E. Course Assignment: Graduate students will properly utilize data to identify and design building-level professional development that is aligned to building, district, and/or state goals.

There are four discrete parts to this assignment

1. Identification of the professional development need
2. Interviews and analyses
3. Research for best practice
4. Development of a plan to address the professional development need

Each part of the assignment, and its respective assessment rubric, is located in the Assignments section of Blackboard.

In addition to uploading each portion of the assignment to Blackboard by its due date, each graduate student must upload on the UHCL TaskStream Website this assignment by set due date. Directions for uploading campus plan can be found online at the UHCL student TaskStream website. The formulation of the plan will comprise 100 points. **Not uploading the campus plan to TaskStream by the set due date will result in a reduction of the final grade by one letter grade. Not uploading the campus plan to TaskStream by the last day of class will result in a failing grade for the course.**

V. Class Schedule

| Course Schedule: | | |
|------------------|--------|-----------------|
| Date | Agenda | Assignments Due |
| | | |

| | | |
|----------------------|---|---|
| <p>Week 1</p> | <p>Syllabus Quiz</p> <p><i>Introduction (Icebreaker)</i></p> <p>Chapter 1 – An Introduction into Curriculum Development</p> <p>Assignment of Interview Project (due 3/7)</p> <p>Assignment of Part 1 of Course Assignment (due 1/28)</p> | <p>Download syllabus and complete quiz (5 points)</p> <p>Complete Introduction (Icebreaker) 5 points</p> <p>Read Chapter 1 and complete quiz</p> <p>Participate in Discussion board</p> <p>Complete and submit case study</p> <p>Assignments must be completed by 1/20 by 11:59pm</p> |
| <p>Week 2</p> | <p>Chapter 2 – Social and Technological Foundations of Curriculum</p> | <p>Read Chapter 2 and complete quiz</p> <p>Participate in Discussion board</p> <p>Complete and submit reflection</p> <p>Assignments must be completed by 1/25 by 11:59pm</p> |
| | <p>Chapter 3 – Historical and Philosophical Foundations of Curriculum</p> <p>Complete Course Assignment Part 1 (due 1/28)</p> | <p>Read Chapter 3 and complete quiz</p> <p>Participate in Discussion board</p> <p>Complete and submit case study</p> <p>Assignments must be completed by 1/30 by 11:59pm</p> |
| <p>Week 3</p> | <p>Chapter 4 – Concepts, Theories, and Models</p> <p>Course Assignment Part 2 (due 2/11)</p> | <p>Read Chapter 4 and complete quiz</p> <p>Participate in Discussion board</p> <p>Complete and submit case study</p> <p>Assignments must be completed by 2/4 by 11:59pm</p> |
| <p>Week 4</p> | <p>Chapter 5 – Designing and Organizing Curricula</p> | <p>Read Chapter 5 and complete quiz</p> <p>Participate in Discussion board</p> <p>Complete and submit reflection</p> <p>Assignments must be completed by 2/9 by 11:59pm</p> |

| | | |
|---------------|--|---|
| | <p>Chapter 6 – Aims, Goals, and Objectives</p> <p>Complete Course Assignment Part 2 (due 2/11)</p> | <p>Read Chapter 6 and complete quiz</p> <p>Participate in Discussion board</p> <p>Complete and submit case study</p> <p>Assignments must be completed by 2/14 by 11:59pm</p> <p>Upload Part II – Due 2/11 by 11:59PM</p> |
| Week 5 | <p>Chapter 7 – Selecting Content and Activities</p> <p>Assignment of Course Assignment Part 3 (due 2/24)</p> | <p>Read Chapter 7 and complete quiz</p> <p>Participate in Discussion board</p> <p>Complete and submit reflection</p> <p>Assignments must be completed by 2/19 by 11:59pm</p> |
| Week 6 | <p>Chapter 8 – Helping People Change</p> <p>Course Assignment Part 3 (due 2/24)</p> | <p>Read Chapter 8 and complete quiz</p> <p>Participate in Discussion board</p> <p>Complete and submit case study</p> <p>Assignments must be completed by 2/24 by 11:59pm</p> |
| Week 7 | <p>Chapter 9 – Evaluating Instruction and the Curriculum</p> <p>Assignment of Course Assignment Part 4 (due 3/9)</p> | <p>Read Chapter 9 and complete quiz</p> <p>Participate in Discussion board</p> <p>Complete and submit case study</p> <p>Assignments must be completed by 3/1 by 11:59pm</p> |
| | <p>Chapter 10 – Planning and Converting Curriculum into Instruction</p> | <p>Read Chapter 10 and complete quiz</p> <p>Participate in Discussion board</p> <p>Complete and submit case study</p> <p>Assignments must be completed by 3/5 by 11:59pm</p> |

| | | |
|---------------|--|--|
| Week 8 | Chapter 11 – Current and Future Trends | Read Chapter 11 and complete quiz Participate in Discussion board Complete and submit case study Assignments must be completed by 3/9 by 11:59pm |
| | Complete Interview Project Complete Course Assignment Part 4 Remember to also upload all four parts to TaskStream | Interview Project due 3/7 by 11:59 pm Upload Part IV – Due 3/9 by 11:59pm (22 points) Upload Parts I, II, III and IV to TaskStream = Due 3/9 by 11:59pm |

VI. Attendance

Candidates are expected to participate in online activities. For example, if a candidate has not turned in any assignments or participated in any on-line discussions, you will be considered as non-attending. Students who stop participating and do not drop the course will receive an "F".

The academic week is Monday-Sunday by midnight. To receive full credit for attending your online class, you must attend weekly AND the following items must be completed each week as directed by the instructor:

Submit an academic assignment.

Submit a quiz or exam.

Participate in a posted online academic discussion.

NOTE:

Assignments completed in a week other than the one when the assignment is due will not count. Candidates are strongly encouraged to log in every day in order to understand the subject fully and to be successful in class.

VII. Grading

| Grading Criteria | Points |
|--------------------------------|---------------|
| Course Project | 100 |
| Principal Interview Assignment | 60 |
| Chapter Quizzes (10x25) | 250 |
| Discussions (11x20) | 220 |
| Reflections (3x20) | 60 |
| Case Studies (8x25) | 200 |
| Syllabus Quiz | 5 |

| | |
|------------------------------------|-------------------|
| Introduction (<i>Icebreaker</i>) | 5 |
| Total: | 900 points |

The following scale will be used:

| | | | |
|----|--------|----|--------|
| A | 95%+ | C+ | 82-84% |
| A- | 93-94% | C | 80-81% |
| B+ | 91-92% | C- | 77-79% |
| B | 88-90% | F | 0-76% |
| B- | 85-87% | | |

An incomplete (I) grade will be given only in the case of a verifiable, documented emergency and if the candidate is not behind with coursework. The instructor and department chair will evaluate for an Incomplete.

The instructor reserves the right to change the syllabus at any time

General Information

It is the expectation that all student submissions are authored by the student, representing original ideas, thoughts, and efforts of the student. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding student ownership of work, plagiarism, or the student code of conduct, please see the student catalog, the resources on plagiarism available on the UHCL Neumann Library website, and UHCL student policies. UHCL provides writing services to assist with papers. Go to the Center's on-line tutoring services home page at <https://www.uhcl.edu/student-success-center/tutoring>. The Center for On-Line Tutoring (COLT) is available to all university students and is an excellent option. Online tutoring is offered in three formats: phone chat, IM chat, and email response.

Texas Teacher Standards

"The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12."

New rules with regard to the Texas teaching standards have been adopted by the TEA Commissioner. Go to the Texas Education Agency Website at [http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/). Under "Approved Educator Standards", click on the "Texas Teaching Standards Adopted in Chapter 149" link.

Field Experience Statement

1. Required Formal Approval of School District

No candidate may begin any field experience prior to the formal approval by the school district.

2. Required Criminal Background Check

In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person who is volunteering or completing any kind of field experience. Each person to whom this applies must provide the school district with driver's license information and any other information necessary to conduct the criminal background check.

For assignments that require either class wide, group participation, or activities in which candidates are necessarily interacting with minor students, each candidate must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.

For assignments that require candidates to visit schools (e.g., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The College of Education accepts no responsibility for candidates who do not follow established school district, charter school, or private school procedures or state legislation.

- 3. Courses that require field placement in registered child care programs will have criminal background checks processed through Texas Family and Protective Services/Health and Human Services Commission.**

4. Failure to Complete Field Experiences

If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate must drop the course or will receive an F in the course.

English Language Proficiency Standards (ELPS)

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the ELPS standards, please raise any questions in class.

UAS Statement (Taskstream if applicable)

Required: Every student in a course with a designated Course Assessment must complete and submit the assignment to the College of Education (COE) Unit Assessment System (UAS) following the Student UAS instructions (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports COE candidates, meets State Standards, and fulfills national accreditation requirements.

Dispositions Statement

Each student must read and follow Statement on Professional Dispositions, Disposition Expectations Checklist, and Disposition Resolution Process which is provided to define the standard of behavior COE expects of candidates.

<https://www.uhcl.edu/education/faculty/faculty-resources>

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions, Expectations, and the Dispositions Resolution Process. At the end of the course and at other times, instructors assess students on compliance with the standards. These assessments are invaluable for professional development.

Code of Ethics

All public school educators in Texas are required by the State Board for Educator Certification to follow the Texas Educator's Code of Ethics. All certification candidates will complete ethics training and sign an affidavit agreeing to adhere to the state's code. The Code of Ethics may be found at:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Academic Honesty Policy

The Academic Honesty Policy (pdf) in the Student Life Policies Handbook, is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Complaint Resolution

If a problem arises, it is encouraged to first discuss the situation directly with the person involved. If unresolved, then follow the Complaint Procedures at <https://www.uhcl.edu/education/documents/student-resources/general-information/uhcl-epp-complaint-procedures.pdf>

Americans with Disabilities

Disability Services

If you believe you have a disability requiring an accommodation, contact Disability Services at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

6 Drop Rule Limitation

Students who entered college for the first time in fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature, which specifies:

1. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count.
2. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops.

Students should take this into consideration before dropping this or any other course. Reference: UHCL Academic Records for 6 Drop Rule details and the Academic Calendar for census date information.

Academic Calendar

Academic Calendar link

2017-2018 Academic Affairs Administration Calendar (pdf) comprehensive calendar with dates important to faculty.

University of Houston Clear Lake

COE Motto: *Excellence, Innovation and Leadership in a Learner-Centered Community*



CAEP: UHCL is one of only 15 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

ADSU 6533.01 – *Appraisal of Teaching*

Fall 2017

Class Schedule/Location

August 28, 2017 – December 16, 2017
Tuesdays (7:00 pm – 9:50 pm)
SSB 2305

Professor

Gary Schumacher, Ph.D.
Bayou Building Suite 1111-08
(281) 283-3631 (Office)
(281) 226-7498 (e-Fax)
(832) 794-2794 (Cell)
E-mail: schumacher@uhcl.edu

Office Hours

Wednesdays: 12:00 p.m. – 3:00 p.m. (UHCL)
Thursdays: 7:00 a.m. – 9:00 a.m. (Virtual)
As scheduled by appointment.

Secretary

Sandy Windham
Suite B1111
(281) 283-3521
windham@uhcl.edu

COURSE INFORMATION

Catalog Description

The course follows the official guidelines for training appraisers as required for the Texas Teacher Evaluation and Support System (T-TESS) Teacher Appraiser Training. Candidates are also required to do in-depth research on professional growth and/or development as it relates to evaluation.

Course credit: 3 credit hours

Prerequisite: ADSU 6030: Introduction to Educational Leadership

Intended Audience

This is a required course for the Master's degree and certification in Educational Leadership at University of Houston-Clear Lake. Together with the Instructional Leadership course, ADSU 6030, it provides certification for appraisal of teachers in Texas. This course is designed for graduate students who are exploring the issues of mentoring and peer leadership from the leadership perspective of the principal.

I. Purposes of this Course:

The primary purposes of this course include:

- demonstrating competence to become certified by UHCL and the state of Texas (through the Texas Education Agency) to evaluate teachers using the T-TESS instrument;
- demonstrating competence to improve teacher performance using a set of standards on other future appraisal instruments; and
- demonstrating the ability to become a more effective administrator according to ELCC and TExES standards.

II. Objectives:

Students will demonstrate individual:

- Familiarity with current practices, regulations and statutes regarding teacher evaluation in Texas;
- Familiarity with mechanisms of the current T-TESS instrument;
- Familiarity with research on effective appraisal of teachers, and varieties of tools and processes that are available to coach teachers' cognition;
- Ability to evaluate a teacher's professional competence in an instructional setting;
- Ability to confer with a teacher based on a pre-conference, an observation of that teacher's instruction, and planning for a post-observation conference;
- Ability to develop a presentation over relevant school law topics and a corresponding case study;
- Ability to prepare conference summaries within minutes of completing conferences;
- Ability to analyze cumulative data about educator performance in addition to classroom; and
- Ability to develop one's own professional growth plan and articulate goals for future professional development.

Principal TExES Competencies

Domain II: Instructional Leadership

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.

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.

Domain III: Administrative Leadership

Competency 008

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

Educational Leadership Constituent Council Standards (ELCC)

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.3 Apply Best Practice to Student Learning

- a. Candidates demonstrate the ability to assist school personnel in understanding and applying instruction to improve instructional practices and curricular materials.
- b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
- c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

2.3 Apply Best Practice to Student Learning

- a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
- b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
- c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

2.4 Design Comprehensive Professional Growth Plans

- a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
- b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult-learning strategies to form comprehensive professional growth plans with teachers and other school personnel.

- c. Candidates develop and implement.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization

- a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.
- b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.
- c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity

Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

5.2 Acts Fairly

Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.3 Acts Ethically

Candidates make and explain decisions based upon ethical and legal principles.

III. Text and Additional Reading Resources

Required Texts

T-TESS Training Materials (TEA) reproduced. (See Blackboard link: "T-TESS Resources")

Kemerer, F. R., & Crain, J. A. (2016) *Texas documentation handbook* (6th ed).. Austin, TX: Texas School Administrators' Legal Digest.

Walsh, J., Kemerer, F. R., & Maniotis, L. (2014) *The educator's guide to Texas school law* (8th ed). Austin, TX: University of Texas Press.

Key Web Sites

Teach for Texas <https://teachfortexas.org/>

Texas Education Agency (<http://www.tea.state.tx.us>)

Texas Education Code <http://www.statutes.legis.state.tx.us/?link=ED>

Texas Administrative Code

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=2&ti=19](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=2&ti=19)

Administrator Websites (<http://www.tasanet.org>) (<http://www.tasb.org>) (<http://www.aasa.org>)

Principal Certification TExES Preparation Materials <http://www.texas.ets.org/>

US Department of Education www.ed.gov/pubs/edpubs.html

IV. Course Expectations

Methodology

The class begins with state-approved proficiency training on T-TESS. The remainder of the class meetings will consist of small and large group discussions and web-based interactions through the Blackboard 9 course site. The readings will form the foundation of the presentations and discussions. The course is web-enhanced which means part of the course requires the web interface. Therefore, participation and course sign-on is critical to your success. Our official class communication is through Blackboard 9.

The calendar of dates and meeting times connected with this course is listed in this syllabus. A brief outline of our class schedule including information about T-TESS hours accumulated and some items due are outlined below. Please check the website for due dates in the "Assignments" section because final due dates and times appear there. When in doubt, the Blackboard 9 assignment details are the final word.

Attendance: Attendance at each course session for the entire session, from beginning to end, is vital to success in the course. When you attend each session, you will have the best opportunity to learn everything you need to know about appraisal of teaching, and completing each assignment accurately.

- Should you miss a T-TESS training session and fail to make it up through Region 4 ESC or an approved alternate site, you will not receive credit for the course.
- Should you miss one, two, or three class sessions other than T-TESS; points will be deducted from your final grade (your grade as measured after grading each assignment and arriving at a compiled grade).
 - For 3-hour classes, 5 points will be deducted.

- Three (3) tardies or early departures from class are the equivalent of one absence.
- Four (4) absences are considered excessive absences and you may be dropped from the class.

In-Class Participation: The work done in class is designed as and required as part of the learning process. Failure to participate in preparatory and in-class assignments is the functional equivalent of not attending that class session. The penalty outlined in “attendance” above will be the consequence.

Code of Ethics

All public school educators in Texas are required by the State Board for Educator Certification to follow the Texas Educator’s Code of Ethics. All certification candidates will complete ethics training and sign an affidavit agreeing to adhere to the state’s code. The Code of Ethics may be found at: [http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&r|=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&r|=2)

ACADEMIC HONESTY POLICY

Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. The University can best function and accomplish its mission in an atmosphere of the highest ethical standards. The University expects and encourages all students to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behavior and is jointly administered by faculty and students.

Honesty Code: The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community’s standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University’s academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

COMPLAINT RESOLUTION

If a problem arises, it is encouraged to first discuss the situation directly with the person involved. If unresolved, then follow the Complaint Procedures at <https://www.uhcl.edu/education/documents/student-resources/general-information/uhcl-epc-complaint-procedures.pdf>

SCHEDULE AND TIMETABLE

It will be solely the responsibility of the student to be aware of due dates. Please check the “Assignments” link on Blackboard (BB9) often to maintain awareness of due dates for all assignments.

LATE WORK NOTICE

When assignments are submitted via the Internet, e-mail, or any other technology, it is the responsibility of the student to assure that the transmission has been completed by the appropriate due date. Any circumstance that renders the Internet, e-mail, any servers, or library, school, or home computers or fax machine as incapable of properly transmitting student assignments in a timely manner does not in any way alter or remove the deadline for any assignment.

Assignments are to be submitted to the Blackboard (BB9) Assignment Link no later than the due date assigned. Late submissions will result in a maximum of 50% of the points for the

assignment. Late assignments will not be able to be submitted to the BB9 system, as submissions will be locked out on the assigned date and time. Students wishing partial credit for late assignments should submit assignments directly to the professor via e-mail attachment.

STUDENT EXPECTATIONS

- Many adult-learning theorists espouse the value of engaging adult learners in activities and discussions that allow for active participation. The curriculum and pedagogical approach of this class follows this line of thought. Students are encouraged to be active participants in all class activities.
- Attend class regularly and participate in each class and in each activity.
- Exhibit proper classroom etiquette. Cell phones, PDA's, laptop computers, etc. should be silenced during class and students should refrain from reading text messages, e-mail, or viewing social networking sites during class.
- Keep pace with text material, necessary reading, and assignments due.
- Develop all assignment materials themselves and post to the Blackboard course site.
- Use Blackboard to communicate with the instructor and with other students and to submit all assignments. Blackboard serves as an extension of the syllabus; that is where the instructor will post changes, edited assignments, and other evolutions to the course based on our current class experiences. The Discussion Board of Blackboard is where all questions about assignments go so that answering a question for one student can benefit other students. E-mail within Blackboard (UHCL official e-mail) is for individual questions, not course or assignment questions that everyone needs to know.
- It is the expectation of the professor and the faculty of the ADSU program that ALL student submissions are to be authored by the student and representative of the original ideas, thoughts, and efforts of the students. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding student ownership of work, plagiarism, or the student code of conduct, please see the student catalog, the resources on plagiarism available on the UHCL Neumann Library website and the UHCL student policies.
- It is the expectation of the professor that out-of-class student work will be the equivalent of six hours per class meeting.

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Below is the URL for the English Language Proficiency Standards. Pursuant to new Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language

Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the standards, if there are any questions, please ask them in class.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

DISABILITY POLICY

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

Should you need special accommodations, please contact me after class or in my office.

Statement on Professional Dispositions

Each student must read and follow Statement on Professional Dispositions, Disposition Expectations Checklist, and Disposition Resolution Process which is provided to define the standard of behavior COE expects of candidates.

<https://www.uhcl.edu/education/faculty/faculty-resources>

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions, Expectations, and the Dispositions Resolution Process. At the end of the course and at other times, instructors assess students on compliance with the standards. These assessments are invaluable for professional development.

Taskstream Statement

Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Taskstream system following the instructions. Unlike assignment grades that contribute to a student's course grade, Course Assessment assignment scores are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements. Instructors assign each Course Assessment assignment to one of three categories: Excellent, Acceptable, or Unacceptable.

Taskstream System

Each student must upload the following to the UAS by December 15, 2017 to fulfill course requirements:

- T-TESS Certification Form
- Professional Development Plan
- Documentation 3 Assignment

NOTE: Failure to upload to Taskstream by the deadline (December 15, 2017) will result in an automatic reduction of seven (7) points.

Texas Teacher Standards

“The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12.”

New rules with regard to the Texas teaching standards have been adopted by the TEA Commissioner. Go to the Texas Education Agency Website at [http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/) and go to “Approved Educator Standards” and click on the “Texas Teaching Standards Adopted in Chapter 149” link.

Evaluation

Each student must demonstrate proficiency as a T-TESS appraiser in order to pass the course. The standard of proficiency is identified by the state as required hours in attendance and passing a proficiency check within the course. This status does not affect the course grade as measured below; certification is a baseline, a prerequisite to receiving a course grade.

Students earn points based on the assessment of their performance in each course activity as defined in the syllabus. DO NOT try to convert those points into a grade on the activity. The only grade awarded is the course grade. It derives from the point scale listed on Blackboard 9 and below.

The following grading scale or grade distribution will be used to report a final class grade*:

| | |
|----|-------------|
| A | 93-100 |
| A- | 90-92 |
| B+ | 88-89 |
| B | 85-87 |
| B- | 83-84 |
| C | 80-82 |
| F | 79 or below |

* Note: Grading is with whole numbers.

Each assignment has an introduction or explanation, accompanying documents if applicable (templates, connection to the ELCC and TExES standards included at the end of this document and sometimes examples) as well as the rubric by which that assignment will be assessed.

Each of these items will be discussed in class; the rubrics are on the class website (Blackboard), and assignment due dates are indicated in the class calendar and on Blackboard.

V. Assignments

1. Biographical Information (2 points)

Please introduce yourself as an educator and future T-TESS evaluator to me. Where are you working now? In what position? How long have you worked and what have you done. Also (critical core part) provide the contact information necessary to get to you should I need to contact you between classes. This is not public information, just the best way(s) to get information to you should it be necessary. Finally, be sure to share your hopes and dreams regarding your future career as an administrator.

Due: September 2, 2017

2. EL/ILD Certificate (2 points)

All T-TESS trainers must obtain an official copy of the AEL or ILD certificate before candidates can be admitted to training. Since this course includes your training, that means we must document that you hold such a certificate. Please upload a copy of that document here.

Due: September 2, 2017

3. Technical Writing Importance (6 points)

Purpose:

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

Using the included PowerPoint, upload answers to the following statements/questions:

1. Identify two ways technical writing will be important for you to use as a principal.
2. What difference does it make that you have a memo format?
3. To what uses can you put this knowledge immediately?

Due: September 26, 2017

4. Observation One (19 points)

Purpose:

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

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

In order to properly evaluate a teacher, an administrator must be able to identify T-TESS domain criteria while observing a teacher. For this activity, you will script a thirty (30) minute lesson. Afterwards, you will highlight all information related to **Domains I and II**, identify the domain and criterion, then scan and upload the document. The rubric for this assignment can be found on Blackboard.

Four items must be submitted:

1. Script of observation
2. Coaching video
3. Summary memo
4. Reflection of coaching

Due: October 3, 2017

5. Observation Two (19 points)

Purpose:

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

In order to properly evaluate a teacher, an administrator must be able to identify T-TESS domain criteria while observing a teacher. For this activity, you will script a thirty (30) minute lesson. Afterwards, you will highlight all information related to **Domains III and IV**, identify the domain and criterion, then scan and upload the document. The rubric for this assignment can be found on Blackboard.

Four items must be submitted:

1. Script of observation
2. Coaching video
3. Summary memo
4. Reflection of coaching **Due: November 7, 2017**

Due: November 7, 2017

6. Documentation One (5 points)

The rubric criteria are designed with the following purpose(s):

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

This is the first of four parts to the documentation assignment designed to help you with skills needed for your administrative success. The scenario to which you are to respond, and the documentation rubric, can be found on Blackboard.

Due: September 26, 2017

7. Documentation Two (5 points)

The rubric criteria are designed with the following purpose(s):

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

This is the second of four parts to the documentation assignment designed to help you with skills needed for your administrative success. The scenario to which you are to respond, and the documentation rubric, can be found on Blackboard.

Due: October 10, 2017

8. Documentation Three (5 points)

The rubric criteria are designed with the following purpose(s):

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

This is the third of four parts to the documentation assignment designed to help you with skills needed for your administrative success. The scenario to which you are to respond, and the documentation rubric, can be found on Blackboard.

Due: November 7, 2017

9. Documentation Four (5 points)

The rubric criteria are designed with the following purpose(s):

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

This is the fourth of four parts to the documentation assignment designed to help you with skills needed for your administrative success. The scenario to which you are to respond, and the documentation rubric, can be found on Blackboard.

Due: November 28, 2017

10. Plan for Faculty Development (10 points)

Purpose:

- 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.
- facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

The assignment is outlined in the attached TaskProfDevPlan.htm document on Blackboard. The most important focus is that this is about, by, for, and concerned with the T-TESS appraisal process or instrument. Please focus on an aspect of T-TESS as you prepare this plan. Title: anything you like. You probably will have multiple documents or more than one file. ..don't worry, I will be able to see everything. Historically the difficulty students have is that they forget about the T-TESS part and share any old faculty development that might be related to a teaching skill. If the content and delivery are not focused on T-TESS, this assignment does not meet the rubric. Another common mistake is that students present a T-TESS training to their faculty. You are not training your staff to be T-TESS appraisers.

See Blackboard for further details, including the assignment rubric, for this assignment.

Due: December 5, 2017

11. Professional Development Plan (10 points)

Purpose: The learner will engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

When you examine your experience working with other principals and teachers this semester, and you think about what skills and attitudes you need to develop, identify the most important areas you need to develop. This is the basis of your own Professional Development Plan which then outlines growth activities you might try in each of the development areas you identify. The form or format is up to you. The rubric for evaluating the project is attached. This is one "real life" activity that you should also post somewhere for you to be able to keep up with. Title is your choice. Note: this is one of the most "missed" or misunderstood assignments of those you will do this semester. Why? Because this does not focus on your faculty, or your campus, or your future students, or an experience with teachers ... this focuses on you and your skills. It's all about YOU, and your development as a professional. Please keep this in mind as you read the rubric and develop your ideas.

See Blackboard for further details, including the assignment rubric, for this assignment.

Due: December 12, 2017

12. Document Questions (12 points)

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

You will download all of the forms attached to this assignment. Using the *Texas Documentation Handbook*, you will answer only the questions that correspond to the chapter you/your group were assigned. You will bring your answered document and the unanswered pages to class. You will share your information with the class and you will record blank answers based on class discussions. These answered documents will then be scanned and uploaded for this assignment.

Due: December 5, 2017

VI. Course Calendar

ADSU 6533: Appraisal of Teaching

Schedule

August 29

Introductions
Syllabus
Blackboard 9
Assign Documentation Questions
T-TESS requirements
AEL/ILD Certificate – Due: September 2, 2017
Classroom data collection assignments
Technical Writing Assignment
Introduction to Texas Teacher Evaluation and Support System (T-TESS)
Goal of T-TESS

Assignments:

- Upload Biographical Information
and AEL or ILD Certificate
Due: September 2, 2017
- Download T-TESS Documents – See “T-TESS Resources”

September 5

Questions: Syllabus, Assignments
Commissioner’s Rules (T-TESS)
Texas Teacher Standards
Understanding T-TESS:

- Overview
- Rubric Overview
- T-TESS Triangle
- Effective Elements

September 12

Evaluation Process:

- Evaluation Cycle
- Evidence Collection
- Scripting
- Pre-Observation Conference
- Rubric Review
- Observation and Collecting Evidence (Video: 4th Grade ELA)
- Categorizing Evidence

Assignments:

- Read *Texas Documentation Handbook*: Chapter I

September 19

Evaluation Process:

- Categorizing Evidence
- Evaluation Cycle
- Post-Observation Conference: Key Elements
- Post-Observation Conference (Video)
- *Texas Documentation Handbook*: Chapter 1

Assignments:

- Read *Texas Documentation Handbook*: Chapter 2
- Technical Writing Importance
Due: September 26, 2017
- Documentation One
Due: September 26, 2017
- Observation One: Coaching Tape, Scripting, Memo, Reflection
Due: October 3, 2017

September 26

FIELD DAY – No Class

October 3

Texas Documentation – Principles of Documentation

- When to Document
- Types of Documentation
- Writing Specific Incident Memoranda
- Writing Last Chance Memoranda
- Discussion of Observation One
- *Texas Documentation Handbook*: Chapter 2

Assignments:

- Observation One: Coaching Tape, Scripting, Memo, Reflection
Due: October 3, 2017
- Documentation Two
Due: October 10, 2017

October 10

Evaluation Process:

- Observation of Classroom Instruction (Video: 4th Grade Math)
- T-TESS language
- Post-Observation Conference
- Lesson Planning

Assignments:

- Read *Texas Documentation Handbook*: Chapter 3

October 17

Texas Documentation – The Marginally Effective Teacher:

- Identifying the Marginally Effective Teacher
- Matching Supervision Style with Teacher Level of Development
- Strategies for Collaboration

- Strategies for Directive Supervision
- Focusing on Instruction in the Classroom
- Technical Writing Exercise
- *Texas Documentation Handbook: Chapter 3*

October 24

Texas Documentation – Documenting Instruction:

- Methods of Gathering Data in Classroom Observation
- Gathering Data in the Marginal Teacher’s Classroom
- Documenting Instruction Using a Focused Observation Instrument
- Discussion of Observation Two

Evaluation Process:

- Observation of Classroom Lesson (Video: 7th Grade PE)
- Evidence and Ratings
- Categorizing Evidence: Assigning Ratings
- Calibrations
- Post-Observation Conference - Coaching

Assignments:

- Read *Texas Documentation Handbook: Chapter 4*
- Documentation Three
Due: November 7, 2017
- Observation Two: Coaching Tape, Scripting, Memo, Reflection
Due: November 7, 2017

October 31

FIELD DAY – No Class

November 7

Texas Documentation – Professional Communication:

- Legal Framework
- Documenting Unprofessional Teacher Communication (T-TESS Domain 5)
- Individual Coaching Feedback (as assigned)
- *Texas Documentation Handbook: Chapter 4*

Assignment:

- Read *Texas Documentation Handbook: Chapter 5*
- Observation Two: Coaching Tape, Scripting, Memo, Reflection
Due: November 7, 2017
- Documentation Three
Due: November 7, 2017

November 14

Texas Documentation – Writing and Monitoring Professional Growth Plans:

- Legal Dimension
- Why Write Professional Growth Plans

- How to Write an Improvement Plan
- Monitoring Growth Plan Achievement
- *Texas Documentation Handbook: Chapter 5*

Assignments:

- *Texas Documentation Handbook: Chapter 6*

November 21 **THANKSGIVING BREAK – No Class**

November 28

Evaluation Process:

- Lesson Analysis (Video: 5th/6th Math)
- Individual Categorization and Ratings
- Calibration
- *Texas Documentation Handbook: Chapter 6*

Assignments:

- Documentation Four
Due: November 28, 2017
- Plan for Faculty Development
Due: December 5, 2017
- Documentation Questions
Due: December 5, 2017

December 5

Evaluation Process:

- Post-Conference (Video)
- Rubric Review
- Professional Development
- T-TESS Appraisal Timeline
- T-TESS Certification

Assignments:

- Professional Development Plan
Due: December 12, 2017

December 12

Only for those who have not met certification requirements.

Each student must upload the T-TESS Certification Form, your Professional Development Plan, and Documentation 3 Assignment to Taskstream by December 15, 2017 to fulfill course requirements.

Instructor may alter this syllabus as conditions warrant.

University of Houston Clear Lake

COE Motto: Excellence, Innovation and Leadership in a Learner-Centered Community



Council for the
Accreditation of
Educator Preparation

CAEP: UHCL is one of only 15 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

Introduction to Educational Leadership ADSU 6030.01 Spring, 2018

Class Schedule/Location

Monday: 7 – 9:50 p.m.
UHCL – Pearland: Room 109

Professor

John M. Decman, Ed.D.

Secretary

Sandy Windham
Suite 1111 Bayou
281-283-3521
Windham@uhcl.edu

Office Location, Hours and Phone

1111.12 Bayou
Wednesdays: 2-4 p.m.
Online: Tuesdays: 1-5 p.m.
281-283-3548
E-mail: decman@uhcl.edu

COURSE INFORMATION

I. Purpose of the Course

Using a learner-centered approach, this course is designed to provide an introduction to the concepts, practices, and skills of educational administration in the preparation of graduate students to be school leaders. Through the use of readings, discussions, and simulated experiences, the student will develop a better understanding of the knowledge, skills, processes and attitudes (dispositions) needed to serve as a school administrator.

This course focuses on the recognition of the connections and relationships between and among the five Advanced Educational Leadership conceptual themes and seven strands of AEL, which are aligned with TEA-established principal standards. This graduate course includes the three-day Advanced Educational Leadership (AEL) component, required by the State of Texas, for Teacher Evaluation and Support System (T-TESS) certification. Additionally, the content and activities involved in successful completion of this course are designed to prepare candidates for the requirements of the PASL Task 1.

Catalog Description

This course focuses on principles of educational leadership, structure and governance of public education, interpersonal relations, and communications skills. Three credit hours.

Course Credit

II. Objectives of the Course

Content and activities in this course are designed to specifically address the following state and national standards.

| Competencies for Principals established by the Texas Board of Educator Certification | National Educational Leadership Standards |
|---|---|
| Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community). | |
| A. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals | Element 1.1 (MISSION AND VISION) Program completers understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school. |
| B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types | Element 1.1 (MISSION AND VISION) Program completers understand and demonstrate the capability to develop, advocate for, and |

| | |
|---|--|
| of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision | implement a collaboratively developed and data-informed mission and vision for the school. |
| C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision | Element 1.2 (VALUES) Program completers understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture. |
| E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision | Element 1.4 (IMPROVEMENT) Program completers understand and demonstrate the capability to engage staff and school community to develop, implement and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school. |
| H. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture | Element 1.3 (SUPPORT SYSTEM) Program completers understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student. |
| I. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students | Element 1.3 (SUPPORT SYSTEM) Program completers understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student. |
| Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning. | |
| B. Implements strategies to ensure the development of collegial relationships and effective collaboration | Element 2.1 (PROFESSIONAL NORMS) Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others. |
| C. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning | Element 2.1 (PROFESSIONAL NORMS) Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others. |

| | |
|---|---|
| Competency 008: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management. | |
| C. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions | Element 7.2 (PROFESSIONAL CULTURE) Program completers understand and have the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child. |
| Competency 009: The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes. | |
| A. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans | Element 6.1 (MANAGEMENT AND OPERATION SYSTEMS) Program completers understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs. |
| B. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes | Element 6.1 (MANAGEMENT AND OPERATION SYSTEMS) Program completers understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs. |
| Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services. | |
| C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community | Element 3.2 (EQUITABLE ACCESS) Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success. |

III. Required Text

Advancing Educational Leadership Participant Guide. (2015). Austin, TX: Texas Education Agency. (e-copy of this text is provided through course Blackboard Shell)

Key Web Sites

- Ael.education
- Texas Education Agency <http://www.tea.state.tx.us>
- Texas Administrative Code
[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=2&ti=19](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=2&ti=19)

- Texas Education Code <http://www.statutes.legis.state.tx.us/?link=ED>
- Resource Guide for Planning and Decision Making
http://www.esc20.net/preview.aspx?name=sup_Is.SBDM.Resources
- Administrator Websites (<http://www.tasb.org>) (<http://www.aasa.org>)
- Principal Certification TExES Preparation Materials
<http://www.texas.ets.org/>
- US Department of Education www.ed.gov/pubs/edpubs.html

IV. Course Expectations

Use Blackboard to communicate with the instructor and with other students, submit **all assignments, and maintain projects**. The Blackboard site serves as an extension of the syllabus; that is where the instructor will post changes, edited assignments, and other evolutions to the course based on class experiences. E-mail within Blackboard (our official e-mail) is for individual questions, not course or assignment questions that everyone needs to know.

Readings and Pre-work Activities: Graduate students will be required to read in their entirety the specified readings assigned and complete the accompanying handouts for class discussions.

Papers: Papers are expected to be double-spaced, Times New Roman, 12 font, with one-inch margins in APA 6th Edition format.

- A. **Mentor Selection:** Each graduate student will select a mentor who will serve as a guide during the principal certification program. Provide the usual information, name, current job, address, and a paragraph about why you selected this campus administrator. This activity will comprise 10 points.
- B. **Reflection Papers:** Each graduate student will be responsible for completing six reflection papers analyzing different AEL Themes or Strands (1) Creating Positive School Culture (two pages), (2) Establishing and Sustaining Vision, Mission, and Goals (two pages), (3) Developing Self and Others (two pages), (4) Conflict Resolution (two pages), (5) Improving Instruction (two pages), and (6) Managing Data and Processes (two page). The major components of the papers will be: (a) describe key elements of the content area, (b) analyze how this content area can be addressed toward the improvement of a school, and (c) what additional knowledge, skills, or experiences would be valuable for you to have to better understand the content area toward campus improvement. This section will comprise 120 points at 20 points for each.
- C. **Leadership Experiences:** Each graduate student will complete the Leadership Experiences. The activities address the different AEL Themes or Strands: School Culture, Establishing and Sustaining Vision, Mission, and Goals, Developing Self and Others Conflict Resolution, Improving Instruction, and Managing Data and Processes along the accompanying NELP Standards. This section will comprise 120 (6 @ 20 each) points.

- D. Resume:** Each graduate student will complete a current resume. This activity will comprise 50 points.
- E. Campus Improvement Plan:** Graduate students will prepare a campus improvement plan that identifies and addresses a significant problem or challenge in their school.

There are four discrete parts to this assignment

1. Identification of the problem or challenge
2. Development of a plan to address the problem or challenge
3. Implementation of the plan
4. Reflection on the effectiveness of the plan

Each part of the assignment, and its respective assessment rubric, is located in the Assignments section of Blackboard.

In addition to uploading each portion of the assignment to Blackboard by its due date, each graduate student must upload on the UHCL TaskStream Website this assignment by set due date. Directions for uploading campus plan can be found online at the UHCL student TaskStream website. The formulation of the plan will comprise 100 points. **Not uploading the campus plan to TaskStream by the set due date will result in a reduction of the final grade by one letter grade. Not uploading the campus plan to TaskStream by the last day of class will result in a failing grade for the course.**

- F. Practice TExES Examination:** The College of Education offers practice examinations for the Principal TExES several times each semester. Information regarding the practice test dates can be found on the College of Education website: <https://www.uhcl.edu/education/student-resources/texas-practice-tests>

Students in ADSU 6030 are required to attempt a practice TExES examination as a course requirement. The baseline data that results from this attempt will assist the student in determining particular state competencies that are strengths or areas for improvement as well as provide the student with an understanding of the exam constructs and rigor.

After completing the practice exam, the student will generate two score sheets. One will be left with the state assessments coordinator and the other will be uploaded as an assignment into Blackboard with a brief summary of strengths, areas of improvement, and a reflection of the exam-taking process from the student.

V. Class Schedule

| <u>WEEK</u> | <u>Comp.</u> | <u>AEL TOPICS</u> | <u>TIME</u> | <u>SLIDES</u> | <u>OUT OF CLASS ACTIVITY</u> | <u>ASSESSMENTS</u> |
|-------------|--------------|----------------------|-------------|---------------|------------------------------|-------------------------------|
| 1/16 | | INTRODUCTION | 15 | | Mentor Selection | Mentor Selection Sheet Signed |
| | | CONCEPTUAL FRAMEWORK | 45 | 3-10 | Five Dysfunction Activities | |
| | | EXPLORING THEMES | 110 | 11-14 | | |

| | | | | | | |
|------|-------|--|----------------------|----------------------------------|--|---|
| 1/23 | 1 | *TEAMBUILDING CREATING POSITIVE SCHOOL CULTURE MAKING CONNECTIONS FIVE DYSFUNCTIONS OF TEAM | 10 80 20 30 | 15-16 17-26 27-34 35-38 | Pre-Work for Class • Read Five Dysfunctions of a Team • Complete Five dysfunction activities and bring to class | Mentor Selection Sheet Signed and Uploaded to Blackboard before next class date |
| 1/30 | | Complete out of class activities and assessments (All due before the beginning of next class meeting). | | | • Leadership Experiences (Choose only One) ○ Participate in IEP meetings ○ Review teacher applications, participate in interviews, assist in selection committee ○ Participate in conference dealing with student discipline ○ Meet with a school leader involved in implementing a district or school change ○ Survey school faculty on methods to motivate students | Complete School Culture Leadership Experience |
| 2/6 | 2, 11 | *RATTLESNAKE ESTABLISHING/SUSTAINING VISIONMAKING, MISSION, AND GOALS PERSONAL VISION | 15 155 10 | 39-44 47-74 75-78 | Pre-Work for Class • Write your personal vision for school leadership | Complete Critical Reflection for School Culture |
| 2/13 | | Complete out of class activities and assessments (All due before the beginning of next class meeting). | | | Leadership Experiences • Interview mentor (principal) about conveying school vision, mission and goals. | Complete Vision, Mission and Goals Leadership Experience |
| 2/20 | 5 | DEVELOPING SELF AND OTHERS *RATTLESNAKE | 155 10 | 2-15 17 | Pre-Work for Class • Create a Resume Get a copy of your Campus Improvement Plan | |
| 2/27 | | Complete out of class activities and assessments | | | *Pre-Work for Next Class | Complete Critical Reflection for |

| | | | | | | |
|------|---|---|-----------------|---|---|--|
| | | (All due before the beginning of next class meeting). | | | <ul style="list-style-type: none"> Write up 5-7 events to share in your school involving conflict (students, teachers administrators) | School Vision, Mission and Goals |
| 3/6 | 7 | <p>CONFLICT RESOLUTION</p> <p>COMPLEX PIECES</p> <p>*RATTLESNAKE</p> <p>IMPROVING INSTRUCTION</p> <p>CHALKTALK (DISCUSSION BOARD)</p> | 60 | 18-24 25-29 31-32 35-42 44-45 | <p>Leadership Experiences (Choose one)</p> <ul style="list-style-type: none"> Assess school professional development needs Disaggregate student data and prepare an analysis Observe teachers through classroom observations and reflect with administrator | Complete Leadership Experience for Developing Self and Others |
| 3/20 | | Complete out of class activities and assessments (All due before the beginning of next class meeting). | | | <p>Leadership Experience</p> <ul style="list-style-type: none"> Read and provide an analysis of the conflict case study provided on blackboard.parents, etc.) | Complete Critical Reflection for Developing Self and Others (Integrate T-Tess Strands on Own Professional Development) and upload Resume |
| 3/27 | 5 | <p>COACHING TEACHERS/SECTION OVERVIEW</p> <p>WHAT'S YOUR APP?</p> <p>IMPROVING INSTRUCTION (1)</p> | 70 22 120 | 46-53 2-4 5-14 | <p>Pre-work for Next Class</p> <ul style="list-style-type: none"> Review Coaching Video on Blackboard and answer corresponding questions to bring to class for discussion. | <p>Complete Leadership Experience for Conflict Resolution</p> <p>Complete Critical Reflection for Conflict Resolution</p> |
| 4/3 | | Complete out of class activities and assessments (All due before the beginning of next class meeting). | | | <p>Leadership Experience</p> <ul style="list-style-type: none"> The student will shadow an administrator (typically an assistant principal) for the equivalent of <i>a half-day</i> (four hours to look for the use of formative and summative student assessment data to develop, support, and improve campus instructional | Complete Leadership Experience for Improving Instruction/ Coaching |

| | | | | | strategies and goals. | |
|------|------|--|----------------|-------------------------|---|--|
| 4/10 | 4, 8 | IMPROVING INSTRUCTION (2) MANAGING DATA SECTION OVERVIEW | 30 60 60 | 16-22 23-29 31-37 | Pre-Work for Next Class • Retrieve Texas Academic Performance Report from Home School | Complete Critical Reflection for Improving Instruction |
| 4/17 | | Complete out of class activities and assessments (All due before the beginning of next class meeting). | | | Leadership Experience • Examine Texas Academic Performance Reports from Home School ○ Identify strengths and weaknesses for Campus Improvement Plan | Complete Leadership Experience for Improving Instruction Managing Data |
| 4/24 | | LEADERSHIP ANALOGIES WORLD CAFÉ | 30 115 | 38-44 45-49 | Pre-Work for Next Class • Research two beneficial websites for administrators | Complete Critical Reflection for Improving Instruction/ Managing Data |
| 5/1 | | Discussion of PASL and relationship of Campus Improvement Plan to Task I | | | Work on completion Campus Improvement Plan | Upload Campus Improvement Plan to TaskStream and Blackboard |
| 5/8 | | TBD | | | | |

VI. Attendance

Student input is a valued component of each class; therefore, attendance is crucial. Twenty-four (24) required state hours of training for AEL certification are embedded throughout the course requirements and sessions. To receive state AEL certification, students must meet content and attendance requirements. Students are expected to be on time for class and to be present for the entirety of each schedule class session of the course. Two tardies will result in the final grade being reduced 50 points of the final grade. Each additional tardy will result in a reduction of 50 points from the final grade. **Any lack of attendance (absences and tardies) or assignments required for the fulfillment of the 24-hour AEL component of the course will result in a failing grade for the ADSU 6030 course.**

VII. Grading

Assignments submitted within one day (24 hours) late will be reduced by 30%. Assignments submitted within two days (48 hours) late will be reduced by 50%. Late assignments will not be accepted after this time.

| | |
|---|-----|
| A. Reflection Papers..... | 120 |
| B. Campus Improvement Plan | 100 |
| D. Resume | 50 |
| E. Mentor Selection | 10 |
| F. Leadership Experiences..... | 120 |
| G. Practice TExES Examination and Summary.... | 40 |
| Total: | 440 |

The following scale will be used:

| | | | |
|----|---------|----|---------------|
| A | 418-440 | C+ | 365-373 |
| A- | 409-417 | C | 352-364 |
| B+ | 400-408 | C- | 338-351 |
| B | 387-399 | D | 308-337 |
| B- | 374-386 | F | 307 and below |

The instructor reserves the right to change the syllabus at any time

General Information

It is the expectation that all student submissions are authored by the student, representing original ideas, thoughts, and efforts of the student. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding student ownership of work, plagiarism, or the student code of conduct, please see the student catalog, the resources on plagiarism available on the UHCL Neumann Library website, and UHCL student policies. UHCL provides writing services to assist with papers. Go to the Center's on-line tutoring services home page at <https://www.uhcl.edu/student-success-center/tutoring>. The Center for On-Line Tutoring (COLT) is available to all university students and is an excellent option. Online tutoring is offered in three formats: phone chat, IM chat, and email response.

Texas Teacher Standards

"The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12."

New rules with regard to the Texas teaching standards have been adopted by the TEA Commissioner. Go to the Texas Education Agency Website at [http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/). Under "Approved Educator Standards", click on the "Texas Teaching Standards Adopted in Chapter 149" link.

Field Experience Statement

1. Required Formal Approval of School District

No candidate may begin any field experience prior to the formal approval by the school district.

2. Required Criminal Background Check

In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person who is volunteering or completing any kind of field experience. Each person to whom this applies must provide the school district with driver's license information and any other information necessary to conduct the criminal background check.

For assignments that require either class wide, group participation, or activities in which candidates are necessarily interacting with minor students, each candidate must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.

For assignments that require candidates to visit schools (e.g., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The College of Education accepts no responsibility for candidates who do not follow established school district, charter school, or private school procedures or state legislation.

3. Courses that require field placement in registered child care programs will have criminal background checks processed through Texas Family and Protective Services/Health and Human Services Commission.

4. Failure to Complete Field Experiences

If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate must drop the course or will receive an F in the course.

English Language Proficiency Standards (ELPS)

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TEXES (the PPR). After reading the ELPS standards, please raise any questions in class.

UAS Statement (Taskstream if applicable)

Required: Every student in a course with a designated Course Assessment must complete and submit the assignment to the College of Education (COE) Unit Assessment System (UAS) following the Student UAS instructions (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports COE candidates, meets State Standards, and fulfills national accreditation requirements.

Dispositions Statement

Each student must read and follow Statement on Professional Dispositions, Disposition Expectations Checklist, and Disposition Resolution Process which is provided to define the standard of behavior COE expects of candidates.

<https://www.uhcl.edu/education/faculty/faculty-resources>

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions, Expectations, and the Dispositions Resolution Process. At the end of the course and at other times, instructors assess students on compliance with the standards. These assessments are invaluable for professional development.

Code of Ethics

All public school educators in Texas are required by the State Board for Educator Certification to follow the Texas Educator's Code of Ethics. All certification candidates will complete ethics training and sign an affidavit agreeing to adhere to the state's code. The Code of Ethics may be found at:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Academic Honesty Policy

The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Complaint Resolution

If a problem arises, it is encouraged to first discuss the situation directly with the person involved. If unresolved, then follow the Complaint Procedures at <https://www.uhcl.edu/education/documents/student-resources/general-information/uhcl-epp-complaint-procedures.pdf>

Americans with Disabilities

Disability Services

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

6 Drop Rule Limitation

Students who entered college for the first time in fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature, which specifies:

1. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count.
2. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops.

Students should take this into consideration before dropping this or any other course. Reference: [UHCL Academic Records](#) for [6 Drop Rule](#) details and the [Academic Calendar](#) for census date information.

Academic Calendar

[Academic Calendar link](#)

[2017-2018 Academic Affairs Administration Calendar \(pdf\)](#) comprehensive calendar with dates important to faculty.

ADSU 6030 Leadership Experiences Syllabus Information in Section I

The Administration and Supervision (ADSU) program in the College of Education (CoE) at the University of Houston-Clear Lake (UHCL) follows the philosophical underpinnings of the UHCL SoE Standards for Advanced Programs. These standards include the NELP standards and the Texas State Board of Educator Certification (SBEC) Texas Examinations of Educator Standards (TExES) Competencies which can be found online using any basic search engine.

In an effort to provide students with a well-rounded understanding of the many realms of administrative life, the leadership experiences will provide students with the opportunity to see first-hand a variety of situations, responsibilities, and general aspects that make up the role of public school administrator. By selecting activities within each of the three domains of focus aligned with the TExES competencies, students will be able to personalize their experience based on their interests and opportunities while still seeing a side of school business that is often unfamiliar to classroom teachers. It is recommended that students seek a relationship between their leadership experience and the lessons learned from the state requirements for AEL certification. Many identical scenarios will present themselves between the student's home campus. Students are encouraged to make note of the similarities and differences between what they experience in this activity and with their AEL experiences.

Students will shadow with an administrator of their choosing who will be able and willing to let them participate in the variety of activities required for this experience. If necessary, students may need to work with more than one administrator to participate in the varied activities. Within the three domains of focus, most will have a variety of activities from which to choose. All will require the presence of a mentor administrator for the student to shadow with the exception of the board meeting in the "Administrative Activities" focus area. As this is a public forum, a student who chooses to attend a school board meeting as one activity could do this independently of a mentor.

A complete listing of NELP Elements follows the Leadership Experience Rubric. Following completion of the activity, the student should indicate which of the NELP Elements were addressed during the experience. Often, it will be more than one.

Student Name: _____

Semester: _____

Leadership Experience Activity Response Form

Focus One: Required activity one of one

Community Leadership Experience:

Indicate which activity you selected from the syllabus listing.

NELP Elements Addressed:

Following your experience, which of the NELP standards you believe were applicable.

Name and Title of Mentor:

Date and Time of Activity:

Possible Observations:

Highlight any observation you noted during your experience

List any other observations you may have witnessed not included on the previous list.

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| |
| Student commentary: <i>The student will relate their observations and experiences and how those benefit their growth as a future leader. Before beginning this narrative, the student will need to dialog with the mentor regarding the value of this experience. Commentary may be continued on the back of this page Or typed on a different document.</i> |
| Signature of Student: |
| Signature of Mentor: |

Student Name: _____

Semester: _____

ADSU 6030 Leadership Experience Rubric

Students will document the record of their six field experiences on the Activity Response Form. The grade value of assignment will be based on the demonstrated level of performance and proficiency.

Grading

The total point value for this assignment is eighty (120) points which are accumulated through six equally weighted activities of (20) points each. The points are earned using the following guidelines:

- Record of NELP Elements: The student is to indicate which of the NELP Elements were applicable to the experience by documenting those on the Activity Response Form. A maximum of four (4) points can be earned for this section.
- Record of Observations: The student is to indicate observations during the experience from both the list provided and any additional observations they make. A maximum of six (6) points can be earned for this section.
- Quality of Commentary: The student is to create a narrative that relates their observations and experiences to their growth as a future leader. Using a scaled response, the points are based on the quality of the commentary as it addresses relationships to standards, value for future leadership experiences, and an overall summation of the experience. A maximum of ten (10) points may be earned in this section using the following point scale:

| <u>Points</u> | <u>Determining Factors</u> |
|---------------|--|
| 0 – 4 | A response was given but no attempt was made to address the relationship of the activity to the student's growth as a leader. |
| 0 – 6 | A cursory response was given that at least partially addressed the relationship of the activity to the student's growth as a leader. |
| 0 – 10 | A well-written response was given that addressed the relationship of the activity to the student's growth as a leader. |

NELP Elements

Element 1.1 (MISSION AND VISION)

Program completers understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school.

Element 1.2 (VALUES)

Program completers understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture.

Element 1.3 (SUPPORT SYSTEM)

Program completers understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.

Element 1.4 (IMPROVEMENT)

Program completers understand and demonstrate the capability to engage staff and school community to develop, implement and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school.

Element 2.1 (PROFESSIONAL NORMS)

Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others.

Element 2.2 (DECISION-MAKING)

Program completers understand and demonstrate the capability to evaluate the moral and legal consequences of decisions.

Element 2.3 (VALUES)

Program completers understand and demonstrate the capability to model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.

Element 2.4 (ETHICAL BEHAVIOR)

Program completers understand and demonstrate the capability to model ethical behavior in their actions and relationships with others.

Element 3.1 (EQUITABLE PROTOCOLS)

Program completers understand and demonstrate the capability to develop, implement, and evaluate equitable guidelines, procedures and decisions that ensure each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.

Element 3.2 (EQUITABLE ACCESS)

Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.

Element 3.3 (RESPONSIVE PRACTICE)

Program completers understand and demonstrate the capability to support the development of responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations.

Element 3.4 (SUPPORTIVE SCHOOL COMMUNITY)

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| <p>Program completers understand and demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language, gender, disability, or special status.</p> |
| <p>Element 4.1 (LEARNING SYSTEM)</p> <p>Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.</p> |
| <p>Element 4.2 (INSTRUCTIONAL PRACTICE)</p> <p>Program completers understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy.</p> |
| <p>Element 4.3 (ASSESSMENT SYSTEM)</p> <p>Program completers understand and demonstrate the capability to employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction.</p> |
| <p>Element 4.4 (LEARNING SUPPORTS)</p> <p>Program completers understand and demonstrate the capability to employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student.</p> |
| <p>Element 5.1 (COMMUNICATION)</p> <p>Program completers understand and demonstrate the capability to maintain effective two-way communication with families and the community.</p> |
| <p>Element 5.2 (ENGAGEMENT)</p> <p>Program completers understand and demonstrate the capability to engage families, community, and school personnel in strengthening student learning in and out of school.</p> |
| <p>Element 5.3 (PARTNERSHIPS)</p> <p>Program completers understand and demonstrate the capability to build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development.</p> |
| <p>Element 5.4 (ADVOCACY)</p> <p>Program completers understand and demonstrate the capability to advocate for the needs and priorities of the school, district, students, families, and the community.</p> |
| <p>Element 6.1 (MANAGEMENT AND OPERATION SYSTEMS)</p> <p>Program completers understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs.</p> |
| <p>Element 6.2 (DATA AND RESOURCES)</p> <p>Program completers understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.</p> |
| <p>Element 6.3 (COMMUNICATION SYSTEMS)</p> <p>Program completers understand and demonstrate the capability to develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement.</p> |
| <p>Element 6.4 (LEGAL COMPLIANCE)</p> |

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| Program completers understand and demonstrate the capability to comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success. |
| Element 7.1 (HUMAN RESOURCE MANAGEMENT) Program completers understand and have the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession. |
| Element 7.2 (PROFESSIONAL CULTURE) Program completers understand and have the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child. |
| Element 7.3 (WORKPLACE CONDITIONS) Program completers understand and have the capability to develop workplace conditions that promote employee leadership, well-being, and professional growth. |
| Element 7.4 (SUPERVISION AND EVALUATION) Program completers understand and have the capability to implement research-anchored systems of supervision and evaluation that provide actionable feedback about instruction and other professional practices, promoting collective accountability. |
| |

TEXES Principal Domains and Competencies

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| DOMAIN I—SCHOOL CULTURE (School and Community Leadership) |
| Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community). |
| A. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals |
| B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision |
| C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision |
| D. Aligns financial, human, and material resources to support implementation of a campus vision and mission |
| E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision |
| F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture |
| G. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment |
| H. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture |
| I. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students |
| J. Facilitates the implementation of research-based theories and techniques to promote a campus environment |

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| and culture that is conducive to effective teaching and learning and supports organizational health and morale |
| Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning. |
| A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision |
| B. Implements strategies to ensure the development of collegial relationships and effective collaboration |
| C. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning |
| D. Ensures that parents and other members of the community are an integral part of the campus culture |
| DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning) |
| Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction. |
| A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research |
| B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs |
| C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment |
| D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards |
| E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning |
| Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement. |
| A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction |
| B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors) |
| C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement |
| D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap |
| E. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions |
| DOMAIN III—HUMAN CAPITAL (Human Resource Management) |
| Competency 005: The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally. |
| A. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff |
| B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities |
| C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student |

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| information/data |
| D. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources |
| E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow |
| F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership |
| Competency 006: The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth. |
| A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes |
| B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school |
| C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment |
| D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff |
| DOMAIN IV—EXECUTIVE LEADERSHIP (Communication and Organizational Management) |
| Competency 007: The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences. |
| A. Understands how to effectively communicate a message in different ways to meet the needs of various audiences |
| B. Develops and implements strategies for systematically communicating internally and externally |
| C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies |
| D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals |
| Competency 008: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management. |
| A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning |
| B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making |
| C. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions |
| D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision |
| E. Uses effective planning, time management, and organization of work to support attainment of school district and campus goals |
| DOMAIN V—STRATEGIC OPERATIONS (Alignment and Resource Allocation) |
| Competency 009: The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes. |
| A. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans |
| B. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes |
| C. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with |

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| school objectives and goals, and works to access additional resources as needed to support learning |
| D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment |
| Competency 010: The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment. |
| A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment |
| B. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan |
| C. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation) |
| D. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants |
| E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems) |
| F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students |
| G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff |
| H. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements) |
| DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY |
| Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services. |
| A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247) |
| B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors |
| C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community |
| D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn |
| E. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation) |
| F. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs |
| G. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities |
| H. Articulates the importance of education in a free, democratic society |