

**University of Houston-Clear Lake**  
**ADSU 6030.04 Introduction to Educational Leadership**  
**Fall 2013**



**UHCL Quality Enhancement Plan (QEP) Motto**  
**Applied Critical Thinking (ACT) for Lifelong Learning and Adaptability**

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking model (<http://www.criticalthinking.org/>), critical thinking involves thinking for a *purpose*, asking *questions*, using *information*, applying *concepts*, drawing *inferences and conclusions*, identifying *assumptions*, anticipating *implications and consequences*, and recognizing *points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness*.



**School of Education Motto**  
**Excellence, Innovation and Leadership in a Learner-Centered Community**

**NCATE:** UHCL is one of only 14 universities in Texas accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE 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 NCATE accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, NCATE works to make a difference in the quality of P-12 education.

**Professor**

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**Office Hours:** Wednesdays from 4 to 6 pm at UHCL; via email or by appointment

**Class Schedule/Location**

Classes are held on Mondays from 7:00 to 9:50 pm in Bayou Computer Lab 3607.

**Catalog Description**

*This course focuses on principles of educational leadership, structure and governance of public education, interpersonal relations, and communications skills. Three (3) credit hours*

**I. Course Description**

Using a learner-centered approach, this required course provides an introduction to the knowledge, skills, and dispositions required of school leaders (e.g., principals). This graduate course includes the 36-hour, five-day Instructional Leadership Develop (ILD) component, required by the State of Texas, for Professional Development and Appraisal System (PDAS) certification. A central question of this course

and the preparation of future principals is “As an instructional leader what is my responsibility to ensure all students learn and are successful? A major role of the school leader is to facilitate continuous campus improvement applying data-driven decision-making in the curriculum, instruction, and assessment (CIA) process; ensuring alignment these three major elements. This process includes an understanding of developmental supervision, professional development strategies, community partnerships models, communication practices, and organizational management techniques; as well as an understanding of how school and community culture influence this process. Since school systems can be viewed as dynamic organizations, situational leadership is an expectation; requiring leaders to spend much of their time effectively and efficiently finding and implementing solutions to simple and complex problems. In the preparation of school leaders, Applied Critical Thinking (ACT) in the context of FCT’s *Elements of Thought* and *Universal Intellectual Standards* works to develop the *Intellectual Traits*. For example, in arriving at a viable solution (conclusion) to a problem, the leader works to ensure the solution is relevant, accurate and fair in the context (culture) of the organization. This process in turn can assist the leader in developing traits of integrity, confidence, courage, and fairmindedness.

## II. Student Learning Objectives (SLOs)

1. *Clearly* explains the required Texas laws that address curriculum, appraisal process, professional development for educators, accountability, and campus planning.
2. *Accurately* analyzes *relevant campus data* on academic and nonacademic issues regarding Lone Star Middle School.
3. *Clearly* and *accurately* applies *relevant strategies (information)* in assisting teachers to design and adapt curriculum, instruction and assessment that address the varied needs of students to develop student abilities to think critically and problem-solve.
4. *Clearly* and *accurately* applies *relevant data*, based on research, in assisting teachers to address the individual learning needs of students.
5. *Clearly* and *accurately* communicates in writing Instructional Leadership Development (ILD) *concepts*.
6. Understands the *clear purpose* and *accurate sequence (information)* of the continuous improvement process for leading and managing campus improvement.
7. *Accurately applies* a *planning model* that addresses the use of educational resources (e.g., programs, budgets) to supporting the teaching and learning process at the campus.
8. Communicates in a formal presentation, a campus improvement plan using *relevant data* from Lone Star Middle School (LSMS), providing *clear and accurate assumptions as well as possible consequences*, demonstrating connections between/among data analysis and goal, objectives, and strategies; and educational resources, to address student and teacher needs.

**Vocabulary of Critical Thinking:** In this course, students will learn and use the vocabulary of critical thinking which will include an understanding and use of both the Elements of Thought and the Universal Intellectual Standards.

### Elements of Thought:\*

In this course, we will consider and use eight (8) elements of thought:

1. **Purpose:** Goals and objectives
2. **Question at Issue:** Problem, issue, and misconception
3. **Information:** Facts, data, evidence, observations, reasons, and experiences
4. **Interpretation and Inference:** Solutions and conclusions
5. **Concepts:** Definitions, models, laws, theories and principles
6. **Assumptions:** Axioms, presuppositions, and a-priori facts or knowledge
7. **Implications and Consequences:** Inferences, effects, and outcomes
8. **Point of View:** Perspectives, frames of reference, and orientations

**Universal Intellectual Standards:\***

In this course, we will consider and use nine (9) universal intellectual standards including **clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.**

\*Paul, R., & Elder, L. (2009). *Critical thinking: Concepts and Tools* (6<sup>th</sup> ed.). Tomales, CA: Foundation for Critical Thinking Press.

**4Cs of Critical Thinking Process**

There are four major aspects of the Applied Critical Thinking Process: Curiosity, Connections, Creativity, and Communication. The predominant C in the Student Learning Objectives is *Communication*.

**III. State and National Leadership Standards**

**Principal TExES Competencies can be found at <http://www.texas.ets.org/>**

**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 (ELCC) Standards can be found at the following URL**  
<http://www.nassp.org/Portals/0/Content/55089.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.*

**Standard 2:** *Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.*

**Standard 3:** *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.*

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

**Standard 5:** *Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.*

**Standard 6:** *Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*

#### **IV. Text and Additional Reading Resources**

##### **Text (Required)**

*Instructional leadership development: Moving Texas forward.* (2009). Austin, TX: Texas Education Agency. (See online materials)

Erickson, H. L. (2007). *Concept-based curriculum and instruction for the thinking classroom.* Thousand Oaks, CA: Corwin Press. This book is on reserved in the UHCL Library (2 hours in library use).

##### **Text (Optional)**

Green, R. L. (2009). *Practicing the art of leadership: A problem-based approach to implementing the ISLLC standards* (3<sup>rd</sup> ed.). Boston: Pearson/Allyn & Bacon.

Haager, D., & Klingner, J. K. (2005). *Differentiating instruction in inclusive classrooms: The special educator's guide.* Boston: Pearson/Allyn & Bacon.

Tomlinson, C.A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design.* Alexandria, VA: Association for Supervision and Curriculum Development.

**Key Web Sites**

Texas Education Agency (<http://www.tea.state.tx.us>)  
 Texas Education Code (<http://www.statutes.legis.state.tx.us/>)  
 Administrator Websites (<http://www.tasanet.org>) (<http://www.tasb.org>) (<http://www.aasa.org>)  
 Principal Certification TExES Preparation Materials <http://www.texas.ets.org/>

**V. Prerequisite Skills for the Course**

The student should be able to:

- Demonstrate effective writing skills with a control of grammar, punctuation, sentence structure, spelling, and word choice.
- Show evidence of class preparation permitting active participation during class discussions.
- Demonstrate research skills enabling preparation for class sessions.

**VI. Course Assignments/Artifacts and Assessments (Rubrics)**

**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 6<sup>th</sup> edition format.

**A. Session Assignments:** Each graduate student will complete the following assignments, totaling 180 (18@10) points. Written assignments (e.g., reflections), other than charts, must be at least two pages in length. A maximum of two rewrites of the original assignment shall be allowed for purposes of grading. If any of the session assignments required for the fulfillment of the 36-hour ILD component of the course are missing or incomplete (i.e., not successfully addressing all the elements of the assignment), the result will be a failing grade for the ADSU6030 course. These assignments address SLOs 1 through 5, and placed in the portfolio, due by 7:00 pm on Monday, December 2, 2013.

**Session 1: Assignment 1: Legal Support for Student Performance (SLO 1)**

Use the following rubric.

Unacceptable (0 Points)	Acceptable (1-9 Points)	Excellent (10 Points)
Omits relevant information. Submission fails to provide adequate evidence on two or more occasions; writing and organization of information lacks clarity.	Clearly explains some, but not all of the required Texas laws that address curriculum, appraisal process, professional development for educators, accountability, and campus planning; The submission is well-organized, easy to follow. Writing and organization of information is clear, but some errors of syntax, grammar, punctuation, or spelling.	<b>SLO 1:</b> Clearly explains the required Texas laws that address curriculum, appraisal process, professional development for educators, accountability, and campus planning. The submission is well-organized, easy to follow. Writing and organization of information is clear; no errors of syntax, grammar, punctuation, or spelling found in the writing; consistency of voice and tense.

**Session 1: Assignment 2: Profile Data Analysis (SLO 2)**

**Session 2: Assignment 1: Profile Data Analysis (SLO 2)**

Use the following rubric.

Unacceptable (0 Points)	Acceptable (1-9 Points)	Excellent (10 Points)
Extensive amount of relevant data omitted. Submission fails to provide adequate evidence of on three or more occasions; writing and organization of information lacks clarity.	While accurate analysis, some relevant campus data missing; writing and organization of information is clear, but some errors of syntax, grammar, punctuation, or spelling.	<b>SLO 2:</b> Accurately analyze of relevant campus data on academic & nonacademic regarding Lone Star Middle School. Writing and organization of information is clear; no errors of syntax, grammar, punctuation, or spelling found in the writing; consistency of voice and tense.

The following assignments address **SLOs 3 to 5**. Assessment of the five session reflections (noted by \*\*) will be recorded for the purpose of data collection and monitoring the students learning outcomes for the applied critical thinking. The rubric includes assessment levels: unacceptable, acceptable and excellent.

**Session 2: Assignment 2: Lesson Plan Analysis**

**Session 2: Assignment 3: Analysis of Kelley and Cheryl**

**\*\*Session 2: Assignment 4: Session Reflection**

**Session 3: Assignment 1: Strategies for Content, Process, Product**

**Session 3: Assignment 2: Varied Needs Evaluation: Analysis of Cheryl**

**Session 3: Assignment 3: Varied Needs Evaluation: Analysis of Kelley**

**Session 3: Assignment 4: Reflection on Cheryl and Kelley**

**Session 3: Assignment 5: Learner Outcomes and Mastery**

**\*\*Session 3: Assignment 6: Session Reflection**

**Session 4: Assignment 1: Establishing High Expectations for Instruction**

**Session 4: Assignment 2: Planning Post-Observation Conference**

**Session 4: Assignment 3: Planning for Post-Observation with Kelley**

**\*\*Session 4: Assignment 4: Session Reflection**

**\*\*Session 5: Assignment 1: Session Reflection**

**\*\*Session 6: Assignment 1: Session Reflection**

Unacceptable (0 Points)	Acceptable (1-9 Points)	Excellent (10 Points)
Extensive amount of relevant data omitted; and/or submission fails to provide adequate evidence of on three or more occasions; and/or writing and organization of information lacks clarity, with extensive writing errors.	At times, lack of clarity/accuracy in applying relevant strategies in assisting teachers to design and adapt curriculum, instruction and assessment that address the varied needs of students to develop student abilities to think critically and problem-solve; and/or lack of clarity/ accuracy in applying relevant data, based on research, in assisting teachers to address the individual learning needs; and/or communicate in writing relevant Instructional Leadership Development (ILD) concepts; and/or writing and organization of information is clear, but some errors of syntax/ grammar/punctuation/ spelling.	<b>SLO 3:</b> Clearly and accurately applies relevant strategies (information) in assisting teachers to design and adapt curriculum, instruction and assessment that address the varied needs of students to develop student abilities to think critically and problem-solve. <b>SLO 4:</b> Clearly and accurately applies relevant data, based on research, in assisting teachers to address the individual learning needs of students. <b>SLO 5:</b> Clearly and accurately communicates in writing relevant Instructional Leadership Development (ILD) concepts. Writing and organization of information is clear; no errors of syntax, grammar, punctuation, or spelling found in the writing; consistency of voice and tense.

**B. 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 assignment totals 20 points.

Attributes	Unacceptable (0 points)	Acceptable (Maximum of 20 points)
Focus, Understanding, Organization, Format, and Flow of Ideas	Omits relevant concepts. Submission fails to provide adequate evidence of the prompt. Submission lacks clarity in organization. Writing lacks professional style; more than two errors in spelling, syntax, grammar, punctuation, voice, or tense.	All information provided in the submission directly relates to the requirements of the prompt. Submission provides evidence of the student’s comprehension of the prompt. 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. No errors of syntax, grammar, punctuation, or spelling found in the writing; consistency of voice and tense.

**C. Resume:** Each graduate student will complete a current resume. This assignment totals 60 points.

Attributes	Unacceptable (0 points)	Acceptable (Maximum of 60 points)
Focus, Understanding, Organization, Format, and Flow of Ideas	Omits relevant concepts of the prompt and model resume. Submission lacks clarity in organization. Writing lacks professional style; more than two errors in spelling, syntax, grammar, punctuation, voice, or tense.	All information provided in the submission directly relates to the requirements of the prompt and model of resume. Submission provides evidence of the student’s comprehension of the prompt and model resume. 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. No errors of syntax, grammar, punctuation, or spelling found in the writing; consistency of voice/tense.

**D. Leadership Experience Assignments:** Each graduate student will complete the Leadership Experience Assignments. The activities address the three TExES domains: School Community Leadership, Instructional Leadership, and Administrative Leadership (two parts), along the accompanying ELCC Standards. This section totals 100 (4 @ 25 each) points. See Appendix A for Worksheets and Rubric. This assignment addresses **SLOs 3, 5, and 6.**

**E. Campus Improvement Plan:** Graduate students, working in groups of four or five will prepare a campus improvement plan addressing the needs of Lone Star Middle School, using an appropriate planning model/framework, approved by the instructor. Each group will serve as a campus site-based decision-making team to study the data, develop the plan, and make a group presentation. An assessment rubric is provided (see Appendix B). Each graduate student must upload on the UHCL Website this assignment by the set due date. Directions for uploading campus plan can be found online at the UHCL student UAS website. The assignment totals 100 points. Rubric is found in Appendix B. This assignment addresses **SLOs 6 through 8.** Not uploading the campus plan by 7:00 pm on Tuesday, December 3, 2013, will result in a reduction of the final grade by one letter grade.

**F. Portfolio:** Each graduate student will maintain a portfolio with selected information demonstrating one's classroom performance. The portfolio should be highly organized, thus easy for the reader to follow with a table of contents and sectional dividers/tabs. At the end of the course, the professor will check the portfolio for thoroughness, clarity, completeness, analysis, and organization of information. Portfolio items are to be arranged based on the order listed under **V. Course Expectations A-E**. This activity totals 40 points.

Attribute	Unacceptable (0 points)	Acceptable (Maximum of 40 points)
Organization of information; inclusion of all information	Submission is not well organized and fails to provide clear structures; not easy to follow. Information is missing in the portfolio.	The submission is well-organized, easy to follow. Headings and other tools are utilized to structure the content of the submission; all required information is in the portfolio.

**Class Attendance and Participation:** Student input is a valued component of each class; therefore, attendance is crucial. Students must be prepared to discuss ILD Session Topics and Assignments in class. *Thus, students must complete relevant questions/activities documenting information (e.g., Memo Pad) prior to the start of class where information will be covered.* Thirty-six (36) required state hours of training for ILD certification are embedded in the course requirements. To receive state ILD certification, students must meet attendance and content 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. One absence or two tardies will result in the final grade being reduced by one letter grade. Each additional absence or two tardies will result in the final grade being reduced by an additional letter grade. Late submissions of work will result in reduction of 50% of point value for each assignment. The lack of participation in class and small group discussions and assignments will result in the final grade being reduced by one to two letter grades. Cell phone use (e.g., texting) during class will result in the final grade being reduced by 20 points. Any lack of attendance (absences and tardies) or missing/incomplete assignments required for the fulfillment of the 36-hour ILD component of the course will result in a failing grade for the ADSU6030 course.

<b>VII. Grading Criteria</b>	<b>Points (%)</b>
A. Session Assignments.....	180
B. Mentor Selection .....	20
C. Resume .....	60
D. Leadership Experience Assignments .....	100
E. Campus Improvement Plan .....	100
F. Professional Portfolio .....	<u>40</u>
Total: .....	500

The following scale will be used:

A	475-500	C+	375-399
A-	450-474	C	365-374
B+	435-449	C-	350-364
B	415-434	D	325-349
B-	400-414	F	324 and below

**Statement on Professional Dispositions**

Each student in the School of Education is required to read and abide by the Statement on Professional Dispositions found at [http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form\\_files/DISPOSITIONS.pdf](http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form_files/DISPOSITIONS.pdf). As an NCATE accredited institution, UHCL will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator. This means that a student may be withdrawn from a UHCL program if the student is judged to not have the required professional dispositions, regardless of one's academic record. At the end of the course and at other appropriate times your instructor will assess your compliance with these standards. These assessments will be invaluable to you, and the program faculty, as you continue to develop professionally.

**English Language Proficiency Standards (ELPS)**

Below is the URL for the 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. After reading the standards, if there are any questions, please raise them in class.

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

**Academic Honesty**

The Academic Honesty Policy at UHCL (found on pages 82-83 of the 2012-2013 Catalog) states: "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" (p. 82). The Honesty Code of UHCL states: "I will be honest in all my academic activities and will not tolerate dishonesty" (p. 83). Because honesty and integrity are such important factors, you should be aware that failure to perform within the bounds of these ethical standards is sufficient grounds to receive a grade of "F" in this course and be recommended for suspension from UHCL.

**Americans with Disabilities Statement:** 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. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact your University's student disability services center. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services (Student Services and Classroom Building 1.301) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. **Should you need special accommodations, please contact me after class or in my office.**

**Student Life Policies**

The Student Life Policies can be found by going to <http://www.uhcl.edu/student-services> and selecting "Student Life Policies."

**Use of Class Products in Assessment**

The University of Houston–Clear Lake may use your work in this class to generate assessment data. Any works used will be used only for educational purposes.

**UAS Statement:** Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the instructions from <http://soe.uhcl.edu/UAS>. 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 UAS categories: Excellent, Acceptable, or Unacceptable. Every student in a course which is either field-based or has a field experience, must log into the UAS and complete the Diversity Survey.

### **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 [http://prtl.uhcl.edu/portal/page/portal/WC/WC\\_Online](http://prtl.uhcl.edu/portal/page/portal/WC/WC_Online). 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.

**Calendar of Important Dates Link:** The fall 2013 calendar of important dates can be found at <http://prtl.uhcl.edu/portal/page/portal/AR/Calendars/fall-2013/regular-15-week>.

**ADSU 6030.04 Introduction to Educational Leadership**  
**Mondays: 7:00 pm to 9:50 pm**  
**(Week-to-Week Schedule)**

**August 2013**

**Monday, August 26** (Day 1)

Principal Competency: Domain I, II, and III

- Introductions
- Overview of Course Assignments
- Region 13 Online ILD Sign up and Review of Sessions and Assignments

**Homework:**

- Complete Session 1 Topics 1-5 and Assignments 1-2  
 Reminder: *Each student must complete relevant questions/activities documenting information (e.g., Memo Pad) prior to the start of class where information will be covered.*
- Complete Mentor Selection assignment
- Develop a binder for Portfolio entrees
- Work on Leadership Experiences assignment
- Work on draft of Resume

**September 2013**

**Monday, September 2** (Day 2) Labor Day (Holiday)

**Monday, September 9** (Day 3)

Principal Competency: Domain I (001)

- Group Discussion of Session 1: Topics 1-5 and Assignments 1-2; Turn in Assignments 1-2
- Turn in Mentor Selection Assignment
- Group Review of Draft of Resume
- Discuss Campus Improvement Plan for Lone Star Middle School Assignment

**Monday, September 16**(Day 4) (**Online Work Day**)

Principal Competency: Domain I (001) and Domain II (005, 007)

- Complete Session 2 Topics 1-7 and Assignments 1-4
- Complete Draft of Resume for group review and evaluation
- Work on Leadership Experience Assignments
- Finalize Resume and Email to Instructor at [kajs@uhcl.edu](mailto:kajs@uhcl.edu) by Monday, September 16, 2013

**Monday, September 23**(Day 5)

Principal Competency: Domain I (003) and Domain II (004, 005)

- Group Discussion of Session 2 Topics 1-7 and Assignments 1-4; Turn in Assignments 1-4
- Select teams for Campus Improvement Plan

**Monday, September 30** (Day 6) (**Online Work Day**)

Principal Competency: Domain I, II, and III

- Work on Session 3 Topics 1-10 and Assignments 1-6
- Work on Leadership Experiences assignment

### October 2013

#### Monday, October 7 (Day 7)

Principal Competency: Domain I (003) and Domain II (004, 005)

- Group Discussion of Session 3 Topics 1-10 and Assignments 1-3; Turn in Assignments 1-3
- Turn in one Leadership Experience Assignment to the Instructor (hardcopy or by email)

#### Monday, October 14 (Day 8)

Principal Competency: Domain I (003) and Domain II (004, 005)

- Presentation on Master's Degree/Principal Certification (Certification Officer)
- Group Discussion on Session 3 Topics 1-10 & Assignments 4-6; Turn in Assignments 4-6
- Discuss Leadership Experience Assignments

#### Monday, October 21 (Day 9)

Principal Competency: Domain I (003) and Domain II (004, 005)

- Demonstrate progress on Campus Improvement Plan of Lone Star Middle School
- Discuss progress on the Leadership Experience Assignments

#### Monday, October 28 (Day 10) (Online Work Day)

Principal Competency: Domain II (006)

- Complete Session 4 Topics 1-7 and Assignments 1-4
- Work Campus Improvement Plan addressing needs of Lone Star Middle School
- Work on the Leadership Experience Assignments

### November 2013

#### Monday, November 4 (Day 11)

Principal Competency: Domain II (006)

- Group Discussion on Session 4 Topics 1-7 and Assignments 1-4; Turn in Assignments 1-4
- Discuss Leadership Experience Assignments
- Discuss Campus Improvement Plan addressing needs of Lone Star Middle School

#### Monday, November 11 (Day 12) (Online Work Day)

Principal Competency: Domain I (001, 002); Domain II (007); and Domain III (008, 009)

- Complete Session 5 Topics 1-2 and Assignment 1
- Complete Session 6 Topics 1-5 and Assignment 1
- Work Campus Improvement Plan addressing needs of Lone Star Middle School

#### Monday, November 18 (Day 13)

Principal Competency: Domain I (001, 002); Domain II (007); and Domain III (008, 009)

- Group Discussion of Session 5 Topics 1-2 and Assignment 1
- Group Discussion of Session 6 Topics 1-5 and Assignment 1
- Discuss Campus Improvement Plan addressing needs of Lone Star Middle School
- Discuss Leadership Experiences assignment
- Turn in second Leadership Experience Assignment to the Instructor (hardcopy or by email)

**November 2013 Continued...**

**Monday, November 25**(Day 14) (**Online Work Day**)

Principal Competency: Domain 1, Domain II, Domain III

- Complete Campus Improvement Plan addressing needs of Lone Star Middle School
- Prepare for Presentation of Campus Improvement Plan addressing needs of Lone Star Middle School
- Complete all Leadership Experience Assignment

**December 2013**

**Monday, December 2** (Day 15)

Principal Competency: Domain 1, Domain II, Domain III

- Group Presentations of Campus Improvement Plan addressing Lone Star Middle School
- Each graduate student uploads an individual copy of their group's Campus Plan to the UHCL Website (UAS) by 7:00 pm on Tuesday, December 3, 2013. See **E. Campus Improvement Plan**.
- Each graduate student ensures all assignments are placed in one's portfolio, which is due by 7:00 pm on Monday, December 2, 2013.
- Discuss Leadership Experiences assignment
- Discuss Principal Certification TExES Preparation Materials at <http://www.texas.ets.org/>
- Turn in Portfolios (Portfolios can be picked up in Bayou 1125 usually within a week after final grades are reported.)

*The instructor may alter this syllabus as conditions warrant.*

**Appendix A**  
**Leadership Experience Worksheets and Rubric**  
**Syllabus Information in Section D**

(Total of 100 points)

The Administration and Supervision (ADSU) program in the School of Education (SoE) at the University of Houston-Clear Lake (UHCL) follows the philosophical underpinnings of the UHCL SoE Standards for Advanced Programs. These standards include the ELCC 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 Lone Star Middle School as part of the state requirements for ILD certification. Many identical scenarios will present themselves between the student's home campus and Lone Star. Students are encouraged to make note of the similarities and differences between what they experience in this activity and with their Lone Star experiences in their personal journal that is a part of the requirements for this course.

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 of their activities could do this independently from their mentor.

**TExES Three Domains of Focus**

**Community Leadership Experiences:** The student will ***choose one*** of the listed options and will shadow an administrator at this function. Complete at least one hour shadowing the administrator.

**Instructional Leadership Experiences:** The student will shadow an administrator (typically an assistant principal) to observe a series of discipline cycles and to look for the use of formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals. Complete at least one hour shadowing the administrator.

**Administrative Leadership Experiences:** The students will ***choose two*** of the listed options and will shadow an administrator at these functions. Complete at least one hour shadowing the administrator for each leadership experience.

The potentially applicable ELCC standards for each area of focus are listed in the following section for consideration by the student. On the Activity Response document, these ELCC standards are listed again and, following completion of the activity, the student should indicate by circling the numeric reference which of the ELCC standards were addressed during their experience. Often, it will be more than one of the standards.

**Focus One**

<b>Community Leadership Experiences</b>	<b>Required for completion:</b> Student will choose <i>one</i> activity from the following list of choices. Complete at least one hour shadowing the administrator.
Potential ELCC Standards	1.3, 1.5, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3, 7.1, 7.4
Activity Choices	<ul style="list-style-type: none"> <li>• Shadow the administrator on duty in compliance with UIL requirements for athletic events</li> <li>• Shadow the administrator on duty at functions such as banquets, installations, PTO meetings, etc.</li> <li>• Shadow the administrator at a parent-centered event such as Open House</li> <li>• Shadow the administrator on duty at a community-based function that you have cleared with the professor of this course</li> </ul>

**Focus Two**

<b>Instructional Leadership Experiences</b>	<b>Required for completion:</b> Complete at least one hour shadowing the administrator.
Potential ELCC Standards	2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 6.1, 7.1, 7.4
Activity	Shadowing experience should be completed with an administrator on the campus who is responsible for the handling of daily student issues and/or enhancing the instructional environment.

**Focus Three**

<b>Administrative Leadership Experiences</b>	<b>Required for completion:</b> Student will choose <i>two</i> activities from the following list of choices. Complete at least an hour shadowing the administrator for each experience.
Potential ELCC Standards	1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.1, 7.1, 7.4
Activity Choices	<ul style="list-style-type: none"> <li>• Attend a school board meeting (this may be done independently)</li> <li>• Shadow a principal at a district Principal’s Meeting</li> <li>• Shadow an administrator at a district-wide or campus-level administrative staff meeting</li> <li>• Shadow an administrator at a meeting addressing staffing, finance, safety/security, LEP, or department of instruction</li> </ul>

If a student has an alternate activity that they believe would address the potential ELCC standards within the area of focus, they may submit this alternative substitution request in writing to the professor of this course and should receive permission for the change before beginning the activity.

Student Name: \_\_\_\_\_

Semester: \_\_\_\_\_

Leadership Experience Activity Response Form

**Focus One: Required activity one of one**

<p><b>Community Leadership Experience</b> (At least one hour):  <i>Indicate which activity you selected from the syllabus listing.</i></p>
<p>Potential ELCC Standards: 1.3, 1.5, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3, 7.1, 7.4  <i>Following your experience, circle any of the standards you believe were applicable.</i></p>
<p>Name and Title of Mentor:</p>
<p>Date and Time of Activity</p>
<p>Possible Observations:  <i>Circle the bullet by any of these that you may have witnessed during your experience.</i></p> <ul style="list-style-type: none"> <li>• Interaction between administrator and parents</li> <li>• Interaction between administrator and non-school community leaders</li> <li>• References made to local business, social services or religious organizations</li> <li>• Efforts made to address cultural, ethnic, racial, and special interest groups</li> <li>• Clear effort to develop collaborative relationship between school and community</li> <li>• Reference to UIL regulations</li> <li>• Reference to district policies</li> </ul>
<p><i>List any other observations you may have witnessed not included on the previous list.</i></p>
<p>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.</i></p>
<p>Signature of Student:</p>
<p>Signature of Mentor:</p>

Student Name: \_\_\_\_\_

Semester: \_\_\_\_\_

Leadership Experience Activity Response Form

**Focus Two: Required activity one of one**

<p><b>Instructional Leadership Experience (At least one hour):</b></p>
<p>Potential ELCC Standards: 2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 6.1, 7.1, 7.4  <i>Following your experience, circle any of the standards you believe were applicable.</i></p>
<p>Name and Title of Mentor:</p>
<p>Date and Time of Activity:</p>
<p>Possible Observations:  <i>Circle the bullet by any of these that you may have witnessed during your experience.</i></p> <ul style="list-style-type: none"> <li>• Contact or follow-up with teacher following a disciplinary referral</li> <li>• Contact or follow-up with parent following a disciplinary referral</li> <li>• Reference to district’s Code of Conduct or Student Handbook (local)</li> <li>• Reference to Chapter 37 or Texas Penal Code (state level)</li> <li>• Reference to the IEP or BIP of a special education student</li> <li>• The need for or use of a translator to communicate with student or parent</li> <li>• Contact with the district’s psychological services or special services department based on the individual needs of a student</li> <li>• Reference to an individual student’s PEIMS data to enhance educational success</li> <li>• Reinforcement of instructional practices with a teacher or a student</li> </ul>
<p><i>List any other observations you may have witnessed not included on the previous list.</i></p>
<p>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.</i></p>
<p>Signature of Student:</p>
<p>Signature of Mentor:</p>

Student Name: \_\_\_\_\_

Semester: \_\_\_\_\_

Leadership Experience Activity Response Form

**Focus Three: Required activity one of two**

<p><b>Administrative Leadership Experiences</b> (At least one hour):  <i>Indicate which activity you selected from the syllabus listing.</i></p>
<p>Potential ELCC Standards: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.1, 7.1, 7.4  <i>Following your experience, circle any of the standards you believe were applicable.</i></p>
<p>Name and Title of Mentor:</p>
<p>Date and Time of Activity:</p>
<p>Possible Observations:  <i>Circle the bullet by any of these that you may have witnessed during your experience.</i></p> <ul style="list-style-type: none"> <li>• Collaborative decision-making and problem-solving between campus and district administrators</li> <li>• Allocation of time, funding, and other resources (human and material) to ensure effective implementation of professional development plans</li> <li>• Development and implementation for using technology to enhance school management</li> <li>• Proof of implementation for procedures related to safety, security, and crisis management</li> <li>• Evidence of application of local, state, and federal laws to support decision making related to school programs and operations</li> </ul>
<p><i>List any other observations you may have witnessed not included on the previous list.</i></p>
<p>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.</i></p>
<p>Signature of Student:</p>
<p>Signature of Mentor:</p>

Student Name: \_\_\_\_\_

Semester: \_\_\_\_\_

Leadership Experience Activity Response Form

**Focus Three: Required activity two of two**

<p><b>Administrative Leadership Experiences</b> (At least one hour):  <i>Indicate which activity you selected from the syllabus listing.</i></p>
<p>Potential ELCC Standards: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.1, 7.1, 7.4  <i>Following your experience, circle any of the standards you believe were applicable.</i></p>
<p>Name and Title of Mentor:</p>
<p>Date and Time of Activity:</p>
<p>Possible Observations:  <i>Circle the bullet by any of these that you may have witnessed during your experience.</i></p> <ul style="list-style-type: none"> <li>• Collaborative decision-making and problem-solving between campus and district administrators</li> <li>• Allocation of time, funding, and other resources (human and material) to ensure effective implementation of professional development plans</li> <li>• Development and implementation for using technology to enhance school management</li> <li>• Proof of implementation for procedures related to safety, security, and crisis management</li> <li>• Evidence of application of local, state, and federal laws to support decision making related to school programs and operations</li> </ul>
<p><i>List any other observations you may have witnessed not included on the previous list.</i></p>
<p>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.</i></p>
<p>Signature of Student:</p>
<p>Signature of Mentor:</p>

**Leadership Experience Rubric**

Students will document the record of their four field experiences on the Activity Response Form. The grade value of assignment will be based on the demonstrated level of performance and proficiency. The student will complete a self-assessment of success for each activity and record it on the following rubric.

Grading

The total point value for this assignment is 100 points which are accumulated through four equally weighted activities of 25 points each. The points are earned using the following guidelines:

- Record of ELCC Standards: The student is to indicate which of the ELCC standards 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 their 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 at least a one-page, single-spaced narrative that relates their observations and experiences to ELCC standards, as well as 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. Signatures of the mentor and student are required. A maximum of 15 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; one or more signatures are missing.
0 – 15	A well-written response was given that addressed the relationship of the activity to the student’s growth as a leader, with signatures of mentor and student.

Format

The student will complete the following Rubric Table and use it as the coversheet for all four of the Activity Response Forms upon completion of the assignment.

**Leadership Experience Rubric**

Student Name: \_\_\_\_\_

Semester: \_\_\_\_\_ Date: \_\_\_\_\_

	<u>Point Evaluation</u>	<u>Record of ELCC Standards</u>	<u>Record of Observations</u>	<u>Quality of Commentary</u>	<u>Total points for activity</u>
		<i>0 – 4 points</i>	<i>0 – 6 points</i>	<i>0 – 15 points</i>	
Focus One	Student				
Activity 1/1	Professor				

	<u>Point Evaluation</u>	<u>Record of ELCC Standards</u>	<u>Record of Observations</u>	<u>Quality of Commentary</u>	<u>Total points for activity</u>
		<i>0 – 4 points</i>	<i>0 – 6 points</i>	<i>0 – 15 points</i>	
Focus Two	Student				
Activity 1/1	Professor				

	<u>Point Evaluation</u>	<u>Record of ELCC Standards</u>	<u>Record of Observations</u>	<u>Quality of Commentary</u>	<u>Total points for activity</u>
		<i>0 – 4 points</i>	<i>0 – 6 points</i>	<i>0 – 15 points</i>	
Focus Three	Student				
Activity 1/2	Professor				

	<u>Point Evaluation</u>	<u>Record of ELCC Standards</u>	<u>Record of Observations</u>	<u>Quality of Commentary</u>	<u>Total points for activity</u>
		<i>0 – 4 points</i>	<i>0 – 6 points</i>	<i>0 – 15 points</i>	
Focus Three	Student				
Activity 2/2	Professor				

The final point total is based upon the summation of the four (4) twenty-five (25) point activities giving the student a potential of 100 points.

Student’s Evaluated Total \_\_\_\_\_

Professor’s Evaluated Total \_\_\_\_\_

**Appendix B Campus Improvement Plan Rubric: Syllabus Information in Section E**  
(Total of 100 points)

<b>CRITERIA</b>	<b>UNACCEPTABLE (0 PTS.)</b>	<b>ACCEPTABLE (5 PTS.)</b>	<b>Excellent (10 PTS.)</b>	<b>SCORE</b>
<b>Vision/Mission Statement</b>	Not provided.	Provided, but does not clearly identify purpose of school.	Clearly identifies the purpose of school.	
<b>Goals</b>	Provides two or less goals; or identifies goals not based on data-driven needs assessment.	Clearly and accurately describes a minimum of three goals, based on relevant campus assessment; however, but does not include the requisite two curricular and one non-curricular goals.	Identifies as well as clearly and accurately writes a minimum of three goals with at least with two curricular and one non-curricular, based on relevant campus data.	
<b>Objectives/Correlates/Indicators</b>	Provides two or less short and long term measurable objectives/correlates/indicators; and/or information is not based on data-driven assessment and/or measurable.	Clearly and accurately describes at least three short and long term measurable objectives/correlates/indicators to each of three goals, based on data-driven needs assessment; but does not include the requisite two curricular and one non-curricular goals.	Clearly and accurately describes at least three short and long-term measurable objectives/correlates/indicators for each of three goals (i.e., two curricular and one non-curricular), based on relevant campus data.	
<b>*Strategies</b>  *Due to multiple elements, extensive time and work for this section the multiplier is 6; totaling 60 points for this section.	Does not accurately identify or clearly describe at least one strategy for each of the three relevant goals (i.e., two curricular and one non-curricular) including: (1) brief description of strategy, (2) responsible person, (3) report dates, evaluations (formative and summative), (4) timeline, (5) resources, (6) sources of funding, and (7) FTEs.	Clearly and accurately describes only one relevant strategy for each of the three relevant goals (i.e., two curricular and one non-curricular) including: (1) brief description of strategy, (2) responsible person(s), (3) report dates, evaluations (formative and summative), (4) timeline, (5) resources, (6) sources of funding, and (7) FTEs (Full-Time Equivalents).	Clearly and accurately describes at least two relevant strategies for each of the three relevant goals (i.e., two curricular and one non-curricular) including: (1) brief description of strategy, (2) responsible person(s), (3) report dates, evaluations (formative and summative), (4) timeline, (5) resources, (6) sources of funding, and (7) FTEs (Full-Time Equivalents).	
Presentation of Campus Improvement Plan	Does not clearly explain connections; lacks multiple relevant concepts.	Explains connections, but omits one relevant concept toward demonstrating logical purpose of the continuous improvement process.	Clearly and accurately explains connections and assumptions/consequences of relevant components of the campus plan, demonstrating logical purpose of the continuous improvement process.	

Student Learning Objective related to these activities:

- ✓ SLO 6: Understands the clear *purpose* and *accurate sequence (information)* of the continuous improvement process for leading and managing campus improvement.
- ✓ SLO 7: *Accurately applies a planning model* that addresses the use of educational resources (e.g., programs, budgets) to supporting the teaching and learning process at the campus.
- ✓ SLO 8: Communicates in a formal presentation, a campus improvement plan using *relevant data* from Lone Star Middle School (LSMS), providing *clear and accurate assumptions as well as possible consequences*, demonstrating connections between/among data analysis and goal, objectives, and strategies; and educational resources, to address student and teacher needs.

**The University of Houston-Clear Lake**  
**ADSU 6030 Introduction to Educational Leadership Checklist**  
**(Complete Checklist and Place in Portfolio before turning in Portfolio)**

Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

	Points	Pts. Recd.	Total
A.Session Assignments			
Session 1 Assignment 1: Legal Support for Student Performance	10		
Session 1 Assignment 2: Profile Data Analysis	10		
Session 2 Assignment 1: Profile Data Analysis	10		
Session 2 Assignment 2: Lesson Plan Analysis	10		
Session 2 Assignment 3: Analysis of Kelley and Cheryl	10		
Session 2 Assignment 4: Session Reflection	10		
Session 3 Assignment 1: Strategies for Content, Process, Product	10		
Session 3 Assignment 2: Varied Needs Evaluation: Analysis of Cheryl	10		
Session 3 Assignment 3: Varied Needs Evaluation: Analysis of Kelley	10		
Session 3 Assignment 4: Reflection on Cheryl and Kelley	10		
Session 3 Assignment 5: Learner Outcomes and Mastery	10		
Session 3 Assignment 6: Session Reflection	10		
Session 4 Assignment 1: Establishing High Expectations for Instruction	10		
Session 4 Assignment 2: Planning Post-Observation Conference	10		
Session 4 Assignment 3: Planning for Post-Observation with Kelley	10		
Session 4 Assignment 4: Session Reflection	10		
Session 5 Assignment 1: Session Reflection	10		
Session 6 Assignment 1: Session Reflection	10		
<b>Total Points for A. Session Assignments</b>	<b>180</b>		
B. Mentor Selection	20		
C. Resume	60		
D.1 Leadership Experience	25		
D.2 Leadership Experience	25		
D.3 Leadership Experience	25		
D.4 Leadership Experience	25		
<b>Total Points for B through D Assignments</b>	<b>180</b>		
E. Campus Improvement Plan	100		
F. Portfolio	40		
<b>Total:</b>	<b>500</b>		
Any reduction of points:			
<b>Total:</b>			
<b>Final Grade</b>			

**University of Houston - Clear Lake  
School of Education Disposition Expectations**

The following are disposition indicators and examples of corresponding behaviors:

*Demonstrate professional responsibility by--*

- Being present, punctual and prepared for professional and academic activities.
- Responsibly communicating with faculty, peers, supervisors and/or mentors.
- Maintaining confidentiality of student records and private communications.
- Being actively involved in professional development activities.
- Maintaining composure under pressure by exhibiting self-control.
- Meeting professional expectations and obligations.
- Expressing feelings effectively and appropriately.
- Using self-reflection to improve performance.

*Foster collegiality by--*

- Exhibiting a willingness to accept and respond to feedback and productively acknowledge the validity of the feedback.
- Using positive conflict resolution techniques
- Respecting others points of view.
- Collaborating with students and working cooperatively with colleagues.
- Demonstrating an awareness of own impact on others.
- Expressing feelings effectively and appropriately.

*Embrace diversity by--*

- Showing adaptability in instruction for individual differences.
- Demonstrating that diversity in the classroom is a commitment to equity.
- Facilitating lessons that counteract negative stereotypes and bigotry.
- Providing students with access to varying points of view.
- Using language that is not demeaning or harmful to any individual or group.

*Demonstrate commitment to learning by--*

- Demonstrating an openness and willingness to learn.
- Demonstrating flexibility.
- Creating a learning environment which enables students to fulfill their potential.
- Respecting individual differences.
- Adapting instruction to “best practices.”
- Displaying creativity, curiosity and enthusiasm for teaching and learning.

*Maintain professional and personal integrity by--*

- Adhering to the UHCL honesty code.
- Maintaining ethical and legal behaviors in interactions with others.
- Adhering to the Code of Ethics and Standard Practices for Texas Educators.
- Respecting SOE policies and procedures.
- Demonstrating language that communicates and reflects professional decorum such as verbal, nonverbal and body language.

**University of Houston - Clear Lake  
School of Education Disposition Assessment Form**

**Candidate Name** \_\_\_\_\_ **Candidate ID** \_\_\_\_\_

Disposition assessment is very important for School of Education candidates to insure the development of collaboration skills and other professional behaviors. Concerns need to be identified early and addressed as soon as possible.

**Instructions:** Please provide the appropriate score for each disposition using the following criteria:

- 0 = Unacceptable
- 1 = Needs improvement
- 2 = Acceptable
- N/A = Not Applicable

**UHCL candidates are expected to:**

<b>Indicator</b>	<b>Rating</b>
Demonstrate professional responsibility	_____
Foster collegiality	_____
Embrace diversity	_____
Demonstrate commitment to learning	_____
Maintain professional and personal integrity	_____

**Description of concern(s):**

**Recommended course(s) of action:**

This concern has been discussed with the School of Education candidate.

My signature verifies that I am aware of the document's contents.

\_\_\_\_\_  
Faculty/Staff Signature Date School of Education Candidate Signature

\_\_\_\_\_  
Faculty/Staff Name (please print)

**If Applicable,**

Follow-up meeting date, time and place \_\_\_\_\_

**Comments from follow-up meeting:**