University of Houston-Clear Lake
ADSU 6030.01 Introduction to Educational Leadership
Spring2013

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

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Professor
Dr. Lawrence T. Kajs
Office: Bayou 1125-6
Phone: 281.283.3555
UHCL Fax: 281.283.3630
E-mail: kajs@uhcl.edu

Secretary
Ms. Debbie Mitchell
Office: Suite 1125
Phone: 281.283.3550
UHCL Fax: 281.283.3630
E-mail: mitchelldebbie@uhcl.edu

Office Hours: Tuesdays and Wednesdays from 4 to 6 pm, or by appointment.

Class Schedule/Location
Classes are held on Mondays from 4:00 to 6:50 pm in Bayou Lab 3606.

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.

Course Description
This course focuses on principles and skills of educational leadership necessary to facilitate continuous campus improvement including data-driven decision-making, curriculum, instruction, assessment, developmental supervision, professional development, community partnerships, communication, organizational management, and evaluation. 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.

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.

II. Objectives of the Course

1. Understand the relationship between a vision of success for all students and the requirements of law for planning, curriculum, appraisal, professional development, and accountability.
2. Understand the need for a school culture that is learner-centered and collaborative, focused on student performance, based on high expectations for all students, and driven by a process of continuous improvement.
3. Apply a framework of continuous improvement to school organization and individual in order to promote student success.
4. Knowledge and application of skills to be successful 21st century school leaders.

Principal TExES Competencies can be found at http://www.texes.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.ncate.org/LinkClick.aspx?fileticket=jz0BsFs7A80%3D&tabid=676

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.*

Standard 7: *Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned, and guided cooperatively by the institution and school district personnel for graduate credit.*

III. Text and Additional Reading Resources

Text (Required)

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

Text (Optional)

Green, R. L. (2009). *Practicing the art of leadership: A problem-based approach to implementing the ISLLC standards* (3rd 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.

Marzano, R. J., Pickering, D. J., & Pollack, J. E. (2001). *Classroom instructionthat works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

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.texes.ets.org/
Accountability Manual http://ritter.tea.state.tx.us/perfreport/account/2011/manual/index.html

IV. 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.

V. Course Expectations

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. **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 one page in length. **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.**

    Session 1 Assignment 1: Legal Support for Student Performance
             Assignment 2: Profile Data Analysis
    Session 2 Assignment 1: Profile Data Analysis
             Assignment 2: Lesson Plan Analysis
             Assignment 3: Analysis of Kelley and Cheryl
             Assignment 4: Session Reflection
    Session 3 Assignment 1: Strategies for Content, Process, Product
             Assignment 2: Varied Needs Evaluation: Analysis of Cheryl
             Assignment 3: Varied Needs Evaluation: Analysis of Kelley
             Assignment 4: Reflection on Cheryl and Kelley
             Assignment 5: Learner Outcomes and Mastery
             Assignment 6: Session Reflection
    Session 4 Assignment 1: Establishing High Expectations for Instruction
             Assignment 2: Planning Post-Observation Conference
             Assignment 3: Planning for Post-Observation with Kelley
             Assignment 4: Session Reflection
    Session 5 Assignment 1: Session Reflection
    Session 6 Assignment 1: Session Reflection

The following rubric is used for Assignment A.

Attributes	Acceptable (Maximum of 10 points for Each Assignment)	Unacceptable (0 points)
Focus, Understanding, Organization, Format, and Flow of Ideas	All information provided in the submission directly relates to the requirements of the prompts. Submission provides evidence of the student's comprehension of the material. Examples are given, concepts are tied to previous learning, reflection is evident, and conclusions are appropriate. The submission is well-organized, easy to follow. Headings and other tools are utilized to structure the content of the submission, when needed. Writing is professional, clear, direct, and fluid. No errors of syntax, grammar, punctuation, or spelling found in the writing; consistency of voice and tense.	Omits key concepts. Submission fails to provide adequate evidence of comprehension on two or more occasions. Submission lacks clarity in organization. Writing lacks professional style; more than two errors in spelling, syntax, grammar, punctuation, voice, or 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 10 points.

The following rubric is used for Assignments B.

Attributes	Acceptable (Maximum of 10 points)	Unacceptable (0 points)
Focus, Understanding, Organization, Format, and Flow of Ideas	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.	Omits key 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.

C. Resume: Each graduate student will complete a current resume. This assignment totals 40 points.

The following rubric is used for Assignment C.

Attributes	Acceptable (Maximum of 40 points)	Unacceptable (0 points)
Focus, Understanding, Organization, Format, and Flow of Ideas	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 and tense.	Omits key 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.

D. English Language Proficiency Standards (ELPS) Memorandum: Each graduate student will write a one-page, single-spaced memorandum directed to the campus staff (e.g., full and part time teachers) about the English Language Proficiency Standards (ELPS). ELPS is required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4. In collecting information, it may be necessary to interview key personnel (e.g., bilingual director, LPAC coordinator). Responses need to include key concepts found in the ILD or other materials. See the TEA website at http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html. This assignment totals 40 points.

The following rubric is used for Assignments D.

Attribute	Acceptable (Maximum of 40 points)	Unacceptable (0 points)
Focus, Understanding, Organization, Format, and Flow of Ideas	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; based on APA format. 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.	Omits key concepts. Submission fails to provide adequate evidence of the prompt. Submission lacks clarity in organization; not following APA format. Writing lacks professional style; more than two errors in spelling, syntax, grammar, punctuation, voice, or tense.

E. 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.

F. Problem Solving Exercises: Graduate students, working in teams, in-class, will problem solve two scenarios, following the S-T-P approach (handout). This section has a total of 10 (2@5) points.

G. Campus Improvement Plan: Graduate students, working in groups of two, three, or four 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. **Not uploading the campus plan by 7:00 pm on Thursday, May 9, 2013, will result in a reduction of the final grade by one letter grade. Not uploading the campus plan by 7:00 pm Friday, May 10, 2013, will result in a failing grade for the course.**

H. 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-G**. This activity totals20 points.

Attribute	Acceptable (Maximum of 20 points)	Unacceptable (0 points)
Organization of information; inclusion of all information	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.	Submission is not well organized and fails to provide clear structures; not easy to follow. Information is missing 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 Assignmentsin 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.**

VI. Grading Criteria   Points (%)
A. Session Assignments..180
B. Mentor Selection 10
C. Resume...40
D. English Language Proficiency Standards Memorandum.....................40
E. Leadership Experience Assignments...100
F. Problem Solving Exercises 10
G. Campus Improvement Plan...100
H. Professional Portfolio..20
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 athttp://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.

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: In accordance with Section 504 of the federal *Rehabilitation Act of 1973* and *the Americans with Disabilities Act of 1990*, the University of Houston–Clear Lake endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal access to all our educational programs and activities. 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,or call 281.283.2626); 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/studentservicesand selecting "Student Life Policies."

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. 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 spring 2013 calendar of important dates can be found at
http://prtl.uhcl.edu/portal/page/portal/PRV/Office_of_the_Provost/Documents/12-13%20AAA%20calendar%20-%20Revised%206-25-12.pdf

ADSU 6030.01 Introduction to Educational Leadership
Mondays: 4:00 pm to 6:50 pm
(Week-to-Week Schedule)

Monday, January 14 (Day 1)
- Introductions
- Overview of Course
- Discuss Lone Star Middle School
- Discuss Campus Planning Assignment
- Discuss Sample Resume
- Discuss Leadership Experience 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

Monday, January 21 Martin Luther King, Jr. Holiday

Monday, January 28 (Day 2)
Principal Competency: Domain I (001)
- Group Discussion of Session 1: Topics 1-5 and Assignments 1-2; Turn in <u>Assignments 1-2</u>
- Turn in Mentor Selection Assignment
- Problem Solving Exercise #1

Monday, February 4 (Day 3) **(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

Monday, February 11 (Day 4)
Principal Competency: Domain I (003) and Domain II (004, 005)
- Group Discussion of Session 2 Topics 1-7 and Assignments 1-4; Turn in <u>Assignments 1-4</u>
- Group Review of Draft of Resume

Monday, February 18 (Day 5) **(Online Work Day)**
Principal Competency: Domain I, II, and III
- Complete Session 3 Topics 1-10and Assignments 1-3
- Complete one of the four Leadership Experience Assignments
- Finalize Resume and Email to Instructor at kajs@uhcl.eduby Monday, February 25, 2013

Monday, February 25 (Day 6)
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)
- Email Finalized Resume to Instructor at kajs@uhcl.edu

Homework:
- Work on Session 3 Topics 1-10 and Assignments 4-6; Complete Session 3 Topics 1-10,
- Work on Leadership Experience Assignments

Monday, March 4 (Day 7)
Principal Competency: Domain I (003) and Domain II (004, 005)
- Group Discussion on Session 3 Topics 1-10&Assignments 4-6;Turn in Assignments 4-6
- Discuss Leadership Experience Assignments
- Presentation on Master's Degree/Principal Certification (Certification Officer)

Monday, March 11   Spring Break

Monday, March 18 (Day 8**)**
Principal Competency: Domain I (003) and Domain II (004, 005)
- Discuss Campus Improvement Plan addressing needs of Lone Star Middle School
- Select teams and discuss assignment for Campus Improvement Plan
- Discuss progress on the Leadership Experience Assignments
- Discuss English Language Proficiency Standards (ELPS) School assignment

Monday, March 25 (Day 9) **(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
- Work English Language Proficiency Standards (ELPS) School Assignment

Monday, April 1 (Day 10)
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 English Language Proficiency Standards (ELPS) School Assignment
- Discuss Campus Improvement Plan addressing needs of Lone Star Middle School
- Problem Solving Exercise #2

Monday, April 8 (Day 11) **(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
- Work Campus Improvement Plan addressing needs of Lone Star Middle School
- Complete a second Leadership Experience Assignment
- Complete English Language Proficiency Standards (ELPS) School Assignment

Monday, April15 (Day 12)
Principal Competency: Domain I (001, 002); Domain II (007); and Domain III (008, 009)
- Group Discussion of Session 5 Topics 1-2and Assignment 1; Turn in <u>Assignment 1</u>
- Discuss Campus Improvement Plan addressing needs of Lone Star Middle School
- Turn in <u>English Language Proficiency Standards (ELPS) School Assignment</u>
- Turn in a <u>second Leadership Experience Assignment to the Instructor (hardcopy or by email)</u>

Monday, April 22 (Day 13) **(Online Work Day)**
Principal Competency: Domain I (001, 002); Domain II (007); and Domain III (008, 009)
- Complete Session 6 Topics 1-5 and Assignment 1
- Work Campus Improvement Plan addressing needs of Lone Star Middle School
- Work to complete all Leadership Experiences Assignments

Monday, April 29 (Day 14)
Principal Competency: Domain I (001, 002); Domain II (007); and Domain III (008, 009)
- Group Discussion of Session 6 Topics 1-5 and Assignment 1; Place <u>Assignment 1 in Portfolio.</u>
- Discuss Group Presentations of Campus Improvement Plan addressing Lone Star Middle School
- Discuss Leadership Experience Assignments

Monday, May 6 (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 by 7:00 pm on Thursday, May 9, 2013.
- Group Discussion on what was learned from the Leadership Experiences Assignments
- Discuss Principal Certification TExES Preparation Materials at http://www.texes.ets.org/
- Turn in Portfolios with all course assignments. (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 E
(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.
> **Instructional Leadership Experiences**: The student will shadow an administrator (typically an assistant principal) for the equivalent of ***a half-day*** (four hours) 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.
> **Administrative Leadership Experiences**: The students will ***choose two*** of the listed options and will shadow an administrator at these functions.

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

Community Leadership Experiences	Required for completion: Student will choose *one* activity from the following list of choices.
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	• Shadow the administrator on duty in compliance with UIL requirements for athletic events • Shadow the administrator on duty at functions such as banquets, installations, PTO meetings, etc. • Shadow the administrator at a parent-centered event such as Open House • Shadow the administrator on duty at a community-based function that you have cleared with the professor of this course

Focus Two

Instructional Leadership Experiences	Required for completion: Four hours of shadowing which is the equivalent of a half-day.
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

Administrative Leadership Experiences	Required for completion: Student will choose *two* activities from the following list of choices.
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	• Attend a school board meeting (this may be done independently) • Shadow a principal at a district Principal's Meeting • Shadow an administrator at a district-wide or campus-level administrative staff meeting • Shadow an administrator at a meeting addressing staffing, finance, safety/security, LEP, or department of instruction

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: _____

<div align="center">Leadership Experience Activity Response Form</div>

Focus One: Required activity one of one

Community Leadership Experience: *Indicate which activity you selected from the syllabus listing.*
Potential ELCC Standards: 1.3, 1.5, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3, 7.1, 7.4 *Following your experience, circle any of the standards you believe were applicable.*
Name and Title of Mentor:
Date and Time of Activity:
Possible Observations: *Circle the bullet by any of these "look for's" that you may have witnessed during your experience.*   - Interaction between administrator and parents   - Interaction between administrator and non-school community leaders   - References made to local business, social services or religious organizations   - Efforts made to address cultural, ethnic, racial, and special interest groups   - Clear effort to develop collaborative relationship between school and community   - Reference to UIL regulations   - Reference to district policies
List any other observations you may have witnessed not included on the previous list.
Student commentary: *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.*
Signature of Student:
Signature of Mentor:

Student Name: _____

Semester: _____

Leadership Experience Activity Response Form

Focus Two: Required activity one of one

Instructional Leadership Experience: 4 hours (half day) of shadowing
Potential ELCC Standards: 2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 6.1, 7.1, 7.4 *Following your experience, circle any of the standards you believe were applicable.*
Name and Title of Mentor:
Date and Time of Activity:
Possible Observations: *Circle the bullet by any of these "look for's" that you may have witnessed during your experience.* • Contact or follow-up with teacher following a disciplinary referral • Contact or follow-up with parent following a disciplinary referral • Reference to district's Code of Conduct or Student Handbook (local) • Reference to Chapter 37 or Texas Penal Code (state level) • Reference to the IEP or BIP of a special education student • The need for or use of a translator to communicate with student or parent • Contact with the district's psychological services or special services department based on the individual needs of a student • Reference to an individual student's PEIMS data to enhance educational success • Reinforcement of instructional practices with a teacher or a student
List any other observations you may have witnessed not included on the previous list.
Student commentary: *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.*
Signature of Student:
Signature of Mentor:

Student Name: _____

Semester: _____

<p align="center">Leadership Experience Activity Response Form</p>

Focus Three: Required activity one of two

Administrative Leadership Experiences: *Indicate which activity you selected from the syllabus listing.*
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 *Following your experience, circle any of the standards you believe were applicable.*
Name and Title of Mentor:
Date and Time of Activity:
Possible Observations: *Circle the bullet by any of these "look for's" that you may have witnessed during your experience.*   - Collaborative decision-making and problem-solving between campus and district administrators   - Allocation of time, funding, and other resources (human and material) to ensure effective implementation of professional development plans   - Development and implementation for using technology to enhance school management   - Proof of implementation for procedures related to safety, security, and crisis management   - Evidence of application of local, state, and federal laws to support decision making related to school programs and operations
List any other observations you may have witnessed not included on the previous list.
Student commentary: *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.*
Signature of Student:
Signature of Mentor:

Student Name: _____

Semester: _____

Leadership Experience Activity Response Form

Focus Three: Required activity two of two

Administrative Leadership Experiences: *Indicate which activity you selected from the syllabus listing.*
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   *Following your experience, circle any of the standards you believe were applicable.*
Name and Title of Mentor:
Date and Time of Activity:
Possible Observations: *Circle the bullet by any of these "look for's" that you may have witnessed during your experience.*   • Collaborative decision-making and problem-solving between campus and district administrators   • Allocation of time, funding, and other resources (human and material) to ensure effective implementation of professional development plans   • Development and implementation for using technology to enhance school management   • Proof of implementation for procedures related to safety, security, and crisis management   • Evidence of application of local, state, and federal laws to support decision making related to school programs and operations
List any other observations you may have witnessed not included on the previous list.
Student commentary: *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.*
Signature of Student:
Signature of Mentor:

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:

Points	Determining Factors
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: _____

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

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

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

		Point Evaluation	Record of ELCC Standards	Record of Observations	Quality of Commentary	Total points for activity
			0 – 4 points	*0 – 6 points*	*0 – 15 points*	
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 G
(Total of 100 points)

Student's Name: _____ **Date:** _____

CRITERIA	Unacceptable (0 pts.)	Acceptable (5 pts.)	Proficient (10 pts.)	Score
Vision/Mission Statement	Not provided.	Provided, but does not clearly identify purpose of school.	Clearly identifies purpose of school.	
Goals	Provides two or less goals; or identifies goals not based on data-driven needs assessment.	Identifies and clearly describes a minimum of three goals, based on data-driven needs assessment; however, but does not include the requisite two curricular and one non-curricular goals.	Identifies and clearly writes a minimum of three goals with at least with two curricular and one non-curricular, based on data-driven needs assessment.	
Objectives/ Correlates/ Indicators	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.	Identifies and clearly 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.	Identifies and clearly describes at least three short and long-term measurable objectives/correlates/indicators for to each of three goals (i.e., two curricular and one non-curricular), based on data-driven needs assessment.	
*Strategies *Due to multiple elements, extensive time and work for this section the multiplier is 7; totaling 70 points for this section.	Does not 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.	Identifies and clearly 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).	Identifies and clearly 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).	

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		
Total Points for A. Session Assignments	180		
B. Mentor Selection	10		
C. Resume	40		
D. English Language Proficiency Standards (ELPS) Memorandum	40		
E.1 Leadership Experience	25		
E.2 Leadership Experience	25		
E.3 Leadership Experience	25		
E.4 Leadership Experience	25		
F. Problem Solving Exercises	10		
Total Points for B through F Assignments	200		
G. Campus Improvement Plan	100		
H. Portfolio	20		
Total:	500		
Any reduction of points:			
Total:			
Final Grade			

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:
Indicator	Rating
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: