

EDLD 6363

Fall B 2019

Syllabus



Basic Information

Dr. Kevin Badgett

Associate Professor of Educational Leadership
College of Education
4901 E. University
Odessa, TX 79763

OFFICE: MB 3110
OFFICE PHONE: 432.552.2140
E-MAIL: badgett_k@utpb.edu
OFFICE HOURS: Tues – 10 to 12, Wed – 9 to 11, Thurs 9 to 11, by appointment in the evening
Course Dates: October 21 through December 13

This course is a Web Course and is conducted within [Canvas](#)

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Materials

Required Textbooks:

Pankake, A, Schrotz, G. & Littleton, M. (2012). *The administration and supervision of special programs in education*. Kendall Hunt Publishing Company, ISBN 978-1-4652-0241-3.

This course is a Web Course and conducted within [Canvas](#). Make every attempt to check your e-mail and the announcements section at least once weekly.

Important Academic Dates

UTPB [Academic Calendar](#)

Course Description

Course Catalog Description:

Course Objectives

The purpose of this course is to introduce students to the theory and practice of special programs provided in the schools. These programs usually have special or categorical funds. Such programs have common characteristics regarding the receipt, application, and accountability of funds as well as the specifying of eligibility criteria and services for students. Schools today are more sophisticated and offer an increasing array of programs. No one person is likely to possess a complete understanding of every program delivered in the typical school. This course design will provide school personnel - particularly school administrators and teacher leaders - with the knowledge needed to successfully manage the various special instructional and support programs in schools. Organization and time management is critical to the success of any administrator. As you begin this course, read the entire syllabus and all of the modules. Review all materials and begin to plan the semester.

Measureable Learning Outcomes

By the end of this course, you will be able to:

- Discuss the positive and negative aspects of standardized testing programs for students
- Candidates will be able to discourse on the importance of recent federal government actions against the state of Texas the implications of these actions
- Identify how the values and beliefs of school/district leadership affect programming decisions for English Language Learners
- Identify strategies a principal can use when dealing with parents whose child does not qualify for the gifted program
- Evaluate an early childhood program
- Evaluate a school counselor
- Understand the issues involving an Alternative Educational Placement setting or an Adjudicated Youth Program setting
- Understand and present the history and background, current laws, court decisions, guidelines, and regulations of governmental agencies, procedures for acquiring support, management functions, and evaluation of a selected special program within a public school
- Display an understanding of IDEA and 504 including the difference between the two programs and the continuum of services provided

Prerequisites:

Competencies and Enabling Objectives:

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

(A) Knowledge and skills.

(i) Effective instructional leaders:

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

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

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

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

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

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

(B) Indicators.

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

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

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

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

(A) Knowledge and skills.

(i) Effective leaders of human capital:

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

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

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

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

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

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

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

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

(B) Indicators.

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

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

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

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

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

(A) Knowledge and skills.

(i) Effective executive leaders:

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

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

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

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

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

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

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

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

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

(B) Indicators.

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

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

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

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

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

(A) Knowledge and skills.

(i) Effective culture leaders:

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

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

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

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

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

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

(B) Indicators.

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

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

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

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

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

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

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

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

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

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

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

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

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

(B) Indicators.

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

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

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

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

Educational Leadership Constituents Council (ELCC) Standards

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 district vision of learning supported by the school 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.

Conceptual Framework UTPB School of Education

Vision

The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission

The mission of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Teacher Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

Candidate Proficiencies:

To achieve the learning outcomes, candidates must demonstrate that they “are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning” (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit

Knowledge (K): Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

Skills (S): Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment

6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

Dispositions (D): Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

Diversity Proficiencies (DP):

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
 - a) to strive for social justice, equality, and equity for all learners
 - b) to continue the process of self-growth, narrowing the student achievement gap in our nation
 - c) to empower all learners as citizens in a global society

Course Overview

(Description of each of the following activities and expectations; how many activities TX Admin Code Section 4.227)

Student Information Sheet (1) 10 pts

Module Discussions (7) 20 points each

For each graded discussion question, first, you must respond to the question directly and second, you must read the other students posts and reply to at least two other students responses. You must ensure that the responses to the questions are meaningful, reflective, refer to personal experience and support your course readings. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.

You are expected to read all messages. You are responsible for reading all of the messages that are posted in the online discussion. Not reading messages is the equivalent of sleeping in class.

Use a person's name in the body of your message when you reply to their message. It helps to keep all of us oriented. It helps us maintain a clearer sense of who is speaking and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better.

Article Critiques (3) 30 points each

Students will locate and analyze articles germane to special populations and special programs in the public schools. Students must obtain from peer-reviewed, referred journals and/or resources. The articles should detail the results of qualitative and/or quantitative research, i.e. the articles should contain details about the pertinent literature, participants, methodology, and results. After you have completed reviewing the article, you should then log into "Assignment Tool" and complete the required assignment.

Module Assignments (3) 100 points each

Three assignments will be given in this course. The assignments will follow specific chapters and be an application of the module information. Students will evaluate an Early Childhood program, conduct a counselor evaluation, and interview an Alternative Education teacher. After you have completed the required readings, discussion topics, and viewed the presentation, you should then complete the required assignments for the three modules in which assignments are given.

Equity Audit (1) 200 points

Students will provide a descriptive narrative of their campuses; and analyze data on teacher quality, programmatic equity, and achievement equity. Student will then make connections and discuss next steps. They will finally provide a summary narrative.

10 (or 15*) -hour Mini-Internship Log and Reflection 100 points (see model at the end of the syllabus):

Candidates are to engage in supervised campus leadership activities for 15 hours. This can be before school, after school or during school. The activities may be supervised by your current certified campus administrator or one not on your campus. The supervising school leader should be a principal or an assistant principal with at least 3 years of experience in a campus leadership role. Experiences can include shadowing if the experiences are also accompanied by orientation and/or debriefing experiences that

offer the candidate deeper insight into the school leader's role. Activities should not be only those that are completed in the candidate's role as a teacher or one that does not add to school leadership development in some clear and compelling way. Finally, experiences should be diverse.

Candidates will complete a log of the various experiences and then write a 2-page reflection on the logged experiences and how those experiences altered or cemented their beliefs of what it means to be a campus administrator. In addition, candidates will be expected to submit a Practicum log signed by the candidate and their site-supervisor which demonstrates the experiences included in the accumulation of hours. This log will also include columns where you will tie your experiences to the ELCC standards and the SBEC 268 competencies (or other standards as approved/appropriate). The log document is included in the course syllabus. Activity descriptions should include enough information to illustrate how/why the activity is related to developing their capacity for effective school leadership. Failure to provide such detail may lead to less than full credit.

For the purpose of this activity, students should submit the name and position of the individual who will serve as your site supervisor within the first week of this course on the Student Information Sheet.

**Students who will be completing the MA in Educational Leadership and/or Principal as Instructional Leaders Certification programs with only one (1) Practicum course must complete 15 hours in their Mini-Internship for state-compliance related reasons.*

Final Exam (1) 100 points

Candidates will complete a final exam 10 essay questions. The 10 essay questions will highlight the main topics in the course, i.e., IDEA, 504, Title 1, bilingual education, ESL, etc.

There is a grade sheet listing all assignments for the course, which you can access through the electronic Student Gradebook. Be sure to keep a copy of each of your exams, presentations, discussions and article critiques.

Grading Scale:

A	=	870 – 940
B	=	785 – 869
C	=	700 – 784

Communication, Grading & Feedback:

The professor will respond to all email inquiries within 48 hours. The professor will check the discussion board at least twice a week. In addition to posting any important information on the announcements page, the professor will also email the information to the students using their UTPB email accounts.

In case of emergencies, you may contact the professor at 713-446-5206 or 432-552-2140 or leave a message with the UTPB School of Education at 432-552-2120.

Feedback on Assignments: Assignments will be graded within two weeks of submission, individual feedback and/or general feedback will be provided.

All the course activities will be graded at least one week after the set due date. You can check your grades by going to Grades. If there is any discrepancy in the grade, you should contact me immediately. I will provide individual feedback or a general feedback in the performance of the course activity.

Time Management:

A student should expect to spend three hours on preparation and learning assignments for every semester credit hour. If a class is a 3-semester credit hour class, it is expected that a student should spend about 9 hours out of class on assignments in addition to 3 hours of in-class time for a total of about 12 hours per week to obtain an "A" in a class. It is important to develop a Time Management Plan to be successful.

Policies

Discussion Board

Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings; refer to personal experience, examples, etc.
- Follow **Rules of Behavior (below)**.

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Extra Credit Opportunities: Students can earn up to 50 points of extra credit for participating in activities which broaden their perspective and deepen their capacity for understanding the roles and responsibilities of the school principal. The activities include, but are not limited to, professional education conferences/workshops and classroom observations. Any extra credit opportunities will be proposed and developed by the student with instructor support. Final approval in writing must be granted by the instructor prior to the activity in order to guarantee credit. Mode of approval will be email.

Before proposing extra credit, the student should be able to answer the following questions:

- 1) How does this relate to the administration of special programs?
- 2) How will completion of this extra credit assignment better prepare me to effectively lead and manage special programs on a PK-12 campus?
- 3) How will completion of this extra credit contribute to my ability to support teaching and learning on my campus?
- 4) How will completion of this extra credit assignment better prepare me to support the development of leadership skills in other aspiring leaders?

Penalty for Late Assignments: Assignments are always due at noon on the date listed in the course calendar. **12:01 PM will be considered one week late.** The basic idea here is to grant you an additional 12 hours from the previous evening. This accommodates for last minute, unexpected events. I encourage you to consider the prior evening as a personal submission deadline. In the absence of a clear and documented agreement to the contrary (documentation must be in the form of email) late submissions will result in a grade deduction of 10% on the first day and an

additional 5% each day late after the 3rd day. After the assignment is 8 days late, the most a student can expect to receive for a submission is 50%. The percentage will be deducted from 100% not from the final grade on the assignment. It will *a/ways* be the student's responsibility to initiate communication when an assignment is late or if the student believes an assignment could be late. Moreover, it will *a/ways* be the student's responsibility to maintain documentation related to agreements between the student and the teacher when there are issues with late submission. After 2 weeks late (that is after 12:00 PM 14 days after the initial due date), I will only accept submission for the purpose of allowing you to submit and a zero (0) will be assigned for the grade on the assignment. Again, any exceptions to this policy must be approved through email and should be arranged prior to the due date/time. Moreover, in the absence of a documented agreement, no assignments will be graded if they are submitted after noon on the last day of the course.

Credit Recovery Policy: At times a student may desire to recover credit not awarded on a given assignment. You will almost always have a rubric that will communicate my grading standards. When grading your submissions, this document will be my guide. If I do not believe you met the expectations described in the rubric, I will typically give feedback that clarifies how or why I believe you did not meet the stated expectations. Understand that my greatest priority is your preparedness as it relates to being able to execute responsibilities consistent with concepts reviewed in this course. Therefore, I am always willing to reconsider a grade if you adequately address the deficiencies in an original submission. In other words, I will always allow a resubmission. Revised submission should be made by email to the professor and/or coach (as appropriate). **Any student wishing to take advantage of this must resubmit within a literal 48 hours of a grade being posted in the on-line grade center.** Failure to do so will deprive a student of a resubmission opportunity. It is always the student's responsibility to know how to retrieve assignment feedback and to do so in a timely way.

To the extent that you do address the deficiencies in the resubmission, I will assign one half (1/2) of the credit you would otherwise have received if the assignment had been submitted correctly the first time. For the first assignment I will award full credit assuming all deficient areas are addressed in a way that satisfies the requirements communicated in the grading rubric and that the requirements communicated.

Important: *Understand that I do not want to regrade an entire submission. Therefore, if you are going to resubmit, I expect your changes to be clearly distinguished from the original submission. This can be done with a different color font or with some other kind of distinction such as underlining or *italicizing*. Moreover, I expect that the writer will use comment bubbles (found under the*

review section in MS Word 2007 and 2010) to explain how their modifications address the areas of deficiency.

In the absence of the above, I cannot guarantee credit for modifications. Any exceptions to the above policy must be approved by the instructor through email. Again, it is the student's responsibility to initiate any exceptions. Further, it is the student's responsibility to maintain any documentation related to the above.

Note: There is an exception to any assignment, including the Final Course Project (if applicable) which is due to be submitted one day later (or more) than 2 weeks prior to the last day of a given semester. If a student wishes to avoid this exception, the given assignment can be completed early and be submitted no later than two (2) calendar weeks prior to the last day of the semester (see the University's academic calendar). If the assignment is submitted according to this timeline, the Credit Recovery Policy can apply.

Note about Technology and Submission of Assignments: Working with technology, it's a given that sometimes things do not work as we intend. This extends to the submission of assignments. It is *always* the student's responsibility to ensure their assignments are submitted on time. After submitting your assignment, always check to ensure they were, in fact, submitted. This can be done by clicking the link to your gradebook. There should be an indication designating that you have submitted an assignment that is awaiting a grade.

Academic Dishonesty/Plagiarism/Cheating

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook: Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

Tracking

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Any student with a disability who is requesting an accommodation for this course must

provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. **Adapted from UTSA ADA syllabus statement.**

ADA Officer for Students: Mr. Paul Leverington
Address: Mesa Building 4243/4901 E. University, Odessa, Texas 79762
Voice Telephone: 432-552-4696

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Computer Skills, Technical & Software Requirements

This course is designed as a web-based class, which necessitates specific computer expertise on the part of the student, specific computer equipment or programs, and a commitment on the part of the student beyond that of most other courses. Student will need to create word processing documents, save files, submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements

See [Technical Requirements](#).

Online Student Authentication

The University of Texas of the Permian Basin (UTPB) maintains policies and procedures to ensure that each student who registers for a distance or correspondence course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to authenticate student identity by employing at least two methods of verification. To access online courses students must login to the Canvas learning management system to establish their identity by using their unique personal identifying username login and a secure password. UTPB's Distance Education Policy allows faculty multiple options (Proctored Examinations, Field/Clinical Experiences, Synchronous/asynchronous video activities, other technologies and practices that are effective in verifying student identification) for satisfying the second method of validating student identity. This course satisfies the second method of student verification by requiring following (non-graded but mandatory):

- 1) A clear image of yourself
 - a. In color
 - b. Well lit, and no shadows on your face or your ID that can obscure your image
 - c. Must be taken on the day you submit the photo to reflect your current appearance
 - d. Taken in full-face view directly facing the camera
 - e. With a neutral facial expression and both eyes open

- 2) Then a picture of your ID* with only your name and picture showing (Picture ID card in which the **ID number has been covered (tape over any numbers)**).

I just need to see you, then the image of you on the card with your name.

Make sure to attach both image files in either JPEG or PNG format to the assignment BEFORE you submit it.

For more about the UTPB Distance Education Policy, see the following link:

<http://www.utpb.edu/docs/default-source/utpb-docs/academicaffairs/rules-policies-and-procedures/distance-education-policy.pdf>

*Approved photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for you to complete. Another way to find End-of-Course Evaluations is through your my.utpb.edu account > My Surveys & Evaluations are on the first page after you login.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-4696
Advising	UTPB E-Advisor (432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Outlook 365, my.utpb.edu	Information Resources Division (IRD)
Financial Aid and	UTPB Financial Aid

SERVICE	CONTACT
Scholarship	(432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Dean of Students (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Course Content Structure

The course is divided into 7 Modules.

Each module covers:

- 1 to 2 textbook chapters and lectures
- Online discussion topics
- Three article critiques throughout the course
- Four assignments throughout the course and
- One final exam at the completion of the course.

You should read the textbook section first, and then review the online lecture. The lectures will be summaries, elaborations of the textbook material, and/or links to related information on the Web. After you have completed reviewing the lecture, you should then log into "Discussion Board" and post answers to the discussion question (specific to the module) posted by the instructor. You must also read other students' posts and respond to two other students' responses. Discussion posts must be made by the date on the schedule to receive full credit. You should also complete any assignments for that Module.

Module 1 – October 21 through 27

- Introductions
- Syllabus Review
- Characteristics of Special Programs
- Locating Research Articles
- Discussion Board - Please introduce and tell everyone a little about yourself, and what led you to pursue a school administration certificate in section titled "Introductions"
- Chapters 1-2
- Special Education and Section 504 of the Rehabilitation Act of 1973
- History and Background
- Current Applications
- Referral and Identification Process
- ARD Meetings
- Timelines
- LRE
- Continuum of Services

Student Information Sheet – Due by noon on **October 23, 2019**.

Discussion Board - Due by 5 PM on **October 25, 2019**.

As an administrator, what steps can you take to assure that teams are making the appropriate decisions at a manifest determination meeting?

Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.

Article Critique #1 - Due by noon on **October 27, 2019**.

Students will locate and critique articles germane to special populations and special programs in the public schools. Articles must be obtained from peer-reviewed, referred journals and/or resources. Articles should detail the results of qualitative and/or quantitative research, i.e. the articles should contain details

about the pertinent literature, participants, methodology, and results. After you have completed reviewing the article, you should then submit the review to Canvas.

Module 2 – October 28 through November 3

Chapter 3 and 5

Title 1 and No Child Left Behind/Every Student Succeeds and Academic Preparation, Enhancement, and Intervention Programs

Discussion Board - Due by noon on **October 30, 2019**.

What are the positive and negative aspects of standardized testing programs for students?

Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.

Assignment or Activity: - Due by noon on **November 3, 2019**.

Equity Audit – 200 points

Descriptive Narrative

In a narrative format, describe your campus and district and the community/neighborhood that your campus serves. Your narrative should include, but not be limited to, the following data:

- 1) Student demographics
- 2) Teacher demographics
- 3) Per pupil expenditure for your campus
- 4) Per pupil expenditure for like campuses in your district (if applicable)

Teacher Quality

Gather the following data on Teacher Quality for your campus:

- 1) Teacher education (college degrees): To what courses are teachers with advanced degrees assigned?
- 2) Teacher experience (years working as a teacher): To what classes are the teachers with the most years of experience assigned? Those with the least?
- 3) Teacher mobility (teachers leaving or changing campuses annually): Where are the teachers new to this campus (who may or may not be new to teaching) assigned?
- 4) Teacher certification (teachers assigned in or out of area of teaching expertise)

- 5) Include this information in a narrative format (you may use tables, graphs, etc to help illustrate your findings). Finally, address the central question: To what degree is teacher quality distributed equitably or inequitably across grade levels, classes and student groups within a school?

Programmatic Equity

Describe and compare student demographics for the population of the campus to student demographics for the following programs, addressing additional questions posed for specific programs:

- 1) Special Education
- 2) Gifted and Talented
 - a) What are the procedures for identifying students as G/T at your school?
 - b) Obtain a copy of the guidelines for identification. Review these procedures—and forms if possible—to determine the likelihood of producing an equitable program.
 - c) Are the procedures/qualifications such that certain cultural groups are at an advantage or disadvantage for program placement?
- 3) Student Discipline Referrals (particularly to those referred to in-school or alternative discipline placements)
 - a) Include teacher quality data for teachers with greatest and least number of referrals where possible (this may help you in targeting specific professional development needs and potential leadership among teaching ranks)

In narrative format, discuss findings on Programmatic Equity for your campus and implications this has for academic achievement within student groups and collectively as a campus. (You may use charts, graphs, or tables to help illustrate your findings...)

Achievement Equity

Gather data and compare student demographics with regard to:

- 1) The Completion I Rate
- 2) The percentage of students retained due to low academic performance in the classroom or performance on standardized tests (preferably broken down by grade level)
- 3) The percentage of students in a sub-population meeting the minimal standard
- 4) The percentage of students in a sub-population meeting the standard for Commended Performance
- 5) At the secondary school level:
 - a) Those taking the SAT/ACT
 - b) Those taking Pre-AP/AP course and/or exams
 - c) Those scoring above credit criterion on AP Exams
 - d) Those enrolled in Dual Credit Courses

In a narrative format, discuss findings and the implications for future academic success and/or potential career opportunities. (You may use charts, graphs, tables, etc to help illustrate your findings...)

Connections and Next Steps

In a narrative format discuss how this project connect to topics/readings/discussions/ideas covered in this course and/or program. Based on your findings and what you have learned over the course of the semester about creating a socially just learning environment, outline your plan for addressing inequities revealed through the audit and strategies for communicating this plan to teachers, parents, community, etc. as appropriate. Include role responsibilities, time line, benchmarks, etc. that will assist in the successful implementation of your plan for organizational change and improvement with regard to addressing issues of equity.

Summary Narrative

- 1) How difficult was it for you to obtain the data necessary to conduct your audit? What was the process for requesting and obtaining data (if any)?
- 2) Were you surprised by any of the data? What did you learn about your school/yourself/your district/etc. form this process?
- 3) Based on the information you have gathered, what are some recommendations you would make as a leader for collecting data and conducting future audits in an effort to provide all students on your campus with an equitable education?

Module 3 – November 4 through November 10

Chapters 4 and 7

Ensuring Success for Migrant Students and Achieving Equity through Enrichment: Bilingual Education

Discussion Board - Due by noon on **November 6, 2019**.

How do the values and beliefs of school/district leadership affect programming decisions for English Language Learners? What is your philosophy and how will it impact your campus/district?

Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.

Article Critique #2 - Due by noon on **November 10, 2019**.

Students will locate and analyze articles germane to special populations and special programs in the public schools. Articles must be obtained from peer-reviewed, referred journals and/or resources. Articles should detail the results of qualitative and/or quantitative research, i.e. the articles should contain details about the pertinent literature, participants, methodology, and results. After you have completed reviewing the article, you should then submit the review to Canvas.

Module 4 – November 11 through November 17

Chapter 6 and 9

Career Readiness Education

Gifted and Talented Education

Discussion Board - Due by noon on **November 13, 2019.**

What strategies can a principal use when dealing with parents whose child does not qualify for the gifted program? Should exceptions be made?

Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.

Module 5 – November 18 through November 24

Chapter 8

Early Childhood/Early Childhood Special Education

Discussion Board - Due by noon on **November 20, 2019.**

List three questions that you would ask of applicants for an early childhood teaching position in your school to assure that the applicant understands Developmentally Appropriate Practice (DAP).

Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.

Assignment #1 - Due by noon on **November 24, 2019.**

Using the Administrator's Essentials Checklist for EC/ECSE, evaluate an early childhood program. This will require you to go physically to an early childhood center. Most of you will use the Headstart or Pre-school programs in your district. Some of you may have to visit an accredited early learning center such as a daycare. You must gain access in order to evaluate the center. You may want to

complete the assessment with the principal or center director. Include one paragraph on the overall design of the program. Paragraph two will discuss aspects of the program that need immediate attention and whose responsibility it is to assure DAP practices are in place. Address areas where knowledge and skills may be at an awareness level, and where more training and resources may be needed. What would the next steps be for you if you were the administrator in order to make these programs strong?

Assessment Tool: <http://csefel.vanderbilt.edu/resources/inftodd/mod4/4.10.pdf>

Module 6 – November 25 through December 1

Chapter 10 – pages 169-190

Counseling Programs

Discussion Board - Due by noon on **November 27, 2019**.

In your opinion, in what legal and ethical aspects of counselor functioning should an administrator seek professional development? What do you NEED to know? Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.

Assignment #2 Due by noon on **December 1, 2019**.

Using this COUNSELOR JOB DESCRIPTION AND EVALUATION FORM or the TEXAS EVALUATION MODEL FOR PROFESSIONAL SCHOOL COUNSELORS (TEMPSC-II)

http://tea.texas.gov/counselor_evaluation_form.pdf

Download and complete a simulated or mock evaluation of a school counselor. However, the more realistic you make this assignment, the more prepared you will be in the future.

Be sure to use the form provided and submit your evaluation to Canvas.

Module 7 – December 2 through December 8

Chapters 11 and 12

Alternative Education Programs and Teacher Leaders

Discussion Board Due by noon on **December 4, 2019**.

Which of the general characteristics of alternative programs do you feel is most important? Why?

Remember to read and respond to at least two postings from classmates.

Assignment #3 – Due by noon on **December 8, 2019**.

Reply to the following in a 2 to 3 page paper:

You are to conduct an interview with a teacher who works in an Alternative Educational Placement setting or an Adjudicated Youth Program setting. You are to ask this professional what they wish principals, counselors, teachers, and parents knew about their program. You to compile the information from your interview and submit it in a two-three page paper.

Mini-Internship Log and Reflection – Due by any time 12/11/2019.

See page 10-11 for the assignment requirements.

Final Exam – Due December 11 by Midnight (11:59 pm on Wednesday night).

- Candidates will complete a final exam of 10 essay questions. The 10 essay questions will highlight the main topics in the course, i.e., IDEA, 504, Title 1, bilingual education, ESL, etc. You may use any and all resources at your disposal.

Schedule

Dates	Assignments/Activities/Topics	Due Date
Module 1 October 21 through 27	<ul style="list-style-type: none"> • Introductions • Syllabus Review • Characteristics of Special Programs • Locating Research Articles • Discussion Board <ul style="list-style-type: none"> ○ Please introduce and tell everyone a little about yourself and what led you to pursue a school administration certificate. ○ Don't forget to submit your Student Information Sheet as well. • Chapters 1-2 <p style="text-align: center;">Special Education and Section 504 of the Rehabilitation Act of 1973</p>	<p>Discussion Board participation is due by 5 PM on 10/25/2019.</p> <p>Article Critique 1 is due by noon on 10/27/2019.</p>

Dates	Assignments/Activities/Topics	Due Date
	<ul style="list-style-type: none"> • History and Background • Current Applications • Referral and Identification Process • ARD Meetings • Timelines • LRE • Continuum of Services • Discussion Board <p>THIS IS VERY INTERESTING! I encourage you to click on a few of the links and dig into this a little bit. Texas dropped the ball by placing a 8.5% cap on the number of identified special education students a school/district could have with the Performance-based Monitoring. The federal government caught them and found that Texas was NOT meeting FAPE or adhering to ChildFind. SO, . . . now districts are going to be audited by a third party every 6 years to make sure they are following the law. It also appears Dyslexia may be moving to an IDEA indicator. This was a \$17,000,000 mistake by the state of Texas, but it looks like districts and kids will be the ones to suffer. With all of the increased testing that will be required, we are going to need WAY more diagnosticians. Things are about to get interesting . . .</p> <p>For Discussion Topic 1, you need to locate the administrator feedback in this particular TEA feed and identify the issue that will most impact your particular campus and post your comments in the discussion board. You will also need to comment and extend on two posts from classmates.</p> <p>TEA drafted an initial corrective action response regarding the support and delivery of special education services in our state’s public schools. That initial draft (shared publicly on Jan. 18, 2018) addressed all issues identified in a federal monitoring report, including the proper identification of special education students and assuring access to appropriate services at the local level.</p> <p>The draft plan includes components of a corrective action response that will be sent to the U.S. Department of Education.</p> <p>https://tea.texas.gov/TexasSPED/</p> <h2 style="text-align: center;">Special Education Strategic Plan</h2> <p>Since June of 2017, work has been underway at TEA to identify areas of strategic importance for improving special education programming in Texas. This work involved input from various stakeholder perspectives around the state and resulted in the</p>	

Dates	Assignments/Activities/Topics	Due Date
	<p>creation of a Special Education Strategic Plan that outlines, at a high level, the efforts that TEA will undertake to improve how local education agencies are supported and supervised in their implementation of state and federal requirements for special education. This plan is driven by high expectations for all students and its implementation will focus on outcomes-based performance measures for all those involved.</p> <p>Special Education Strategic Plan April 23, 2018</p> <p>Article Critique #1</p> <p>Students will locate and critique articles germane to special populations and special programs in the public schools. Articles must be obtained from peer-reviewed, referred journals and/or resources. Articles should detail the results of qualitative and/or quantitative research, i.e. the articles should contain details about the pertinent literature, participants, methodology, and results. After you have completed reviewing the article, you should then submit the review to Canvas.</p>	
<p>Module 2</p> <p>October 28 through November 3</p>	<p>Chapter 3 and 5</p> <p>Title 1 and No Child Left Behind and Academic Preparation, Enhancement, and Intervention Programs</p> <p>Discussion Board</p> <p>What are the positive and negative aspects of standardized testing programs for students? Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.</p> <p><u>Equity Audit – 200 points</u></p> <p>For more information, please see the assignment description on pages 22 through 24 in the course syllabus.</p>	<p>Discussion Board participation due by noon on 10/30/2019.</p> <p>Equity Audit Submission is due by noon on 11/3/2019.</p>
<p>Module 3</p> <p>November 4 through November 10</p>	<p>Chapters 4 and 7</p> <p>Ensuring Success for Migrant Students and Achieving Equity through Enrichment: Bilingual Education</p> <p>Discussion Board</p>	<p>Discussion Board participation due by noon on 11/6/2019.</p> <p>Article Critique</p>

Dates	Assignments/Activities/Topics	Due Date
	<p>How do the values and beliefs of school/district leadership affect programming decisions for English Language Learners? What is your philosophy and how will it impact your campus/district? Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.</p> <p>Article Critique #2</p> <p>Students will locate and critique articles germane to special populations and special programs in the public schools. Articles must be obtained from peer-reviewed, referred journals and/or resources. Articles should detail the results of qualitative and/or quantitative research, i.e. the articles should contain details about the pertinent literature, participants, methodology, and results. After you have completed reviewing the article, you should then submit the review to Canvas.</p>	<p>due by noon on 11/10/2019.</p>
<p>Module 4</p> <p>November 11 through November 17</p>	<p>Chapter 6 and 9</p> <p>Career Readiness Education</p> <p>Gifted and Talented Education</p> <p>Discussion Board</p> <p>What strategies can a principal use when dealing with parents whose child does not qualify for the gifted program? Should exceptions be made?</p> <p>Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.</p> <p>Article Critique #3</p> <p>Students will locate and critique articles germane to special populations and special programs in the public schools. Articles must be obtained from peer-reviewed, referred journals and/or resources. Articles should detail the results of qualitative and/or quantitative research, i.e. the articles should contain details about the pertinent literature, participants, methodology, and results. After you have completed reviewing the article, you should then submit the review to Canvas.</p>	<p>Discussion Board participation due by 11/13/2019.</p>
<p>Module 5</p>	<p>Chapter 8</p>	<p>Discussion Board</p>

Dates	Assignments/Activities/Topics	Due Date
<p>November 18 through November 24</p>	<p>Early Childhood/Early Childhood Special Education</p> <p>Discussion Board</p> <p>List three questions that you would ask of applicants for an early childhood teaching position in your school to assure that the applicant understands Developmentally Appropriate Practice (DAP). Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.</p> <p>Assignment #1</p> <p>Using the Administrator’s Essentials Checklist for EC/ECSE, evaluate an early childhood program. Include one paragraph on the overall design of the program. Paragraph two will discuss aspects of the program that need immediate attention and whose responsibility it is to assure DAP practices are in place. Address areas where more knowledge and skills may be at an awareness level, and where more training and resources may be needed. What would the next steps be for you if you were the administrator in order to make these programs strong?</p>	<p>participation is due by noon on 11/20/2019.</p> <p>Assignment submission is due by noon on 11/24/2019.</p>
<p>Module 6</p> <p>November 25 through December 1</p>	<p>Chapter 10 – pages 169-190</p> <p>Counseling Programs</p> <p>Discussion Board</p> <p>In your opinion, in what legal and ethical aspects of counselor functioning should an administrator seek professional development? What do you NEED to know? Begin a new thread and provide your answer. Respond to at least two responses from your peers. This is worth 20 points.</p> <p>Assignment #2</p> <p>Using this COUNSELOR JOB DESCRIPTION AND EVALUATION FORM or the TEXAS EVALUATION MODEL FOR PROFESSIONAL SCHOOL COUNSELORS (TEMPSC-II)</p> <p>http://tea.texas.gov/counselor_evaluation_form.pdf</p> <p>Download and complete a mock evaluation of a school counselor.</p>	<p>Discussion Board participation due by noon on 11/27/2019.</p> <p>Assignment submission due by noon on 12/1/2019.</p>

Dates	Assignments/Activities/Topics	Due Date
	Be sure to use the form provided and submit your evaluation to Canvas.	
Module 7 December 2 through December 8	<p>Chapters 11 and 12</p> <p>Alternative Education Programs and Teacher Leaders</p> <p>Discussion Board</p> <p>Which of the general characteristics of alternative programs do you feel is most important? Why?</p> <p>Remember to read and respond to at least two postings from classmates.</p> <p>Assignment #3</p> <p>Reply to the following in a 2 to 3 page paper: You are to conduct an interview with a teacher who works in an Alternative Educational Placement setting or an Adjudicated Youth Program setting. You are to ask this professional what they wish principals, counselors, teachers, and parents knew about their program. You to compile the information from your interview and submit it in a two-three page paper.</p>	<p>Discussion Participation due by noon on 12/4/2019.</p> <p>Assignment submission due by noon on 12/08/2019.</p>
Mini-Internship	Due by any time on Wednesday, 12/11/2019.	12/11/2019
Final Exam	<ul style="list-style-type: none"> • Due December 11 by Midnight (11:59 pm on Wednesday night). <p>Candidates will complete a final exam of 10 essay questions. The 10 essay questions will highlight the main topics in the course, i.e., IDEA, 504, Title 1, bilingual education, ESL, etc.</p>	December 11

University of Texas of the Permian Basin

School of Education

Educational Leadership

LOG OF INTERNSHIP EXPERIENCES

FORM C

Name: _____

Date	Experience	SBEC 268 Competency	ELCC Standard	Hours

Date	Experience	SBEC 268 Competency	ELCC Standard	Hours

Student Signature:

Date:

Site Supervisor Name (Please Print):

Signature:

Date:

Module Internship Log:



1/21/19	Prepared a survey on campus morale When preparing the survey, I had to consider the purpose of my questions. Would I be able to address the staff's responses? How can I make this survey short and easy for teachers to respond to and still get valuable information from it?	001, 002, 008, 009	1, 2, 3	30 min.
1/23/19	Prepared for and conducted a teacher's pre-observation conference with my principal- I learned about the procedures, types of questions, and expectations that take place in a pre-observation conference. Looked at what type of materials to ask teachers to provide for the conference;	004, 005	2	1 1/2 hours
1/24/19	Prepared for and conducted an observation with my principal- I learned what to look for during the observation, the importance of scripting details and phrases used by the teacher and students. Throughout the observation, I practiced scripting, took notice of the classroom environment, the teacher's procedures and management skills. I learned that I have to be very attentive to what's being said in the classroom as well as what is taking place.	004, 005	2	2 hours
1/24/19	Lunch duty I was able to see that when there are subs for the regular aides or teachers on duty, they may need some assistance in the cafeteria or on the playground to maintain order. Keeping an eye on the flow of classes and making sure that classes are arriving on time and not too early or late is pertinent.	001, 010	3	30 min.
1/25/19	Sat in on a pre-observation teacher with a new campus teacher- Although this teacher wasn't new to teaching, she had questions about her observation expectations. It was important that she knew to teach as she would normally do and not to be nervous about her observation.	004, 005	2	1 hour
1/25/19	Lunch duty- I covered duty for the aide that was with my class and I learned how important it is to try to maintain consistency with duty responsibilities. Having me fill in wasn't quite the same as having the regular aide there. Each person on duty has a certain routine that is followed to keep the lunch periods running smoothly.	001, 010	3	30 min.