

# EDLD 6369

## 783, Summer A, 2020

### Syllabus



## Basic Information

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

Course Dates: May 11 through June 26

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

Syllabus is subject to change at the instructor's discretion. Moreover, students must read all posts made to the announcements page of the on-line course shell. In the event a contradiction between the syllabus and course shell is brought to the professor's attention, the professor will promptly address the contradiction and offer clarification.

## Course Description

### Course Catalog Description:

This course is designed to acquaint students with Administrative processes and functions of the elementary and secondary school principal in the context of school district organization and administration. This course is required for graduate students who are working toward a master degree in Education.

No course prerequisites exist, however, admission to Graduate Studies or having been granted an exception by the Office of Graduate Studies is required.

This course will examine the exemplary leadership standards for Texas Principals as expressed in the State Board for Educator Certification competencies.

This course is designed to acquaint students with personnel management theory and research. It emphasizes skills in recruitment, selection, assignment, staff development, supervision and evaluation.

Today's Principal must demonstrate learner-centered leadership as he or she encourages and nurtures maximum student performance and helps improve staff productivity and parent participation in educational success for all. To acquaint you with the 268 Principal as Instructional Leader Competencies that form the base for the 268 Principal as Instructional Leader Certification, visit the following web site where you will be able to download a [certification exam preparation manual](#).

### **Measurable Learning Outcomes:**

Upon successful completion of the course, the student will be able to:

- (1) describe the nature of school human resources and its diverse approaches
- (2) explain ethical, legal, and policy issues germane to school human resources
- (3) learn collaborative skills leading to professional growth
- (4) acquire skills necessary to develop a multimedia presentation
- (5) use electronic and print databases to access current knowledge on research topics
- (6) frame a research problem and develop solutions for solving that problem
- (7) develop, articulate, and execute a plan for strategic and effective management of the Human Resources responsibilities that are part of the principalship

### **Conceptual Framework of the University of Texas of the Permian Basin School of Education**

#### **Vision**

The vision of the College 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 College 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 Principal 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

**Prerequisites:** None

## **Materials**

### **Required Textbooks:**

Seyfarth, J. (2008). *Human resource leadership for effective schools* (5<sup>th</sup> ed.). Boston, MA: Pearson Education. **ISBN:** 9780205499298

Kemerer, F. R. & Crain, J. A. (2011). *Texas documentation handbook: Appraisal, nonrenewal, termination* (6<sup>th</sup> ed.). Austin, TX: Texas School Administrators' Legal Digest. **ISBN:** 9780985252755

## **Important Academic Dates**

UTPB [Academic Calendar](#)

## **Course Overview**

### **Module Assignments (7) – 800 pts**

The Professor will assign suggested and required readings for each module that will cover elaborations of course objectives, textbook material and links to related information on the Web. After you have completed the suggested and required readings, you should then log into “Assignment Tool” and complete the required assignments for each module. There is one assignment per module. The final project is also your assignment 7.

### **Case Study/Reflection Question Responses and Discussion Participation (7) – 140 pts**

A reflective question will be posted by the Professor for each module, regarding the readings from the required textbooks. Students should log into “Discussions Tool” to review these questions and post answers to the discussion question. Students will post their response, as well as replying to the posts of two other students. Discussion posts must be made by the due date to receive full credit. There will be one discussion topic for each module. Due dates for discussion posts will typically be the Wednesday prior to the due date for the first assignment in each module. Discussion posts are paced in this manner to support your ability to reflect on the content prior to submission of

assignments. See the course calendar in the “Course Calendar” link for exact due dates.

### **10 (or 15\*) -hour Mini-Internship Log and Reflection (100 points)**

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. Interns should also avoid using one row on the log form to reflect experiences on multiple days. Such conflation can be confusing on review. Rather, please use distinct rows for distinct dates and activities on your log. Please keep in mind, for many of you, these logs are relevant to our ability to support a recommendation for certification (primarily and almost exclusively for eligible and approved students in Texas). If the logs you submit are unclear, it could complicate the certification process. Less than full credit may be earned if experiences are not isolated in their presentation on the log.

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.*

### **Student Information Sheet – 60 pts**

Students will fill out and submit the Student Information Sheet available in the Modules tab of the on-line course shell.

### **Weekly Reflections**

A reflective case study/question will be posted each week, regarding the readings and topic of discussion for the class. Responses will be discussed in class via the discussion board. Each student is expected to post an original reflective response that addresses the case and/or question(s). Further, each student is expected to give a thoughtful reflection to the original posts from two of their colleagues. Cases are described or referenced below in the class calendar.

**Assignments are due on the date listed by the description. Preferred submission format is MS Word.\***

**A mini-internship is required in this course. See the assignment description below.**

**Student Information Sheet is Due May 13 by noon**

**Site Supervisor Name and Position Due May 13 by noon – on the Student Information Sheet**

### **Module 1    Human Resources Structure and Conceptual Setup Chapter 1**

**ELCC Standards: 1, 2, 3, 4, 5, and 6**

**May 11 through May 24**

**Introductory Period:** This is an introductory period of the course during which you will orient yourself to the course and its expectations. During this time you will also fulfill all requirements of Module One so that they can be submitted on time according to the assignment description.

**May 13 (noon)    Student Information Sheet is Due**

**May 15 by 5 PM    Module 1 Discussion:**

Why is it important to have and articulate a clear vision and message for how HR responsibilities relate to a campus' ability to realize the organizational vision?

**May 24 by noon    Module 1 Assignment:**

For the first assignment, I want you to conduct an interview with your principal. Must be a lead campus principal. This interview should be considered as a baseline activity that will create a practical context for all your course assignments. The purpose for this experience is for you to get a sense of the degree to which your principal's HR efforts at the campus level are strategically directed and executed for the purpose of improving teaching and learning.

Realistically, if this is done well, you should expect this interview to take an hour and a half to two hours. That time can be broken into smaller segments. While I will not require it, I encourage you to consider recording the interview if your principal will acquiesce. This will allow you to more fully reflect when writing your paper. Also, while I will not prescribe an artificial length, I anticipate this paper will be at least 8 to 10 pages if you are going to fully explore the principal's thoughts and develop a good context that will support your ability to see the relevance of content throughout the course. Please see the rubric for a more complete explanation of grading standards for this assignment.

While the following is not an exhaustive list (you can have more), I expect these concepts will be addressed in your interview:

- The school's vision (what the school is supposed to look like/be - the eventual reality if all stakeholders stay true to the mission)
- The school's mission (the school's purpose statement - defining characteristics - core values)
- The principal's leadership style – in their own words
- How the principal goes about the hiring process – this should include some brief exploration of the nature of the district's support in the process
- The principal's philosophy as it relates to the evaluation of teacher effectiveness and the role of growth plans and/or the GSPD (In other words: Generally: What is the purpose for a growth plan? Why would one be developed? – Or more specifically in Texas: How can the GSPD support growth in all teachers?)
- How the principal plans and executes professional development for their teaching and administrative staffs (including the principal)
- Board policy as a practical matter – to what degree does board policy impact day to day operation
- Specific efforts related to campus culture (“Who we are”) and climate (“What it feels like”) – How does the principal address these
- The principal's philosophy of conflict management

**A special note: The Module 2 assignment has an interview component as well. Students are *strongly* encouraged to integrate those topics into the time spent interviewing a principal for the Module 1 assignment.**



See Scoring Standards in the Rubric for this assignment.

## **Module 2 Recruitment/Hiring/ Retention**

Chapters 2, 3 – 4 as an optional read

Required supplemental reading found in the Module 2 Objectives/Lecture section of the Canvas course shell.

ELCC Standards: 1, 3, and 5

May 18 through May 24

**May 20 by noon Module 2 Discussion:**

Case Number 1 in Chapter 2 Answer questions 1 and 3 (2 and 4 are strictly optional) (Pages 29-30) or Case Number 3 in Chapter 3 – Answer both questions (Pages 54-55).

**May 24 by noon (same due date as the Module 1 assignment)**

### **Assignment or Activity:**

This activity expands your knowledge and skills in Lever 1: Recruiting and Onboarding in Talent Management as presented by Desravines, Aquino, and Fenton's text, *Breakthrough Principals: A Step-by-Step Guide to Building Stronger School* (2016). See the supplemental PDF in the Module 2 section of the Canvas course shell. Following the guidelines of the text, there are four action steps in Lever I: Recruiting and Onboarding: Recruitment, Selection and Hiring, Staff Assignment, and Induction. This is a problem-based learning activity; you will work with your campus data and information to complete this activity.

**Writers are strongly encouraged to use the formatting style of the assignment description to clarify how and where they are addressing the various actions and sub-actions in this activity. Failure to label elements of your submission as Action 1, Action 2 (etc.) and to use a sub-numbering system that reflects what you see below may compromise our ability to interpret your intended message and connections during review and scoring. This could lead to an award of less credit that your submission may otherwise merit.**

### **Action 1: Recruiting**

Using Exhibit 5.1 page 154 in Desravines et al. (again, see the supplemental reading), review the 9 processes used by Brooklyn Latin School and determine which of these processes are currently being used at your campus/district. Write a narrative identifying

each action being used by your campus. Be sure to address each action separately and explain how your campus/district implements the action. Next, select at least three actions not being used by your campus/district and describe, as a campus principal, how you would utilize each one.

## **Action 2: Selection and Hiring**

This portion of the assignment has two pieces: 1) a needs assessment; and 2) an interview with your principal. In addressing these pieces, the writer will explore the current distribution of human resources as a grounding for their ability to understand existing talents, skills, and experience and then offer a related analysis. The interview with their principal will offer the candidate more insight into existing HR-related processes and practices that include but are not limited to hiring and induction.

First, using Desravines, Aquino, and Fenton's text, *Breakthrough Principals: A Step-by-Step Guide to Building Stronger School* (2016) (see the supplemental reading material), student achievement data (TAPR in Texas), and other campus data, **create a chart (see p. 299-300 in the supplemental reading)** to reflect Level 1: Recruitment and Onboarding to assess hiring needs. The chart must include\*:

- Teacher Name
- Years in Position
- Years at Campus
- Currently Teaching Assignment
- Areas of Certification(s)
- Ethnicity/Race

***\* This information should be included for all teachers on the campus if your faculty includes 40 or fewer teachers. If you campus faculty includes more than 40 teachers, please discuss a best approach with the course professor or coach.***

Then address the following questions in a narrative format:

1. Are there content gaps on your team?
2. Are there skill gaps on your team?
3. Is there diversity in skill on your team?
4. Is there diversity in experience on your team?
5. Is there racial and ethnic diversity on your team?

Second, interview the campus principal to address the following questions:

### **Selection and Hiring**

1. How are candidates identified for an opening at your school?
2. Where did you find your most successful hires? Do the most successful hires have anything in common with one another?
3. What is your current hiring process?
4. If this practice has been in place for several years, have the teachers you have hired remained at the school? Have they been successful members of the staff (based on evaluation ratings and/or improvement)?
5. How do you include current members of your team in the hiring process?
6. What are the criteria in which you screen candidates? In addition to pedagogical skills, do you also assess for:
  - Belief in every student's ability to achieve at high levels
  - Alignment to school vision
  - Personal disposition, such as growth mind-set, willingness to work in teams, and resilience
7. How do you assess the candidate you see?
8. How are final hiring decisions made?

### **Induction**

9. What are your expectations for the teachers?
10. How do new teachers learn about those expectations?
11. How do you differentiate induction for new and returning teachers?
12. How do you monitor and reinforce your expectations throughout the year?

### **Action 3: Staff Assignment**

Using the data collected in the needs assessment (Action 2), TAPR data, and other district data, review teaching assignments on your campus. In a narrative format address the following questions:

1. How many teachers are teaching in their first area of certification (in Texas - <http://secure.sbec.state.tx.us/SBECOnline/virtcert.asp>)?
2. How many experienced teachers (more than 6 years of experience) are teaching in less rigorous assignments (either because of behavior or content reasons)?
3. How many new teachers (less than two years of experience) are teaching more than one preparation, grade-level, or subject?

Next, using Table 5.3: Lever 1: Recruitment and Onboarding: Action 3: Staff Assignment, determine and discuss where your campus is in terms of Stage 1, 2, and 3. Discuss what would need to happen to increase your effectiveness on the campus. Be sure to justify your answer.

In other words for this part of your assignment narrative, you will diagnose where your campus is operating by using the Stage 1, 2, and 3 descriptions in Table 5.3 on page 159 of the supplemental reading from Breakthrough Principals and offer prescriptions for improving the operational effectiveness of your campus when it comes to assignment of teaching responsibilities with consideration for teacher strengths, experience, and abilities.

#### **Action 4: Induction**

Review the induction processes on your campus and write a narrative describing how induction is addressed. Create a three-year plan for induction on your campus moving your campus through Stage 1, 2, and 3 as specified in Table 5.4 Lever 1: Recruitment and Onboarding: Action 4: Induction (**see template provided** – Be repetitive when necessary/appropriate).\*

*\* As you build the PD plan in the induction template, think about PD that is appropriate to a three-year plan to build effective induction processes. Review Stage 1, 2, and 3 in Table 5.4 on page 160 of the supplemental reading from Breakthrough Principals.*

**For more information, see the Exemplar in the Module 2 Assignment Link in the Modules section of the Canvas course shell**

**See Scoring Standards in the Rubric for this assignment.**

### **Module 3 Evaluations and Remedial Efforts**

**Chapters 8 and 14**

**ELCC Standards: 2, 3, and 5**

**May 25 through May 31**

**May 27 by noon Module 3 Discussion:**

Read and respond to Case No 2 question number 2 and the question here:  
How has the principal's leadership deficit in this area undermined her ability to conduct a high-quality, effective evaluation of Joyce's teaching effectiveness? What behavioral changes would you recommend so that the principal can more effectively ensure Joyce's appraisal accurately reflects her effectiveness? (Page 162/163 of your text)

**May 31 by noon**

**Module 3 Assignment:** With the support of a campus administrator (does not necessarily have to be the principal) develop an approach to addressing growth needs in a struggling teacher. The teacher should be imaginary or, at minimum, enough of the specifics from a real-life example should be changed in order to protect the teacher's privacy. In the absence of a district or campus defined structure for this effort, a great resource that can support your development of your approach is the secondary course textbook: The Documentation Handbook. See the rubric for grading standards. The plan should have the following aspects:

- 1) Clear description of the deficit being addressed with directives that inform the teacher of the specific behaviors that must be addressed/corrected
- 2) Relevant T-TESS domain that is in deficit (or other appraisal instrument as appropriate)
- 3) Clear articulation of any interventions already attempted (i.e. informal conferences, directives, written documentation that has been delivered and signed, etc...)
- 4) At least 2 clearly defined and measurable objectives or goals the teacher will be required to meet (development activities, compliance, instructional behaviors, etc...)
- 5) Official offer of support with specific types of support articulated
- 6) A clear statement of consequences for failure
- 7) A clear statement of resolution upon completion
- 8) Clearly defined, articulated, and reasonable timelines for successful completion
- 9) Places for signatures, dates, and notification of who is going to be made aware of process and outcomes (cc line)

\* For those in Texas – It is ok (even preferable) to start with the GSPD template being used by your campus/district. However, if the GSPD template (or another standardized form) used by your district doesn't cover all these points, you will need to submit a supplemental narrative. This allows you to "show your work." If you have specific questions, email the professor.

**See Scoring Standards in the Rubric for this assignment.**

**Module 4: Capacity Building and Training**  
**Chapters 6 and 7**

**ELCC Standards: 1, 2, 3**

## **June 1 through June 7**

**June 3 by noon**

### **Module 4 Discussion:**

Case No 2 on pp 139-141 questions 1 and 2

**June 7 by noon**

### **Module 4 Assignment:**

#### **Important Key:**

**The intent for this assignment is to have you identify an area of need based on campus testing data and classroom observations and coordinate a team of key stakeholders for the purpose of proposing a PD approach to equipping teachers to address that area(s) while ensuring your PD is aligned to campus mission and vision. As you read the assignment description and rubric, do so with consideration for this frame.**

Rubric Assignment 4: Lead a small group of key stakeholders in the development of a proposal for a professional development schedule using the school's vision and mission statements, most recent data from the state exam (STAAR – in Texas), and walk-through/teacher evaluation data. Your principal should be able to provide the official vision and mission statements for your campus (if you do not already have that from the interview). For students in Texas, your TAPR data can be found [at this link](#) (Links to an external site.)Links to an external site.. While I will not prescribe a format, I would suggest you consider the use of a table to provide a quick and easily readable visual. That format could also help ensure you address all necessary components. Considerations that you should make and report include how the activity(ies) support the realization of the campus vision, how the PD furthers accomplishment of the mission, and how the PD addresses deficiencies revealed in the testing data and data from classroom observations. Other considerations to make and report include cost, appropriate time, key figures needed to make the PD happen, and participants ranked in order of importance for their participation. The writer will also articulate a plan for formative evaluation and adjustment. Finally, for each participant or participant group, a statement of relevance should be made that demonstrates your ability to communicate the practical value of the PD.

**See Scoring Standards in the Rubric for this assignment.**

### **Module 5 Legal Issues/ Board Policies**

**Chapters 11 – 12 as an option (some elements of 13 for grievances)**

**ELCC Standards: 3, 5, and 6**

## **June 8 through June 14**

**June 10 by noon**

### **Module 5 Discussion:**

It's your first year as a principal at Robert Smith Middle School. After the first two months, you come to realize that Jerri, a third year teacher is struggling. In passing conversations, you learn that she has come into teaching as a second career through alternative certification. She reportedly left a career in real estate because she wanted to make a difference for kids. Unfortunately, your observations have confirmed reports from the math department head that Jerri has real difficulty connecting to students. Her lectures are dry, the classroom is stale, and she has no tolerance for individual expression from her students. Furthermore, she sends students to the office for discipline more often than any other math teacher at her grade level. Being this is her third year, you will have a definite contract decision to make come March or April.

- 1) What are your administrative options as they relate to employment for the next year? How will you go about making your decision?
- 2) What efforts might you give to supporting Jerri's growth as a teacher?

**June 14 by noon**

### **Module 5 Assignment:**

Rubric Assignment 5: This assignment has two parts. The first part is simple: Find in your district's board policy either a PDF or an MS Word copy of each policy code discussed in the lecture. By policy code, I mean each specific combination of letters directly mentioned in the lecture. For instance, the policy code DCA is discussed in the lecture but the policy code DIA is not discussed in the lecture. Therefore, I would expect to see the policy documents for DCA in your submission but not the policy documents for DIA (yes that is a hint). While I discuss other policy concepts, you are only to submit policy documents for **codes** I specifically mention in the lecture.

Use the transcript for the lecture if you need it. Assemble them into a single document (preferred but not required) and submit it. This will give you the chance to navigate your district's on-line policy book.

The second part of the assignment is to discuss a hypothetical employee with a hypothetical disability. How would you accommodate so that person could begin or continue (if the disability occurred while the employee was already on staff) working on your campus? You should research the disability with at least one reference to a reputable website (typically .org, .gov, or .edu) or organization (personal communication

or pamphlet) and be able to describe why the accommodations are appropriate. This assignment will help you prepare critically for the possible future scenario where you will need to provide accommodations to disabled employees.

**See Scoring Standards in the Rubric for this assignment.**

## **Module 6**                      **Salary and Benefits**

**Risk Management – The broad function of a district HR department**

**Chapter 9**

**ELCC Standards: 5**

**June 15 through June 21**

**June 17 by noon**

**Module 6 Discussion:**

Case 1 pages 182-183. Answer questions 2 and 3.

**June 21 by noon**

**Module 6 Assignment:**

For this module, you have an opportunity to flex your detective skills in an effort to find key information. The purpose of this assignment is to accomplish two basic things:

- 1) You will learn valuable information related to the technical inner workings of your HR department and about some of the external factors that make HR administration challenging in a school district, and
- 2) You will practice the art of information exploration. This reinforces an important idea in effective leadership: As a leader it is important that you develop the right questions or questioning processes. Knowing answers is well and good...knowing how to ask questions, however, opens your world to great potential for learning and leading. All knowledge is available to the one who asks the right questions in the right circumstances.

Specifically, you should be able to find and in one combined document submit the following artifacts or information:



- 1) As a percentage of total expenditures, how much does your district commit to payroll costs (you'll likely need to contact your district's HR office to acquire this information or it is accessible via a link on the last page of your district's TAPR report in Texas)?
- 2) Provide salary schedules or descriptive information related to how your district determines pay for teachers, counselors, and administrators (if it is collected together in a common document you could provide the information for other employee classifications as well).
- 3) Are your district's medical benefits self-funded or not? If not, into what system is your premium paid? If it is, is it externally managed or not?
- 4) Including other local districts (no more than 3 other districts) and non-school district options, be able to list at least 5 local employment options available to employees. These could be a source of employment competition. (Extra credit – Provide entry level salary for each.)

**See Scoring Standards in the Rubric for this assignment.**

## **Module 7 Capacity Building as a Function of Human Resources Management**

### **June 22 through June 25**

**June 23 (Tuesday) by noon**

#### **Module 7 Discussion:**

Case 2 pages 265-266. Provide thoughtful and substantive answer to all parts of question 3.

**June 25 (Thursday) by noon**

#### **Module 7 Assignment:**

This assignment has two different steps, both of which can be supported by work done for your Module 2 Assignment submission. First, you will develop an organizational chart that represents all employees (not students and parents) on your **campus** and where they fall in the organizational hierarchy. Individual teachers need not be named, but your organizational chart should be comprehensive and should clearly identify roles and lines of supervision. In identifying roles, don't forget, this is not just instructional. You'll want to include all professional roles. I will not outline all roles, but in order to provide some examples: Don't forget about custodians, nurse, and counselors in addition to specialized teaching roles like ESL, SPED, etc. Also, avoid collapsing roles to "teachers." Rather, show each teaching role whether by grade level – elementary – or

by content – secondary. Finally, don't forget to clearly demonstrate lines of authority in your chart. If you're not sure how to represent the organization in an Org Chart, Google Organizational Chart and review some examples. These elements will impact your assignment grade.

While I will not prescribe the software for development, I've seen this done effectively in Excel. In Excel, you can create highlighted borders to frame out roles. See rubric for grading standards. Furthermore, in a brief response, evaluate the effectiveness of the structure of your campus. This evaluation should focus on the flow of supervision and support on the campus and should not solely be focused on recommendations for new hires. Be prepared to qualify your statements (see rubric). Also, make suggestions for how your school could be functionally improved (by recommending changes to organizational structure) in a way that would bear out greater levels of student achievement. Some considerations include different hiring priorities, reorganization of the staff for greater management efficiency, and consideration of new, changed, or elimination of programs. Again, be prepared to qualify your recommendations.

**The second part** of this assignment is related to capacity building. As a principal, you should look for ways to build capacity in your staff. How do you cultivate knowledge and skills so that your campus is better prepared to meet student needs? Further, how can you make a skills investment in your assistants and aspiring leaders across your campus? Consider the myriad of task oriented responsibilities of the principalship. Without even trying to think too hard here are some: Budget Management, Instructional Leadership, State Testing, Special Programs (Including Bil/ESL, SPED, G/T, CTE), Community Engagement, Professional Development, Emergency Management, Leadership Development (for assistants and teacher leaders), Managing Awards, and Managing Meetings.

Whether using the above or other principal responsibilities, in this assignment you will choose **three** responsibilities that must be executed effectively on a successful campus. Research what goes into ensuring these responsibilities happen. Then, describe how you will involve at aspiring leaders into the process of executing each separate responsibility.

**See Scoring Standards in the Rubric for this assignment.**

**June 24 (Wednesday) any time**

Mini-Internship Log and Reflection are due. See assignment description below in the "Course Assessment" section of the syllabus.

**10 (or 15\*) -hour Mini-Internship Log and Reflection (100 points)**

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. Interns should also avoid using one row on the log form to reflect experiences on multiple days. Such conflation can be confusing on review. Rather, please use distinct rows for distinct dates and activities on your log. Please keep in mind, for many of you, these logs are relevant to our ability to support a recommendation for certification (primarily and almost exclusively for eligible and approved students in Texas). If the logs you submit are unclear, it could complicate the certification process. Less than full credit may be earned if experiences are not isolated in their presentation on the log.

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.*

**June 26 by noon**

**End of Course** – Absolutely no late assignments or extra credit opportunities will be accepted after this day.

**Grading:**

Grading Rubric

Student Information Sheet – 60 Points

Module 1 Assignment – 200 points

Modules 2 through 7 Assignments - (6 @ 100) - 600 Points

Reflective Question Responses and Discussion Participation – (7 @ 20) – 140 pts

Field Experience/Practicum Hours Log – 100 pts

**10 (or 15\*) -hour Mini-Internship Log and Reflection (100 points)**

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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. Interns should also avoid using one row on the log form to reflect experiences on multiple days. Such conflation can be confusing on review. Rather, please use distinct rows for distinct dates and activities on your log. Please keep in mind, for many of you, these logs are relevant to our ability to support a recommendation for certification (primarily and almost exclusively for eligible and approved students in Texas). If the logs you submit are unclear, it could complicate the certification process. Less than full credit may be earned if experiences are not isolated in their presentation on the log.

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.*

The student's grade is determined using the following percentages:

A: 1018 – 1100

B: 919 – 1017

C: 820 – 918

No grades of "D" are given as per decision of the School of Education Graduate Faculty. A grade of "F" will be given, if necessary. Students in danger of earning less than 751 points for the course should arrange a conference with the professor prior to the end of the semester.

### **Communication, Grading & Feedback:**

The professor will respond to all email inquiries within 48 hours. Be sure to use the email address provided in the syllabus. 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. In case of emergencies, you may contact the professor at 713-446-5206 or leave a message with the UTPB College of Education at 432-552-2120. Discussion Area: I will check this area multiple times a week and will post the answers for both discussion assignments and commonly asked questions in this area for the benefit of all the students in the class. However, if your question is urgent, you may receive a quicker response if you ask it via email. Feedback on Assignments: Assignments will be graded within one week of submission; individual feedback or general feedback will be provided.

### **Time Management:**

Submission deadlines are paced to support a measured approach to your course work. Failure to adhere to the schedule can compromise your ability to be successful in the course because it can affect your grade and your ability to stay on top of course requirements. Thus, effective time management is vitally important to your success.

## **Policies**

**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 human resources management efforts in the school setting?**
- 2) How will completion of this extra credit assignment better prepare me to effectively manage HR related responsibilities?**
- 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?**

**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. **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 initiative 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.

## **Discussion Board**

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

1. Read all message postings in online discussion.
2. Respond to the question directly
3. Reply to minimum of two other student posts.
4. Use a person's name in the body of your message when you reply to their message.
5. Avoid postings that are limited to 'I agree' or 'great idea', etc.
6. Ensure responses to questions are meaningful, reflective.
7. Support statements with concepts from course readings, refer to personal experience, examples.
8. 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.

Summarily, the Discussion Board will primarily be used for discussing course content related topics and issues. There will be seven discussion topics for the semester. Each discussion topic is worth 20 points.

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.

### **Make-Up/Late Submission Policy:**

Course activities including but not limited to assignments, projects, and tests, must be submitted before or on the due dates communicated in the course syllabus. If the student is unable to abide by the due dates, it is his/her responsibility to contact the



instructor prior to the submission deadline. Failure to do so may lead to credit being withheld for late submission. Furthermore, even with notification, there is no guarantee that make-up work will be allowed.

In the absence of a documented alternative agreement, there will be a 10% deduction for late submissions. One minute late is considered as one day late. After two full days late, assignments submissions may be subject to additional penalties including but not limited to additional points being withheld and the possibility the professor may not accept the submission for a grade (a possible grade of zero). At the instructor's discretion, medical excuses supported by a doctor's note, signature, and phone number **may** be considered as an excuse. All submission deadlines are based on the Central Time Zone.

No assignments will be graded if they are submitted after the last day of the course.

Any exception to this policy must be agreed to in writing and should be arranged prior to the due date.

*There is no penalty for early submission.*

#### **Academic Dishonesty and Plagiarism:**

**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.

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 assignment and could receive an F for the course grade.

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

**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, lesson plans, worksheets, activities, illustrations, structure, computer code, other expression and media, or any copyrighted materials, and presenting that material as one's own academic work being offered for

credit. Appropriate credit (citation and reference) must be given when using any of the materials listed above as a source (or inspiration) for your work.

Students found plagiarizing or cheating will receive a zero for the assignment and may receive an F in the course in addition to the possibility of suspension or dismissal from the university. A resource to help you avoid plagiarism can be found at this [link](#).

## **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**

The learning management systems have a 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 and will only be granted if the student has complete at least 75% of the course with a grade of 'C' or better and provides a valid, documented excuse for not being able to complete the course on time and has contacted prior to the scheduled last class to request an extension. The student will sign 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 Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable

accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

**ADA Officer for Students:** Mr. Paul Leverington  
**Address:** Mesa Building 4242/4901 E. University, Odessa, Texas 79762  
**Voice Telephone:** 432-552-4696  
**Email:** [ada@utpb.edu](mailto: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

*Describe any special prerequisite skills (word processing, spreadsheet, presentation software, YouTube account, etc) 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

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB’s Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB’s Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by: (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 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.

\*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	<a href="#">Testing Services &amp; Academic Accommodations Department</a> (432) 552-4696
Advising	(432) 552-2661 <a href="#">UTPB Academic Advising Center</a>
Bookstore	<a href="#">UTPB Campus Bookstore</a> (432) 552-0220
Email, Office 365, my.utpb.edu	<a href="#">Information Technology</a>
Financial Aid and Scholarship	<a href="#">UTPB Financial Aid</a> (432) 552-2620
Library	The <a href="#">J. Conrad Dunagan Library</a> Online at (432) 552-2370
Registrar	<a href="#">UTPB Registrar</a> (432) 552-2635
Student Services	<a href="#">Student Services</a> (432) 552-2600
Technical Support	<a href="#">Canvas</a> 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: <a href="#">Smarthinking Online Tutoring</a> (provides tutoring services), <a href="#">SmarterMeasure</a> (measures learner

SERVICE	CONTACT
	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.

Sample Syllabus



Date	Experience	SBEC 268 Competency	ELCC Standard	Hours

Student Signature:

Date:

Site Supervisor Name (Please Print):

Signature:

Date:

Sample Syllabus



**EDLD 6369 – School Public Relations**  
**University of Texas of the Permian Basin**

**Student Information**

Name \_\_\_\_\_

School \_\_\_\_\_

Title \_\_\_\_\_

Cell Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

Home Phone \_\_\_\_\_

E-Mail \_\_\_\_\_

Site-Supervisor's Name\* \_\_\_\_\_

Site-Supervisor's Email \_\_\_\_\_

\*Must be a certified and experienced campus administrator (Principalship or Mid-Management)

## Schedule

**Module 1: Human Resources Structure and Conceptual Setup**  
**May 11 through May 24**

**Student Information Sheet is due by noon on May 13**

**Discussion**

**May 15 by 5 pm**

**Assignment**

**May 24 (11:59 PM)**

**Module 2: Recruitment/Hiring/ Retention**

**May 18 through May 24**

**Discussion**

**May 20 (noon)**

**Assignment**

**May 24 (11:59 PM)**

**Module 3: Evaluations and Remedial Efforts**

**May 25 through May 31**

**Discussion**

**May 27 (noon)**

**Assignment**

**May 31 (11:59 PM)**

**Module 4: Capacity Building and Training**

**June 1 through June 7**

**Discussion**

**June 3 (noon)**

**Assignment**

**June 7 (11:59 PM)**

**Module 5: Legal Issues/ Board Policies**

**June 8 through June 14**

<p style="text-align: center;"><b>Discussion</b></p> <p style="text-align: center;"><b>June 10 (noon)</b></p>	<p style="text-align: center;"><b>Assignment</b></p> <p style="text-align: center;"><b>June 14 (11:59 PM)</b></p>
<p><b>Module 6: Salary and Benefits</b></p> <p><b><u>June 15 through June 21</u></b></p>	
<p style="text-align: center;"><b>Discussion</b></p> <p style="text-align: center;"><b>June 17 (noon)</b></p>	<p style="text-align: center;"><b>Assignment</b></p> <p style="text-align: center;"><b>June 21 (11:59 PM)</b></p>
<p><b>Module 7: Capacity Building as a Function of Human Resources Management</b></p> <p><b><u>June 22 through June 25</u></b></p> <p><b><u>(This is a short week because the course closes)</u></b></p> <p><b>Mini-Internship Log and Reflection are due any time June 24.</b></p>	
<p style="text-align: center;"><b>Discussion</b></p> <p style="text-align: center;"><b>June 23 (Tuesday noon)</b></p>	<p style="text-align: center;"><b>Assignment</b></p> <p style="text-align: center;"><b>June 25 (Thursday 11:59 PM)</b></p>

## Principal Certification in Texas – 268 Pillar and PASL Task Alignment

As noted in the email that informed candidates of their acceptance to the UT Permian Basin Masters in Educational Leadership program, not all students in this program are eligible for certification in Texas. In fact, if you are a student outside the state of Texas, you are almost certainly ineligible for certification in Texas. The information in this section of the syllabus is relevant to students who are eligible for and pursuing principal certification in Texas. It is not likely that this information would be relevant to certification ineligible students.

The table below illustrates focused program alignment with the 268 Pillars and the PASL submission Tasks.

**Principal as Instructional Leader  
Pillars and PASL Task Alignment Table**

<b>Pillar Addressed</b>	<b>Course</b>	<b>Course Title and Module Assignment Alignment*</b>	<b>PASL Activity Alignment*</b>
<ul style="list-style-type: none"> <li>• School Vision and Culture</li> </ul>	EDLD 6368	Principalship/Module 5	
<ul style="list-style-type: none"> <li>• Curriculum Alignment</li> </ul>	EDLD 6368	Principalship/Module 2	
<ul style="list-style-type: none"> <li>• Data-Driven Instruction</li> </ul>	EDLD 6370 or EDLD 6371	Instructional Leadership/Module 6  AEL/Data Project	Task 3
<ul style="list-style-type: none"> <li>• Communication with Stakeholders</li> </ul>	EDLD 6365	School Public Relations/Module 7	

<ul style="list-style-type: none"> <li>• Strategic Problem-Solving</li> </ul>	EDLD 6392	Practicum/PIP	Tasks 1, 2, 3
<ul style="list-style-type: none"> <li>• Hiring, Selection, and Retention</li> </ul>	EDLD 6369	School Human Resources Management/Modules 2 and 7	
<ul style="list-style-type: none"> <li>• Observation and Feedback</li> </ul>	EDLD 6370 or EDLD 6372	Instructional Leadership/Module 3	
<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>	EDLD 6369	School Human Resources Management/Module 4	Task 2
<ul style="list-style-type: none"> <li>• Diversity and Equity</li> </ul>	EDLD 6363	Administration of Special Programs/Module 2	

\* Many other courses, modules, and assignments are relevant to the 268 Pillars and the PASL Task submission requirements; however, specific activities are purposefully and strategically connected to Pillars and Tasks as noted in the table.

A few notes/highlights about UT Permian Basin Educational Leadership program assignments and PASL alignment:

- No assignment is a guaranteed match with all PASL submission requirements. Assignments may require more than the PASL rubric requires in some aspects and less in others. It is always the certification candidate's responsibility to comprehensively review the PASL rubrics to ensure any artifact collection and maintenance required for the PASL submission is completed. If a candidate for certification has any questions, it is always that candidate's responsibility to reach out to professors to ask those questions.
- Stated differently: While the alignment chart illustrates purposeful and intentional alignment with a given Task, completion of a given assignment may not lead to the development and organization of the comprehensive set of resources needed to meet the requirements for the aligned Task.
- Some of the assignments aligned to Task requirements are theoretical in the context of the course requirements. PASL Tasks must be executed to support the candidate's ability to meet PASL Task submission requirements. If the candidate does not carry a given assignment to completion in a course, application can occur during Practicum I or Practicum II.

- Principal as Instructional Leader certification candidates can find more information about the 268 exam and the PASL submission requirements at the respective following links:
  - 268: [http://www.tx.nesinc.com/TestView.aspx?f=HTML\\_FRAG/TX268\\_PrepMaterials.html](http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX268_PrepMaterials.html)
  - PASL: <https://www.ets.org/ppa/test-takers/school-leaders/requirements/>

Sample Syllabus