

**UNT DALLAS**  
**University of North Texas at Dallas**  
**SYLLABUS**

<b>EDAD 5640D: School Resource Alignment for Student Achievement 3 Hrs</b>	
<b>Department of Teacher Education and Administration Division of Education and Human Services</b>	
<b>Instructor Name:</b>	Dr. Doug Shouse
<b>Office Location:</b>	201B
<b>Phone:</b>	972-338-1335
<b>Email Address:</b>	agrinage@unt.edu
<b>Virtual Office Hours:</b>	Tuesdays, 6:00-7:00 PM (contact Course Instructor to make appointment)
<b>Classroom Location:</b>	Dallas 1 Room 248; Online via Zoom
<b>Class Meeting Days/Times:</b>	Wednesday, 5:30 p.m. – 8 p.m.
<b>Course Catalog Description:</b>	This course provides an overview of planning and management of school resources with particular applications to Texas. Designed to prepare campus-level administrators to understand the issues influencing the effective allocation and acquisition of personnel, financial and capital resources at the school building level.
<b>Prerequisites:</b>	EDAD 5300, EDAD 5330, EDAD 5360, and EDAD 5390.
<b>Required Text:</b>	<i>Sorenson, R.D. &amp; Goldsmith, L.M. (2013). The principal's guide to school budgeting (2<sup>nd</sup> ed.). Corwin: Thousand Oaks, CA.</i> <i>Sorenson, R.D. &amp; Goldsmith, L.M. (2009). The principal's guide to managing school personnel. Corwin: Thousand Oaks, CA.</i>
<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:            Phone: 972-338-1616            Website: <a href="http://www.untdallas.edu/our-campus/library">http://www.untdallas.edu/our-campus/library</a></p> <p>UNT Dallas Bookstore:  <u>Location:</u> 7300 Houston School Road, Dallas, TX 75241            Building 1 (north side of campus) / First Floor  <u>Phone:</u> 972-780-3652;  <u>Fax:</u> 972-780-3689  <u>Email:</u> <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a>  <u>Website:</u> <a href="http://untdallas.bkstr.com">untdallas.bkstr.com</a></p> <p>Texas Education Agency Website <a href="http://www.tea.state.tx.us/">http://www.tea.state.tx.us/</a> ;            Other ONLINE resources (TBA)            TK20 <a href="http://www.coe.unt.edu/tk20">http:// www.coe.unt.edu/tk20</a> (One time purchase of TK20 access is required for this course. Student subscriptions are effective for 7 years from date of purchase.)            Blackboard Learn <a href="https://learn.unt.edu">https://learn.unt.edu</a></p>
<b>Course Goals or Overview:</b>	
1	Knowledge of planning and management of school resources with particular application to the State of Texas.
2	Prepare building level leaders to understand the issues influencing the planning and management of personnel, financial and capital resources at the school level.
<b>Learning Objectives/Outcomes</b> At the conclusion of this course, the student will be able to...	
1	Demonstrate the ability to distinguish between the principles of school budgeting and school finance/funding.
2	Understand how schools are financed and theoretical models that might be used.
3	Demonstrate knowledge of public school budgetary processes, accounting, and auditing procedures with emphasis on Texas guidelines.
4	Articulate strategies to secure necessary resources through funding mechanisms, grant writing, advocacy, and effective resource management.
5	Implement a model for integrating vision, planning, and budgeting in the creation of a school budget.
6	Define a framework for planning school personnel needs including attendance projections and hiring processes including

	recruitment, selection, induction, orientation, and retention of teachers.
7	Analyze the relationship between personnel, resources and school culture in facilitating an environment of success.
8	Develop a plan of interaction as a campus principal based on trust, respect, responsibility, rights, and expectations.
9	Understand principles of conflict resolution.

SCHEDULE School Resource Alignment for Student Achievement (EDAD 5640)	
TIMELINE	SESSION OUTLINE
(1) Aug 26, 2015 Class Dallas 1, Room TBD 5:30 – 8 p.m.	<p>Activities:</p> <ol style="list-style-type: none"> <li>1. Introductions and review of important class materials, including but not limited to, syllabus, textbooks, and major learning activities: Budget Resource Project, Budget Resource Simulation, Case Studies, and Human Resource Paper.</li> <li>2. Schools, Values &amp; Money (instructor-led presentation) [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8];</li> <li>3. Funding Schools – A Policy Perspective (instructor-led presentation) [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8]</li> </ol> <p>To prepare for the next session: Review the syllabus and course activities; beginning planning work processes with teammates.</p>
(2) Sept 2, 2015 Online 5:30 – 8 p.m. Synchronous meeting via Zoom required	<p>Activities:</p> <ol style="list-style-type: none"> <li>1. Review of important class materials, including but not limited to, syllabus, textbooks, and major learning activities: Budget Resource Project, Budget Resource Simulation, Case Studies, and Human Resource Paper.</li> <li>2. Budget Planning (instructor-led discussion) [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8];</li> <li>3. Basic Funding Structures (instructor-led discussion) [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8]</li> </ol> <p>To prepare for the next session: Read <i>School Budgeting</i> Chapter 1.</p>
(3) Sept 9, 2015 Online 5:30 – 8 p.m. Synchronous meeting via Zoom required	<p>Activities:</p> <ol style="list-style-type: none"> <li>1. Activity Fund Accounting (instructor-led discussion) [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8];</li> <li>2. Understanding The Budget Process - <i>School Budgeting</i>, Chapter 1 and its Case Study discussion (student-led, synchronous online discussion via Zoom). [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8].</li> </ol> <p>To prepare for the next session: Read <i>School Budgeting</i> Chapter 2; Read Midlothian ISD’s Budget Code Manual (see Blackboard, Course Content).</p>
(4) Sept 16, 2015 Online 5:30 – 8 p.m. Synchronous meeting via Zoom required	<p>Activities:</p> <ol style="list-style-type: none"> <li>1. Title I Funding (instructor-led discussion) [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8];</li> <li>2. The Budget, Vision, and The National Standards - <i>School Budgeting</i> Chapter 2 and its Case Study discussion (student-led, synchronous online discussion via Zoom). [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8].</li> </ol>

	To prepare for the next session: Read <i>School Budgeting</i> Chapters 3 & 4; Read Frisco ISD’s Activity Fund Manual (see Backboard (Course Content)).
(5) Sept 23, 2015 Online 5:30 – 8 p.m. Synchronous meeting via Zoom required	<p>Activities:</p> <ol style="list-style-type: none"> <li>1. Culture, Data, and Celebrating Success (<i>School Budgeting</i> Chapter 3 and its Case Study (student-led, synchronous online discussion via Zoom). [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8].</li> <li>2. Integrating Vision, Planning and Budgeting - <i>School Budgeting</i> Chapter 4 and its Case Study discussion (student-led, synchronous online discussion via Zoom). [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8].</li> </ol> <p>To prepare for the next session: Read <i>School Budgeting</i> Chapter 5 &amp; 6.</p>
(6) Sept 30, 2015 Online 5:30 – 8 p.m. Synchronous meeting via Zoom required	<p>Activities:</p> <ol style="list-style-type: none"> <li>1. Integrating Effective and Efficient Budgeting Practices - <i>School Budgeting</i> Chapter 5 and its Case Study (student-led, synchronous online discussion via Zoom). [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8].</li> <li>2. Building the School Budget - <i>School Budgeting</i> Chapter 6 and its Case Study discussion (student-led, synchronous online discussion via Zoom). [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8].</li> </ol> <p>To prepare for the next session: Read <i>Managing Personnel</i> (MP) Chapter 1; Read Growth Mindset article (see Course Content in Blackboard).</p>
(7) Oct 7, 2015 Online 5:30 – 8 p.m. Synchronous meeting via Zoom required	<p>Activities:</p> <ol style="list-style-type: none"> <li>1. Planning for Staffing Needs (instructor-led discussion) [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8];</li> <li>2. Personnel and the National Standards – <i>Managing School Personnel</i> Chapter 1 and its Case Study discussion (student-led, synchronous online discussion via Zoom). [Texas Principal Domains, Competencies, and Skills - DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8].</li> </ol> <p>To prepare for the next session: Read <i>Managing Personnel</i> Chapter 2. Also, list of grants for Resource Simulation Project and Presentation due and present and discuss HR Paper Data.</p>
(8) Oct 14, 2015 Online 5:30 – 8 p.m. Synchronous meeting via Zoom required	<p>Activities:</p> <ol style="list-style-type: none"> <li>1. Evaluating and Selecting Personnel (instructor-led discussion) [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8];</li> <li>2. Personnel and School Culture – <i>Managing School Personnel</i> Chapter 2 and its Case Study discussion (student-led, synchronous online discussion via Zoom). [Texas Principal Domains, Competencies, and Skills - DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8].</li> </ol> <p>To prepare for the next session: Read <i>Managing Personnel</i> Chapter 3. Your Human Relations Paper (DRAFT) is due (Session Nine).</p>

<p>(9) Oct 21, 2015 Online 5:30 – 8 p.m. Synchronous meeting via Zoom required</p>	<p>Activities: 1. Motivation of Personnel (instructor-led discussion) [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8]; 2. Personnel and The Principal – <i>Managing School Personnel</i> Chapter 3 and its Case Study discussion (student-led, synchronous online discussion via Zoom). [Texas Principal Domains, Competencies, and Skills - DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8].</p> <p><b>*HR Paper (DRAFT) due.</b></p> <p>To prepare for the next session: Read <i>Managing Personnel</i> Chapter 4.</p>
<p>(10) Oct 28, 2015 Online 5:30 – 8 p.m. Synchronous meeting via Zoom required</p>	<p>Activities: 1. Compensation and Rewards (instructor-led discussion) [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8]; 2. Personnel and Communication – <i>Managing School Personnel</i> Chapter 4 and its Case Study discussion (student-led, synchronous online discussion via Zoom). [Texas Principal Domains, Competencies, and Skills - DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8].</p> <p>Also, the Human Resource Paper is due next session (Session 11).</p>
<p>(11) Nov 4, 2015 Class Dallas 1, room TBD</p>	<p>Activities: 1. Creating Productive Work Environments (instructor-led discussion) [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8]; 2. Teamwork Time</p> <p>To prepare for the next session: Read <i>Managing Personnel</i> Chapters 5 &amp; 6.</p>
<p>(12) Nov 11, 2015 Online Synchronous meeting via Zoom required</p>	<p>Activities 1. Personnel and Conflict Resolution – <i>Managing School Personnel</i> Chapter 5 and its Case Study discussion (student-led, synchronous online discussion via Zoom). [Texas Principal Domains, Competencies, and Skills - DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8]. 2. Personnel and Recruitment and Selection – <i>Managing School Personnel</i> Chapter 6 and its Case Study discussion (student-led, synchronous online discussion via Zoom). [Texas Principal Domains, Competencies, and Skills - DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8].</p> <p>To prepare for the next session: Read <i>Managing Personnel</i> Chapters 7 &amp; 8.</p>
<p>(13) Nov 18, 2015 Online Synchronous meeting via Zoom required</p>	<p>Activities 1. Personnel and Induction and Mentoring Programs – <i>Managing School Personnel</i> Chapter 7 and its Case Study discussion (instructor-led, synchronous online discussion via Zoom). [Texas Principal Domains, Competencies, and Skills - DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8]. 2. Personnel and Adverse Situations – <i>Managing School Personnel</i> Chapter 8 and its Case Study discussion (instructor-led, synchronous online discussion via Zoom). [Texas Principal Domains, Competencies, and Skills - DI: 1, 2 and 3; DII:</p>

	4, 5, 6, and 7; DIII: 8]. *Human Resource Paper is due.  To prepare for the next session, be prepared to present your Resource (Budget) Simulation Project and Presentation.
(14) Dec 2, 2015 Class Dallas 1, Room TBD	Resource Simulation Presentations. [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8].  *Resource Simulation Projects and Presentations Due
(15) Dec 9, 2015 Online Synchronous meeting via Zoom required	Instructor-led summary activity. [Texas Principal Domains, Competencies, and Skills – DI: 1, 2 and 3; DII: 4, 5, 6, and 7; DIII: 8.

### **Course Assignments and Evaluation Methods**

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course: projects, presentations, case study presentations, class participation, paper(s), quizzes and tests. The rubrics for projects, presentations, cases study, paper, and class participation are in Blackboard under course content.

### **Changes to the Syllabus**

Changes to the syllabus can be expected and they will be communicated through Blackboard.

### **Case Study/Chapter Review Facilitation**

Student groups will be assigned (Session One) case studies/chapter reviews to facilitate. Most case studies/chapter reviews will be a student-led, synchronous, online learning experience via Zoom. One case study/chapter review (Session Eleven) will be an in class facilitation session will be conducted in-class (face-to-face. Approach the case studies/chapter reviews as you would leading a Professional Learning Community session with a school faculty team, that is, create an engaging, informative experience. Remember, this is a facilitated adult learning experience. Facilitation is expected to engage the participants in active and meaningful interaction around the content of the case study and chapter materials. Students will be allowed up to 40 minutes for the case study and chapter review facilitation. To earn points for this part of the course, students must participate in all assigned case studies/chapter reviews.

### **Resource (Budget) Simulation Project and Presentation**

The class will be divided into groups of 3 to 5 students each. Each group will use a real school to build its resource (budget) simulation project and presentation. The group will represent the Leadership Team. Each team member will take on the role of principal. Your team will be given budget data for the school, and you will research the students' achievement scores and demographic information (please see the Texas Education Agency's (TEA) website).

The team must develop a campus plan with school vision statement, goals, and objectives and develop the budget to accomplish the vision, goals, and objective of the school. In addition, the team must develop a plan to address the gaps in student performance and stay within the budgeted funds available to the campus. Since the requirements for improvement for student achievement are great, and the funds are limited, each team must also search for grants to help the school reach the improvement goals. Your team must prepare a second supplemental budget to allocate the income from a grant.

Each team must record and use appropriate budgeting strategies, which allow for the broadest participation in the disposition of the discretionary funds in the budget and the subsequent assignment of grant funds. The team will present the plan to the other members of the class. All team members will be required to present orally and answer questions on the work accomplished by the team.

The project consists of the following:

### The Campus Academic Plan and Goals (ELCC 3.2)

This part of the presentation must include the school vision, academic plan, and goals and a discussion of the ways you gained input from stakeholders in developing the plan and will involve stakeholders in the on-going implementation of the plan. This part of the assignment must include a needs assessment survey and a description of methods used to gain input from staff, parents, and community concerning budgeting priorities. You also must demonstrate that you used relevant school-related data to determine priorities: student assessment data, stakeholder surveys, and results of needs assessments.

### The Budget Plan (ELCC 3.1)

The plan must include the following elements: Proper use of Generally Accepted Accounting Practices (GAAP) format; Plan Overview; Site-Based Budgeting Strategy; Goals, Objectives; Campus Academic Plan, and budgeting plan alignment; Contributions of the Budget to Equity; Evaluation of Accuracy (Metrics); and Allocations consistent with the Plan.

### Grant Search and Secondary Grant Budget (ELCC 3.3)

All of the schools in this project show a need for improvement in student achievement and gaps in the achievement of demographic groups represented in the school. Funds are limited; so each team must also search for grants to help the school reach the improvement goals. Your grant search must consist of the following: a list of at least nine grants to achieve your school's goals, descriptions of the application process including amounts for the grant, deadlines, requirements, and any other pertinent information about the grant. [Note: Your school need not meet the requirements for the nine grants. Your team must prepare a second supplemental budget to allocate the expected income from one of the grants (i.e., the education foundation grant). This budget must also align with school vision and goals, meet GAAP requirements, follow effective budgeting principles, and show allocations consistent with the plan.

### Class Presentation of your Resource (Budget) Simulation Project

The presentation of the plan should include all team members, a discussion of budgeting strategies; overall substance and depth of understanding of budgeting issues; delivery, energy, and enthusiasm; professional dress and demeanor; and equal participation. In addition, the plan presentation should include the following: a PowerPoint/KeyNote/Prezi presentation; handouts; student involvement; other multimedia if appropriate, and appropriate use of allotted time (60 minutes). During the presentation, the presenters will be required to answer questions about the budget from classmates and the instructor. Part of the assessment for this project includes your skill in answering specific questions about the budget. See the Resource (Budget) Simulation Presentation Grading Rubric.

### **Human Resource Paper**

Each student will write a 7-10 paper that explores and details an effective induction and retention program for schools. Specific guidelines are included in Blackboard.

### **Course Evaluation**

<b>Instrument</b>	<b>Value</b>
1. Online, In-Class, and Course Participation (Due - continuous) Students must participate in all online learning opportunities to earn points.	10
2. Resource (Budget) Simulation Project (Due Session 14)	25
3. Resource (Budget) Simulation Presentation (Due Session 14)	15
4. Case Study/Chapter Review Facilitation (Due – On Assigned Dates, TBD Session 1) [Note: To earn points students must participate in all assigned Case Studies/Chapter Review's.]	20
5. Human Resource Paper (Due Session 11)	20
6. Final Exam	10
<b>Total:</b>	<b>100</b>

### **Grade Determination:**

- A = 90 – 100 pts – Exceeds Expectations
- B = 80 – 89 pts – Proficient
- C = 70 – 79 pts – Emerging
- F = 69 pts or below – Unacceptable



## **TEXAS PRINCIPAL DOMAINS, COMPETENCIES, AND SKILLS**

The activities and assessments in this course are designed to align with and support the candidates' development of the following competencies and skills:

### **Domain I: School Community Leadership**

**Competency 001:** The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff
- Use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision
- Facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated
- Align financial, human, and material resources to support the implementation of the campus vision
- Establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision

**Competency 002:** The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

- Demonstrate effective communication through oral, written, auditory, and nonverbal expression
- Use effective conflict management and group consensus building skills.
- Respond to pertinent political, social, and economic issues that exist in the internal and external environment.
- Establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals
- Respond to pertinent political, social, and economic issues that exist in the internal and external environment

**Competency 003:** The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

- Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators
- Apply knowledge of ethical issues affecting education
- Apply legal guidelines to protect the rights of students and staff and to improve learning opportunities
- Apply laws, policies, and procedures in a fair and reasonable manner

### **Domain II: Instructional Leadership**

**Competency 004:** The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

*The principal knows how to:*

- facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

**Competency 005:** The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

- Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning
- Acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning

**Competency 006:** The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

- Ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources
- Implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff.
- Use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff
- Diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members

**Competency 007:** The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

- Implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment
- Gather and organize information from a variety of sources for use in creative and effective campus decision making
- Frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions.

### **Domain III: Administrative Leadership**

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

- Acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities
- Collaboratively plan and effectively manage the campus budget
- Use technology to enhance school management

## **University Policies and Procedures**

### **Students with Disabilities (ADA Compliance):**

*The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.*

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Teacher Education and Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be



changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, [studentlife@unt.edu](mailto:studentlife@unt.edu).

#### **Student Evaluation of Teaching Effectiveness Policy:**

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.*

#### **Assignment Policy:**

*All work is expected to meet graduate standards. Written work should be prepared using word processing technology with a regular 12pt font. All referenced materials must follow the American Psychological Association (APA) citation guidelines. Work containing excessive errors in grammar, punctuation, spelling, or typographical errors or work that does not reflect the assignment expectations will be returned ungraded. Corrected work must be resubmitted on the class date immediately following the original due date.*

#### **Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.*

#### **Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

#### **Attendance and Participation Policy:**

*The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Late arrivals (more than 15 minutes after class begins) or early departures (any time before the class ends) will be considered absences. Students are responsible to notify the instructor by email or cell phone/text if they are missing class and for what reason; the only excused absences are those due to the observance of a religious holiday, participation in university sponsored events (with proper documentation), or required school/teaching responsibilities (such as parent/teacher conferences and properly documented.) Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

**Cell Phone Use:** *Please silence cell phones during class time and refrain from texting or browsing. It is disrespectful of others in the class for cell phones to go off during class. In the event of an emergency, place the cell phone on vibrate. NO calls may be taken in the classroom; in a true emergency, step into the hall to take calls. Excessive cell calls during class will be considered absences, and the attendance policy will be applied.*

**Laptop/Tablet Use:** *The use of laptop and tablet computers during class is appropriate and encouraged for note-taking and tracking assignments through websites. However, personal chatting, checking email, visiting websites unrelated to the class activities are examples of inappropriate use of this technology. Students will be redirected or asked to shut off the technology if inappropriate use becomes an issue.*

#### **Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*

The following table documents the UNT Dallas Educational Leadership Competency Framework and includes highlighting of the specific competencies that are practiced and learned in this course.

LEADERSHIP THROUGH...		LEADERSHIP FOR...				
		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Reflective Practice	<p>Aware of personal perspectives and biases</p> <p>Able to read &amp; adjust to cultural differences</p> <p>Experienced working with under-resourced communities</p> <p>Values diversity</p> <p>Acts in a supportive manner that recognizes feelings of other cultural groups</p>	<p>Uses data (Internal and External/Research) to guide school improvement</p> <p>Effectively organizes and analyzes information</p> <p>Anticipates challenges for problem solving</p> <p>Integrates &amp; acts upon new information</p> <p>Connects relevant experience and academic knowledge</p> <p>Adapts and applies learned skills, theories, or methodologies to new situations</p> <p>Models and promotes the continuous and appropriate development of all learners</p>	<p>Attends to legal &amp; policy trends &amp; requirements</p> <p>Considers broad potential impact of decisions</p> <p>Holds self and others accountable</p> <p>Shows evidence of an inclusive classroom/school</p> <p>Responds to discriminatory actions or behaviors that are based on social identity markers (i.e race, gender, ethnicities, religion, sexual orientation, age, socio economic status).</p> <p>Analyzes the complex causes of poverty and other disadvantages and the effect on families, communities, children, and learning</p>	<p>Aware of how he/she is perceived by others &amp; adjusts accordingly</p> <p>Articulates values and beliefs</p> <p>Demonstrates resilience &amp; flexibility</p> <p>Identifies professional and personal strengths &amp; weaknesses</p> <p>Compares progress with planned milestones</p> <p>Shows an awareness of one's own ethics, personality, and presence</p> <p>Evaluates different ethical perspectives</p> <p>Applies knowledge of ethical and legal guidelines to protect the rights of students and staff and to promote learning</p>	<p>Uses data to analyze student learning results &amp; plan CIA initiatives</p> <p>Reflects on data to inform curriculum and instructional leadership decisions</p> <p>Actively assesses instructional quality and demonstrates excellence in delivering instruction</p> <p>Utilizes action research to examine teaching and learning</p>

		LEADERSHIP FOR...				
LEADERSHIP THROUGH...		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Entrepreneurial Innovative Vision	<p>Actively seeks cultural diversity</p> <p>Articulates a vision of inclusion &amp; equity</p> <p>All inclusive vision</p> <p>Adjusts attitudes and beliefs as a result of working with and learning from diversity of communities and cultures</p> <p>Establishes a culture of high expectations for all</p>	<p>Seeks personal growth opportunities</p> <p>Seeks and responds to feedback</p> <p>Results oriented</p> <p>Willing to take calculated risks in order to improve</p> <p>Embraces contradictions in problem solving</p> <p>Identifies innovation opportunities and develops strategic plans</p>	<p>Actively advocates with policy makers for all student &amp; staff</p> <p>Articulates &amp; demonstrates equity</p> <p>Articulates an all-inclusive vision framed by emancipatory leadership</p> <p>Recognizes and celebrates the contributions of diverse groups/individuals toward the realization of the campus vision</p> <p>Advocates for policies and programs that promote equitable learning opportunities for all students</p> <p>Ensures access to all school services (i.e Honors classes, AP classes, field trips, full academic and social curriculum)</p>	<p>Comfortable with both details &amp; the bigger picture</p> <p>Shows a balance between confidence &amp; humility</p> <p>Sets challenging goals &amp; takes initiative</p> <p>Has a history of personal success &amp; excellence in achievement</p> <p>Drive to achieve results/success</p> <p>Models culturally responsive and emancipatory leadership</p> <p>Models professional behavior</p>	<p>Articulates a clear vision of the successful K-12 student outcome</p> <p>Knowledge and skill in what is necessary to achieve high levels of student learning</p> <p>Sets high expectations for all students</p> <p>Develops and communicates a vision that includes the need for urgent change</p> <p>Measures excellence in academic curriculum through multiple modalities</p> <p>Facilitates the alignment of curriculum and instruction to readiness standards at each level (elementary to middle, middle to high school, high school to post-secondary)</p> <p>Leads improvement in literacy and numeracy for all students</p> <p>Facilitates engagement of all students</p>

		LEADERSHIP FOR...				
LEADERSHIP THROUGH...		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Communication	<p><b>Language (oral &amp; written) is free of cultural bias</b></p> <p>Active &amp; Open listening Articulates a complex understanding of cultural differences in verbal and nonverbal communication Skillfully negotiates shared understanding based on differences Supports and seeks multi-lingual communications based on community context Combines impartiality, sensitivity to student diversity and ethical considerations in interactions with others. Skillfully 'sells' the school to a variety of constituencies</p>	<p><b>Group facilitation skills</b></p> <p>Shares professional reading Utilizes appropriate media for sharing Shares action research with peers and broader community Participates in professional learning community</p>	<p><b>Language &amp; actions are free of cultural bias</b></p> <p>Actively engages various constituents for input and sharing Models &amp; encourages open conflict management Develops voice and actively advocates on issues of social injustice Responds to pertinent political, social, and economic factors in the internal and external campus context <b>Advocates for student success through written and oral communications</b> Understands and responds to the politics of the school</p>	<p>Builds a strong classroom and campus culture Develops strong, trusting, &amp; respectful relationships Demonstrates honesty &amp; integrity Responds appropriately to a variety of circumstances Considers consequences of personal and professional communications <b>Uses professional language when engaging stakeholders (oral, written, visual media)</b> Demonstrates respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions. Makes and explains decisions based on ethical and legal principles</p>	<p>Demonstrates coaching skills Uses feedback to encourage &amp; increase quality teaching Engages in crucial professional conversations Articulates and shares student achievement outcomes with multiple stakeholders (peers, students, teachers, parents, etc.) Creates opportunities for teachers to dialogue on student achievement Articulates and advocates for the importance of decisions impacting preparedness for academic rigor</p>
	Technology & Other Resources	<p>Creates open access through a variety of technology portals Engages with social/educational technology (iPad, cell phone, texting, social media, webinar, etc.)</p>	<p>Utilizes appropriate media for seeking &amp; sharing best practices (research and practice based evidence) <b>Accesses current research and databases</b> <b>Uses technology for data analysis</b> Stays current and updated in technology advancements (hardware and software) <b>Evaluates information and sources critically</b></p>	<p>Actively ensures access to technology for all students &amp; families Matches technology expectations to students' specific resources and/or community resources Bridges technology gaps for students by acquiring technologies in the school Coordinates with community resources to provide access outside the school Effectively secures &amp; manages resources to ensure access to all students and families</p>	<p>Understands &amp; models appropriate/effective use of social networking tools and other technologies Socially responsible with technology (email content; text content; internet usage) <b>Secures necessary resources through grant writing, advocacy, and effective management</b> Uses public resources and funds appropriately and effectively</p>	<p>Successful experience with instructional technologies (electronic, manipulatives, and other hands-on stimulatives) <b>Uses technology to access and analyze achievement data</b> Utilizes technologies to engage all stakeholders in learning</p>

		LEADERSHIP FOR...				
LEADERSHIP THROUGH...		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Collaboration/ Team Building	<p>Actively seeks diverse perspectives, including diverse family structures and diverse cultures</p> <p>Acts without bias in the engagement of all stakeholders</p> <p>Shows initiative in team leadership of complex and/or multiple civic engagement activities</p> <p>Shows ability and commitment to work collaboratively across and within community contexts</p> <p>Initiates and develops interactions with individuals from culturally diverse backgrounds</p> <p>Engages parents and communities across cultural boundaries</p> <p>Advocates for public engagement of the school across cultural boundaries</p>	<p>Participates in &amp; facilitates teacher involvement in professional learning communities</p> <p>Creates opportunities for staff to increase effectiveness &amp; achieve progress in career goals</p> <p>Builds effective coalitions and implements shared-decision making</p> <p>Actively cites research from multiple perspectives</p> <p>Engages in professional learning communities</p> <p>Facilitates teachers learning together across traditional boundaries (grade level, department, etc.)</p> <p>Establishes mentoring structures for new teachers</p>	<p>Includes and engages all stakeholders (student, families, staff, community)</p> <p>Advocates for teachers and students</p> <p>Delegates to appropriate groups</p> <p>Promotes collaboration among team members</p> <p>Includes all stakeholders in decision making processes</p> <p>Facilitates the implementation of management techniques and group processes to ensure shared responsibility for campus goal attainment</p>	<p>Attracts &amp; recruits highly effective staff</p> <p>Makes sound financial decisions</p> <p>Engage personalities and ethical considerations that may be different from our own</p> <p>Suspend biases to listen to other perspectives</p>	<p>Sets high expectations for teacher success</p> <p>Builds &amp; sustains a viable organization for learning</p> <p>Ensuring the best fit of teaching teams for student success</p> <p>Organizing through site-based management to ensure student success</p> <p>Able to motivate, inspire, and hold others accountable for student learning</p> <p>Facilitates teachers working together to develop the depth of knowledge to teach a rigorous academic core</p> <p>Facilitates campus participation in district planning to ensure alignment across the system</p>

