

**UNT DALLAS** University of North Texas at Dallas  
**Term- COURSE SYLLABUS**

|   |  |                    |                                       |
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| <b>EDAD 5390D: Campus Level School Law 3Hrs</b> |  |                    |                                       |
| <b>Department of</b>                            | <b>Educational Administration</b>  | <b>Division of</b> | <b>Education &amp; Human Sciences</b> |
| <b>Instructor Name:</b>                         | Thomas Dyar  |                    |                                       |
| <b>Office Location:</b>                         |  |                    |                                       |
| <b>Office Phone:</b>                            |  |                    |                                       |
| <b>Email Address:</b>                           | Tjd_0@yahoo.com  |                    |                                       |
| <b>Office Hours:</b>                            |  |                    |                                       |
| <b>Virtual Office Hours:</b>                    |  |                    |                                       |
| <b>Classroom Location:</b>                      |  |                    |                                       |
| <b>Class Meeting Days &amp; Times:</b>          | July 8 through August 8, 2014. Tues/Wed/Thurs: 7-9:50  |                    |                                       |
| <b>Course Catalog Description:</b>              | Provides an understanding of important constitutional, statutory, administrative and case law as it pertains to the everyday operation of schools in Texas. Students learn the legal framework within which schooling takes place and how it structures the decisions that campus administrators make. Primary emphasis is placed on legal issues facing campus-level administrators.  |                    |                                       |
| <b>Prerequisites:</b>                           | Admission to Graduate College; Admission to M.Ed. Educational Leadership Principal Certification Program   |                    |                                       |
| <b>Required Text:</b>                           | Kemerer, F., Walsh, J., and Maniotis, J. (2010). The educator's guide to Texas school law. Austin, TX: University of Texas Press.<br>Kemerer, F., Walsh, J., and Maniotis, J. (2012). 2012 Supplement to The educator's guide to Texas school law. Austin, TX: University of Texas Press.<br>Thomas, S., Camborn-Mcabe, N., and McCarthy, M. (2009). Public school law: Teachers' and students' rights. Boston, MA., Pearson Education, Inc. |                    |                                       |
| <b>Recommended Text and References:</b>         | Student Code of Conduct (SCOC) [District]<br>Student Handbook (Campus)<br>Employee Handbook (District)<br>Employee Handbook (Campus)<br>Administrative Handbook (District)<br>Other materials provided by instructor and in Blackboard   |                    |                                       |
| <b>Access to Learning Resources:</b>            | UNT Dallas Library:<br>Phone: 972-338-1616<br>Website: <a href="http://www.untdallas.edu/our-campus/library">http://www.untdallas.edu/our-campus/library</a>   |                    |                                       |

UNT Dallas Bookstore:

Location: 7300 University Hills Blvd., Dallas, TX 75241

Building 1 (north side of campus) / First Floor

Phone: 972-780-3652

Fax: 972-780-3689

Email: [1012mgr@fhcg.follett.com](mailto:1012mgr@fhcg.follett.com)

Website: [untdallas.bkstr.com](http://untdallas.bkstr.com)

U.S. Constitution Online:

<http://www.usconstitution.net/const.html>

Lexis-Nexus Texas Constitution and Statutes:

<http://www.statutes.legis.state.tx.us/>

Education Law Association: <http://educationlaw.org/index.php>

State Bar of Texas School Law Section:

<http://www.schoollawsection.org/>

Lexis-Nexis Free Case Law:

<http://www.lexisone.com/lx1/caselaw/freecaselaw?searchType=keywordSearch&fclSearch>

[=brown&action=FCLSearchCaseByTerms&pageLimit=10&format=CITE&pageNumber=1&](http://www.lexisone.com/lx1/caselaw/freecaselaw?searchType=keywordSearch&fclSearch)

[sourceID=302&citation=&searchTerm=brown&sourceCandidate=selectSource&sourceTyp](http://www.lexisone.com/lx1/caselaw/freecaselaw?searchType=keywordSearch&fclSearch)

[e=Federal&sourceCandidate=302&relativeDate=1-](http://www.lexisone.com/lx1/caselaw/freecaselaw?searchType=keywordSearch&fclSearch)

[NONE&fromDate=&toDate=&party=&judge=&counsel](http://www.lexisone.com/lx1/caselaw/freecaselaw?searchType=keywordSearch&fclSearch)

### Course Goals or Overview:

Understanding Campus Level School Law (3 hours), centers on the understanding of pertinent constitutional, statutory, administrative, and case law related to the operation of Texas public schools. Content includes the legal framework within which schooling takes place and how it directs and influences the decisions that campus-based administrators make. Students explore [Texas Legislature Online](#) site for updates on Legislation Status of House Bills that effect leadership decisions in Texas schools. Focus is on how the leader's daily decisions are shaped by ongoing legal issues and the intent of policy or regulatory assurances.

- 1) Understanding local, state, and federal laws
  - i) The sources/purposes of educational law
  - ii) Texas public schools and structure
  - iii) Attendance laws
  - iv) Funding and regulation of non-public schools
- 2) Ensuring equitable instructional excellence
  - i) Curriculum law
  - ii) Selection/maintenance of instructional materials
  - iii) Needs of special groups

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|  | <ul style="list-style-type: none"> <li>iv) Children with disabilities</li> </ul> <ul style="list-style-type: none"> <li>3) Safeguarding student rights <ul style="list-style-type: none"> <li>i) Expression</li> <li>ii) Discipline</li> <li>iii) Privacy</li> <li>iv) Due process</li> </ul> </li> <li>4) Safeguarding teacher and Administrator rights <ul style="list-style-type: none"> <li>i) Employment conditions</li> <li>ii) Teacher Evaluation - Chapter 150.1004-1006 - Appendix A</li> <li>iii) Administrator Appraisal - 150.BB - Appendix B</li> <li>iv) Negative employment conditions</li> <li>v) Grievances</li> <li>vi) Rights of expression</li> </ul> </li> <li>5) Religion in schools <ul style="list-style-type: none"> <li>i) Prayer</li> <li>ii) Exercise issues</li> </ul> </li> <li>6) Liability <ul style="list-style-type: none"> <li>i) Sexual harassment</li> <li>ii) Title IX</li> </ul> </li> </ul> <p>1. Current Education Legislation in Texas - Appendix C</p> |
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| <b>Learning Objectives/Outcomes</b> At the conclusion of this course, the student will... |  |
| 1   | Understand the federal and state legal structure within which all Texas schools function.  |
| 2   | Recognize key education related provisions of the U.S. Constitution, federal statutes, the Texas Constitution, and Texas statutes, including provision of the Texas Education Code.                                |
| 3   | Learn about the key court rulings that establish school law parameters at the campus level.  |
| 4   | Realize how district board policies and administrative regulations/directives reflect, implement, and translate principals of law into educational practice.   |
| 5   | Obtain an understanding of Texas and district school law from the standpoint of the campus-level administrator.  |
| 6   | Develop a rudimentary knowledge of basic legal terminology and the court system so that the student can decipher materials on legal subjects and participate effectively in law related workshops and conferences. |

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

The following Texas Principal domains, competencies, and skills are aligned with the activities and assessments of this course:

**Domain I: School Community Leadership**

***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.
- Develop and implement strategies for effective internal and external communications
- 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
- Articulate the importance of education in a free democratic society

**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.

- Use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning
- Facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs
- Facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment
- Facilitate the use and integration 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 school district programs

**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.

- Implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff.

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

- Frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions.

**Domain III: Administrative Leadership**

**Competency 009:** The principal know how to apply principles of leadership and management t the campus physical plan and support system to ensure a safe and effective learning environment.

- Apply local, state, and federal laws and policies to support sound decision making related to school programs and operations.

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> |

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  |
| 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> |

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/<br>Community Engagement   | Professional Learning   | Democratic/<br>Social Justice   | Ethics/<br>Personal Presence  | PreK-12 Student Learning  |
|                       | Communication | <p>Language (oral &amp; written) is free of cultural bias</p> <p>Active &amp; Open listening</p> <p>Articulates a complex understanding of cultural differences in verbal and nonverbal communication</p> <p>Skillfully negotiates shared understanding based on differences</p> <p>Supports and seeks multi-lingual communications based on community context</p> <p>Combines impartiality, sensitivity to student diversity and ethical considerations in interactions with others.</p> <p>Skillfully promotes the school to a variety of constituencies</p> | <p>Group facilitation skills</p> <p>Shares professional reading</p> <p>Utilizes appropriate media for sharing</p> <p>Shares action research with peers and broader community</p> <p>Participates in professional learning community</p> | <p>Language &amp; actions are free of cultural bias</p> <p>Actively engages various constituents for input and sharing</p> <p>Models &amp; encourages open conflict management</p> <p>Develops voice and actively advocates on issues of social injustice</p> <p>Responds to pertinent political, social, and economic factors in the internal and external campus context</p> <p>Advocates for student success through written and oral communications</p> <p>Understands and responds to the politics of the school</p> | <p>Builds a strong classroom and campus culture</p> <p>Develops strong, trusting, &amp; respectful relationships</p> <p>Demonstrates honesty &amp; integrity</p> <p>Responds appropriately to a variety of circumstances</p> <p>Considers consequences of personal and professional communications</p> <p>Uses professional language when engaging stakeholders (oral, written, visual media)</p> <p>Demonstrates respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.</p> <p>Makes and explains decisions based on ethical and legal principles</p> | <p>Demonstrates coaching skills</p> <p>Uses feedback to encourage &amp; increase quality teaching</p> <p>Engages in crucial professional conversations</p> <p>Articulates and shares student achievement outcomes with multiple stakeholders (peers, students, teachers, parents, etc.)</p> <p>Creates opportunities for teachers to dialogue on student achievement</p> <p>Articulates and advocates for the importance of decisions impacting preparedness for academic rigor</p> |



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  |
|                       | Technology & Other Resources | <p>Creates open access through a variety of technology portals</p> <p>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)</p> <p>Accesses current research and databases</p> <p>Uses technology for data analysis</p> <p>Stays current and updated in technology</p> <p>Advances technology (hardware and software)</p> <p>Evaluates information and sources critically</p> | <p>Actively ensures access to technology for all students &amp; families</p> <p>Matches technology expectations to students' specific resources and/or community resources</p> <p>Bridges technology gaps for students by acquiring technologies in the school</p> <p>Coordinates with community resources to provide access outside the school</p> <p>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</p> <p>Socially responsible with technology (email content; text content; internet usage)</p> <p>Secures necessary resources through grant writing, advocacy, and effective management</p> <p>Uses public resources and funds appropriately and effectively</p> | <p>Successful experience with instructional technologies (electronic, manipulatives, and other hands-on stimulatives)</p> <p>Uses technology to access and analyze achievement data</p> <p>Utilizes technologies to engage all stakeholders in learning</p> |



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  |
| 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> |

### Conference/Communication

There are three venues for conversation; Skype, Live Classroom, and the telephone. We can always visit before and after class.

With *Skype (www.skype.com)* you can make free video calls over the internet to other people for as long as you like, to wherever you like. It is free to download. A high speed internet connection and a webcam with a microphone are needed. You must add the instructor as a contact.

**Live Classroom** is a virtual classroom setting within **Blackboard**. Through this venue there are video and audio capabilities. If necessary, documents can be viewed simultaneously between instructor and students. A link to **Live Classroom** is on the homepage of this course. Simply click on the link. On the next window click "enter classroom." Once in the classroom you will need to click on the image of a video camera next to the image of the telephone to activate your video. It is best to run the setup wizard prior to using this venue. A webcam with a microphone is necessary.

The traditional **telephone system** needs no explanation. For all voice communications please schedule a time with the instructor. Communicate which venue you would like to use.

### **Course Outline**

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in class.

### Course Calendar & Overview:

#### Reading Assignments

#### Lecture and Discussion Topics

| <u>Reading Assignments</u>   | <u>Lecture and Discussion Topics</u>   |
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| July 8, 2014   | Introduction<br>Discuss Syllabus<br>Class expectations and overview of course<br>Sing in on Blackboard<br><b>Important federal statutes reports are due third class meeting.</b>   |
| July 9, 2014<br><br><b>Read for class discussion today:<br/>text, pp. 1-29</b><br><b>Research and bring copies to<br/>present for discussion:</b><br>Pierce v. Society of Sisters<br>Texas Private School<br>Accreditation Commission<br>(TEPSAC);<br><br>Texas Education Agency website -<br>Home Schooling Policies and local<br>campus responsibilities | <b>A. <u>An Overview of the Establishment and Control of Schools</u></b> <ul style="list-style-type: none"><li>• Four Sources of Education Law<ol style="list-style-type: none"><li>1. Constitution Law</li><li>2. Statutory Law</li><li>3. Administrative Law</li><li>4. Judicial Law</li></ol></li></ul> <b>B. <u>The Structure and Governance of the Texas School System</u></b> <ul style="list-style-type: none"><li>• State-level governance<ol style="list-style-type: none"><li>1. S.B.E.</li><li>2. T.E.A.</li></ol></li><li>• Basic Functions of T.E.A.</li><li>• Commissioner of Education</li><li>• State Board of Education<ol style="list-style-type: none"><li>1. Functions</li></ol></li></ul> |

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|   | <ul style="list-style-type: none"> <li>2. Composition <ul style="list-style-type: none"> <li>• Regional Service Centers</li> <li>• Local Boards of Education <ul style="list-style-type: none"> <li>1. Powers and duties</li> <li>2. Waivers</li> <li>3. District-level decision making</li> <li>4. Campus-based decision making</li> </ul> </li> <li>• Charter Schools <ul style="list-style-type: none"> <li>1. Home-rule charters</li> <li>2. Campus charters</li> <li>3. Open enrollment charters</li> </ul> </li> <li>• Home School</li> <li>• Administrators <ul style="list-style-type: none"> <li>1. Superintendents</li> <li>2. Principals</li> </ul> </li> <li>• Administrative law</li> <li>• Appeals</li> <li>• Texas State Courts</li> </ul> </li> </ul>  |
| <p>July 10, 2014</p> <p>Read for class discussion today: text, pp. 30-47;</p> <p>Read Appendix C: Education Legislation in Texas (Current HB Updates)</p> | <p><b>A. <u>How the U.S. Constitution and Federal Government Affect Texas Schools</u></b></p> <ul style="list-style-type: none"> <li>• The federal judicial system and its relation to state judiciaries: Importance of the "federal question"</li> <li>• The 14<sup>th</sup> Amendment as the primary source of individual constitutional rights in the public school setting</li> <li>• 42 U.S.C. Section 1983: the means to get many 14<sup>th</sup> Amendment cases into federal court</li> <li>• Other key federal statutes</li> </ul> <p><b>B. Parent Rights</b></p> <ul style="list-style-type: none"> <li>• Right within Public Schools</li> <li>• Choosing Private Schools</li> <li>• Educating Children at Home</li> </ul> <p><b>C. Important Federal Statutes Reports</b></p> <p>7) <b>D. Current Education Legislation in Texas - Appendix C</b></p> |

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| <p>July 15, 2014</p> <p>Read for class discussion today:<br/>text, pp. 48-67.<br/>Read and bring copies of the following to class for discussion:<br/>TEC § 51.03(b)(2)<br/>TEC §51.803<br/>TEC § 25.087<br/>TEC § 25.092(a-1)<br/>TEC § 29.0822<br/>TEC § 21.354</p> <p>Related district policies</p> | <p><b><u>Student Attendance and the Instructional Program</u></b></p> <p>A. Attendance</p> <ul style="list-style-type: none"> <li>• Residency</li> <li>• Compulsory School Attendance Law</li> </ul> <p>B. Maintaining a safe environment</p>  |
| <p>July 16, 2014</p> <p>Read for class discussion today:<br/>text, pp. 67-95</p>   | <p><b><u>The Instructional Program</u></b></p> <p>A. The Required Curriculum<br/>B. No Child Left Behind<br/>C. Removal of Objectionable Library Materials<br/>D. Federal Copyright Law<br/>E. Extracurricular Activities and the UIL<br/>F. Addressing the Needs of Special Groups</p>  |
| <p>July 17, 2014</p>   | <p><b><u>Midterm examination</u></b></p>   |
| <p>July 22, 2014</p> <p>Read for class discussion today:<br/>text, pp. 97- 133</p>   | <p><b><u>Special Education</u></b></p> <ul style="list-style-type: none"> <li>• Special Education Jargon</li> <li>• Eligibility</li> <li>• Response to Intervention (RtI)</li> <li>• ARD Committee</li> <li>• Least Restrictive Environment</li> <li>• Private School Children</li> <li>• Discipline of students with Disabilities</li> <li>• Section 504 of the Rehabilitation Act of 1973</li> </ul>   |
| <p>July 23, 2014</p> <p>Read for class discussion today:<br/>text, pp. 134 - 186<br/>Review Appendix A</p>   | <p><b><u>The Employment Relationship</u></b></p> <p>A. Constitutional Issues</p> <ul style="list-style-type: none"> <li>• Due Process</li> <li>• How Much Due Process is Due?</li> </ul> <p>B. Chapter 150.000, Texas Commissioners Report (Teacher Appraisal)</p> <p>C. Types of Employment Arrangements</p> <ul style="list-style-type: none"> <li>• At-Will Employment</li> <li>• Non-Chapter 21 Contracts</li> <li>• Probationary Contracts</li> <li>• Term Contracts</li> <li>• Continuing Contracts</li> <li>• Retire/Rehire</li> </ul> <p>D. Selection of Staff</p> <p>E. Ending the Relationship</p> |

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| <p>July 24, 2014</p> <p>Read for class discussion today: text, pp. 187-220</p> <p>Read Appendices A &amp; B (Chapter 150.000 through BB.</p>  | <p><b><u>Personnel Issues</u></b></p> <p>A. Reassignment</p> <ul style="list-style-type: none"> <li>• Constitutional Issues</li> <li>• Same Professional Capacity</li> <li>• Duties and Schedule</li> </ul> <p>B. Compensation Disputes</p> <p>C. Teacher and Administrator Appraisal</p> <p>D. Employment Benefits</p> <p>E. Wage and Hour Requirements</p> <p>F. Workers' Compensation</p> <p>G. Grievances and the Role of Employment Organizations</p>  |
| <p>July 29, 2014</p> <p>Read pages 221-260 in text. In addition, research and bring copies for discussion:</p> <ul style="list-style-type: none"> <li>• Pickering v. Board of Education (1968)</li> <li>• Port Arthur ISD v. Klein Associates Political Relations</li> <li>• Reeves v. Claiborne County Board of Education</li> <li>• Chiu v. Plano ISD</li> <li>• Gracetti v. Ceballos (2006)</li> <li>• Kirkland V. Northside ISD</li> <li>• Clark v. Dallas ISD</li> </ul> | <p><b><u>Expression and Associational Rights</u></b></p> <p>A. Educators Rights of Expression</p> <ul style="list-style-type: none"> <li>• Expression outside the School</li> <li>• Expression within the School</li> <li>• Electronic Communication</li> <li>• Academic Freedom</li> <li>• Texas Whistleblower Act</li> </ul> <p>B. Educator Freedom of Association</p> <p>C. Student Rights of Expression</p> <p>D. Student Freedom of Association</p>  |
| <p>July 30, 2014</p> <p>Read pages 262 - 336 in text. In addition, research and bring copies for discussion:</p> <ul style="list-style-type: none"> <li>• Religious Viewpoints Antidiscrimination Act (RVAA)</li> <li>• Jones v. Clear Creek ISD</li> <li>• Ingebretsen v. Jackson Public School District</li> <li>• TEC § 28.011</li> <li>• Robert v. Madigan</li> <li>• Wisconsin v. Yoder (1972)</li> </ul>  | <p><b><u>Religion in School</u></b></p> <p>A. Legal Framework</p> <ul style="list-style-type: none"> <li>• No Government Establishment of Religion</li> <li>• Free Exercise of Religion</li> </ul> <p>B. Contemporary Issues</p> <ul style="list-style-type: none"> <li>• The Pledge of Allegiance</li> <li>• School Prayer</li> </ul> <p>C. Teaching Creation-Science</p> <p>D. Secular Humanism and Pagan Religion</p> <p>E. Religion in Classrooms</p> <p>F. Clergy in the Schools</p> <p>G. Distribution of Religious Literature</p> <p>H. Wearing Religious Symbols</p> <p><b><u>Student Discipline</u></b></p> <p>A. Constitutional Concerns: Due Process</p> <p>B. Other Constitutional Issues</p> <p>C. Chapter 37: An Overview</p> |

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|--|--|
|  | <ul style="list-style-type: none"> <li>• Student Code of Conduct</li> <li>• Teacher-Initiated Removal</li> <li>• Suspension</li> <li>• Removal to a DAEP</li> </ul> <p>D. Expulsion<br/>E. Emergency Actions<br/>F. Interaction with Law Enforcement<br/>G. Corporal Punishment<br/>I. Suspension form Extracurricular Activities</p>  |
| July 31, 2014  | <p><b>Paper due by email by 9:50</b><br/>Analyze and assess quality of your local policy governing speakers at graduation and baccalaureate ceremonies</p>   |
| <p><b>August 5, 2014</b></p> <p>Read pages 337-386 in text. In addition, research and bring copies for discussion:</p> <ul style="list-style-type: none"> <li>• Family Educational Rights and Privacy Act (FERPA)</li> <li>• New Jersey V. T.L.O.</li> <li>• TEC § 33.091</li> </ul> | <p><b><u>Privacy Issues: Community, Educators, Students</u></b></p> <p>A. The Legal Framework<br/>B. Texas Open Meetings Act<br/>C. Texas Public Information Act<br/>D. Educator Privacy Rights<br/>E. Student Search and Seizure<br/>G. Group Discussion</p>  |
| <p><b>August 6, 2014</b></p> <p>Read pages 387- 425 in text. In addition, research and bring copies for discussion:</p> <ul style="list-style-type: none"> <li>• Tex. Civ. Prac. &amp; Rem. Code § 101.027</li> </ul>  | <p><b><u>Legal Liability</u></b></p> <p>A. Identifying Areas of Legal Liability of State Torts</p> <ul style="list-style-type: none"> <li>• School District Immunity</li> <li>• Sovereign Immunity and Contract Cases</li> <li>• Qualified Immunity for Public School Professional Employees</li> <li>• The Special Case of Corporal Punishment and Physical Force</li> <li>• Law and the School Counselor</li> </ul> <p>B. Federal Civil Rights Liability<br/>C. Individual Liability</p> |
| August 7, 2014   | <b>Final Examination and Completion of Scholar Practitioner Report</b>   |

### **Course Evaluation Methods**

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

### **Attendance and Participation:**

Students are expected to be prepared for discussions and questions related to the assigned information. Regular and prompt class attendance and active class participation are required in order to meet the requirements of this course. Instructional methods utilized in this course include lectures, group discussions, written and oral assignments.

### **Grades**

Students will be graded on class participation, class portfolio, midterm, and a final examination. In addition, students will be expected to attend class regularly and arrive at class on time. Attendance will be taken at

the beginning of each class. All materials must be submitted on time to receive full credit. Absent students will not receive credit for class participation.

### **Online Class Assignments**

Students will sign in prior to our second class meeting and respond to an introduction prompt. At least one class meeting will take place online. Assignments are located in the Assignments section under Course Tools. Students should post in the Discussions section. Expectations and assignments will be delineated online. Students will have a full week to participate. Assignments must be submitted during the week designated in syllabus. The course syllabus is located in the Syllabus Section of Blackboard.

### **Course Portfolio:**

Students are expected to maintain a course portfolio. The course portfolio is intended to be a resource document that facilitates best practices in school law. This document should contain lecture notes as well as cases and material.

### **Midterm and Final Exam:**

Students will be required to complete two comprehensive examinations.

|                                       |                        |
|---------------------------------------|------------------------|
| Class Participation/Online            | 10                     |
| Midterm Exam                          | 40                     |
| Course Project (Portfolio)            | 5                      |
| Paper analyzing graduation policy     | 5                      |
| Final Exam                            | 40                     |
| Scholar-Practitioner Report (10 x 10) | 100                    |
| Total                                 | 200 Divided by 2 = 100 |

### **Grading Legend:**

90 - 100 = A  
80 - 89 = B  
70 - 79 = C  
60 - 69 = D  
Below 60 = F

## **University Policies and Procedures**

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

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.*

### **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.*

**Exam Policy:**

*Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).*

**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. Students are responsible to notify the instructor if they are missing class and for what reason. 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.*

**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.*



## APPENDIX A

Teacher Appraisal §150.AA. February 2010 Update

### Chapter 150. Commissioner's Rules Concerning Educator Appraisal

*Statutory Authority: The provisions of this Chapter 150 issued under the Texas Education Code, §§21.351-21.356, unless otherwise noted.*

#### Subchapter AA. Teacher Appraisal

##### §150.1001. General Provisions.

- (a) Beginning with the 1997-1998 school year, all school districts have two choices in selecting a method to appraise teachers: a teacher-appraisal system recommended by the Texas commissioner of education or a local teacher-appraisal system.
- (b) The commissioner's recommended teacher-appraisal system, the Professional Development and Appraisal System (PDAS), was developed in accordance with Texas Education Code (TEC), §21.351.
- (c) The superintendent of each school district, with the approval of the school district board of trustees, may select the PDAS. Each school district or campus wanting to select or develop an alternative teacher-appraisal system must follow TEC, §21.352.
- (d) The commissioner may designate a regional education service center to serve as the PDAS certification provider for the state. The designated regional education service center may collect appropriate fees under TEC, §8.053, from school districts and open-enrollment charter schools for training and certification.
- Source: The provisions of this §150.1001 adopted to be effective August 1, 1997, 22 TexReg 4200; amended to be effective February 17, 2010, 35 TexReg 1205.*

##### §150.1002. Assessment of Teacher Performance.

- (a) The teacher proficiencies described in *Learner-Centered Schools for Texas: A Vision of Texas Educators*, approved by the State Board of Education on February 11, 1994, shall be the foundation for the Professional Development and Appraisal System (PDAS).
- (b) Each teacher shall be appraised on the following domains:
- (1) Domain I: Active, successful student participation in the learning process;
  - (2) Domain II: Learner-centered instruction;
  - (3) Domain III: Evaluation and feedback on student progress;
  - (4) Domain IV: Management of student discipline, instructional strategies, time and materials;
  - (5) Domain V: Professional communication;
  - (6) Domain VI: Professional development;
  - (7) Domain VII: Compliance with policies, operating procedures and requirements; and
  - (8) Domain VIII: Improvement of academic performance of all students on the campus (based on indicators included in the Academic Excellence Indicator System (AEIS)).
- (c) Each domain shall be scored independently. The evaluation of each of the domains shall consider all data generated in the appraisal process. The data for the appraisal of each domain shall be gathered from observations, the Teacher Self-Report Form, and other documented sources. The data shall describe teacher contributions in increasing student achievement, making the whole school safe and orderly, and creating a stimulating learning environment for children.
- (d) Each teacher shall be evaluated on Domains I through VIII using the following categories:
- (1) exceeds expectations;
  - (2) proficient;
  - (3) below expectations; and
  - (4) unsatisfactory.
- (e) The teacher evaluation in Domain VIII shall include the following areas:
- (1) efforts to enhance academic performance;
  - (2) efforts to enhance student attendance;

- (3) efforts to identify and assist students in at-risk situations; and
- (4) campus performance rating.
- (f) Campus performance rating data for Domain VIII shall be reported (not scored) by a campus or district for the first year of the PDAS implementation and/or during the first year for new teachers to a campus.  
*Source: The provisions of this §150.1002 adopted to be effective August 1, 1997, 22 TexReg 4200.*

**§150.1003. Appraisals, Data Sources, and Conferences.**

- (a) Each teacher must be appraised each school year, except as provided by subsection (l) of this section. Whenever possible, an appraisal shall be based on the teacher's performance in fields and teaching assignments for which he or she is certified.
- (b) The annual teacher appraisal shall include:
  - (1) at least one classroom observation of a minimum of 45 minutes as identified in subsection (g) of this section, with additional walk-throughs and observations conducted at the discretion of the certified appraiser;
  - (2) a written summary of each observation, which shall be given to teachers within ten working days after the completion of an observation, with a pre- and post-observation conference conducted at the request of the teacher or certified appraiser;
  - (3) completion of Section I of the Teacher Self-Report Form that shall be presented to the principal:
    - (A) within the first three weeks from the day of completion of the Professional Development and Appraisal System (PDAS) orientation as described in §150.1007 of this title (relating to Teacher Orientation);
    - (B) within the first three weeks from the day of completion of the PDAS orientation as described in §150.1007 of this title for teachers new to the PDAS; or
    - (C) within the first three weeks of instruction in the school years when the PDAS orientation is not required pursuant to §150.1007 of this title.
  - (4) revision of Section I (if necessary) and completion of Sections II and III of the Teacher Self-Report Form that shall be presented to the principal at least two weeks prior to the summative annual conference;
  - (5) cumulative data of written documentation collected regarding job-related teacher performance, in addition to formal classroom observations;
  - (6) a written summative annual appraisal report; and
  - (7) a summative annual conference.
- (c) A teacher may be given advance notice of the date or time of an appraisal, but advance notice is not required.
- (d) Each school district shall establish a calendar for the appraisal of teachers. The appraisal period for each teacher must include all of the days of a teacher's contract. Observations during the appraisal period must be conducted during the required days of instruction for students during one school year. The appraisal calendar shall:
  - (1) exclude observations in the three weeks following the day of completion of the PDAS orientation in the school years when an orientation is required as described in §150.1007 of this title;
  - (2) exclude observations in the three weeks following the day of completion of the PDAS orientation for teachers new to the PDAS as described in §150.1007 of this title;
  - (3) exclude observations in the first three weeks of instruction in the school years when the PDAS orientation is not required pursuant to §150.1007 of this title;
  - (4) prohibit observations on the last day of instruction before any official school holiday or on any other day deemed inappropriate by the school district board of trustees; and
  - (5) indicate a period for summative annual conferences that ends no later than 15 working days before the last day of instruction for students.
- (e) During the appraisal period, the certified appraiser shall evaluate and document teacher performance specifically related to the domain criteria as identified in §150.1002(b) of this title (relating to Assessment of Teacher Performance).
- (f) The certified appraiser is responsible for documentation of the cumulative data identified in subsection

(b)(5) of this section. Any third-party information from a source other than the certified appraiser that the certified appraiser wishes to include as cumulative data shall be verified and documented by the certified appraiser. Any documentation that will influence the teacher's summative annual appraisal report must be shared in writing with the teacher within ten working days of the certified appraiser's knowledge of the occurrence. The principal shall also be notified in writing when the certified appraiser is not the teacher's principal.

(g) By mutual consent of the teacher and the certified appraiser, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.

(h) A written summative annual appraisal report shall be shared with the teacher no later than five working days before the summative conference and no later than 15 working days before the last day of instruction for students. The written summative annual appraisal report shall be placed in the teacher's personnel file by the end of the appraisal period.

(i) Unless waived in writing by the teacher, a summative conference shall be held within a time frame specified on the school district calendar and no later than 15 working days before the last day of instruction for students. The summative conference shall focus on the written summative report and related data sources.

(j) In cases where the certified appraiser is not an administrator on the teacher's campus, either the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus must participate in the summative annual conference.

(k) Any documentation collected after the summative conference but before the end of the contract term during one school year may be considered as part of the appraisal of a teacher. If the documentation affects the teacher's evaluation in any domain, another summative report shall be developed and another summative conference shall be held to inform the teacher of the change(s).

(l) Except as otherwise provided by this subsection, appraisal must be done at least once during each school year. A teacher may be appraised less frequently if the teacher agrees in writing and the teacher's most recent appraisal rated the teacher as at least proficient, or the equivalent, and did not identify any area of deficiency. A teacher who is appraised less frequently than annually must be appraised at least once during each period of five school years.

(1) District policy may stipulate:

(A) whether the appraisal option is to be made available to teachers;

(B) whether the appraisal option is to be adopted districtwide or is to be campus specific;

(C) if the appraisal accompanying a teacher new to a district or campus meets the option as specified in this subsection, whether the appraisal is to be accepted or whether that teacher is to be appraised by the new campus administrator; and

(D) whether a certified appraiser may place a teacher on the traditional appraisal cycle as a result of performance deficiencies documented in accordance with subsections (b)(5) and (f) of this section.

(2) A school district may choose annually to review the written agreement with the teacher. However, at the conclusion of the school year, the district may modify appraisal options through board policy and may make changes to expectations for appraisals that apply to all teachers regardless of a teacher's participation in the appraisal option in the previous year(s).

(3) For purposes of this subsection, in the teacher-appraisal system recommended by the commissioner, an area of deficiency is a domain. A teacher must be rated as at least proficient for each domain (i.e., for all domains) to be eligible for less frequent appraisals under this subsection.

*Source: The provisions of this §150.1003 adopted to be effective August 1, 1997, 22 TexReg 4200; amended to be effective April 15, 1999, 24 TexReg 2934; amended to be effective May 31, 2004, 29 TexReg 5345; amended to be effective February 17, 2010, 35 TexReg 1205.*

**§150.1004. Teacher in Need of Assistance.**

- (a) A teacher whose performance meets one of the following circumstances will be designated as a "teacher in need of assistance":
- (1) a teacher who is evaluated as unsatisfactory in one or more domains; or
  - (2) a teacher who is evaluated as below expectations in two or more domains.
- (b) When a teacher is designated as a teacher in need of assistance, the certified appraiser and the campus principal or designee shall, in consultation with the teacher, develop an intervention plan that includes the following:
- (1) domain(s) that designate a teacher as a teacher in need of assistance;
  - (2) directives or recommendations for professional improvement activities;
  - (3) evidence that is used to determine successful completion of professional improvement activities;
  - (4) directives for changes in teacher behavior;
  - (5) evidence that is used to determine if teacher behavior has changed; and
  - (6) specific time line for successful completion.
- (c) In cases when the teacher's appraiser is not the teacher's principal, the principal shall be involved in the development and evaluation of the intervention plan.
- (d) A teacher who has not met all requirements of the intervention plan for teachers in need of assistance by the time specified may be considered for separation from the assignment, campus, and/or district.
- (e) The intervention plan shall include options for professional development activities designed to enhance teacher proficiency. At least one option shall not place significant financial burden on either the teacher or the school district.
- (f) An intervention plan may be developed at any time at the discretion of the certified appraiser when the certified appraiser has documentation that would potentially produce an evaluation rating of "below expectations" or "unsatisfactory."

*Source: The provisions of this §150.1004 adopted to be effective August 1, 1997, 22 TexReg 4200; amended to be effective February 17, 2010, 35 TexReg 1205.*

**§150.1005. Teacher Response and Appeals.**

- (a) A teacher may submit a written response or rebuttal at one or both of the following times:
- (1) after receiving a written observation summary, or any other written documentation associated with the teacher's appraisal; or
  - (2) after receiving a written summative annual appraisal report.
- (b) Any written response or rebuttal must be submitted within ten working days of receiving a written observation summary, a written summative annual appraisal report, or any other written documentation associated with the teacher's appraisal. At the discretion of the certified appraiser, the time period may be extended to 15 working days.
- (c) A teacher may request a second appraisal by another certified appraiser at one or both of the following times:
- (1) after receiving a written observation summary with which the teacher disagrees; or
  - (2) after receiving a written summative annual appraisal report with which the teacher disagrees.
- (d) The second appraisal must be requested within ten working days of receiving a written observation summary or a written summative annual appraisal report. At the discretion of the certified appraiser, the time period may be extended to 15 working days.
- (e) A teacher may be given advance notice of the date or time of a second appraisal, but advance notice is not required.
- (f) The second appraiser shall appraise the teacher in all domains. The second appraiser shall make observations and walk-throughs as necessary to evaluate Domains I through V. The second appraiser shall use the Teacher Self-Report Form and cumulative data from the first appraisal to evaluate Domains VI through VIII. Cumulative data may also be used by the second appraiser to evaluate other domains.
- (g) Each school district shall adopt written procedures for a teacher to present grievances and receive



written comments in response to the written annual report. Each district shall also adopt written procedures for determining the selection of second appraisers. These procedures shall be disseminated to each teacher at the time of employment and updated annually or as needed.

*Source: The provisions of this §150.1005 adopted to be effective August 1, 1997, 22 TexReg 4200; amended to be effective February 17, 2010, 35 TexReg 1205.*

**§150.1006. Appraiser Qualifications.**

(a) The teacher-appraisal process requires at least one certified appraiser.

(b) Under the Professional Development and Appraisal System (PDAS), a campus administrator includes a principal, an assistant principal, or other supervisory staff designated as an administrator of an open-enrollment charter school or as an administrator who holds a comparable administrator/supervisor certificate established by the State Board for Educator Certification. A campus administrator who is a certified PDAS appraiser and approved by the school district board of trustees shall conduct a teacher's appraisal. Only in the event of the circumstances identified in subsection (d) of this section may an individual other than a campus administrator act as a certified appraiser.

(c) Before conducting an appraisal, an appraiser must be certified by having satisfactorily completed uniform appraiser training, including required Instructional Leadership Training (ILT) or Instructional Leadership Development (ILD) certification, with a trainer and curriculum approved by the commissioner of education. Periodic recertification and training shall be required.

(1) Educators certified as appraisers for the Texas Teacher Appraisal System (TTAS) before January 1997 shall be required to take only the PDAS training to qualify as a certified appraiser for the new system.

Beginning June 1, 2002, individuals seeking to become certified PDAS appraisers must comply with requirements specified in paragraph (3) of this subsection. **§150.AA.** (2) Educators seeking certification as an appraiser for the PDAS after January 1, 1997, and no later than June 1, 2002, holding no prior TTAS certification, shall be required to complete the ILT or ILD training and the PDAS training with the successful completion of ILT or ILD certification as a prerequisite to the PDAS training.

(3) Educators seeking certification as an appraiser for the PDAS after June 1, 2002, shall be required to complete ILD training and the PDAS training with successful completion of ILD certification as a prerequisite to the PDAS training.

(d) An individual other than a campus administrator may act as a certified appraiser if:

(1) the individual has been certified by completing the training required under subsection (c) of this section prior to conducting appraisals;

(2) the district lacks sufficient certified appraisers to complete appraisals in a timely manner; and

(3) in the case where the certified appraiser is a classroom teacher, the certified appraiser:

(A) conducts appraisals at the same school campus at which the certified appraiser teaches if the certified appraiser is the chair of a department or grade level whose job description includes classroom observation responsibilities; or

(B) does not conduct appraisals of classroom teachers who teach at the same campus as the certified appraiser if the certified appraiser is not a department or grade-level chair.

*Source: The provisions of this §150.1006 adopted to be effective August 1, 1997, 22 TexReg 4200; amended to be effective July 31, 2001, 26 TexReg 5638; amended to be effective February 17, 2010, 35 TexReg 1205.*

**§150.1007. Teacher Orientation.**

(a) A school district shall ensure that all teachers are provided with an orientation of the Professional Development and Appraisal System (PDAS) no later than the final day of the first three weeks of school and at least three weeks before the first observation.

(1) Additional orientations shall be provided any time substantial changes occur in the PDAS.

(2) A teacher new to the district shall be provided with an orientation of the PDAS at least three weeks before the teacher's first observation.



- (3) At least three weeks prior to the first formal observation, all teachers to be appraised under the PDAS shall be provided an annual review of this subchapter and district policy regarding teacher appraisal.
- (b) Teachers' orientation shall include materials approved by the commissioner of education. These materials shall include all state and local appraisal policies, the local appraisal calendar, and information on the requirements for the completion of the Teacher Self-Report Form. In addition to the orientation, campuses may hold other sessions sufficient in length allowing teachers to actively participate in a discussion of the PDAS specifics and to have their questions answered.

*Source: The provisions of this §150.1007 adopted to be effective August 1, 1997, 22 TexReg 4200; amended to be effective February 17, 2010, 35 TexReg 1205.*

**§150.1009. Alternatives to the Commissioner's Recommended Appraisal System.**

- (a) District option. Beginning with the 1997-1998 school year, a school district not wanting to use the commissioner's recommended Professional Development and Appraisal System must develop its own teacher-appraisal system supported by locally adopted policy and procedures and by the processes outlined in Texas Education Code (TEC), §21.352. The Texas Teacher Appraisal System (TTAS) is no longer a state-recommended system; however, it may become a local option governed by the process outlined in TEC, §21.352. If adopted as a local option, the TTAS must be modified to comply with TEC, §21.351(a)(1) and (2).
- (1) The school district-level planning and decision-making committee shall:
- (A) develop an appraisal process;
  - (B) develop evaluation criteria, including discipline management and performance of the teachers' students; and
  - (C) consult with the campus planning and decision-making committee on each campus in the school district.
- (2) The appraisal process shall include:
- (A) at least one appraisal each year;
  - (B) a conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and
  - (C) criteria based on observable, job-related behavior, including:
    - (i) teachers' implementation of discipline management procedures; and
    - (ii) performance of the teachers' students.
- (3) The school district-level planning and decision-making committee shall submit the appraisal process and criteria to the superintendent, who shall submit the appraisal process and criteria to the school district board of trustees with a recommendation to accept or reject. The school district board of trustees may accept or reject an appraisal process and performance criteria, with comments, but may not modify the process or criteria.
- (b) Campus option. A campus within a school district may choose to develop a local system as provided in this section.
- (1) The campus planning and decision-making committee shall:
- (A) develop an appraisal process;
  - (B) develop evaluation criteria, including discipline management and performance of the teachers' students; and
  - (C) submit the process and criteria to the district-level planning and decision-making committee.
- (2) The appraisal process shall include:
- (A) at least one appraisal each year;
  - (B) a conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and
  - (C) criteria based on observable, job-related behavior, including:
    - (i) teachers' implementation of discipline management procedures; and
    - (ii) performance of the teachers' students.
- (3) Upon submission of the appraisal process and criteria to the school district-level planning and decision-

making committee, the committee shall make a recommendation to accept or reject the appraisal process and criteria and transmit that recommendation to the superintendent.

(4) The superintendent shall submit the recommended campus appraisal process and criteria, the school district-level planning and decision-making committee's recommendation, and the superintendent's recommendation to the school district board of trustees. The school district board of trustees may accept or reject, with comments, an appraisal process and performance criteria, but may not modify the process or criteria.

*Source: The provisions of this §150.1009 adopted to be effective August 1, 1997, 22 TexReg 4200*

**§150.1010. District Submissions to Regional Education Service Center.**

(a) For purposes of providing training and support, the superintendent shall notify the executive director of its regional education service center of the district's choice of appraisal system(s) and provide a sample copy of the instrument used by a time designated by the commissioner of education.

(b) Each school district shall submit annually to its regional education service center a summary of the campus-level evaluation scores from the Professional Development and Appraisal System, or the district's locally adopted appraisal system, in a manner prescribed by the commissioner.

## APPENDIX B

Administrator Appraisal §150.BB. - March 1999 Update

**Subchapter BB. Administrator Appraisal-** *Statutory Authority: The provisions of this Subchapter BB issued under the Texas Education Code, §21.354 and §39.054, unless otherwise noted.*

**§150.1021. Commissioner-Recommended Administrator Appraisal Process: Performance Domains and Descriptors.**

(a) The domains and descriptors used to evaluate each administrator in a school district may include the following.

(1) Instructional management. The administrator promotes improvement of instruction through activities such as the following: monitoring student achievement and attendance; diagnosing student needs; helping teachers design learning experiences for students; encouraging the development and piloting of innovative instructional programs; and facilitating the planning and application of emerging technologies in the classroom.

(2) School or organization morale. The administrator fosters a positive school or organization morale through activities such as the following: assessing and planning improvement of the school, school district, or community environment; reinforcing excellence; promoting a positive, caring climate of learning; and using effective communication skills.

(3) School or organization improvement. The administrator promotes leadership in efforts to improve the school or organization through activities such as the following: collaborating in the development and articulation of a common vision of improvement; encouraging appropriate risktaking; and ensuring continuous renewal of curriculum, policies, and methods.

(4) Personnel management. The administrator manages personnel effectively through activities such as the following: delegating appropriately; recognizing exemplary performance of teachers and staff; encouraging personal and professional growth and leadership among the staff; complying with applicable personnel policies and rules; securing the necessary personnel resources to meet objectives; and evaluating the job performance of assigned personnel.

(5) Management of administrative, fiscal, and facilities functions. The administrator manages administrative, fiscal, and facilities functions responsibly through activities such as the following: obtaining broad-based input for fiscal or financial analysis; compiling reasonable budgets and cost estimates; ensuring that facilities are maintained and upgraded as necessary; and managing a broad range of school operations (for example, attendance, accounting, payroll, transportation).

(6) Student management. The administrator promotes positive student conduct through activities such as the following: helping students develop a sense of self-worth; developing and communicating guidelines for student conduct; ensuring rules are observed uniformly; disciplining students for misconduct in an effective and fair manner; supporting collaboration by working with faculty; and encouraging the participation of students and parents.

(7) School or community relations. The administrator promotes a positive tone for school or community relations through activities such as the following: fostering collaborative educational efforts among members of the total school community; articulating the school mission and needs to the community; seeking support for school programs; and involving himself or herself in community activities that foster rapport between the school district and the larger community.

(8) Professional growth and development. The administrator provides leadership in professional growth and development through activities such as the following: participating actively in professional associations; conducting himself or herself in an ethical and professional manner; disseminating ideas and information to other professionals; and seeking and using evaluative information for improvement of performance.

(9) Academic excellence indicators and campus performance objectives.

(10) School board relations (for superintendents only). The superintendent promotes and supports a positive relationship with the school district board of trustees through activities such as the following: meeting the board's needs for information; interacting with board members in an ethical, sensitive, and professional manner; demonstrating competence in written and verbal communications to the board; and recommending policies to the board to enhance teaching and learning.

(b) In developing appraisal instruments, the school district shall use the local job description as applicable.

(c) A student performance domain shall be included in the appraisal of principals and superintendents as follows.

(1) The principal promotes improvement of the performance of students on the campus through activities such as comparing campus disaggregated student performance results to state accountability standards and to prior year performance.

(2) The superintendent promotes improvement of the performance of students in the district through activities such as comparing district disaggregated student performance results to state accountability standards and to prior year performance.

*Source: The provisions of this §150.1021 adopted to be effective August 1, 1997, 22 TexReg 4200; amended to be*

*effective June 11, 1998, 23 TexReg 5966.*

**§150.1022. Commissioner-Recommended Administrator Appraisal Process: Procedures.**

(a) To provide school districts maximum flexibility, the following procedures for administrator appraisal are established as minimum requirements. Each district shall establish an annual calendar providing for the following activities that shall involve both the administrator and the appraiser:

(1) procedures for setting goals that define expectations and set priorities for the administrator being appraised;

(2) formative conference; and (3) summative conference.

(b) Each school district shall involve appropriate administrators in developing, selecting, or revising the instruments and process.

(c) Before conducting appraisals, an appraiser shall provide evidence of training in appropriate personnel evaluation skills related to the locally established criteria and process.

(d) Each school district may implement a process for collecting staff input for evaluating administrators. If a school district implements a process for collecting staff input to evaluate administrators, the input must not be anonymous.

(e) Student performance shall be a part of locally developed appraisal instruments for principals as specified in Texas Education Code (TEC), §21.354 and §39.054 and for superintendents as specified in TEC, §39.054.

(f) Each school district, with the approval of the board of trustees, may select the commissioner-recommended student performance domain for principals or may develop an alternative governed by the process outlined in TEC, §21.354.

(g) Districts using the commissioner-recommended student performance domain for principals shall meet the following requirements.

(1) Principals and their appraisers whose districts adopt the commissioner-recommended student performance domain shall satisfactorily complete appraiser training with a trainer and curriculum approved by the commissioner of education. Periodic retraining shall be required.

(2) The commissioner-recommended student performance domain shall be implemented in accordance with procedures approved by the commissioner.

(3) The results on the commissioner-recommended student performance domain shall be incorporated into the local appraisal instrument.

(4) The results on the commissioner-recommended student performance domain shall be a primary consideration in determining a principal in need of assistance. An intervention plan shall be required for a principal whose results on this domain fall below the commissioner's established standards.

(5) For a principal new to the campus or for a new campus, the results from the commissioner recommended student performance domain shall be on a "report only" basis during the first year. Dropout and attendance data for the principal shall be on a "report only" basis for the first two years.

(h) Each school district, with the approval of the board of trustees, may select the commissioner-recommended student performance domain for superintendents or may develop an alternative governed by the process outlined in TEC, §21.354.

(i) Districts using the commissioner-recommended student performance domain for superintendents shall meet the following requirements.

(1) Superintendents whose districts adopt the commissioner-recommended student performance domain shall attend an orientation approved by the commissioner.

(2) The results on the commissioner-recommended student performance domain shall be incorporated into the local appraisal instrument.

(3) The results on the commissioner-recommended student performance domain shall be a primary consideration of the board in evaluating the superintendent.

(4) For a superintendent new to the district, the results from the commissioner-recommended student performance domain shall be on a "report only" basis during the first year. Dropout and attendance data for the superintendent shall be on a "report only" basis for the first two years.

*Source: The provisions of this §150.1022 adopted to be effective August 1, 1997, 22 TexReg 4200; amended to be effective June 11, 1998, 23 TexReg 5966; amended to be effective March 28, 1999, 24 TexReg 2021.*

## APPENDIX C: Scholar-Practitioner Activity

### Education Legislation Status

More than 100 education-related bills were passed during the regular session of 83rd Texas Legislature. Most of those were signed into law by Gov. Rick Perry. The following list provides information about education-related bills. To see all legislation introduced during the 83rd regular session or to search for a specific bill, visit [Texas Legislature Online](#).

| Legislation            | Authors               | Description   | Last Action                                      |
|------------------------|-----------------------|---|--|
| <a href="#">HB 5</a>   | Aycock, Jimmie Don(R) | Relating to public school accountability, including assessment, and curriculum requirements.  | Signed by the Governor (various effective dates) |
|                        | Patrick, Dan(R)       |   |  |
| <a href="#">HB 10</a>  | Pitts, Jim(R)         | Relating to making emergency supplemental appropriations and providing direction and transfer authority regarding certain appropriations. | Signed by the Governor (effective on 3-13-13)    |
|                        | Williams, Tommy(R)    |   |  |
| <a href="#">HB 217</a> | Alvarado, Carol(D)    | Relating to the types of beverages that may be sold to students on public school campuses.  | Vetoed   |
|                        | Uresti, Carlos(D)     |   |  |
| <a href="#">HB 308</a> | Bohac, Dwayne(R)      | Relating to a school district's recognition of and education regarding traditional winter celebrations.                                   | Signed by the Governor (effective on 9-1-13)     |
|                        | Nichols, Robert(R)    |   |  |
| <a href="#">HB 343</a> | Marquez, Marisa(D)    | Relating to the filing of financial disclosure statements by trustees of an independent school district.                                  | Signed by the Governor                           |
|                        | Rodriguez, Jose(D)    |   |  |
| <a href="#">HB 347</a> | Pitts, Jim(R)         | Relating to prohibiting using a wireless communication device while operating a motor vehicle on school property.                         | Signed by the Governor                           |
|                        | Nichols, Robert(R)    |   |  |
| <a href="#">HB 376</a> | Strama, Mark(D)       | Relating to the regulation of child-care providers by the Texas Workforce Commission and local workforce development boards.              | Signed by the Governor                           |
|                        | Zaffirini, Judith(D)  |   |  |
| <a href="#">HB 437</a> | Davis, John(R)        | Relating to career and technical education programs.  | Signed by the Governor                           |
|                        | Seliger, Kel(R)       |   |  |
| <a href="#">HB 455</a> | Dukes, Dawwna(D)      | Relating to excused absences from public school for certain students.   | Signed by the Governor                           |
|                        | Davis, Wendy(D)       |   |  |
| <a href="#">HB 462</a> | Huberty, Dan@         | Relating to state control of teacher appraisal criteria, curriculum standards, and assessment instruments.                                | Signed by the Governor                           |
|                        | Patrick, Dan(R)       |   |  |
| <a href="#">HB 525</a> | Aycock, Jimmie        | Relating to the collection of data relating to  | Signed by the Governor                           |



| Legislation            | Authors                                      | Description   | Last Action                                  |
|------------------------|--|---|--|
|                        | Don(R)<br>Fraser, Troy(R)                    | military-connected students through the Public Education Information Management System (PEIMS).   | (effective immediately)                      |
| <a href="#">HB 590</a> | Naishtat, Elliott(D)<br>Zaffirini, Judith(D) | Relating to determining a child's eligibility for a school district's special education program on the basis of a visual impairment.  | Signed by the Governor                       |
| <a href="#">HB 617</a> | Rodriguez, Eddie(D)<br>Zaffirini, Judith(D)  | Relating to transition and employment services for public school students enrolled in special education programs.   | Signed by the Governor                       |
| <a href="#">HB 628</a> | Dale, Tony(R)<br>Paxton, Ken(R)              | Relating to the right of a member of the board of trustees of a school district to obtain information, documents, and records.  | Signed by the Governor                       |
| <a href="#">HB 642</a> | Patrick, Diane(R)<br>Lucio, Eddie(D)         | Relating to continuing education requirements for certain educators.  | Signed by the Governor                       |
| <a href="#">HB 647</a> | Patrick, Diane(R)<br>Davis, Wendy(D)         | Relating to employment by open-enrollment charter schools of certain persons as teachers.   | Signed by the Governor                       |
| <a href="#">HB 742</a> | Strama, Mark(D)<br>Watson, Kirk(D)           | Relating to a grant program for certain school districts to provide summer instruction primarily for students who are educationally disadvantaged and summer teaching opportunities for high-performing, new, and student teachers. | Signed by the Governor                       |
| <a href="#">HB 753</a> | Villarreal, Mike(D)<br>Zaffirini, Judith(D)  | Relating to certain information to be provided by school districts to parents concerning supplemental educational services.   | Signed by the Governor                       |
| <a href="#">HB 773</a> | Farney, Marsha(R)<br>Schwertner, Charles(R)  | Relating to a requirement that students at an open-enrollment charter school recite the pledges of allegiance to the United States flag and the state flag.   | Signed by the Governor                       |
| <a href="#">HB 798</a> | Thompson, Senfronia(D)<br>Garcia, Sylvia(D)  | Relating to certain actions taken by certain licensing authorities regarding a license holder or applicant who has been convicted of a Class C misdemeanor.   | Signed by the Governor                       |
| <a href="#">HB 809</a> | Davis, John(R)<br>Deuell, Bob(R)             | Relating to the dissemination of information regarding employment opportunities in this state to secondary school students.   | Signed by the Governor (effective on 9-1-13) |
| <a href="#">HB 842</a> | Bell, Cecil(R)                               | Relating to requiring public school districts to  | Signed by the Governor                       |



| Legislation             | Authors                  | Description  | Last Action                                   |
|-------------------------|--------------------------|--|---|
|                         | Deuell, Bob(R)           | provide certain opportunities to career and technical students under the college credit program.   | (effective immediately)                       |
| <a href="#">HB 866</a>  | Huberty, Dan(R)          | Relating to the administration to public school students in certain grades of state-administered assessment instruments.                                     | Signed by the Governor                        |
|                         | Seliger, Kel(R)          |  |   |
| <a href="#">HB 885</a>  | Murphy, Jim(R)           | Relating to the guarantee of refinanced open-enrollment charter school bonds by the permanent school fund.   | Signed by the Governor                        |
|                         | Patrick, Dan(R)          |  |   |
| <a href="#">HB 897</a>  | Zerwas, John(R)          | Relating to instruction in cardiopulmonary resuscitation and the use of automated external defibrillators in secondary education curriculum.                 | Signed by the Governor                        |
|                         | Hinojosa, Chuy(D)        |  |   |
| <a href="#">HB 1009</a> | Villalba, Jason(R)       | Relating to the creation of a new category of law enforcement officer who shall be designated a school marshal.  | Signed by the Governor                        |
|                         | Patrick, Dan(R)          |  |   |
| <a href="#">HB 1016</a> | Davis, Sarah(R)          | Relating to legal representation for civil suits against peace officers employed by a school district.   | Signed by the Governor (effective on 5-18-13) |
|                         | Williams, Tommy(R)       |  |   |
| <a href="#">HB 1018</a> | Patrick, Diane(R)        | Relating to development of goals and policy recommendations for increasing physical activity and improving fitness among public school students.             | Signed by the Governor                        |
|                         | Nelson, Jane(R)          |  |   |
| <a href="#">HB 1020</a> | Reynolds, Ron(D)         | Relating to the certification of alcohol awareness programs required for minors convicted of or receiving deferred disposition for certain alcohol offenses. | Signed by the Governor                        |
|                         | Huffman, Joan(R)         |  |   |
| <a href="#">HB 1025</a> | Pitts, Jim(R)            | Relating to making supplemental appropriations and reductions in appropriations and giving direction and adjustment authority regarding appropriations.      | Signed by the Governor/line item veto         |
|                         | Williams, Tommy(R)       |  |   |
| <a href="#">HB 1122</a> | Johnson, Eric(D)         | Relating to a pilot program for a three-year high school diploma plan and cost-neutral expansion of full-day prekindergarten programs.                       | Signed by the Governor                        |
|                         | West, Royce(D)           |  |   |
| <a href="#">HB 1264</a> | Huberty, Dan(R)          | Relating to information regarding the number of public school students with dyslexia.  | Signed by the Governor                        |
|                         | Deuell, Bob(R)           |  |   |
| <a href="#">HB 1272</a> | Thompson, Senfronia(D)   | Relating to the continuation and duties of the Human Trafficking Prevention Task Force.  | Signed by the Governor                        |
|                         | Van de Putte, Leticia(D) |  |   |

| Legislation             | Authors                  | Description  | Last Action                                     |
|-------------------------|--------------------------|--|---|
| <a href="#">HB 1296</a> | Alvarado, Carol(D)       | Relating to providing information to assist postsecondary educational institutions in addressing the state's projected workforce needs for training and education. | Signed by the Governor                          |
|                         | Taylor, Larry(R)         |  |   |
| <a href="#">HB 1479</a> | Villarreal, Mike(D)      | Relating to establishing a committee in certain counties to recommend a uniform truancy policy.  | Signed by the Governor                          |
|                         | Van de Putte, Leticia(D) |  |   |
| <a href="#">HB 1501</a> | Raymond, Richard(D)      | Relating to the commemoration of September 11, 2001, at public schools and institutions of higher education.   | Signed by the Governor                          |
|                         | Zaffirini, Judith(D)     |  |   |
| <a href="#">HB 1675</a> | Bonnen, Dennis(R)        | Relating to governmental entities subject to the sunset review process.  | Signed by the Governor                          |
|                         | Nichols, Robert(R)       |  |   |
| <a href="#">HB 1751</a> | Patrick, Diane(R)        | Relating to the public school educator excellence innovation program.  | Signed by the Governor                          |
|                         | Van de Putte, Leticia(D) |  |   |
| <a href="#">HB 1752</a> | Patrick, Diane(R)        | Relating to creating the Texas Teacher Residency Program.  | Signed by the Governor                          |
|                         | Seliger, Kel(R)          |  |   |
| <a href="#">HB 1775</a> | Thompson, Ed(R)          | Relating to the authority of the University Interscholastic League regarding activities involving sports officials.  | Signed by the Governor                          |
|                         | Hancock, Kelly(R)        |  |   |
| <a href="#">HB 1871</a> | King, Tracy(D)           | Relating to the allocation of the expenses of a joint election to certain school districts.  | Signed by the Governor                          |
|                         | Uresti, Carlos(D)        |  |   |
| <a href="#">HB 1926</a> | King, Ken(R)             | Relating to the provision of electronic courses by a school district or open-enrollment charter school.  | Filed without signature (effective immediately) |
|                         | Hegar, Glenn(R)          |  |   |
| <a href="#">HB 1952</a> | Thompson, Senfronia(D)   | Relating to professional development training for certain public school personnel regarding student disciplinary procedures.                                       | Signed by the Governor                          |
|                         | Van de Putte, Leticia(D) |  |   |
| <a href="#">HB 2012</a> | Villarreal, Mike(D)      | Relating to collection, distribution, and use of information relating to salaries and working conditions of public school classroom teachers.                      | Signed by the Governor                          |
|                         | Patrick, Dan(R)          |  |   |

| Legislation             | Authors               | Description  | Last Action                                    |
|-------------------------|-----------------------|--|--|
| <a href="#">HB 2016</a> | Keffer, Jim(R)        | Relating to the receipt or consideration of a petition requesting detachment and annexation by the board of trustees of a school district consolidating under a local consolidation agreement. | Signed by the Governor                         |
|                         | Duncan, Robert(R)     |  |  |
| <a href="#">HB 2058</a> | Allen, Alma(D)        | Relating to the administration of a high school equivalency examination.   | Signed by the Governor                         |
|                         | Ellis, Rodney(D)      |  |  |
| <a href="#">HB 2103</a> | Villarreal, Mike(D)   | Relating to education research centers and data sharing among cooperating state agencies.  | Signed by the Governor                         |
|                         | Seliger, Kel(R)       |  |  |
| <a href="#">HB 2137</a> | Fletcher, Allen(R)    | Relating to eligibility of certain persons for enrollment in school district summer school courses.  | Signed by the Governor                         |
|                         | Paxton, Ken(R)        |  |  |
| <a href="#">HB 2201</a> | Farney, Marsha(R)     | Relating to increasing the courses offered in the career and technology education curriculum.  | Signed by the Governor (effective on 9-1-13)   |
|                         | Lucio, Eddie(D)       |  |  |
| <a href="#">HB 2318</a> | Aycock, Jimmie Don(R) | Relating to public school educator preparation and alternative certification programs.   | Signed by the Governor (effective immediately) |
|                         | Seliger, Kel(R)       |  |  |
| <a href="#">HB 2414</a> | Button, Angie(R)      | Relating to requirements for open meetings held by videoconference call.   | Signed by the Governor                         |
|                         | Deuell, Bob(R)        |  |  |
| <a href="#">HB 2483</a> | Alvarado, Carol(D)    | Relating to including oral health education as part of the coordinated health program for public elementary, middle, and junior high school students.  | Signed by the Governor                         |
|                         | Ellis, Rodney(D)      |  |  |
| <a href="#">HB 2549</a> | Patrick, Diane(R)     | Relating to the periodic review and revision of college and career readiness standards in public education.  | Signed by the Governor                         |
|                         | Paxton, Ken(R)        |  |  |
| <a href="#">HB 2607</a> | Huberty, Dan(R)       | Relating to the representation through a telephone conference call of a school district employee under a district grievance policy.  | Signed by the Governor                         |
|                         | Davis, Wendy(D)       |  |  |
| <a href="#">HB 2610</a> | Pitts, Jim(R)         | Relating to the issuance of interest-bearing time warrants and certain notes by school districts.  | Signed by the Governor                         |
|                         | Hegar, Glenn(R)       |  |  |
| <a href="#">HB 2619</a> | Naishtat, Elliott(D)  | Relating to the educational needs of children in the conservatorship of the Department of Family and Protective Services.  | Signed by the Governor                         |
|                         | West, Royce(D)        |  |  |

| Legislation             | Authors               | Description  | Last Action                                    |
|-------------------------|-----------------------|--|--|
| <a href="#">HB 2662</a> | Farney, Marsha(R)     | Relating to requiring a personal financial literacy credit for graduation under the recommended and advanced high school programs.   | Signed by the Governor                         |
|                         | Patrick, Dan(R)       |  |  |
| <a href="#">HB 2694</a> | Villarreal, Mike(D)   | Relating to establishing a state-level credit by examination program for public secondary education.   | Signed by the Governor                         |
|                         | Duncan, Robert(R)     |  |  |
| <a href="#">HB 2712</a> | Perez, Mary Ann(D)    | Relating to the exemption from ad valorem taxation of energy storage systems used for the control of air pollution in a nonattainment area.  | Signed by the Governor                         |
|                         | Taylor, Larry(R)      |  |  |
| <a href="#">HB 2824</a> | Ratliff, Bennett(R)   | Relating to the Texas High Performance Schools Consortium.   | Vetoed   |
|                         | Paxton, Ken(R)        |  |  |
| <a href="#">HB 2836</a> | Ratliff, Bennett(R)   | Relating to state assessment instruments administered in grades three through eight in public schools.   | Vetoed   |
|                         | Patrick, Dan(R)       |  |  |
| <a href="#">HB 2952</a> | Rodriguez, Justin(D)  | Relating to the period of time allowed for issuance of decisions by the commissioner of education in certain appeals against school districts.   | Signed by the Governor                         |
|                         | Watson, Kirk(D)       |  |  |
| <a href="#">HB 2961</a> | Huberty, Dan(R)       | Relating to the social security numbers of school district employees.  | Signed by the Governor (effective on 9-1-13)   |
|                         | Deuell, Bob(R)        |  |  |
| <a href="#">HB 3028</a> | Davis, John(R)        | Relating to the use of the skills development fund to support certain joint credit courses offered by school districts under agreements with public junior colleges.   | Signed by the Governor                         |
|                         | Birdwell, Brian(R)    |  |  |
| <a href="#">HB 3483</a> | Fletcher, Allen(R)    | Relating to requirements for a driver education course and the eligibility of persons under 18 years of age to hold a driver's license or operate a motor vehicle.   | Signed by the Governor                         |
|                         | Watson, Kirk(D)       |  |  |
| <a href="#">HB 3573</a> | Aycock, Jimmie Don(R) | Relating to the requirements for obtaining a health science technology education teaching certificate and to the scope of courses a person may teach holding a technology applications teaching certificate. | Signed by the Governor                         |
|                         | Patrick, Dan(R)       |  |  |
| <a href="#">HB 3662</a> | Clardy, Travis(R)     | Relating to the Texas Workforce Innovation Needs Program.  | Signed by the Governor (effective immediately) |
|                         | Seliger, Kel(R)       |  |  |
| <a href="#">HB 3677</a> | Farney, Marsha(R)     | Relating to the issuance of Foundation School  | Signed by the Governor                         |

| Legislation            | Authors                  | Description  | Last Action                                    |
|------------------------|--------------------------|--|--|
|                        | Patrick, Dan(R)          | Program license plates.  |  |
| <a href="#">SB 2</a>   | Patrick, Dan(R)          | Relating to charter schools and home-rule charter school districts, including establishment of the Charter School Authorizing Authority.   | Signed by the Governor                         |
|                        | Aycock, Jimmie Don(R)    |  |  |
| <a href="#">SB 17</a>  | Patrick, Dan(R)          | Relating to the training in school safety of certain employees of a school district or an open-enrollment charter school authorized to carry a concealed handgun on school premises. | Vetoed   |
|                        | Fletcher, Allen(R)       |  |  |
| <a href="#">SB 24</a>  | Hinojosa, Chuy(D)        | Relating to the creation of a new university in South Texas within The University of Texas System.   | Signed by the Governor (effective immediately) |
|                        | Oliveira, Rene(D)        |  |  |
| <a href="#">SB 31</a>  | Zaffirini, Judith(D)     | Relating to formula funding for certain semester credit hours earned for dual course credit.   | Signed by the Governor (effective immediately) |
|                        | Patrick, Diane(R)        |  |  |
| <a href="#">SB 39</a>  | Zaffirini, Judith(D)     | Relating to the evaluation and instruction of public school students with visual impairments.  | Signed by the Governor (effective immediately) |
|                        | Naishtat, Elliott(D)     |  |  |
| <a href="#">SB 59</a>  | Nelson, Jane(R)          | Relating to certain required reports and other documents prepared by state agencies and institutions of higher education.  | Signed by the Governor (effective on 9-1-13)   |
|                        | Callegari, Bill(R)       |  |  |
| <a href="#">SB 119</a> | Rodriguez, Jose(D)       | Relating to the operation of special student recovery programs by certain school districts.  | Signed by the Governor (effective immediately) |
|                        | Marquez, Marisa(D)       |  |  |
| <a href="#">SB 122</a> | Rodriguez, Jose(D)       | Relating to the removal from office of a member of the board of trustees of an independent school district.  | Signed by the Governor (effective immediately) |
|                        | Marquez, Marisa(D)       |  |  |
| <a href="#">SB 123</a> | Rodriguez, Jose(D)       | Relating to the authority of the commissioner of education to issue subpoenas and conduct accreditation investigations.  | Signed by the Governor (effective immediately) |
|                        | Marquez, Marisa(D)       |  |  |
| <a href="#">SB 124</a> | Rodriguez, Jose(D)       | Relating to the punishment for the offense of tampering with certain governmental records based on certain reporting for school districts and open-enrollment charter schools.       | Signed by the Governor (effective immediately) |
|                        | Marquez, Marisa(D)       |  |  |
| <a href="#">SB 162</a> | Van de Putte, Leticia(D) | Relating to the occupational licensing of members of the military and spouses of members of the military.  | Signed by the Governor (effective on 5-18-13)  |
|                        | Flynn, Dan(R)            |  |  |

| Legislation            | Authors                | Description   | Last Action                                    |
|------------------------|------------------------|---|--|
| <a href="#">SB 172</a> | Carona, John(R)        | Relating to diagnosing the reading development and comprehension of public school kindergarten students.  | Signed by the Governor (effective immediately) |
|                        | Ratliff, Bennett(R)    |   |  |
| <a href="#">SB 260</a> | Davis, Wendy(D)        | Relating to the absence of a student from school to visit with a parent or guardian who will be or has been deployed on military duty.  | Signed by the Governor (effective immediately) |
|                        | Stickland, Jonathan(R) |   |  |
| <a href="#">SB 306</a> | Huffman, Joan(R)       | Relating to consideration of a student receiving treatment in a residential treatment facility for public school accountability purposes.   | Signed by the Governor (effective immediately) |
|                        | Sheffield, Ralph(R)    |   |  |
| <a href="#">SB 307</a> | Huffman, Joan(R)       | Relating to the transfer of adult education and literacy programs from the Texas Education Agency to the Texas Workforce Commission.  | Signed by the Governor (effective on 9-1-13)   |
|                        | Guillen, Ryan(D)       |   |  |
| <a href="#">SB 377</a> | Lucio, Eddie(D)        | Relating to considering the performance of certain students on state assessment instruments in evaluating school district and campus performance.                                     | Signed by the Governor (effective on 9-1-13)   |
|                        | Gonzalez, Mary(D)      |   |  |
| <a href="#">SB 393</a> | West, Royce(D)         | Relating to the deferral of prosecution of children accused of certain Class C misdemeanors.  | Signed by the Governor (effective on 9-1-13)   |
|                        | Lewis, Tryon(R)        |   |  |
| <a href="#">SB 435</a> | Duncan, Robert(R)      | Relating to the payment of tuition for public high school students who participate in college credit programs.  | Signed by the Governor (effective immediately) |
|                        | Cortez, Philip(D)      |   |  |
| <a href="#">SB 453</a> | Deuell, Bob(R)         | Relating to payment of tuition to attend public schools for students holding certain United States student visas.   | Signed by the Governor (effective immediately) |
|                        | Flynn, Dan(R)          |   |  |
| <a href="#">SB 460</a> | Deuell, Bob(R)         | Relating to inclusion of instruction in the detection and education of students with mental or emotional disorders in the requirements for educator training programs.                | Signed the Governor (effective on 9-1-13)      |
|                        | Coleman, Garnet(D)     |   |  |
| <a href="#">SB 503</a> | West, Royce(D)         | Relating to the establishment of the Expanded Learning Opportunities Council to study and make recommendations concerning expanded learning opportunities for public school students. | Signed by the Governor (effective immediately) |
|                        | Strama, Mark(D)        |   |  |
| <a href="#">SB 504</a> | Deuell, Bob(R)         | Relating to eliminating the requirement that certain schoolchildren be screened for abnormal spinal curvature.  | Vetoed   |
|                        | King, Susan(R)         |   |  |
| <a href="#">SB 542</a> | Watson, Kirk(D)        | Relating to alternative dispute resolution methods regarding educational services for students with   | Signed by the Governor (effective immediately) |
|                        | Allen, Alma(D)         |   |  |



| Legislation            | Authors                                | Description  | Last Action                                    |
|------------------------|--|--|--|
|                        |  | disabilities, including individualized education program facilitation.   |  |
| <a href="#">SB 553</a> | Uresti, Carlos(D)<br>Johnson, Eric(D)  | Relating to certain high school students serving as early voting clerks in an election.  | Signed by the Governor (effective immediately) |
| <a href="#">SB 709</a> | Lucio, Eddie(D)<br>Allen, Alma(D)      | Relating to representation of a person in a special education impartial due process hearing.   | Signed by the Governor (effective immediately) |
| <a href="#">SB 715</a> | Lucio, Eddie(D)<br>Farney, Marsha(R)   | Relating to use of consistent terminology to refer to school counselors in the Education Code.   | Signed by the Governor (effective immediately) |
| <a href="#">SB 758</a> | Williams, Tommy(R)<br>Pitts, Jim(R)    | Relating to the established schedule of payments from the foundation school fund of the yearly entitlement of certain school districts.            | Signed by the Governor (effective immediately) |
| <a href="#">SB 816</a> | Hegar, Glenn(R)<br>Huberty, Dan(R)     | Relating to the date by which a school district must complete a report of an initial evaluation of a student for special education services.       | Signed by the Governor (effective on 9-1-13)   |
| <a href="#">SB 831</a> | Taylor, Larry(R)<br>Coleman, Garnet(D) | Relating to a list of mental health, substance abuse, and suicide prevention programs that may be selected for implementation by public schools.   | Signed by the Governor (effective on 9-1-13)   |
| <a href="#">SB 832</a> | Davis, Wendy(D)<br>Dukes, Dawna(D)     | Relating to training for school district liaisons who assist students in the conservatorship of the state with school enrollments and transfers.   | Signed by the Governor (effective immediately) |
| <a href="#">SB 833</a> | Davis, Wendy(D)<br>Dukes, Dawna(D)     | Relating to the aggregation of data in the Public Education Information Management System (PEIMS) regarding public school students in foster care. | Signed by the Governor (effective immediately) |
| <a href="#">SB 860</a> | Lucio, Eddie(D)<br>Farney, Marsha(R)   | Relating to the provision of career and technology education courses in certain partnership programs to provide high school dropout recovery.      | Signed by the Governor (effective 5-24-13)     |
| <a href="#">SB 906</a> | Deuell, Bob(R)<br>Huberty, Dan(R)      | Relating to developmentally appropriate assessment of special education students.  | Signed by the Governor (effective immediately) |
| <a href="#">SB 914</a> | Lucio, Eddie(D)<br>Ratliff, Bennett(R) | Relating to a behavior improvement plan adopted for certain students with an individualized education program.                                     | Signed by the Governor (effective immediately) |
| <a href="#">SB 939</a> | West, Royce(D)                         | Relating to reporting child abuse and neglect and to   | Signed by the Governor                         |



| Legislation             | Authors                  | Description   | Last Action                                    |
|-------------------------|--------------------------|---|--|
|                         | Parker, Tan(R)           | training regarding recognizing and reporting child abuse and neglect at schools, institutions of higher education, and other entities.  | (effective on 9-1-13)                          |
| <a href="#">SB 1114</a> | Whitmire, John(D)        | Relating to the prosecution of certain misdemeanor offenses committed by children and to school district law enforcement.   | Signed by the Governor (effective on 9-1-13)   |
|                         | Herrero, Abel(D)         |   |  |
| <a href="#">SB 1142</a> | Duncan, Robert(R)        | Relating to an adult high school diploma and industry certification charter school pilot program for adults 19 to 50 years of age.  | Signed by the Governor (effective on 6-14-13)  |
|                         | Davis, John(R)           |   |  |
| <a href="#">SB 1226</a> | Zaffirini, Judith(D)     | Relating to the establishment of an employment-first policy and task force that promote opportunities for individuals with disabilities to earn a living wage with competitive employment.            | Signed by the Governor (effective on 6-14-13)  |
|                         | Perez, Mary Ann(D)       |   |  |
| <a href="#">SB 1234</a> | Whitmire, John(D)        | Relating to the establishment of progressive sanctions for students who fail to attend school and to the repeal of the offenses of failure to attend school and parent contributing to nonattendance. | Vetoed   |
|                         | Price, Four(R)           |   |  |
| <a href="#">SB 1365</a> | Duncan, Robert(R)        | Relating to the provision of credit by examination for public school students.  | Signed by the Governor (effective on 6-14-13)  |
|                         | Villarreal, Mike(D)      |   |  |
| <a href="#">SB 1404</a> | Patrick, Dan(R)          | Relating to attendance at and completion of high school by students who are in the conservatorship of the Department of Family and Protective Services.   | Signed by the Governor (effective on 6-14-13)  |
|                         | Parker, Tan(R)           |   |  |
| <a href="#">SB 1406</a> | Patrick, Dan(R)          | Relating to State Board of Education oversight of regional education service center services and products concerning student curriculum.  | Signed by the Governor (effective on 6-14-13)  |
|                         | Toth, Steve(R)           |   |  |
| <a href="#">SB 1474</a> | Duncan, Robert(R)        | Relating to the adoption of major curriculum initiatives by a school district.  | Signed by the Governor (effective on 6-14-13)  |
|                         | Allen, Alma(D)           |   |  |
| <a href="#">SB 1538</a> | Van de Putte, Leticia(D) | Relating to evaluating the performance, including computing dropout and completion rates, of public schools, including schools designated as dropout recovery schools and residential facilities.     | Signed by the Governor (effective on 9-1-13)   |
|                         | Farney, Marsha(R)        |   |  |
| <a href="#">SB 1541</a> | Van de Putte, Leticia(D) | Relating to discipline of public school students by school bus drivers.   | Signed by the Governor (effective immediately) |
|                         | Allen, Alma(D)           |   |  |
| <a href="#">SB 1556</a> | Seliger, Kel(R)          | Relating to the establishment of the School Safety  | Signed by the Governor                         |

| Legislation             | Authors              | Description  | Last Action                                    |
|-------------------------|----------------------|--|--|
|                         | Davis, John(R)       | Advisory Council and School Safety Certification Program.  | (effective immediately)                        |
| <a href="#">SB 1557</a> | Lucio, Eddie(D)      | Relating to business participation in supporting early college high schools.   | Signed by the Governor (effective on 9-1-13)   |
|                         | Villarreal, Mike(D)  |  |  |
| <a href="#">SB 1590</a> | Zaffirini, Judith(D) | Relating to requirements for personal financial literacy training offered by public school districts and public universities.  | Signed by the Governor (effective immediately) |
|                         | Branch, Dan(R)       |  |  |
| <a href="#">SB 1658</a> | Paxton, Ken(R)       | Relating to the effect of certain state aid on school districts required to take action to equalize wealth under the school finance system.  | Signed by the Governor (effective on 9-1-13)   |
|                         | Huberty, Dan(R)      |  |  |
| <a href="#">SB 1705</a> | Campbell, Donna(R)   | Relating to the administration of certain examinations required to obtain a driver's license.  | Signed by the Governor (effective on 9-1-13)   |
|                         | Parker, Tan(R)       |  |  |
| <a href="#">SB 1720</a> | Patrick, Dan(R)      | Relating to the Texas Teach Corps Loan Repayment Assistance Program for undergraduate students who agree to teach in school districts in this state that have shortages of teachers in mathematics or science. | Signed by the Governor (effective immediately) |
|                         | Clardy, Travis(R)    |  |  |

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EDAD 5390D: Texas Campus Level Law - **SCHOLAR PRACTITIONER ASSIGNMENT Webliography Report for Education Legislation Status** - Students will use the internet to explore and research current and past established bills from the Appendix C section of the course syllabus to complete a one-paragraph, APA-formatted and guided, single-page summary for each of below selected topics (not to exceed one full page per bill). At the completion of the ten reports, each student should present a hard-copy of the papers in a **STUDENT LAW PORTFOLIO** and an **electronic Word Document file** of the ten reports. Each one-page report should include the following:

1. Specific listing of the legislation title (i.e. H.B. 347);
2. Author(s) of the bill;
3. Most recent action on the bill (including specific session);
4. Your personal and professional assessment concerning the impact the bill might or does have on district and/or local school leadership and operations.

**I. Topic - Accountability:**

**House Bills:** Select one Texas House Bill that directly relates to accountability, and/or teacher or administrator appraisal, or student assessment.

**Senate Bills:** Select one Texas Senate Bill that directly relates to accountability, and/or teacher or administrator appraisal, or student assessment.

**II. Topic - Student Conduct and Directly-Related Student Affairs:**

**House Bills:** Select one Texas House Bill that directly relates to student conduct (behavior/discipline, and/or any directly-related affairs that affect students.

**Senate Bills:** Select one Texas Senate Bill that directly relates to student conduct (behavior/discipline, and/or any directly-related affairs that affect students.

**III. Topic - Special Education/ Student Disabilities:**

**House Bills:** Select one Texas House Bill that directly relates to special education and/or student disabilities.

**Senate Bills:** Select one Texas Senate Bill that directly relates to special education and/or student disabilities.

**IV. Topic - Finance:**

**House Bills:** Select one Texas House Bill that directly relates to school finance.

**Senate Bills:** Select one Texas Senate Bill that directly relates to school finance.

**V. Topic - Student Selected Issue of Concern:**

**House Bills:** Select one Texas House Bill of your choice.

**Senate Bills:** Select one Texas Senate Bill of your choice.